

Positive Discipline to Manage the Students' Behaviors and Attitudes in a Preschool  
EFL Classroom

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## INTRODUCTION

The aim of this project is to explore “positive discipline strategies” to manage different students’ behaviors and attitudes in the EFL class of a preschool group in a public school in Bogota. Positive discipline is a model for teaching, which suggests the implementation of some strategies that help teachers to deal the student’s behaviors and attitudes that affect achievement of the English lesson aims. By applying positive discipline, teachers can turn those difficulties into advantages for their lessons in the sense that the classroom becomes a comfortable and appropriate environment for learning. Therefore, preschoolers benefit by being immersed in an environment that fosters students’ development, learning and joy for English without being forced to behave as teachers want and without being reprimanded or treated aggressively.

In the research project, we will describe the context where the study is being developed, and how the research question was reached. Then, we will share our exploration of the main visions and perspectives about discipline and how it influences classroom management, which led us to select students’ behaviors and attitudes as the focus of this study, since we needed to identify which of those allow and did not allow to achieve the English lesson objectives. Therefore, the pedagogical implementation of this action research is an exploration of how the positive discipline model and its strategies could be useful for the teacher to manage those students’ behaviors and attitudes that could be present in the classroom.

## CHAPTER 1

### Statement of the Problem

La Palestina School is a public institution that offers pre-school, primary and secondary education that depends on the public educational department. It was approved according to the resolution of integration (1911 of 28 June 2002) and with the resolution of articulation between high school and college (3242 of 23 November 2010). It has two buildings located in Engativa, the first one is the building A: Located in Carrera 76 N° 79-40 neighborhood Santa Maria del lago, and the second one is the building B: located in Transversal 77 N° 81B 91 neighborhood La Palestina.

This is a public school of social strata 3, where students have different social backgrounds from social strata 1 or 2; and can have some trouble in their lives and homes, problems of aggressiveness and lack of attention from their parents. The institution tries to deal with this, and at the same time, educate them by becoming a kind of support for them. In the economic context, the students have not enough supportive resources, for this reason the institution gives them snack in the break, among other things. And finally, the cultural aspect plays an important role as the school stimulates the artistic development and the institution and the government are taking into account the necessity of knowing new cultures and sharing our own culture and learn from different perspectives throughout the interaction with people from other parts of the world. This is for every public school in the city.

The PEI (Educational and Institutional Project) takes into account the "correct social coexistence and the good development of relationships of the students with

the environment and the others; the interactive process of communication and the values are the best way to go through the educational process, the education in this institution is guided by those aspects". (PEI, 2012 Page 04).

Regarding its Mission, it states: "The Palestina School is an educational institution that offers pre-school, secondary and high school education that has as emphasis the education with values and the interactive process of communication in order to educate autonomous, responsible and participative citizens under the pedagogical model humanist" (Mission, 2012. Page 05). The vision of the institution is "in 2015 the school will be the best institution of the locality, articulated to the higher education; based on a humanistic educational proposal of organization cycles, dynamic, flexible, innovative, valued by its projection to the community". The intention of this institution is related to our statement of the problem in terms of it searches to educate autonomous and participative citizens in the future and we believe that this labor has to begin from childhood, with the kids of preschool and first grades. The institution is based on the humanist model whose purpose is the development of the human being. It suggests the flexible and open education, and our main purpose is to let children be children and that they learn because they have the intention to learn, have more knowledge and to grow up as person.

The humanist pedagogical model is "the recognition of the education as an act that is looking for qualify the human conditions as an integral way, and in which the student is considered as an individual who is able to use responsibly their interaction with other human beings and the environment". Some of the principles of the institutional humanist pedagogical model are: "The puerocentrismo, the integral

formation, human reasoning, human dignity and pacifism, subjectivity and consciousness, freedom and choice, human action and work" (Pedagogy Model, 2012. P. 06). This project is related to the humanist model because it searches for educate humans who care about others and their environment; we take into account some of the principles of the humanist pedagogical model such as human dignity and pacifism because we believe that teachers should respect the children's rights, avoid anyway of aggressiveness and promote mutual respect; also the principle of freedom and choice because for us it is important that children can express their feelings, opinions and thoughts and give them the opportunity to decide and choose in their learning process.

English subject is taught 2 hours per week in each grade by pre-service teachers as their professional practice and the other grandes take this subject with the head teacher of each classroom. There is a syllabus where they have the content and topics with the corresponding goals and dimensions (Cognitive, communicative, ethics, aesthetics and body). This subject is reinforced by the immersion classroom 1 hour peer week, according to an educational program offered by the government in which the objective is people from abroad interact with a group of students selected by the head teachers of each grade in order to improve the communication skills and the basic skills: reading, writing, listening and speaking. Also it has another purpose which is to share cultures between the students, the school and the foreign teachers.

The participants selected for this research are students from preschool from La Palestina School. These Students are from 5 to 6 years and they do not know

anything about English, but they unfold in the foreign language learning process. They need to learn a lot in order to have a supportive basis since the beginning of school years.

We want to focus on children from preschool and some students' behaviors or attitudes that could be present during the lesson, such as being disruptive, hitting other classmates, playing, talking; which become difficulties and obstacles to get the aim of the lesson because the teacher wastes time telling the students to be quiet, to be in their seats and telling them how to behave; as example we take this extract from the field notes of Monday, 7<sup>th</sup> April 2014. This observation was made to preschool 1, "Naomi is a girl who is always refusing to do the activities and bothering and hitting the rest of the students, but the head teacher has changed her from seat because she has a special seat. The last class the teacher asked her to join the rest of the students because the lottery game and she behaved well". This affects the learning process because we have to take advantage of the time that is available through the week for teaching them English.

There are difficulties that could be present in an English Foreign Language (EFL) classroom that a teacher has to face, mainly new teachers or teachers who are in the process of becoming teachers. Those difficulties are unexpected and the teacher should know how to manage or deal with that; the difficulties could be many, from the resources or material that could be not available in the classroom to the difficulties for learning, for example when preschool children do not know how to write and read.

On the other hand, we consider that the social background from some of the students influences their behaviour; because some of the students come from dysfunctional families; so we the teachers must not just teach them the subject, but educated them too. This is the labour of the teacher but nowadays the task is more difficult because the parents have lost authority and some children do not respect adult people.

Today, the school has changed and it has become in an active school, in a new school where the teaching is more student- centered and the role of the child is more important; and all of this is very good because the traditional school pretended to have the student or child doing what they want and without taking into account the student. It is important to teach them how to be respectful with their elders, because at this stage they do not have the autonomy to do what they want to do, but the teacher could do it without shouting at them or scolding them; the aggressiveness could be not allowed in any way, of course we can tell them that what they are doing is good or bad but without shouting at them or as in the past hurting them and because this is exhausting for the teacher.

Our own concept for classroom management is not to pretend to control the students but that they reach the learning objectives because they need it, because the idea is that they learn English and that they like it, not because it is something imposed. For us, classroom management is to get the students to be focused on the lesson because they want and they like it; and in this way make learning possible. For those reasons, the teacher has to manage some strategies in order to get students to be active in the lesson and learn without forcing them. In this sense,

positive discipline is a way to get the students to reach the learning objectives without the necessity of shouting them. For example, instead of telling them not to do something, telling them to do other thing, encourage them, and get their attention.

### **Justification**

This research Project is about the use of positive discipline to manage some students' behaviors and attitudes which become an obstacle to achievement of the EFL lesson, mainly with young learners. Positive discipline is a pedagogical model, whose main principle is to respect children and teach them without using anyway of aggressiveness against children. The relevance of this project is to promote the respect for children and their rights; and to listen to them because children have their own voice to express their opinions, thoughts and feelings; and adults cannot silence them because they are the coming generation and they can make the world a better place.

The main purpose of this research project is to demonstrate that teachers can teach children without forcing them to learn and without punishment and scolding. The use of aggressiveness includes shouting, yelling, embarrassing, calling names to the students and some others presented in the project. Besides, children learn and have a meaningful learning when they are interested, when they like what they are learning and when they want to learn. Learning is produced when the child wants to learn and one of the labors of the teacher is to arouse the curiosity for learning.

The study is developed in a public institution in Bogota Colombia with students of preschool, from five to six years old. In order to find a research problem for this

population, we made some observations and we identified that frequently some children's behaviors and attitudes disrupt the lesson and the teacher spend valuable time dealing with those interruptions. Positive Discipline model and its strategies is a useful tool for pre-service teachers, because when teachers start to teach the most common difficulty has to do with classroom management, mainly with children because they are very active and they lost the focus easily and also it is useful for experienced teachers because with the use of positive discipline they find another alternative to teach children English.

In Colombia the EFL lesson is different depending on the context, and in a context as a public institution in which most of the schools teach English two hours per week. Teachers can take advantage of this time and in this short time get that the students learn as much as possible, and get that children start to build knowledge about a foreign language.

### **Research Focus:**

We are looking into positive discipline strategies to manage the students' behaviors and attitudes that do not allow them to reach the learning objective and that could be present in the EFL classroom with preschoolers in La Palestina School.

### **Research Objectives**

**General:** To explore positive discipline strategies to manage the students' behaviors and attitudes that could be present in an EFL classroom of preschool in La Palestina School.

### **Specifics**

- \* To identify the students' behaviors and attitudes that could affect the learning objective in an EFL classroom with students of preschool.
- \* To identify the positive and suitable strategies to deal with those behaviors and attitudes that could be presented in an EFL classroom with students of preschool.

**Research Question:** How do positive discipline strategies help to manage preschoolers' attitudes and behaviors in the EFL classroom?

Taking into account the above, this Project is about how the Students' Behaviors and Attitudes that can be present in an EFL classroom of preschool can affect the class and its aim in a specific school which is La Palestina, and how the teacher can face those difficulties using pedagogical strategies, based on positive discipline; having in mind the learning objective that has to be reached by the students with the help of the teacher.

## CHAPTER 2

### Theoretical Framework

#### Students Attitudes and Behaviors

A child or a student presents some behaviors and attitudes which are part of their development as student and as children; and children are shaped throughout

education. As Rousseau (1763) points out “Everything we do not have at our birth and which we need when we are grown is giving us by education” (page 162). The first period of life is infancy and at this stage according to Rousseau (1763), “we are born with the use of our senses, and from our birth we are affected in various ways by the objects surrounding us. As soon as we have, so to speak, consciousness of our sensations, we are disposed to seek or avoid the objects which produce them, at first according to whether they are pleasant and unpleasant to us, and finally according to the judgments we make about them on the basis of the idea of happiness or of perfection given us by reason.” (Page 163) This stage is guided by nature because adults do not influence the children’s opinions.

In the second period of life, Rousseau (1763) mentions “To suffer is the first thing he ought to learn and the thing he will most need to know” (page 208). At this stage children cry less because they learn to speak, and they can express their feelings with words. It is important to let them recognize the world where they are living and take risk to explore and experience their environment in order to be free, as Rousseau said “The well-being of freedom makes up for many wounds”. Adults do not have to overprotect the children since the beginning of their lives. They should let them be and live and through the wounds they are going to experiment freedom.

According to Netto L. (2005), in his article “*The notion of liberty in Emile*”, Rousseau Said that a child is free when he can achieve his will. Rousseau (1963) said that the nature formed to the children to be loved and cared. Also he says that if children listen to the reason, they would not need to be educated. Children should be treated

with softness and patience; he explains that the child must not be forced to ask for forgiveness, nor impose a punishment.

There are some students' behaviors and attitudes which affect getting the aim of the English lesson, mainly with students from preschool. The students of this study are between the age of five and six and officially this is the first year in the school. These students share most of the time with the head teacher who is like their second mom. She is every day with them teaching them some subjects, but also how to behave properly according to her beliefs; it is a difficult job because children need an example on their homes from their parents and relatives and some of them do not have good examples in their families, so they repeat what they see and reflect what they live in their home, some behaviors such as aggressiveness and bad words. These students learn other subjects with other teachers or student-teachers, sometimes with the head teacher in the classroom. In the English class, some students do not like that the teacher speaks in English all the time, but they take it as a habit and they know that in the English lesson the teacher speaks in English. Some students' attitudes which affect the class are: the student who is talking all the time, the student who makes their classmates laugh, the student who hits other classmates, the student who tell lies or bad words, the student who cries a lot, the student who does not want to do anything because he is tired or sleepy, the student who is always moaning; these behaviors are normal at this stage of life and at this age, because they are children and children only want to play and have fun; the problem is when these attitudes become an obstacle to reach the aim of the lesson because the teacher has to spend time telling the student to be quite, to listen to the

teacher, to be respectful; of course the teacher is not wasting time when he/she teaches them values and how to be respectful with other people and not to hurt anyone. This is also the job of the teacher because it is not just about teaching them a subject but also as teachers to contribute to the development of the students as humans. Despite of that the teacher must take advantage of the time that is available for the students to learn English; the thing is how to accomplish that, letting the children be children and get their interest in the lesson in order for them to cooperate to the lesson without telling them to do it.

Rousseau (1763) argues “Admirable politeness which results only in the changing the sense of words and never being able to speak other than in the accents of dominion” (page 218). He explains that when adults teach children how to be polite, children obey because they know that they have to obey adult people, but they are not going to be honest when using politeness, instead they are going to ask for something in a polite way using the words that they have to use but using a kind of dominance, it means, a child can ask for something in a polite way but they do not feel it and they are just demanding.

### **Classroom Management**

The role of the teacher in the EFL classroom is to involve the students in the foreign language and that they learn to communicate using this language. Every classroom is different because of the context and the task becomes more challenging when some difficulties are present and those difficulties affect the learning process and the aim of the lesson. Some of the main obstacles have to do

with some students' attitudes and behaviors mainly in preschool, which is the grade that we are focused on.

There are different visions of classroom management; for example, according to Tudor (2001), "The concept of the classroom might not seem to be one that calls for a great deal of explanation. Indeed, some people might even question... Isn't the classroom a "place" where the students meet to learn a language? For this reason, different perspectives on the nature of the classroom can arise, if only because what "learning a language" entails can be understood and therefore approached in different ways" (page 104)

We reflect that the classroom management depends on the context; it means, the context makes the classroom. Pennington (1999) presents a model of bilingual classroom discourse as a set of communicational frames and she points out how the classroom discourse varies depending on the classroom, the teacher and the participants of the classrooms and how these different contexts influence the student's lesson talk. Pennington (1999) mentions the differences and similarities that occur in bilingual and non-bilingual schools. She exposes the implications of teaching in Bilingual and other contexts and expresses how students have the right to express themselves in a school setting, and certainly authentic communication and high levels of student participation are central goals of language teaching.

Classroom management can broad different aspects of the class such as lesson planning, time, materials, sitting arrangement, discipline, participation, grouping strategies etc; and they would take place before, during and after the class. It means

that when a teacher thinks on or plans the daily lesson, he or she has to think about classroom management strategies taking into consideration those aspects which involve the management of the class in order to carry out the class in a best way; during the class the teachers put in practice their abilities to face and manage the situations and difficulties based on the anticipated problems and the previous ideas that they already have about the specific context.

According to Jones (2000) the positive classroom management has three main broad areas which are instruction, motivation and discipline and he describes those areas as the pieces of a puzzle which are connected to achieve the management of a class; instruction is a key aspect of the classroom management because it has to be focused on the process rather than the content starting from the mobility and proximity which are related with where the teacher is located in the classroom, — near or far from the students- and how she or he moves or walks around the classroom. Also the instructions have to be clear and understandable for the students because immediately they will start to raise their hands to ask the teacher for help, to say that they did not understand or just because they did not pay attention to the instructions; a good way to avoid those situations would be the usage of graphics which provide the basic information of the task or the performance, or the usage of a list in which it is specified every step that the students need to follow to complete or finish the task.

According to Jones (2000) the motivation is the responsibility of the teacher because it depends on how the teacher designs, creates, elaborates and the most important to present the activities, worksheets and tasks that the students have to

develop. The teacher should use an incentive to encourage the students to participate and develop the activities because they help to learn by doing; it means if the teacher knows how to incentivize or motivate his/her students he/she is avoiding situations that probably become an obstacle to reach the aim of the lesson such as students who are disrupting, who are talking and distracting their classmates, who are constantly raising their hands or who are bored because they are not interested in the activities proposed by the teacher.

The discipline is the third piece of the positive classroom management puzzle and it is related with the routines and rules that can be understood as values, clarification statements and statements that generate behavior that the students adopt as habits and therefore the things get done; an aspect which is linked with the discipline is the meaning business that refers to how serious the teacher should be in the moments which are necessary during the lesson, it means, during the class there are moments for fun or to tell a joke or an interesting comment, but also there are moments in which the teacher has to be serious to show to the students that the thing or annotation is important. The best method that the teacher could use is the body language to express or transmit that he or she is saying something important and this is relevant for the class. The students learn and understand the body language which is used by each teacher to make sense about what is being said by them.

In this way the definition of classroom management varies, and we see the concept of classroom as a setting where the students learn to communicate in another language, where students are the most important participants in this process

and the lesson is student- centered and where the teacher has to focus on their needs. We agree with Tudor (2001) when he explains that there are different perspectives about the classroom and it depends on the perspective and the aim of the teacher. If the teacher wants a place where students do what the teacher wants or a place where students are the main protagonists. And we agree with Pennington (1999) when she expresses that the role of the student is very important and the aims have to be focused on their needs.

The teacher has to deal in a day with a number of difficulties in a classroom. Among those difficulties it is possible to find the disruptions which could be external/internal, or small/big. The external disruptions come from outside the classroom such as: another student/teacher knock the door, the teacher could be asked for something about the school, or the school has programmed an institutional activity; the internal disruptions are those which are divided into small and big. Disruptions such as: a noise, students talking to their classmates or neighbors, students who are doing something else or passing notes to other classmates, a student/s disturbing other students, a student who is out of his/her seat, a student who is standing up or students who are not paying attention to the teacher. It could be small, but the teacher has to care about that because the small disruptions can become big and transform into difficulties in the classroom. According to Jones (2000) the small disruptions occur most frequently in the classroom than large disruptions and those accounts for wasted learning time and generate most of the teacher's stress. The big disruptions emerge from the small; it means that the big disruptions are groups or amounts of small disruptions, and probably those big

disruptions did not begin from one day to another, they began a long time ago. He suggests that the most common disruption in the classroom is talking to neighbors and it corresponds to the eighty percent of the interruptions.

Jones (2000) proposes a classroom management system which has three key elements that together consolidate the effort of the teacher; these elements as a group, define an ideal “working smart instead of working hard”. The three characteristics of this system are specificity, economy and prevention. The first one, “specificity”, refers to those specific details and procedures that help the teacher in some situations when he or she has not prepared something previously to face an anticipated problem; the second one, the economy, means that the classroom management system has to be clear and it does not have to require too much planning and record keeping. It does not have to be too expensive; the purpose of the economy in a system like this is to reduce the work and effort that the teacher has to make to manage the behaviors and attitudes presented in an EFL classroom. The idea is to change the stress of teaching with the enjoyment of teaching; and the last one, the prevention, must be the most important element because it refers to those anticipated problems that generally the teachers need to have thought before the class. The key point is to prevent those possible difficulties and /or behaviors which do not allow to run the English class development.

Enjoy the teaching process. Jones (2000) recommends that a teacher must be able to simply relax and teach. The teacher has not to be complicated, but be passionate for his or her profession; the management of a classroom has to be built

from the minimal aspects, so it entails, that the most potential problems simply do not occur.

Therefore, our vision of classroom management is how to manage those difficulties in order to reach the aim of the lesson which is centered on the students' needs using positive discipline to avoid the scolding; on the other hand, classroom management is to get the students to be focused on the lesson because they want and because they are interested in learning, so the job of the teacher is to get their attention and become English in something interesting to learn.

### **Classroom Management General Strategies**

A teacher can face students' behaviors and attitudes with some strategies, which are tools for the teacher to teach and to solve situations; for that reason a teacher must be well prepared and understand the students' attitudes because behind their behavior there is a reason for their actions and teachers cannot judge students without understanding the whole situation. Strategies are useful to know how to handle a situation, for example when two students are fighting and hitting each other or when students are being disruptive during the lesson; besides every teacher is different and has his/her own strategies. Some teachers use punishment as a method, others remove privileges, other teachers just keep silent when the students are talking and are being disruptive with the class and until the classroom gets in total silence again, the teacher continues with the class. There are other teachers who just with a look show a student if their actions are right or wrong according to the teacher. A teacher can use suitable strategies for each situation and it has to do

with each teacher's character and philosophy; whatever the methodology of the teacher, the fact is to use these strategies to improve the development of the English lesson and the learning process of the students.

In addition to that, it is important to talk about the relationship between the students and the teacher and how they can work together. For example, Crowe (2009) points out how teaching is a challenge. No matter which grade or age the students are, the teacher has to make accurate lesson plans and mainly for children, motivate them to learn. But on the other hand, he explains how teaching could be something rewarding because the teacher is in the learning process of a student. It is important that the teacher builds a good rapport with the students; it entails good communication and a good relation with students in order to build a comfortable environment; the labor of the teacher is not just about teaching the students and show his/her knowledge, also a teacher has to care about the students' learning and it is built through a good learning environment with peaceful coexistence; in the same way, it is relevant for a good development of the class to prepare the whole lesson and each stage of the lesson because in this way, the teacher takes into consideration the students' needs and therefore he/she thinks and prepares a good class where students learn and enjoy learning and the teacher enjoys his/her job.

Crowe (2009) explains some strategies to use when difficulties are presented in the classroom, difficulties which may interfere in the learning process and affect the objectives for the class or objectives of the teacher. It describes all the situations that could happen in the classroom from one child hitting another child, one child refusing to do something or in general disruptive students, and how to manage it in a positive

way in order to allow the class runs its course. In the classroom a lot situations could happen, for example, one child can ask to the teacher something personal and it could interrupt the class because probably you as teacher do not know how to answer it; or a child can be making noise and it could not allow other students to concentrate on the class; or another situation could be that there are students very talkative.

Crowe (2009) explains and describes some useful strategies to manage some situations that could happen in the classroom because many situations can occur in an English class or in another subject. As an example Crowe describes this event “Kindergarten teachers can give even their very young students a taste of conflict resolution by teaching the children to express feelings and listen without interrupting, while supervising and helping the children resolve the conflict. Thus, these young students learn basic social skills that will prepare them for the full conflict resolution protocol once they are developmentally ready” (page 9). It is fundamental that children learn how to solve social conflicts at a very early age because as Crowe clarifies, they gain social skills and we are educating people who in the future are going to know how to respect each other, to listen to each other, to use the dialogue as a method to solve a conflict without violence and it is important to teach children these values since the beginning of their lives because they are going to learn and remember this for the rest of their lives.

Crowe mentions some strategies such as 1. Bring out the best in children; it assumes that the children want to learn English and it builds on children's positive intentions and abilities 2. Position the teacher and students as collaborators; it

means that students and teacher work together in everything that allows the class be successful, for example, in problem solving where they work together to solve a problem and to create a peaceful environment 3. Build on relationships; teacher and student, student and student; it suggests that for collaborative problem-solving to be successful, the parties involved must have a good relationship 4. Look for underlying cause of the problem; it searches for possible causes of a child's problematic behavior, rather than assuming just one cause 5. Teach children specific problem-solving skills; it teaches children skills for problem-solving such as listening, empathizing, speaking and compromising and 6. Aim for reasonable improvement, not perfection; it explains that children and students are human beings and they are imperfect as teachers are, and that together students and teacher must search for improvement.

Children are the main participants on the lesson and a teacher needs to be positive, and see the positive aspects of the children towards the class because they want to learn. Although sometimes it seems that they do not want to learn. Maybe it is not conscious, but they enjoy learning new things and a teacher must recognize their intentions for learning and their abilities because each student has special abilities and these abilities could benefit them to learn English. Students must see the teacher as a collaborator as they are, for creating a good leaning atmosphere where they solve problems together and understand that it is very important the teacher's attitudes as students' attitudes towards the class, because every role is important and students and the teacher should work as a team, not just talk about having a successful lesson, also manage, real life situations. A teacher must gain

the students' confidence and build good relationships with them in order to understand them and be understood and try to build a good relationship between students and letting them know that they must help each other as a family. When a situation which creates a conflict is happening, the teacher must search for the real cause of the problem, listen to the two parts and promote dialogue. As teachers it is relevant to promote the conflict resolution throughout the dialogue between children, teach them that it is important to listen to each other and to know to respect the difference. It could be through the lessons and the activities of the English class, maybe by stories with clear messages. And finally the teacher can show the children that learning is a process and that a student must look for doing the things better each time, all of this through the process of English learning.

Teachers do not always have a plan to deal with the disruptions, behaviors, difficulties and attitudes which frequently produce most of their stress and waste important learning time. The most common disruptions which affect the teacher and which make him or her to get tired at the end of the lesson are those behaviors that occur on a minute, on a hour or on a day, therefore a suitable procedure that the teachers can use to handle those difficulties would be the usage of signal or an attention grabber to catch and keep the students' attention, for example: if you can heard me clap your hands starting with a lower voice until they get focus on what are you saying and everybody clap their hands, or ask to the students in an individual way questions that help them to be focused on their work such as: are you working? Where is your seat or your table? Why are you not working? Or pay attention to that because it is important for you; the idea of asking those questions is to bring the

students' attention to their own works and to the English lesson and also remind them that the learning is important, but obviously presenting them the language learning as something interesting to learn and to explore.

On the other hand, Vitto (2003) talks about students' resilience, internal and external protective factors, preventive strategies and how the teacher can take advantage of these. He refers to the classroom management as a relationship-driven classroom, and he says that it is not only to prevent students' misbehavior but also to help students to learn skills that would be useful to confront or to face socially destructive behaviors. He talks about how social-emotional skills of the students can help them to develop resilience but also those skills would be useful or are prerequisites for effective and optimal learning. He mentions that if the teacher can recognize the students' interest and strengths, it would be better to help the students to be aware of their learning process and to create opportunities to participate and contribute to the class; it means be active in the lesson.

Sometimes students do not want to cooperate, because they just do not want class and do not like school; the main reason for this attitude is the lack of motivation, it comes from their homes, because they are not motivated to study and to make the homework and in the classroom they reflect this situation, for that reason it is very important for the teacher to build this motivation and foster the learning of a second language, showing them why it is interesting to learn English and another language, not explicitly but throughout the lessons and the activities. Furthermore, as Vitto argues the teacher can take those aspects which create this resilience from a student and become this in opportunities for learning. A teacher must learn to know

the students, their likes and dislikes; their weaknesses and strengths; how they can learn better and in this way the teacher is going to know how to motivate them to learn and create the activities which provide them the best opportunity to learn and to get the aim of the lesson.

The teacher needs to know how to handle those situations which become difficulties and obstacles for the lesson with suitable strategies. All of this with the aim of reaching the objective of the class taking into account that these difficulties affect the teacher because this is an exhausting task telling the students how to behave and also it affects what the students need, which is learning English and that this become in a meaningful learning and that they enjoy this process too.

The routines and habits are good preventive strategies to manage those possible situations, difficulties, attitudes and behaviors that could be present in the EFL classroom because it helps to the whole class –students and teachers- to establish habits based on anticipated problems and previously knowledge or ideas about the context which were made by the teacher in order to search the suitable strategies and routines as a prevention for coming classes; as an example of a good strategy Jones (2000) suggests classroom chores as routines which engage the students in helping the teacher with basic tasks around the classroom, the teacher could ask for help from the students and in this way they will feel that they can help and that they are not just to copy or to pay attention to what is being said by the teacher also because they need to help with the easiest task to feel that they are taken into account during the lesson, the idea with creating or using classroom chores is to give or assign task or functions that the students are capable and able to make and

carry out. This strategy is useful because it help the students to feel proud of them, they can contribute to the development of the class, and they develop abilities and competences which would help them in the future; and also because the chores help the teacher not to be exhausted at the end of the lesson and it optimizes the time that teacher waste in simple tasks which consume important time that would be useful for other activities. As examples of chores is possible to enumerate the following:

- Students can help the teacher to clean up the board.
- Students can distribute the worksheets designed by the teacher.
- Students can collect the written activities made by them.
- Students can hand out the materials (colors, papers, glue, markers, pencils, scissors, magazines or newspapers)
- The teacher can assign a function for the students who are frequently disrupting or for students who are paying attention to the class such as: control the time of an activity, be the monitor of a specific subject or be the organizer of his table.

The students are able to do a lot of things and therefore help the teacher to take advantage of the time and as Jones (2000) says "Never do anything for students that they are thoroughly capable of doing for themselves" (page 131) allowing them to learn to help.

## **Positive Discipline**

The role of the student has changed as the years pass, mainly the role of the children; before they were not taken into account and their opinions did not matter. Today the child has a more important role; it comes from the new education and the new school where the student has become important actors in the society and in the education. The class has become more student-centred and in this case with little children, Child- centred. Today we take into account their needs, opinions and believes and it is because children have their own thoughts, believes, opinions perspectives and voice. We, as adults or parents or teachers in this case, could not silence them because the world of the children is very diverse and they see everything and the things that we do not see; they understand how the world works and at this stage they learn better because they are in the stage of the cognitive development. The children get bored in the school because sometimes their vision of school is like a jail, starting with the fact that the school has bars and the classroom four walls; also because the learning is seeing as something imposed and because they have to. They see everyone telling them how to behave and they know that they have to obey, but they do not like it. They do it because they have to, because they could be punished if they refuse to do something. It is true that at this stage they do not have the authority to manage their own lives, but they need a guide or a model, someone to show them with the example how to behave, they are children and they need to live as children, they need to talk and laugh, they need to express their opinions. This is a kind of freedom that teachers should allow and take into account, the important aspect is to learn to not hurt or affect anyone with their acts.

Positive discipline is a way to manage those students' behaviors and attitudes and take it and make it something useful for the teacher. As Durrant, (2010) mentions, "Positive discipline is about understanding how students learn, building their skills and fostering the self-discipline they need in order to be successful learners. The use of positive discipline reduces the time teachers spend on behavioral issues, so they can spend more time on teaching". (Page 11) Positive discipline is a pedagogical model which suggests the teachers that the children are who build their knowledge and teachers could take advantage of some students' behaviors and attitudes to teach them something or to get their attention; without using negative discipline or negative punishment, one of the strategies is that teacher must create some routines and teach them in order to students do it because they know they should do it and they do it on their own.

According to Durrant (2010) "Globally, there is growing recognition of students' rights to discipline that respects their dignity, and of the role of positive discipline in children's learning. Increasingly teachers are being instructed not to use physical or humiliating punishment and to use positive discipline instead". (Page 1) At first sight the term discipline implies rules, punishments and impositions; but when the term refers to positive discipline the concept changes. First of all, discipline is about consistency and organization for reaching an objective, whatever the objective is, and then positive discipline for an EFL classroom of preschool is to foster those skills of self-discipline, routines and habits and create an environment that encourages the learning of a foreign language.

Durrant (2010) argues "In 1989, world leaders approved a treaty that sets out the basic human rights of every child. They wanted to ensure that everyone in the world knows that children do have rights" (Page 2). Human beings have rights to protect their dignity, but children also have rights and everyone in the world should know that and that children are little people who deserve respect and who have to be treated right. Durrant explains the right to participate in decision making by expressing their opinions and having their opinions respected, having a say in matters affecting them, having access to information, freely associated with other people. "Positive discipline is based on children's rights to healthy development, protection from violence, and participation in their learning" (Page 3).

For Durrant (2010) positive discipline motivates, encourages, supports, fosters love of learning, and leads to self-discipline, increases competence and confidence. Positive discipline is a set of principles which can be applied in different situations, and these principles can guide the interactions between the teacher and the students not just the challenging ones, they also can guide teachers with the teaching of academic skills, not just social and behavioral skills. On the other hand, punishment according to Durrant is not discipline. Punishment can discourage students and it can lead to disliking the English class and even hating school and also it affects the students' self- confidence. Physical punishments includes: slapping, hitting with objects, forcing a child to hold an uncomfortable position, putting a child on a closet or a cupboard; emotional punishment includes: shouting, yelling, name-calling, put-downs, ignoring, embarrassing and shaming.

Positive discipline is a model which cares about children, their rights and their learning. It makes children love learning and may encourage them to want to learn all their life; learning a foreign language is significant for them because if a child learns a foreign language since the beginning of his/her life, this is going to be significant and they are going to have a meaningful learning because they are going to remind what they learn and it is going to facilitate the learning of English as a foreign language faster. For that reason positive discipline should be used in an EFL classroom because it facilitates learning and because children may want to learn English because it is interesting and because they want; with the use of positive discipline a teacher may reach the learning objective for each session and help the students to get what they want and hope of the English class.

Punishment must be excluded in the English lesson. Punishment makes students feel sad, insecure, frustrated, less than others; punishment could happen in many ways and is divided into physical and psychological punishment. Physical punishment must not be allowed in any way, this is violence. Psychological punishment hurts their feelings and development as students and people, shouting or yelling at students is not a correct way to get the students attention or to obtain what the teacher want from a student, there are other ways to make students participate and make them reflect about their behavior; leaving a student on a corner for the reflection of their acts is part of the traditional school and it makes students feel embarrassed which is not part of the positive discipline model. It would be a better idea to take the student for a walk and talk with him and the child is going to reflect about their acts and it is useful if a teacher needs to calm down a student

because he or she is very upset. We do not consider removing privileges as a way of punishment but we consider that if a student knows that with their acts he/she is affecting others classmates, or the teacher or the lesson, he/she is not going to obtain some benefits as the warmth from the teacher or participation in some funny activities.

Durrant (2010) Clarifies that positive discipline is not permissiveness, letting students do whatever they want, about having no rules, limits or expectations, we would say instead of rules "habits" and alternative punishments to slapping, hitting and shaming. Instead Durrant explains that Positive discipline is clear and consistent communication, based on knowing your students and being fair, building a mutually respectful relationship with your students, teaching courtesy, non-violence, empathy, self-respect, and respect for the other and their rights and increasing students' competence and confidence to handle academic challenges and difficult social situations.

We agree that positive discipline is not allowing the children do whatever they want because at this age they do not have the autonomy to make decisions and they do not know what is correct and what is wrong. The teacher should teach the students or children some values and how to act without hurting anyone and respect the others and how, as they cooperate during the lesson, they are going to learn and everyone is going to be happy; moreover the teacher must show to the children clearly his/her role and in this way children identify who is the teacher and who knows about what they are going to learn.

In addition the positive discipline model suggests that the teacher should be the model of appropriate behavior in order to build positive classroom discipline and that the basic assumptions of this model are related with how the teacher can manage the difficulties - in terms of behaviors and attitudes which does not allow to reach the lesson aim – using body language, creating routines and procedures to generate a good rapport and a learning environment in which the students will see the teachers as models after they act with similar behaviors and in which the students feel that they are respected as individuals and the learning-teaching process is focused on their needs; it means, instead of that the teachers have to tell to students how to act or what they have to do, the teachers have to demonstrate appropriate behavior in all their daily routines and interactions, the teacher is the principal model of positive discipline.

In the second place, it is possible to say that positive discipline is very different from conventional or traditional discipline in terms of concepts of punishment and the principles of positive discipline are more related with the relationship among the students and the teacher, it means the rapport; as Nelsen (2007) explains the positive discipline is effective with preschoolers because it is different from conventional discipline. It has nothing to do with punishment and everything to do with teaching valuable social and life skills. Something important is that she talks about the principles of positive discipline and enumerates some as the most important, for example: mutual respect, understand the belief behind behavior, effective communication, understanding child's world and solutions instead of punishment; and it will help the teacher builds a relationship of love and respect with

the child and will help the teacher to solve problems together, also she says that everything that young children need is teaching, guidance and love and that it could be a good definition of Positive Discipline.

Before the teacher pushes the students because they do something inappropriately he/she must think about simple questions; what can I do? Or why should I? Jones (2000) proposes an answer for those questions which come from the positive discipline model and they are the incentives which produce work without the use of punishments such as: scolding, shouting, yelling and slapping the students; it means that when a teacher rewards the students for doing something until it gets completed they will receive an incentive or better a reinforce; the incentives could be formal and informal and they would be an approval, the use of words or expressions such as: excellence, good job, well done, the use of happy faces, or just showing interest in what a person says; the incentives as a way of positive discipline give to the students a reason to do or continue doing something but there are also the disincentives which produce on the students the contrary effect they will give to the students a reason to stop what they were doing, probably the disincentives are going to demotivate the students to continue with their work or study. The best incentive for children as we said before is the love not only from the teachers also from their parents a child who is loved on their house has a positive attitude in an EFL classroom with his/her classmates and teacher. This incentive has a positive effect on the student because it helps him to establish good relationships with the people who are around him, to develop the brain and to grow his emotions; the incentives could be understood as exchanges between the students and

teachers, it means “you give me something and I give you something different”. On the rapport among the teacher and the students an exchange would be the teacher can give to the students a happy faces if they work dedicated and if they completed the task. The most common exchange in the classrooms is when the teacher negotiates with the students; he/she gives to the students free activity time at the end of the class if they complete or do what the teacher prepared to practice; the idea with, the use of the incentives is to motivate the students to learn because they want and they find the language learning interesting and enjoyable. There should not be an overuse of incentives because it can become a kind of “bribery” in some cases the students can misunderstand the incentives.

### **Positive Discipline Strategies**

As the main author for the positive discipline model we have Jones F. (2000) He proposed some positive discipline strategies which contribute to the research project and its implementation. These strategies are:

1. Having a joke or interesting comment ready to bring attention back to you, when the students are disruptive.
2. Incentivize good behavior giving them free activity time if they work and behave well during the class.
3. Be fair and focus on relationships, the teacher can connect positively with students because they regard him or her much as a friend using positive reinforcement.
4. The teacher is patient and keeps practicing.

5. When the children are making an individual activity pay attention to everyone, but make sure that they know that you are going to check it in their desks when they finish. Help them to create habits and routines.
6. The teacher uses an attention grabber to catch the students' attention:
  - Clap out a rhythm: The teacher walks over near a few students and in a calm, normal-volume voice say, 'Clap twice if you can hear me.' The few students will clap. Then, I repeat it again. And so on until the whole group are listening and paying attention to the teacher.
  - Do a countdown: When the teacher gets to zero, the classroom has to be completely quiet and clear, count from 10 to 0.

For Jones (2000) "the discipline problems occur because of mismanaging various routines and procedures in the classroom" (Page 150) the teachers tend to confuse or relate the rules with routines, because when people think about rules immediately think in expressions such as "do not do this or do not do that" and they consider that rules and routines both referred to something which is establish and which cannot be changed, modified or negotiated; stating or establishing rules was more evident some years ago but now the younger teachers make rules for their classrooms with some ambivalence. The routines of the classroom are useful because it helps the teacher and the students to take advantage of the class time, it optimizes the wasted time; creating the habit of a daily routine can consume too much time at the beginning of a school year but it will help the teacher to carry out procedures and chores which allow him and the students to negotiate the functions, roles, and habits during the classes.

The routines, habits and daily procedures can be understood as discipline code; the rules can be divided in general rules and specific procedures having in mind that both can be modified and adapted in order to be clear, simple, easy to understand and to apply, and the teachers have to be sure that they are no more than eight because probably it does not make sense for the classroom management. Teaching procedures and routines can be seen as an investment that generally the teachers make at the beginning of each year and which will help them in the following days, weeks and months to not deal with the same behaviors that can be transformed into obstacles during the English class; because the students already know how is the appropriate way to behave in class having in mind the routines and procedures that the teacher creates with their help.

To sum up we have considered three different constructs which lead us to answer the question if it is possible to talk about positive discipline in an EFL classroom with students from preschool to deal with students' behaviors and attitudes mentioned previously in this chapter. First we described students' behaviors and attitudes that are present in an EFL classroom. Then we exposed some suitable strategies to deal with the students' behaviors and attitudes which do not allow reaching the learning objective. And finally, we suggested a model which is the use of positive discipline in the EFL classroom with preschoolers in order to create a good learning environment; where the students want to learn and the children are interested in the class and the main participants are the students.

## Literature Review

Having in mind the research focus where we are looking into positive discipline strategies to manage the students' behaviors and attitudes that do not allow them to reach the learning objective and that could be present in the EFL classroom with preschoolers in La Palestina School; we are going to see some background about previous studies that have been done about this topic.

In the national context, the first one is Castellanos (2009) and this study is about how to manage the children's aggressiveness when playing competitive games in an English class; it describes how the human behavior has changed through the history, also some factors that affect the children's aggressive behavior when they are playing competitive games and then some strategies to guide these games with young learners in the English class. It is related to our study because it describes some strategies to deal with the behavior of the students that affect the learning environment and Castellanos argues "In countries like Colombia, which are going through violent conflicts, aggressiveness is a factor that people have to face all the time, mainly because of economic and educational troubles. It affects the children's environment and there is no doubt that children reflect the reality that they live in every day events" (page 72). This is important because they explain how the social environment affects the children and they reflect it in the class; it has a lot in common with our study because some students' behaviors and attitudes that become an obstacle to get the aim of an activity are more evident when playing competitive games, the only difference is that their study is focused mainly in competitive games, in contrast, we are working with the students' behaviors and attitudes in the whole lesson.

Castellanos (2009) describes in this study the different possible causes of the children's aggressiveness and sometimes it comes from their homes, children reflect the way they are treated in their home. Castellanos points out "All those things that they learn at home are demonstrated at school; therefore these children become rejected because they do not demonstrate the social skills that allow them to be socially competent with peers" (page 73). And this study is related to our study in the sense that the environment that children have in their home and the social background influences the student's behaviors and they just repeat what they see in their homes because for them, adult people do what it is correct to do.

Secondly, there is a study from Corzo and Contreras (2011). This study is about how the novice teachers can face challenging situations especially those situations related with classroom management in an EFL classroom. They started to defined some reasons that can explain the discipline problems, for example, heterogeneous groups, lack of academic interest, affective factors, parental neglect, and educational policies and some indiscipline problems that could be present in public schools such as the class disruption and students' participation. Also they mention that teachers need to take into account the differences among learners, for example, sex, age, attitudes, socioeconomic and cultural background; also that the novice teachers need to be careful with and to pay attention to those disruptive situations. This study has some similarities with our project in terms of that they talk about classroom management and that their main settings were public schools but it is very different from us because our study is focused on the students' behaviors and how the positive discipline strategies could be helpful to face situations that do not allow to

reach the main learning objective of the lesson; also this study is about facing discipline challenges in the English as a Foreign Language classroom at public schools. It differs from ours because it is centered in how the novice teacher can face those probably disruptive situations in the classroom and we are looking into positive discipline as a tool to manage the students' behaviors and attitudes.

This research focuses on the teacher education programs mainly in Colombia, and in the student- teachers who are training and who are doing their practicum; it describes how the context influences their labor as teachers and researchers, because their context is public schools, which is different from other settings. Corzo and Contreras explain "the applicability of research processes is limited by different factors. Some go from administrative to pedagogical constraints such as lack of stimuli, traditional teacher-centered models based on instrumental procedures, a content-based curriculum, lack of time, crowded classrooms, scarcity of didactic materials and technological resources, and changing policies" (Page 60)

This study aims to explore and explain the reasons of the discipline problems, for example class disruption; and possible strategies to manage those discipline problems. This study is related to our study because they use the cycle approach of observing, questioning, decision-making, planning, acting, reflecting and documenting. (Kemmis & McTaggart, 1995)

The context where this study was developed is very similar to our study seeing that, it describes the typical classroom in a public institution in Colombia, which holds an average of 45 students, each class last around 50 and 90 minutes when it is

extended, students stay in the same classroom the whole day waiting for the teachers according to the schedule. And on the other hand, this study found similar aspects for establishing the problem, aspects regarding discipline; it found almost the same students' attitudes and behaviors in an EFL classroom.

According to Corzo and Contreras (2011) "Teacher-trainees generally identify different constraints and learning problems in their daily school life ranging from students' lack of attention, hyperactivity disorder, misbehavior, dyslexia, stress, lack of parental support, and low socioeconomic resources". (Page 63) Similarly to our project this study searches for reasons and explanations to some students' attitudes and behaviors and also possible strategies to deal with the students' attitudes and behaviors, but what makes it different from our study is that some of the strategies that they proposed are not based on Positive Discipline model, for example when they exposed that is important to have the control of the class and the students, because the idea is not having students under control and doing what the teacher desires.

In the international context, the first one is carried out in Rio de Janeiro Brazil, and it is an action research project which explores the negative participation of ten EFL pre- intermediate students, aged 11- 14 and points out first some discipline issues in the language class. De Almeida Soares (2003) explains "I think the latter seems to be the hardest one to perform since it involves managing people's attitude and behavior, which means establishing and maintaining discipline in such way that it does not affect teacher-student rapport or create an unfriendly, threatening atmosphere in the classroom. This job seems to become even more demanding

when instances of negative class participation such as disruptive talking and lack of attention and interest are commonplace in the classroom" (page 41), she describes the tasks and challenges of the teacher, but describes specially how the negative participation affect how the class runs its course, the common aspect with our project is that this study explores and define the concept of discipline and its aim is to see if there is a cure for that issue without using any way of violence; the difference with our project is that the participants of this study are almost teenagers and our participants are children.

The second one was developed in the United States by Moore (2008). She developed her project based on elementary settings and how the teacher's attitudes, behaviors and performance can affect the student achievement scores; she started her project thinking that some teachers are not aware of the effectiveness or ineffectiveness of the classroom management techniques that they use in their classrooms; she decided to conduct her project to gain a better understanding of the relationship between classroom management strategies and student achievement scores, and it would contributes to the education field. This project or study is different from ours because we are working with students of preschool and also because we are focusing on how can the students' behaviors and attitudes instead of teacher's attitudes that could be present in an EFL classroom affect how the students reach the learning objectives instead of student achievement scores. It differs from ours because she said that some classroom management strategies may encourage unwanted behaviors and these students can be disruptive and interruptive, it means that the unwanted behaviors are generated by the classroom

management strategies of the teacher and not by the students. When she explains that some teachers use positive reinforcements for example "social rewards" such as smiles or nods to emit personal value or self-confidence, at this point is possible to say that this study has similarities with our study because our main focus is the positive discipline as a classroom management strategy.

This study shows how the teacher's attitudes instead of being focused on student's attitudes and their knowledge about classroom management techniques; affect the achievement of the students' scores. It reveals that when the teacher has a good use of classroom management techniques the students' scores improve because the teacher gains a kind of efficacy in their lessons, as a result of taking advantage of the time teaching and learning English and without spending so much time in discipline issues. Regarding our study, its aim is to reach the aim of the lesson using positive discipline, here it is important to reach the aim of the lesson because it can demonstrate that students are learning and the same happens with the student's scores which can demonstrated that students are learning; with grades a teacher cannot be totally sure about the students' learning because it does not determine their knowledge, but it can make an approximation as with the assessment of the lesson to determine if students understood what they see in the lesson and if they reached the objective of the lesson.

According to Moore (2008) "this study determined that relationships between teachers' attitudes and beliefs about their teaching abilities and actual teaching practices were nominal" (page 10). This statement makes us reflect about the importance to put into practice the theory; for this study, it is very significant the

positive discipline model, but it is more important to show if the positive discipline strategies actually work in the real setting, it means in a preschool EFL classroom; also the aim of this study is to evidence the use of positive discipline strategies and show the effectiveness of this strategies. What the teacher plans should correspond to what happens in the EFL classroom, mainly if we are talking about classroom management techniques and positive discipline strategies, and a teacher can predict possible situations that could occur during the lesson, with the anticipated problems.

## **CHAPTER 3**

### **Research Design**

#### **Setting and Participants**

Before starting the research design it is important to remind the setting and the participants which we were working with; the participants selected for this research are 25 students from preschool from La Palestina School. These Students are from 5 to 6 years old and they do not know anything about English because they are starting the foreign language learning process. The setting selected to develop this research is La Palestina School which is a public institution that offers pre-school, primary and secondary education that depends on the public educational department. It is located in Engativa, in the neighborhood La Palestina. This is a

public school of social strata 3, where students have different social backgrounds from social strata 1 or 2. In the following paragraphs it is evident what kind of research is this study, what approach we took into account to develop the research and what the steps are to carry out a research process.

## **Research Approach**

According to Wallace (1998) "Action research is problem-focused: Action research arises from some specific problem or issue arising out of our professional practice. It is therefore very problem-focused in its approach and very practical in its intended outcomes". (Page 15) this study is action research because teachers need to reflect about their teaching practice in order to find solutions to some problems inside the EFL classroom, to improve as professionals and the development of the students. This study is a qualitative research because according to Johnson. "qualitative researchers study a phenomenon, without prior expectations and they develop hypotheses and theoretical explanations that are based on their interpretations of what they observe" (page 360) and this study is based on what we observed and we want to develop theoretical explanations about which could be an accurate method to manage the difficulties for learning that could be present in an EFL classroom talking about student's behaviors and attitudes.

To make the research we took into account the qualitative approach because we wanted to explore human situations, experiences and behaviors, in this case how works the learning environment between teachers and students. According to Burns (1999), "the aim of qualitative approaches is to offer descriptions, interpretations and

clarifications of naturalistic social context. Qualitative research draws on the data collected by the research to make sense of the human behavior within the research context" (page 22) the research was developed through the data collected from the students and the teacher to analyze the research problem in order to implement the model of positive discipline that we suggested with some strategies to see how it works. Observation and description and gathering of data from a range of different resources are the main methodological tools. As burns points out "The emphasis is on "rich" data collection with extensive explanations and details being provided on the context and participants" (page 22). According to Sagor (2000) this study is a collaborative action research because we are working together and each one of us has a specific function (teacher of English and an observer) in order to solve a problem in a collaborative way, also because our research project arises from a specific problem; Sagor raises a number of advantages for teams or groups of work composed by practitioners of teaching that the collaborative action research bring them if they carry out it as a process, the following are the advantages:

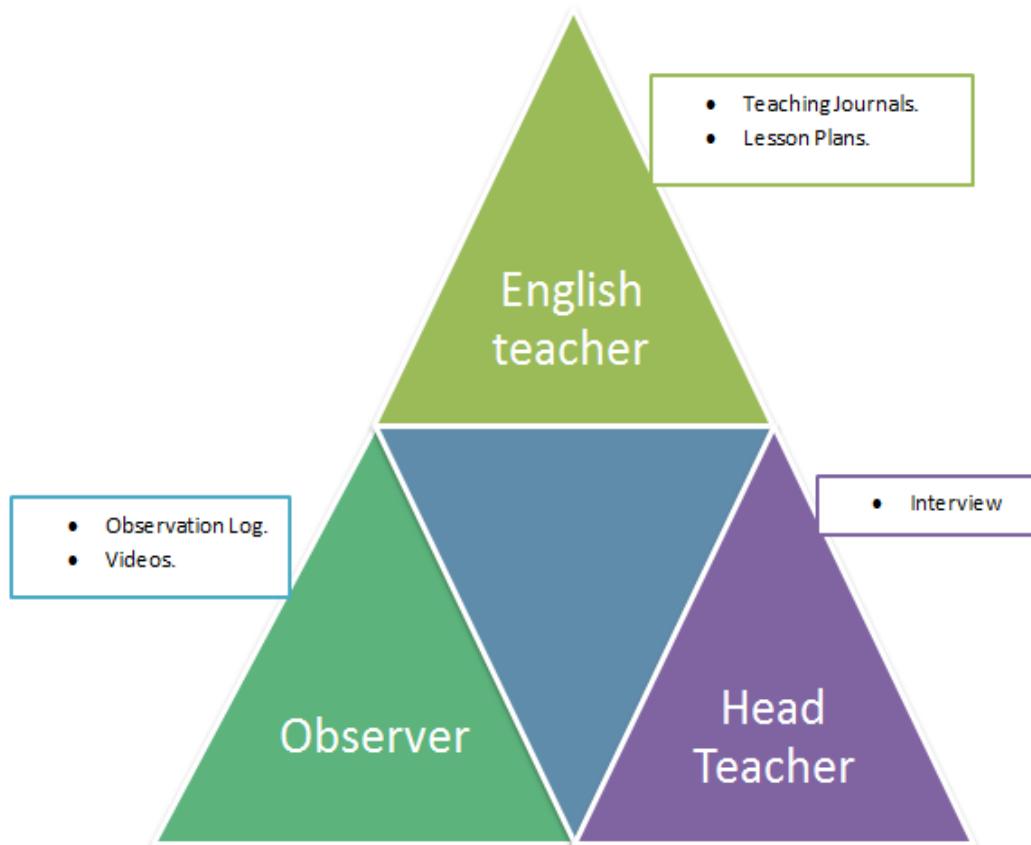
- To improve their own practice.
- To improve student learning.
- To contribute to the development of their own profession.
- To overcome the isolation commonly experienced by classroom teachers.
- To foster professionalism in teaching.

As we already said we are carried a collaborative action research process, therefore it is necessary to know what the steps of action research process are;

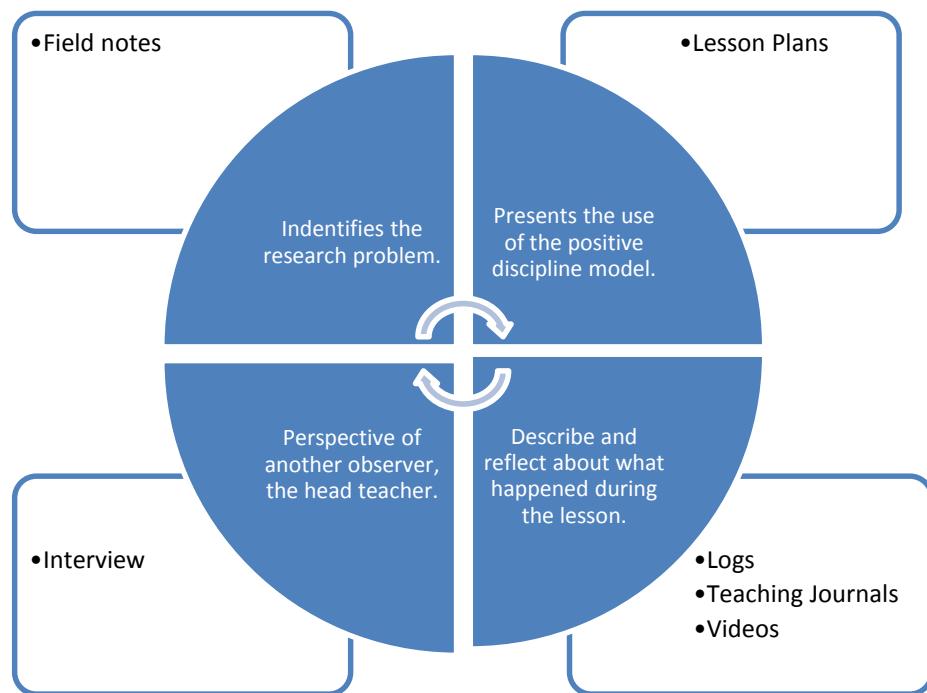
according to Sagor (2000) there are seven steps that do not change in any scenario, in the next paragraphs we are going to overview every step:

1. Selecting a focus: we selected a focus, it is vitally important because in this stage we as action researchers had to identify a topic or topics having in mind the question, what element of my practice or what aspects of student learning do I wish to investigate?
2. Clarifying theories: it involves identifying the values, points of view, thoughts, beliefs, and theoretical perspectives the researchers hold relating to their research focus. We did a process where we found some theories about our main topics.
3. Identifying research questions: At this part of the investigation we generated a set of personally meaningful questions to guide the inquiry.

4. Collecting data: in this stage we chose, designed and applied the instruments such as: lesson plans, teacher records, diaries or journals, logs, video tapes and interviews; which allowed and helped us to evidence the phenomenon from different perspectives: in this research the teacher who is observed, the peers and the observer. The action researchers can accomplish this by making sure that the data used to justify their actions are valid and reliable, there has to be a triangulation which means using multiple independent sources of data to answer the question; the purpose of triangulate the information is to compare and see the research focus from different points of view based on the implementation process. As is evidence in the next diagram:



The instruments used in this research are first; the field notes; in which was specify the context information, the number of participants, the name of the researcher, the observation of what actually happened in the lesson and the



comments of the researcher about the situation, that we made through our

professional practicum and this instrument made us reflect about the topic of our work because this issue was something that was happening in the classroom while we were on the process of making the professional practicum. (See appendix A)

Second, the lesson plan; it starts with general information about the class, the teacher and the grade, then it specifies the learning objective and the teacher's aim, the materials and resources, then the anticipated problems with their respective planned solution or positive discipline strategy, and after that there is the stage, the time, the interaction and a detailed description of activities, procedures, teaching techniques, materials and resources, this instrument presents the use of the positive discipline model in each stage of the lesson. (See appendix B)

Third, the logs; they contain a heading in which there is general information such as: researchers' name, number of students, grade and date, then there is a chart in which is specified the behavior or attitude, why it happened?, a number of positive discipline strategies, what teacher's action was and what students' reaction was to the teacher's management, and finally the observations and comments from the observer (see appendix c); and the teaching journals; at the beginning of this instrument there is basic information about the class: teacher's name, course, number of students, lesson number, and date, the it is possible to find the description of what actually happened and the teacher's reflection about what happened (See appendix D); where is reflected the perspective of the observer and the one

who was observed about the positive and negative situations which happened during the lesson.

In addition, the videos that we recorded to see how the model works with the students and what positive aspects we could get; in the next chapter we will present evidence of the past and evidence after the implementation of our project (See appendix E). And finally the interview, to see the perspective of another observer who was the head teacher of the classroom. All of these instruments helped us to identify the use of positive discipline strategies in the EFL classroom and how effective were these strategies with children from preschool (See appendix F).

5. Analysing data: Data analysis means the interpretation of the results found in the data collection step, but it does not mean to use complex statistical calculations or graphics. We will sort, sift, rank and examine the data collected. According to Schutt (2012) the process of data analysis was made by these steps: 1. Documentation of the data and the process of data collection, it was made throughout the implementation with its corresponding consents from the participants. 2. Organization/ categorization of the data into concepts. 3. Connection of the data to show the relation between one concept to another. 4. Corroboration/legitimization 5. And reporting the findings.
6. Reporting results: The reporting of action research must often occurs in informal settings that are less intimidated than venues where scholarly research has traditionally been shared; other common venues to share and

report the action research are the faculty meetings, the seminars and the teacher conferences.

7. Taking informed action: action planning means that when teachers write or plan the future lesson or develop academic programs put in practice or action what they have learned from their researches. It helped us to find and to improve based on the research process in order to be conscious and avoid the repeating mistakes that we did in the past.

## **CHAPTER 4**

### **Instructional Design**

The following chart reports the lesson plan for each session of the implementation process. It includes the topic, learning objective and positive discipline strategies. The topics were chosen according to the students' interest, the real life context and the age; the main lessons' objective was that children learn and use vocabulary when listening and speaking; and the positive discipline strategies that we considered useful and suitable for each lesson, according to the stages, activities, anticipated situations and besides to create a lesson based on the positive discipline model.

The activities were proposed taking into account the children's likes because they enjoy the Halloween and Christmas holiday and sports, which were taught during three sessions in order to teach them different kinds of sports because children have

different preferences; the main objective was to provide children vocabulary about these topics in the target language. For the reason that most children did not know how to write and to read, we considered important to teach them vocabulary and that they use it when speaking and listening through some activities because our participants were students of preschool from five to six years old. Here it is important to clarify as we mentioned before that the place where the research project took place is a public institution and some children even did not know how to write their names. The purpose of this six lesson plans was to evidence the use of positive discipline strategies, it was not focused on a grammatical aspect nor to prove a methodological technique.

| Lesson                                   | Topic     | Learning Objective  | Positive Discipline Strategies  |
|--|-----------|---|---|
| <b>1<br/>See<br/>appendix<br/>B Nº 1</b> | Halloween | *Students will be able to identify the vocabulary about Halloween.<br><br>*Students will be able to use the vocabulary about Halloween holiday. | *Use an interesting attention grabber.<br>*Encourage children to participate, call them with proper names.<br>*Give clear and step by step instructions, ask for checking understanding, and make mimics and drawings.<br>*Bring them an interesting video.<br>*Do not force them to participate, show them that it is very interesting and talk to them with love.<br>*Omit to say “don’t” do it instead showing them that the teacher feels sad because of their behaviour. |
| <b>2</b>                                 | Halloween | *Students will be able to remember the vocabulary about Halloween.  | *Use an attention grabber.<br>* Encourage them to participate making different movements and exercises.   |

|  |        |  |  |
|--|--------|--|--|
| <b>See<br/>appendix<br/>B Nº 2</b>       |        | <ul style="list-style-type: none"> <li>*Students will be able to sing the song for Halloween.</li> </ul>   | <ul style="list-style-type: none"> <li>*Make the song interesting with movements and encourage them to count.</li> <li>*Monitor the students and let them know that they should wait for the teacher on their desks if they need her.</li> <li>*Give positive feedback (You are doing an excellent job).</li> <li>* Having a joke or an interesting comment ready to bring attention back.</li> <li>*Do not tell them "Don't run" instead: kids go walking and stomp your feet.</li> </ul> |
| <b>3<br/>See<br/>appendix<br/>B Nº 3</b> | Sports | <ul style="list-style-type: none"> <li>*Students will be able to identify the vocabulary about sports.</li> <li>*Students will be able to use the vocabulary about sports when listening and speaking.</li> </ul>                | <ul style="list-style-type: none"> <li>*Teacher must be happy and with positive energy.</li> <li>*Give them opportunities to cooperate in the lesson and if they do not take advantages of these opportunities they are not obligated to participate in the activities.</li> <li>*The teacher uses an attention grabber to catch the students' attention.</li> <li>*When students are cooperating with the lesson show their behavior as an example.</li> </ul>                            |
| <b>4<br/>See<br/>appendix<br/>B Nº 4</b> | Sports | <ul style="list-style-type: none"> <li>*Students will be able to identify the vocabulary about sports.</li> <li>*Students will be able to use the vocabulary about sports when listening and speaking. (other Sports)</li> </ul> | <ul style="list-style-type: none"> <li>*Ask them to participate, encourage them to participate making different movements and exercises.</li> <li>*The teacher uses an attention grabber to catch the students' attention.</li> <li>*Give them positive feedback.</li> <li>*Give them accurate instructions.</li> <li>*Checking understanding</li> </ul>   |
| <b>5</b>                                 | Sports | <ul style="list-style-type: none"> <li>*Students will be able to identify the vocabulary about sports.</li> </ul>  | <ul style="list-style-type: none"> <li>*Prize the ones who guess first and who finished first.</li> <li>*Give accurate instructions, with understandable language, mimics and images.</li> </ul>   |

|  |           |  |   |
|--|-----------|--|---|
| <b>See<br/>appendix<br/>B Nº 5</b>       |           | *Students will be able to use the vocabulary about sports when listening and speaking. (Extreme sports)  | *Checking understanding, ask one student to repeat what to do.<br>*Tell children that just the attentive students are going to participate, in this way the teacher encourages them to be focused on the activity.  |
| <b>6<br/>See<br/>appendix<br/>B Nº 6</b> | Christmas | *Students will be able to create their own book with their own works doing during this year in the English class.<br>*Students will be able to use vocabulary about Christmas when listening and speaking. | *This class is going to be freer and have a good atmosphere because it is the last one.<br>*Give them the worksheets in order and with a clip.<br>*Help children to create habits and routines.<br>*Encourage children to participate and tell them "you can"<br>*Prize the attentive students with stamps or telling them that they are doing well.<br>*Ask them to apologize and tell her/him that we do not solve problems with violence and if someone is not respectful he/she can tell this situation to the teacher. |

This chart is a summary of the series of lesson plans for each lesson of the implementation stage of this action research project, for a total of six implementations (See Appendix B). Each lesson plan consisted of a topic, the learning objective, the teacher's personal aim, anticipated problems, planned solutions, positive discipline strategies, and it described each stage of the lesson with the timing and interaction among the participants. Each lesson plan reflected the positive discipline model and how it was implemented. We designed these lesson plans based on the results of a pilot test by which we could identify an accurate way to include the positive discipline strategies in the different aspects of lesson planning.

In the first and second session of the implementation stage the topic was about Halloween, so the objective was to teach children some vocabulary about this holiday because for us it was important to provide authentic language from real life topics, through the use of interesting material in order to create curiosity about them, and in order to make children use the vocabulary learned. We predicted some possible situations and anticipated problems which could happen during the activities and we proposed some strategies to deal with these difficulties. However, it is necessary to acknowledge that some situations were unexpected and we as teachers had to know how to handle them based on what we knew about positive discipline.

The following sessions of the implementation stage were about sports because the objective was that children learn as much sports vocabulary as possible ranging from the most common sports to extreme sports. For these sessions, videos were the main resource, because, as we mentioned before, it is important that children learn authentic language and listen to the vocabulary from other people different from the teacher. We considered that sports was a topic that they liked and we planned to use positive reinforcement to prize effort and participation through the use of stamps, happy faces, and positive feedback through gestures such as smiles, thumbs up, and hi-five. Here we showed the relevance of giving accurate instructions in order to make the activities successful because one of the activities was outside the classroom on the play yard, and the teacher needed to give clear and accurate instructions before leaving the classroom.

The last session of the implementation stage of this research project was about Christmas because December was near to start and we wanted to teach them vocabulary about this very popular holiday in the country, and since it is the last class of the school year we wanted to make it freer in order to have a relaxing lesson to close the year and to create a good atmosphere. Therefore, this time was planned that children made the child God's letter and help to design the final English book in which all the worksheets that they made during the year were going to be collected.

## **CHAPTER 5**

### **Data Analysis**

Before starting the data analysis we found out some theory about our perspectives and own reflection based on what we observed in a preschool EFL classroom. We observed and identified some students' behaviors and attitudes which affect to get the aim of the lesson and we wanted to find a positive way to manage those difficulties without using negatives attitudes against children; then we read about the constructs and we found arguments related to our believes, it means we found that there are some common behaviors and attitudes from children depending on the childhood stages in which the children are (Rousseau, 1763); and that there was a model which teachers could use to handle those situations based on positive strategies and the children's benefit, we took into account the positive discipline strategies proposed by Jones (2000) and Durrant (2010).

To analyse and evidence our research focus and what we found on the theory we started an implementation process in which students from preschool were our main participants and throughout the EFL classes, we recollect information through the following instruments: lesson plan, it helped us to shape the class based on the positive discipline model and to plan some anticipated problems and some possible strategies to manage those problems; teaching journal, to understand the perspective of the English teacher about the positive and negative situations which happened during the lesson; log, to express the observer's point of view about the class and its development, because it is important to analyze the information from another person different to the English teacher, (Sagor, 2000) ; Video transcriptions, to evidence what actually happen during the lesson (what the children make and talk while the teacher is not paying attention to them); and an interview, to know and see the perspective of the head teacher about the use of positive discipline strategies in the EFL class.

Those instruments allowed us to observe, show evidence, interpret and analyze behavioral and attitudinal situations from different perspectives. Consequently the analysis of the data gathered with the instruments led us to identify two categories to answer the research question of this study. Below is the analysis of these two categories along with the data that supports it.

**Research question:** How do positive discipline strategies help to manage preschoolers' attitudes and behaviors in the EFL classroom?

**Category 1.** Managing preschoolers' attitudes and behaviors in the EFL classroom.

**Category 2.** Positive discipline strategies in the EFL preschool classroom.

## **Managing Preschoolers' attitudes and behaviors in the EFL classroom**

As we mentioned before there are some students' attitudes and behaviors, these could be positive attitudes and attitudes which affect the course of the class, the importance of managing those behaviors in a positive way is that it allows reaching the leaning objective of the lesson. The teacher has to know how to manage those attitudes and behaviors which become difficulties and obstacles and which spend valuable time for learning English which is the target language in the EFL classroom, in this case with preschoolers. In this category we point out the most common attitudes and behaviors from preschoolers that we found during the implementation process; these are the following: **a)** Learners' disengagement, **b)** students' aggressiveness and **c)** small disruptions from the learners that could become in big disruptions; on the other hand, we explain another aspect which is **d)** Teacher-caused student behavior, which is divided in two: Giving inaccurate instructions and teaching courtesy.

### **Learners' disengagement**

One of the most common behaviors is the learners' disengagement to participate and to be immersed on the activities of the lesson; this could happen for different reasons: sometimes they are tired or sad because something has happened to them recently, sometimes they are shy, or they are sick, or just because children do not have the intention to participate; besides there are different learning styles and what one child like to do, another child do not enjoy. This is a big difficulty for the teacher

because learners are the main participant and who make the class, and they are who need to learn. In the next example is evidenced the learners' disengagement, this is an extract taken from the log:

*"Two students were not participating, because they were distracted and they were quiet, maybe they didn't want to participate (Guided practice-T:1 S3 and T:3 S6) the teacher made drilling with the whole group and with the specific students; she called them by their names and they repeated it after the teacher said, and then they continued paying attention to the video and to the teacher" (Taken from Observation Log. Lesson 3)*

Since learners' participation is an essential factor for a successful lesson. Teachers' duty is to encourage them to participate and let them know that they are important. For this reason, teachers have to get to know their students and call them by their names in order to show the importance that each student has on the lesson, although Durrant (2010) argues that name calling is not part of the positive discipline model. In this study we found out that there is no problem when calling the students by their names, but the fact is how the teacher addresses to his/her students. Vitto (2003) talks about students' resilience, internal and external protective factors, and preventive strategies and how the teacher can take advantage of those. He refers to the classroom management as relationship-driven classroom, and he says about it that is not only to prevent students' misbehavior, instead take into account positive students' attitudes in order to build a class together, it means a contribution from both.

During the fourth lesson of this implementation we evidenced a similar attitude. The children did not want to participate in the first activity of the class which is the

warm up activity. The cause for these repetitive learners' behavior depends on the child's profile because there are students who are more active and students who are quieter. It also depends on what the child was doing or experiencing before the lesson. In the case of this lesson, the observer's interpretation was that some children did not want to participate and that the teacher might have not noticed it. The teacher started with the warm up and focused on the children who were participating. Sometimes the teacher just focuses on the children who are participating actively on the lesson and forgets about the other children. In this study we found that a positive discipline strategy is encouraging all learners to participate in each part of the lesson. Since learners may not like every activity, it is necessary to make different kinds of activities and in different ways. For example, there are many different ways of carrying out a TPR activity. In this lesson, the teacher used a TPR activity with animals, where students were expected to act and move like animals, which encouraged quieter children to participate; as they saw other classmates making the movements they got motivated to do it as well. In brief, in this lesson, the teacher focused on the children who were actively participating but she did not realize the ones who were not participating; children started to participate when they noticed that the movements that the teacher and their classmates were doing were fun, in this case they got motivated because of the activity. In the next chart is shown the perspective from the observer and what actually happened.

| Implementation – Lesson 4 |                                    |                             |                                   |
|---------------------------|------------------------------------|-----------------------------|-----------------------------------|
| Instrument                | Behavior                           | Management                  | Learner's Reaction                |
| Log                       | "Some students did not participate | "The teacher continued with | "They started to do the exercises |

|                     |  |  |   |
|---------------------|--|--|---|
|                     | they were sitting on their chairs, while the teacher was doing a TPR activity (Warm up. T: 3 S: 4, T:2 S:6, T:1 S:5” | the activity, encouraged them using mimics and physical movements to exemplify them and the students were paying attention to what was the teacher doing and to their classmates”  | slowly, but they started”.  |
| Video transcription | Students follow the teachers' movements and repeat some sounds and some students are not interested.                 | T: Well, everybody stand up, this table and this table stand up, now raise your hands like a giraffe, now jump like a kangaroo, now like a horse, now jump like a monkey, now roar like a lion, S: Grrr T: very good, now sit down”. | Students, who were not participating, started to do the classmates and teacher's movements. |

We have another case where a student is reluctant to participate, what happened was that a student was sad and upset because something happened to him before, and he did not want to participate, also they wanted something from the closet of material; he wanted to attract the attention from the teacher and their classmates. Sometimes children want adults, in this case the teacher, do what they want; he just did not want to participate, also with his behavior (crying aloud) he was distracting his classmates; in this case the teacher must search for a solution at the moment and the way to encourage the child to participate. The chart below shows

how was the child's behavior, which was the management from the teacher to solve this situation and which the child reaction at the end was.

| Implementation – Lesson 4 |  |  |  |
|---------------------------|--|--|--|
| Instrument                | Behavior   | Management   | Learner's Reaction   |
| Log                       | 1. "One student was crying, was sad and serious, because something happened to him before the class (Presentation. T:4 S:3)"   | "The teacher said: Darien amanecio triste hoy ¿qué paso que nadie te dijo nada ni te regaño? And he continued with the same attitude, until the teacher explained the guided practice because he wanted to participate"  | "The student who was sad and was crying now he was interested on the activity and paid attention, so the teacher gave him the opportunity to participate"  |
| Video transcription       | 1."(Darien is upset, maybe he is sad because of something)"<br><br>2. " <b>S3 T4:</b> profe... profe... <b>T:</b> A ver Darien tú ves que los demás estan haciendo lo mismo, que pasa, mira todos están felices. <b>S3 T4:</b> es que profe... <b>T:</b> Al final de la clase, ¿para qué lo quieres ahorita? Estamos en clase de Ingles" | " <b>T:</b> Darien (He is not pay attention, probably he is sad) which is this sport? Darien amanecio triste. <b>S5 T2:</b> No, porque lo regañaron. <b>T:</b> Quien lo regaño? <b>S5 T2:</b> la mamá, porque lo vi. Darien te acuerdas de este. <b>Ss:</b> tennis. <b>T:</b> ahora las voy a pasar rápido | "The teacher starts the guided practice and the student feels motivated to participate because the activity is interesting for him and because the teacher tells them that the attentive learners are going to participate." |

We agree with Castellanos (2009), in the sense that students reflect what they experience at their homes with their families, we do not know which kind of situation

he lived in his home before going to school (as it is evidence in the chart above) and he was sad and he did not want to participate. The head teacher also shares this same point about learners' lives, which is evidenced in this extract taken from the interview:

*"Interviewer: Listo profe, entonces la primera pregunta es ¿Qué tan importante es el rol de los padres en la educación y la formación pues de los niños? Head teacher: Pues es indispensable ¿Por qué?, porque nosotros educamos en el colegio pero los niños vienen con unas bases de la casa que van a ser complementadas y continuadas, digámoslo así en el colegio, entonces si los niños comprenden que son los valores, que, cual como es el respeto que es lo que deben traer de la casa, como (ehhh) compartir con los compañeros, entonces aquí se va a integrar, va a recibir interés y va a continuar nuestro proceso de formación". (Interview to the head teacher, Implementation 4. 05<sup>th</sup> /01/15)*

It is essential the participation of the parents in the learning process of the children and also parents should instill some habits and attitudes from home and in this manner, children are going to reflect what they learn in their home; and it is going to help the teacher to the discipline management in the classroom. Additionally parents must treat children right and educate them with patience and love.

We analyze that each young learner is different, some children call the teacher's attention being disruptive during the lesson and the teacher can ignore their behavior and they notice that this attitude does not work with the teacher and stop doing it. Conversely there are some children that need special attention and teachers can motivate them to participate by providing closed attention to them. Coming back to

this specific case, the teacher tried to ignore the child's attitude but nothing changed. One strategy the teacher used to manage this behavior was talking to the child and asking him about the reason for his behavior and why he was crying. In the next activity the child got motivated and he expressed that he wanted to participate; in this case he was motivated because he found interesting the activity.

### **Small Disruptions**

Various situations could happen in an English lesson and these situations can affect the development of the class and can influence learners' behaviors negatively; this is what we call small disruptions which could become big disruptions. Frequently, these small disruptions are unexpected and teachers usually do not make predictions about them in the anticipated problems session of the lesson plan. For instance, a teacher cannot imagine that during the lesson many coins are going to fall down from a pocket. These small disruptions end up being big interruptions because they cause young learners to get distracted easily and to lose focus.

We identified several examples of small disruptions during the implementation of this action research. One small disruption which was very common, and that can be part of the lesson's anticipated problem is when a teacher, a student, or a different person interrupts the lesson to give and ask for information or when the teacher does not find the material needed to make an activity because the teacher spends important learning time looking for the colors and the papers, and meanwhile the children get dispersed. In the next table, we describe some samples of small disruptions that were identified in this research project.

| Implementation - Lesson 2 |  |  |   |
|---------------------------|--|--|---|
| Instrument                | Behavior   | Management   | Learners' reaction  |
| Teaching Journal          | "The first of the attitudes that affected the class was that a student who is always participating actively in the lessons, this time was distracted because <b>he had a mobile tooth</b> so he couldn't be relaxed" | "I asked him to not touch his tooth and I explained him that it was normal because he was going to have a new tooth" | "He stopped to touch his tooth but then he started to worry about it again" |
| Log                       | "One student was worried about his tooth because it was Floopy"  | "The teacher paid attention and told him: no te molestes"  | "He continued worring about it"   |

| Implementation – Lesson 3 |   |   |   |
|---------------------------|---|---|---|
| Instrument                | Behavior  | Management  | Learners' reaction  |
| Log                       | "When <b>some coins fell down</b> from the teacher's pocket they were a little bit disruptive and they got distracted, because the teacher was modelling and using mimics to show them what they have to do (warm up)". | "The head teacher made a TPR activity to catch the students attention, then the teacher Moni continued with the animals' warm up" | "The students returned to their desks to follow the head teacher with the TPR activity" |
| Log                       | "One student was telling to the teacher claims  | "The teacher said: at the end of the class I will   | "He sits down and continued drawing"  |

|  |  |                             |  |
|--|--|-----------------------------|--|
|  | about another student because another student was disturbing him while he was drawing. (Guided practice. T:3 S:4)" | hear you, you can sit down" |  |
|--|--|-----------------------------|--|

| <b>Implementation – Lesson 4</b> |   |   |  |
|----------------------------------|---|---|--|
| Instrument                       | Behavior  | Management  | Learners' reaction   |
| Log                              | <b>"One student brought to the class some cards</b> and was playing with them, because he was showing to their classmates and it was distracting the other students (guided practice. T:3 S:4)" | "The teacher told him "Juan Jose las guardas por favor" | "He stopped to play with the cards, but before it the teacher said it two times" |

The situation about the loose tooth distracted the child, although he is an active student who always participates in the activities. This time he could not be focused on the lesson because he was worried about something that he did not know about. In a case like this, teachers should explain to the child that it is normal because he is going to have new teeth. According to Jones (2000), disruptions could be small but teachers have to take care of them because small disruptions can become big difficulties in the classroom. In this case it was a small disruption, but it was relevant because the child and their classmates got distracted.

To mention another example of small disruptions, while implementing, during another lesson, the teacher was doing a TPR activity and some movements when suddenly some coins fell down from her pocket. This small situation turned the class into a mess for a moment; the teacher got stressed, because the children wanted to help the teacher to pick the coins up, their reaction might have been to cooperate but this situation broke the course of the activity. This is why Jones (2000), argues that “the small disruptions occur most frequently in the classroom than large disruptions and those account in order to waste learning time and generate most of the teacher’s stress”. It is important to clarify that a lesson is not always perfect and that these situations are common and normal and could happen in a classroom.

As discovered in this analysis, telling lies and making complains are two frequent young learners’ behaviors which spend valuable time of the lesson. It is significant to listen to children, their voice and what they want to express, but sometimes what they do in those small conversations is to tell lies and claims in order to attract the teacher’s attention. Teachers should not listen to every single word that students want to say because it can be an exhausting task. In this study we realized that a good strategy for teachers is to tell children that they are going to listen to their claims at the end of the class; and more important it is for teachers to keep the promise because they should set the example. In this case, the student tended to act like this, telling lies about his classmates and the teacher telling him that she knew that they were lies and that she did not like the lies. After a while, the boy reflected about it and changed his attitude. He did not change totally but he understood that it was

not useful telling the teacher those claims and lies; and he also learned that he could not get the teacher's attention by doing that.

Another common children's attitude, which is a small disruption that could become in a big one, is when students bring their own stuff to school. Sometimes they bring to school things from home such as cards, toys, dolls and cars. Because they wish to show it to their classmates, and even to the teacher. It is difficult for them to keep toys in their bags until the break. The strategy that we suggest is to give them opportunities to put their toys back in their bags, at least three opportunities; and in the third time the teacher can ask the child to give the toy to the teacher. Considering what we observed during the implementation of this study, children are able understand that they must hand the toy in, because the teacher has given them some opportunities and more important to explain them and to request politely. By doing this, teachers will build a good relationship with the learners, as explained by Crowe (2009) in one of his strategies, "Build on relationships: teacher and student, student and student, it suggests that for collaborative problem-solving to be successful, the parties involved must have a good relationship".

In the second lesson of this implementation, a small disruption changed the atmosphere of the class. It was a student's behavior that interrupted the class. The teacher makes the following description according to her point of view in her teaching journal:

*"On the other hand, there was a student who was being disruptive; the same who started to paint her classmates during the painting activity; She*

*continued in the same table, we left her to stay there, but she started to talk and to distract the other students, so I asked her to move to her seat alone, and she told me that not, I told her that I was going to give her another opportunity, and she continued with this behavior, I told her again to move to her seat and she refused it, I told her that I was talking seriously but she continue refusing it; what I did at the end because I thought: "she cannot win me" so we were looking to a video and I stopped it and I said: "I am not going to play the video again until she returns to her seat" and everybody looked at her and she seated on her seat; the rest of the students were focused or at least most of them" (Teaching journal. Lesson 2)*

This circumstance was so relevant to the teacher that she made the following reflection:

*"I felt very sad at the end of the class, because I don't know if it was correct to make that, I don't know if embarrassed her in front of the rest of the students was right, talking about positive discipline; but I didn't know how to manage it and I don't know what else could I do when these kind of situations happen. I think that sometimes I am so special with them that they take advantage of that" (Teaching journal. Lesson2)*

Conversely, the perspective from the observer was different. Although he noticed the situation, it was not as relevant as it was for the teacher. While the observer focused on the mess in the last part of the painting activity, the teacher focused on the specific situation with the student (Log. Implementation 2. 20<sup>th</sup> / 10/ 14). What is important here is that in the following lesson the girl had forgotten about this situation, and even when she arrived to the school she hugged the teacher with love. According to Durrant (2010), "Emotional punishment includes: shouting, yelling, name-calling, put-downs, ignoring, embarrassing and shaming". The

teacher felt that she embarrassed the girl with her attitude. However, in that moment it was a solution to keep on with the lesson. We consider that embarrassing is a way of aggressiveness and that the teacher should have asked her the first time in a softer way so that the student could think and reflect about her action. We also consider that when teachers make students to do something they find a way to do the opposite. That is why, it is important to take into consideration what Durrant (2010) suggests, "positive discipline is not permissiveness, letting students do whatever they want, about having no rules, limits or expectations". In this study, we found out that teachers should find a positive way to talk to students, to teach them how to be respectful to others, and mainly to let them know who the teacher is and who their guide is. A teacher can teach them that throughout their example and attitude.

The next example is about a frequent small disruption and how to manage it. During a lesson, the observer noted this down: "One student was in another table, because the teacher was in the table 4 and another student was giving the material (Guided practice 7:50 am- T:1 S:3) the teacher told him: "¿que haces aqui, cual es tu mesa? What are you doing here? Where is your table?" And he went to his table and sat down" (Observation Log. Lesson 1)

We consider that a teacher does not need to scold children. They do not understand in this way and they use resilience. Instead, teachers can treat students respectfully to ask them to come back to work and focus on the task. A teacher could talk to an individual student and ask them questions to help them focus on the activities of the lesson, for example: 'Are you working? Where is your seat or your

table? Why are you not working? Or pay attention to that, because it is important for you'. The idea of asking those questions is to bring the learners' attention to their own work and to the English lesson; and to remind them that learning is important and that language learning is something interesting to learn and to explore. That is why it is relevant that the teacher makes those questions with a good tone of voice and in a positive way; we consider that when teachers ask those questions, they make students reflect and wonder about what they are actually doing, as well.

### **Learners' Aggressiveness**

Hitting other classmates is another recurrent children's attitude that teachers should be able to handle. Usually, these kinds of situations are difficult to face and to find a solution at the right moment in order to act quickly. Sometimes children feel too hurt because of a classmates' attitude and they tend to act with aggressiveness. We clarify that we identified and analyzed it taking into account what we observed and lived with the children who were participants of this study, and we perceived talking with them that sometimes in their houses, their families use aggressiveness to solve problems and they replicate it in the school. As Castellanos (2009) points out "All those things that they learn at home are demonstrated at school; therefore these children become rejected because they do not demonstrate the social skills that allow them to be socially competent with peers" (page 73).

For example in the last session of the implementation of this research study, two kids, a boy and a girl, were so upset and started to hit each other and everybody was surprised because they were really angry. This situation was taken into

consideration in the lesson plan as an anticipated problem and the strategy that we proposed was: Ask them to apologize and tell them “we don’t solve problems with violence, and if someone is not respectful, they can tell this situation to the teacher, but not to respond in the same way.” In this circumstance the teacher could not do what she expected to do, because of the time and because everything happened so quickly; also, because the head teacher intervened. However, we consider that teachers should not take children to the corner; instead, they should speak to them and promote dialogue from the beginning. Taking a child outside to talk with him is an appropriate strategy because as stated by Jones (2000) “the teacher gives to the class a timeout to calm down and then they can continue with the class”. Additionally, we agree with Crowe (2009), with the following strategies 4. Look for underlying cause of the problem, it searches for possible causes of a child’s problematic behavior, rather than assuming just one cause; in the previous example the teacher should search for the different causes which generated this situation and not be focused just in what she saw 5. Teach children specific problem-solving skills, it teaches children skills for problem-solving such as listening, empathizing, speaking and compromising; we consider that teachers should promote the dialogue and in this case ask them to apologize each other and to express what they think. See the next chart for a detailed description about the situation.

| Implementation- Lesson 6 |   |   |   |
|--------------------------|---|---|---|
| Instrument               | Behavior  | Management                                    | Learners' reaction  |
| Lesson Plan              | “Student might not cooperate and they might be disruptive | “Strategy: (new)<br>Ask them to apologize and | Expected Reaction:<br>“if someone is not respectful, he/she can tell this situation |

|                  |  |  |  |
|------------------|--|--|--|
|                  | (hitting other classmates, playing, telling claims)"   | promote dialogue"  | to the teacher but not answer in the same way."                    |
| Teaching Journal | "A boy and a girl were so upset and they wanted to hit each other"   | "I asked them what happened but for telling the truth it was not at the moment when the situation started" | "The boy started to cry because he was so furious"                 |
| Log              | "When the class almost finished there was a problem between two students (T: 2 S: 5 and 6) they were fighting" | "The head teacher said: ¿Que paso?, vengan para aca, she talked to them and they gave me the drawing"      | The boy cried because he was furious and the girl was furious too. |

### Teacher- Caused Student Behavior

Teachers tend to think that classroom management difficulties always come from some students' attitudes and behaviors. However, actually some teachers' attitudes and actions can generate unexpected behaviors from the students that affect the lesson; beginning with the fact that it is pretty useful to have a positive discipline management , in which teachers know how to promote positive attitudes, and in this way they know that it takes the time to solve a problem and to teach how to be respectful with the others and the most important teachers who think in the children, in their needs, not just the kind of teacher who shows his/her knowledge and does not care about the children's learning and comprehension. For example, it is important to give clear instructions and to know **how to do it**; and teaching children

how to be respectful can prevent some students' attitudes which affect the other participants in the lesson, in this way the teacher foster positive attitudes.

**Giving Inaccurate Instructions.** We are going to show the difference between giving accurate instructions and giving inaccurate instructions, and which are the students' reactions or following-up actions depending on how the teacher gives the instructions. The next example is an evidence of positive attitudes and situations which happened after giving accurate instructions.

*“One student answer to the teacher’s question, because the teacher was checking understanding (guided practice 7:45 am- T:4 S:3) the teacher asked what was the instruction and the student answered in a right way so she told him “very good” and one student repeat what the teacher said and the teacher said “very good” and the student sit down on the chair and pay attention to the teacher” (Observation Log. Lesson 1)”*

The teacher used the strategy 2, “provide positive feedback when students participate, make something in a right way, or work well during an activity or the whole class” because it is significant to use expressions such as “excellent, good job, that’s right, very good or well done”. At the moment when teachers design their lesson plan the teacher should take into account the anticipated problems that could happen during the lesson. As an example in the lesson plan prepared for this lesson of the implementation stage of this research, the teacher mentioned a possible situation during the guided practice, where students have to work in a worksheet:

*“Students might not understand the instructions and start to talk and be disruptive. Strategy: Give accurate instructions and step by step, it is*

*going to create harmony because students already know what to do and they are going to be on their seats" (Lesson plan. Lesson1)*

Teachers should give learners accurate instructions and check for understanding; it means ask the learners to repeat what they have to do, in this way the teacher is going to realize if the learners actually understand the instructions and repeat if necessary and learners are going to be attentive.

As another example:

*"The students were very engaged with the color activity, because the activity was appropriate and fun for them (Guided Practice 7:58 am-Whole group) the teacher was walking through the classroom and checking in each table and students were involved with the activity; they were attentive coloring the pictures" (Observation Log. Lesson 1)*

In this case the teacher used the strategy number 7 proposed by Jones (2000), "when the teachers are making an individual activity pay attention to everyone, but make sure that they know that you are going to check it in their desks when they finish." This strategy is important because learners are going to feel that they are taken into account and that the teacher cares about their development.

On the contrary, here is an example of what happens when the teacher gives inaccurate instructions. The teacher was giving instructions for a worksheet task, but the children were talking and did not pay attention to the teacher, which is the most important aspect when giving instructions. The teacher can use an attention grabber (there are many) to bring back the students' attention. In this case the teacher used it but it worked just for a moment and the idea was to keep students

focused and listening to the teacher's instructions. The strategy that the teacher used was giving them the material and give instructions at each table, which is a very exhaustive task and leads students to start wondering what they have to do and start to stand up from their seats in order to ask for the instructions to the teacher. When analyzing the data, we found that it is vital to keep student's attention when giving instructions, and to try to keep everybody focused and quiet. If not, children are not going to understand what to do, and then they are going to be asking to the teacher what to do. In this occasion the teacher explained to them the instructions again table by table but it was a more exhaustive task, as it is evidenced in the next chart.

| Implementation – Lesson 5 |   |   |  |
|---------------------------|---|---|--|
| Instrument                | Behavior  | Management  | Learners' reaction   |
| Lesson Plan               | “Anticipated Problem: “Students might not understand what to do”. | “Strategy 1: Give them accurate instructions, with understandable language, mimics and images. Strategy 2 : Checking understanding, ask a student to repeat what to do” | Expected Reaction: Get that the students understand clearly what to do and that when the teacher asks them what to do they already know it.      |
| Teaching Journal          | “This time they were talking and they didn't pay attention to me” | “I proceeded with the instructions for the work sheet”<br>“I used an attention grabber”   | “The classroom was silent for just a moment, then I decided to explain them again, table by table; they started to stand up to ask me questions” |
| Log                       | Children were not paying attention to the teacher and             | “The teacher explained going to each the table”   | While the teacher was explaining table by table the students   |

|  |                             |                               |
|--|-----------------------------|-------------------------------|
|  | what she was talking about. | were paying attention to her. |
|--|-----------------------------|-------------------------------|

**Teaching Courtesy.** Regarding teaching children courtesy we found two different opinions. The first one argues that for the positive Discipline model it is pretty important to teach children courtesy in the sense that it is going to build mutual respect and a good classroom atmosphere; on the opposite there is an argument which explains that when adults teach children courtesy, they are imposing that behavior to the children and children obey because they have to but not because they consider that they must be polite. As Rousseau (1763) argues “Admirable politeness which results only in the changing the sense of words and never being able to speak other than in the accents of dominion” (page 218). Facing these arguments we consider according to our own experience and according to the context where we made the implementation that it is necessary to teach them courtesy and how to be respectful. We believe respect is essential in the classroom; teachers should encourage children to be polite when asking for something, asking for a favor, asking for permission, and to be grateful.

Below is an example of how can a teachers influence their students to be respectful.

**“Teacher:** ¿tu ya tienes? (She asks to one student, when another student takes one in a bad way) Melany ven dame el delantal (the student refuses to give the apron, but after some seconds she gives back the apron)

**T:** ¿tu crees que esta es la manera de coger las cosas? ¿Cuál es la manera correcta? ¿Cómo puedes pedir las cosas?

**S2/ T2:** Teacher please, me puedes dar el delantal”.

*(Video transcription. Lesson 2)"*

At this moment the teacher was giving the children the aprons to start a painting activity. In this case the teacher used a good tone of voice when she asked the student to ask for the things in a right way, that is, respectfully. Teaching respect to others is crucial at this stage of children's development. They should start to learn how to be thoughtful to other people and how to avoid hurting anyone. Additionally, teachers can teach children courtesy implicitly, for instance: with the teacher's example, during the lesson the teacher can use good expressions for asking a favour, to be grateful, and so on. By doing so, children are going to listen and understand that this is the way we talk to people, instead of forcing them to use these expressions. Another way is making children reflect about their attitudes; for example, students working on a worksheet in their tables and having to share the same colours. First of all, teachers have to foster cooperation and encourage them to share. When situations like a student throwing a colour to other student come up, the teacher should not ignore this attitude. Although it takes time, they should bring back the color to the student or ask the student to pick the color up, and then ask the child to deliver the color in a right way and children are going to be conscious that this was not the best attitude. Durrant (2010) clarifies that positive discipline is not permissiveness, letting students do whatever they want, about having no rules, limits or expectations, we would say instead of rules, habits. Instead Durrant explains that positive discipline is clear and consistent communication, based on knowing your students and being fair, building a mutually respectful relationship with your students, teaching courtesy, non-violence, empathy, self-respect, and respect

for the other. See the next chart in order to see a clearer description about how to teach children courtesy following the positive discipline model:

| <b>Implementation – Lesson 2</b> |  |   |   |
|----------------------------------|--|---|---|
| Instrument                       | Behavior   | Management  | Learners' reaction  |
| Lesson Plan                      | “Students might start to talk or do other thing during the activity”   | “ <b>Strategy 7:</b> monitor the students in order so they know that they have to be on their seats”  | Expected Reaction: “if they want to talk with the teacher, they can wait for her on their desks”.                         |
| Teaching Journal                 | “She continued in the same table, we left her to stay there, but she started to talk and to distract the other students” | “What I did at the end because I thought: “she cannot win me” so we were looking to a video and I stopped it and I said: “I am not going to play the video again until she returns to her seat” | “And everybody looked at her and she seated on her seat; the rest of the students were focused or at least most of them”. |
| Log                              | “The teacher was giving the aprons when a girl took one in a bad way”  | “So the teacher said that's not the right way, because the teacher was giving the material. The teacher said what is the right way? How can you say it?”  | “The girl said teacher “please” “me puedes dar el delantal”   |
| Video Transcriptions             | “T: ¿tu ya tienes? (She asks to one student, when another student takes one in a bad way)”                               | “Melany ven devuelvemelo (the student refuses to give the apron, but after some seconds she gives back the apron)”  | “¿Cómo puedes pedir las cosas? S2/T2: teacher please, me puedes dar el delantal”  |

The following fragment was taken from the interview to the head teacher, whose opinion supports the previous chart in terms that teachers should teach children how

to act respectfully and she clarifies that the role of the parents is crucial to educate children and to explain them how to be respectful.

***Interviewer:*** *Listo profe, entonces la primera pregunta es ¿Qué tan importante es el rol de los padres en la educación y la formación pues de los niños?*

**Head**

***teacher:*** *Pues es indispensable ¿Por qué?, porque nosotros educamos en el colegio pero los niños vienen con unas bases de la casa que van a ser complementadas y continuadas, digámoslo así en el colegio, entonces si los niños comprenden que son los valores, que, cual como es el respeto que es lo que deben traer de la casa, como (ehhh) compartir con los compañeros, entonces aquí se va a integrar, va a recibir interés y va a continuar nuestro proceso de formación.”*

We consider that when teachers teach courtesy without imposition and by setting the example, teachers create habits and the children reflect it during the lessons and they are going to cooperate and contribute to the development of the class.

### **Positive Discipline Strategies in the EFL Preschool Classroom**

In this second category of this action-research project, we are going to uncover some strategies from the positive discipline model – some of them created by important authors of this model (Jones, 2000 and Durrant, 2010) and some others suggested by us based on the analysis of the data from the field notes, lesson plans, logs, and the teaching journals. There are some strategies which are cultivated every single class and which demonstrate that the class is based on the positive discipline model and that this model is the teacher's philosophy, for example: **a)** creating habits and routines, **b)** positive feedback and reinforcement and **c)** motivation through the

variety of the activities and there are some strategies which can be used and implemented in specific situations; for example: **d)** creating a good learning environment and **e)** bring back students' attention.

## Habits and Routines

The positive discipline model suggests establishing some habits and routines in the EFL class in order to create a positive environment. It helps children to be aware of the fact that they are in the English class, and that they already know every step of the class. This fosters 'organization', which is one of the concepts that we have for 'discipline'. The first of the important lesson habits is the greeting in order to establish a good environment since the beginning of the class and to bring back the children's attention to the next class, which is the English class. In fact, this procedure was reflected in every lesson plan and observation log used during the implementation stage of this study. We discovered that it is very significant to greet students every class and ask them how they are. To evidence the use of these kinds of routines that the teacher implemented every class during the implementation, see the next charts:

| Implementation- Lesson 1 |  |  |  |
|--------------------------|--|--|--|
| Instrument               | Behavior   | Management   | Learners' reactions  |
| Lesson Plan              | "Students are dispersed because the last class already finishes" | "Greet the students in order to have a positive environment since the beginning" | Expected reaction: "greeting from the students and that the students know that the English class starts" |
| Log                      | "The head teacher started  | "The teacher Monica started the English  | "They answered in a good way"  |

|  |   |  |  |
|--|---|--|--|
|  | with a puzzle and they liked it; it is a routine for them". | class with a greeting, because it is a routine"<br>"the teacher greeted: good morning" | "Students answer: good morning and one of them said: how are you?" |
|--|---|--|--|

| <b>Implementation- Lesson 2</b> |   |  |  |
|---------------------------------|---|--|--|
| Instrument                      | Behavior  | Management   | Learners' reaction   |
| Lesson Plan                     |   | "Greet students with energy and happiness, reflect to them this attitude"                  | Expected reaction: Students are happy and with good attitude because the English class starts.                   |
| Log                             | "They notice that the English class starts because of the greeting".  | "The teacher used a strategy: how is the weather? To catch the students' attention"        | "The students responded very well, they know that when the teacher asks the question they have to pay attention" |
| Video Transcriptions            | "They were dispersed and the teacher go table by table to greet them" | "T: Good Morning<br>Ss: How are you?<br>T: Good morning (the teacher asks to every table)" | "Ss: How are you?<br>T: Good, and you?<br>You are happy or sad<br>Ss: Happy..."                                  |

| <b>Implementation- Lesson 5</b> |          |   |   |
|---------------------------------|----------|---|---|
| Instrument                      | Behavior | Management  | Learners' reaction  |
| Video Transcription             | Opening  | "(The teacher uses the weather roulette as in every class)" | "T: Good Morning<br>Ss: Good Morning<br>T: How are you?<br>Ss: How are you?<br>S: Fine thank you" |

As mentioned before, it is important that the habits and the routines are reinforced in every single lesson in order to promote meaningful learning and for students to keep practicing what they have learned. Teachers should encourage

children to practice the habits and routines and therefore they are going to feel the importance of doing these kind of routines, they are even going to do it by themselves without the teacher's signal, as is shown explicitly in the transcription in the table above.

Besides, teachers should take into account that although we consider routines valuable, it is not about making the things in the same way every class. It is essential to change, for example, the way the teacher greets students. In fact, Jones (2000) proposed a similar strategy; in which he gives an example of a habit and then he clarifies that the idea is to help and teach the children to create daily habits and routines "Strategy 7: When the children are making an individual activity pay attention to everyone, but make sure that they know that you are going to check it in their desks when they finish. Help them to create habits and routines".

Another routine that should be taken into account is the warm up activity at the beginning of the English lesson. During the implementation stage of this study, the teacher makes a warm up activity at the beginning of the class, every single class; which is important because children are active and with a lot of energy and the teacher can use this energy to help them focus on the lesson and prepares children to start the English class, for example with a TPR activity. As a main point, the teacher has to provide the students with a variety of warm up activities at the beginning of the lesson such as: games, relaxing exercises, and group/pair work activities, having in mind their likes, interests and preferences. The idea is to give children the opportunity to be relaxed, prepared and engaged in the lesson. However, it does not mean that the warm up activities have to be always at the

beginning of the class. They could be at the guided practice stage or at the end as a closing activity. For example the TPR activities could be used at different stages of the lesson in order to bring back the students' attention, because the exercises and the movements make them feel aware of what they are doing, as is shown in the next chart:

| <b>Implementation – Lesson 5</b> |                    |   |   |
|----------------------------------|--------------------|---|---|
| Instrument                       | Stage of the class | Positive Discipline Strategy  | Learners' reaction  |
| Log                              | Warm Up            | "The teacher made a game "traffic lights" using orange, yellow and green (Warm up)" | "Children have to walk if they heard orange, if they heard yellow they have to stop and if they heard green they have to jump; the idea was that they follow the instructions according to the color" |

| <b>Implementation – Lesson 6</b> |                    |  |  |
|----------------------------------|--------------------|--|--|
| Instrument                       | Stage of the class | Positive Discipline Strategy   | Learners' reaction   |
| Lesson Plan                      | Opening            | <b>"Strategy 8:</b> help them to create habits and routines"   | Expected Reaction:<br>"Get students organized and active and that students feel part of the class" |
| Log                              | Opening            | "She started the class as always with the greeting and with the TPR activity "jump like a kangaroo, now raise your hands". | "They follow the movements and finally sit down"   |

|                      |         |   |  |
|----------------------|---------|---|--|
| Video Transcriptions | Opening | <p>"Teacher: Now touch your head, your nose, mouth, eyes, mouth, ears, shoulders.<br/>           Ss: Toes<br/>           T: Toes<br/>           Ss: head, shoulders, knees and toes".</p> | <p>"T: Sit down.<br/>           T: Guys, how is the weather? Cloudy or sunny<br/>           Ss: Sunny<br/>           T: Sunny?<br/>           Ss: Cloudy<br/>           T: Cloudy?<br/>           Ss: Cloudy, si es blanco es cloudy".</p> |
|----------------------|---------|---|--|

Routines and habits are shown and taken into account in every single class because it is something that needs to have a sequence. For instance, as it is planned in the following fragment taken from a lesson plan that the teacher designed:

*"1. Roulette and Routine of movement: Ask them how is the weather today? And ask one of the students to locate the arrow in the corresponding place, -Traffic lights: red-stop, yellow-walk, and green-jump. 2. Review: review the topic about sports, show them some flashcards and ask them about the vocabulary. Strategy 8: help them to create habits and routines" (lesson plan, Lesson 6)*

As it is demonstrated in the example, there is a sequence of activities; this is part of the opening stage, but the whole lesson plan is in the same way. That is, in every lesson students are asked about the weather and they really learn about it. The following is the warm up in this case is a TPR activity and then the teacher proceeds with the review of the previous lesson in order to start a new topic or teach children more vocabulary. The following is an extract from the interview made to the head teacher:

*"Si tu retomas el tema anterior, por ejemplo ayer dictaste (ehhh). Interviewer: animals. Profe Consuelo: Los animales, entonces hoy*

*quieres los animales salvajes, entonces recordar ah los animales en general, vimos tantos animales, hoy vamos a ver los animales salvajes entonces ¿cuáles son los animales salvajes? ¿Dónde viven los animales salvajes? Entonces como retomar lo que se ha venido (ehhh) trabajando, estudiando con ellos para irles adicionando y asi el conocimiento va a ser más efectivo". (Interview Transcription)*

For Jones (2000) "the discipline problems occur because of mismanaging various routines and procedures in the classroom" (Page 150) A teacher has to know how to implement routines, how to create habits, and how to keep them on a daily basis. It builds organization, cooperation and collaborative work between the teacher and the students, it means, every participant of the lesson is important and it helps children to be conscious about their role in the class.

### **Positive Feedback and Reinforcement**

In order to create a good atmosphere it is important to provide positive feedback and positive reinforcement to the children permanently. When children receive positive comments about something they did, they feel satisfied and proud of themselves. When teachers give positive feedback, they reinforce the children's positive attitudes towards the class (when children answer the teacher's questions in a right way talking about the target language, when children participate actively in the lesson, when they help their classmates, or when they do what they are asked to do) as it is proposed in the following example from a lesson plan:

**"Review: (dialogue)**

**T: ¿Que vimos la clase pasada?**

**T:** What is this? (Make drilling among the students)

**T:** Very good, give me 5

(Prize and recognize effort, it is very important in order to get them motivated (strategy 2)" (lesson plan. Lesson 1)

Here we took into account this new strategy: "Provide positive feedback when students participate, make something in a right way, or work well during an activity or the whole class. The teacher can use these expressions: excellent, good job, well done, that's right or very good". In the class what happened was:

*"One student answered the teachers' question because the teacher was checking understanding (guided practice 7:45 am) the teacher asked what was the instruction and the student answered in a right way, so she told him: Very good, and the student's reaction was to sit down on the chair and pay attention to the teacher" (Observation Log. Lesson 1)*

The teacher's description and reflection about giving positive feedback in the same lesson went as follows:

*"When I gave him positive feedback he was happy and he cooperated in all the activities. Reflection: I realized that he likes to call the attention and I gave him importance, mainly to the good aspects that he has and he was happy and doing more and better in that order I gave him positive feedback. I did it, using positive discipline because I didn't have to ask him to stop the behavior" (Teaching journal. Lesson 1)*

He is a student who would walk around the classroom and tell claims and lies to the teacher; therefore, this was a situation that upset the teacher. The teacher decided to talk to him with love, and explain that she did not like his behavior, she also allowed the child to say why he acted in that way. The teacher tried to see the

positive aspects about that child, and she started to prize his attitude when he cooperated with the lesson. Here, we can reach to the conclusion that when teachers ask these kind of children to stop a behavior, they feel challenged and they continue with the same attitude. Instead when the teacher explains the situation to the children with love, it means with positive words and in a positive attitude, and the teacher recognize when they want to cooperate with the class, the child feels that they want to cooperate more because it makes the teacher happy; as Crowe (2009) points it out “bring out the best in children, it assumes that the children want to learn English and it builds on children’s positive intentions and abilities” (Page).

Teachers can give positive feedback all the time during the whole lesson, for example, when the teacher greets his/her children and children answer in the same way, the teacher could give them a smile in return and for us this is positive feedback, children feel that the teacher feels good and happy when they are attentive and when they cooperate and listen to the teacher, when they are respectful. Sometimes adults forget how children are and children notice everything and they feel satisfied when the teacher recognize that they are doing a good job and we analyzed that most young learners work better each time in order to receive positive feedback because they like it and in this way the teacher is providing reinforcement to increase their abilities.

### **Motivation through the variety of the activities**

The positive discipline model recognizes the importance of bringing to the class interesting and different activities by taking into account the learners’ needs and

interests, which engage students. Motivation related to these kinds of engaging activities, that is, teachers can build motivation and interest through the activities that they prepared, which should be different, in terms of the variety (worksheets, games, videos, songs, stories and always something new). According to Jones (2000) motivation is the responsibility of teachers because it comes from how they design, create, elaborate, and mainly, present the activities, worksheets and tasks that students have to develop. Teachers should use an incentive to encourage students to participate and develop the activities because they help to learn by doing. As an example we have the next extract taken from the observation log during the sixth lesson of the implementation stage of this research:

*“The teacher is always thinking on a student-centered class, she tries to implement new activities in order to create a good atmosphere, having in mind the idea that if a teacher design and carry out interesting activities, the students are going to be interested and engaged with the class; also she provides them activities in which they are free to select how they can do” (Observation Log. Lesson 6)*

As an example, the teacher brought the children a song about Halloween called “Ten little monsters”. Because it was the Halloween holiday, the video and the song was motivating for the children. However, the first time that the teacher played the song, she expected the children to learn it. They did not learn the song and they were not interested. In this case what happened was that children did not understand the song and they did not pay enough attention; so the teacher planned for the next lesson to bring them some little monsters made of paper in order to make

them part of the song with their participation and to explain what the song was about and how to count the little monsters one by one. Besides the teacher tried to explain the main message of the song, for example a line says “none of them can't scare me” and the teacher told the children that they were so strong and that the monsters cannot scare them.

| <b>Implementation- Lesson 1</b> |                        |  |   |
|---------------------------------|------------------------|--|---|
| Instrument                      | Stage                  | Management   | Learners' reaction  |
| Lesson Plan                     | Communicative Practice | “Bring them an interesting video and tell them that the teacher is going to make them questions about the video”.  | Expected Reaction: “Learn the song through repetition because they like the song”   |
| Log                             | Communicative Practice | “The teacher presented the daily topic with the video, they started a new topic and a new month, she showed a video about a song 1,2,3... little monsters” | “The students' reaction was that they were paying attention to the video and to the teacher; they were repeating and following the instructions”. |

| <b>Implementation- lesson 2</b> |                        |  |  |
|---------------------------------|------------------------|--|--|
| Instrument                      | Stage                  | Management   | Learners' reaction                                       |
| Lesson plan                     | Communicative Practice | “Students might not be interested in learning the song, strategy: make the song interesting with movements”. | “Bring little monsters to count while singing the song”. |

|                     |                        |  |   |
|---------------------|------------------------|--|---|
| Video Transcription | Communicative Practice | "The teacher teaches a song with the small images that the students already stuck on the board". | Expected reaction:<br>"Students learn the song line by line and counting the monsters". |
|---------------------|------------------------|--|---|

Variation of the activities of an English lesson is very significant and it can include videos. Bringing students some videos in English is an opportunity to learn vocabulary, to speak through repetition and to listen and understand English. Besides showing children videos is an interesting and different activity that makes them relax. Teachers can prize the students with a video that they like a lot and students are going to listen to other people speaking in English different from the teacher. In the lesson plans, the teacher includes frequently one or two videos by class, and as anticipated problem, she takes into account the fact that students might not be interested in the video and the strategy that follows is bringing them another video. If teachers know how to incentivize or motivate their students, they can avoid situations that probably become an obstacle to reach the aim of the lesson, such as students who are disrupting, who are talking and distracting their classmates, who are constantly raising their hands or who are bored because they do not get interested on the activities proposed by the teacher. The head teacher presents a similar opinion:

**"Interviewer:** listo profe, la tercera pregunta sería ¿Para usted que tan importante es el manejo de clase en cuanto a disciplina dentro del salón?

**Head Teacher:** Bueno, yo sí puedo decir que eso depende de la profesora, yo lo diría, porque si la propuesta que tu como docente llevas y le interesa al niño, el niño va a estar atento, va a realizar las actividades con atención, con cuidado, con interés y va aprender, si el niño no está interesado no aprende, no trabaja, es indisciplinado, molesta al vecino, ¿sí? Entonces depende mucho de nosotros. **Interviewer:** si, es decir que digamos (ehh) tú piensas o bueno yo interpreto que depende, si digamos la profe diseña una buena actividad, una clase interesante para ellos, teniendo digamos que en cuenta las necesidades de los estudiantes eso va a generar un buen manejo de clase.

**Head Teacher:** Y va a influir en el aprendizaje (ehh, umm) también en la variedad de actividades, también en el control del tiempo, en si tu (ehh) dices no es que les voy a leer un cuento y duras la hora entera leyéndoles el cuento, los niños se van a cansar, los niños no van a participar, pero si tú les lees un cuento corto, lo analizas con ellos, les pides su opinión, después hacen un escrito entre comillas como ellos dan un dibujo (ehh) una creación (ehh, umm) hacen un friso, hacen algo alusivo al cuento, el niño va a fortalecer su conocimiento y va a estar mucho más interesado”  
(interview transcription)

### **Creating a Good Learning Environment**

Teachers should create a good atmosphere in the classroom and during the lesson where children feel comfortable and happy they are going to be interested in the class and they are going to enjoy the class. Teachers create a good atmosphere when they consider aspects such as the decoration of the classroom, if it is

interesting, appropriate and make that children find interesting the English language; the teachers' attitude is very significant when teachers reflect to the students happiness, energy, enthusiasm; the rapport between the teacher and the learners; the motivation of mutual respect and finally we consider that in order for children to be relaxed teachers can use relaxing music in any stage of the class, mainly at the beginning.

*"The teacher presents a topic with different tools or materials; she uses videos, songs, flashcards and/or drawings, in order to make easy, enjoyable, understandable and interesting for children, her idea is that they can learn from different resources". (Video Transcription. Lesson 3)*

We believe that teachers have to avoid the use of "no" when giving instructions. Instead they can give a clearer message with positive words and expressions because we noticed that when teachers say to the children: "do not do that", they listen just the actions, for example: "do not run" they are going to run, for example:

*"Bathroom: take them to the bathroom when appropriate. Make lines of boys and girls. T: kids, stomp your feet. Students might start to run. Strategy: don't tell them don't run, instead kids, go walking and stomp your feet" (Lesson plan. Lesson 2)*

The teacher uses the following strategy "1.Use expressions like "You can do it in a different way" instead of "No, that's no correct one". Avoid the use of "No" or "that's bad/wrong".

It is necessary to stand out that our participants are children and children understand when adult people talk to them with love and patience. Aggressiveness is not the best option to teach children something; teachers can ask them to

cooperate during the lesson throughout motivation. We reflect that when the teacher asks something to the children in a positive way they reflect and in the same way understand the reason to cooperate, but when the teacher imposes something the child is going to do what the teacher wants because he/she knows that he/she has to do it in order to not receive punishment and scolding but the child is not going to be conscious about his/her actions, as state by the teacher in her reflective teaching journal: "it is important to care about their needs and feelings listen to them, talk to them with love and in this way make them know that when they don't cooperate the teacher is sad with them" (Teaching journal, Lesson 3)

Furthermore, children want to be heard and teachers should listen to their opinions, their anecdotes, their way of thinking, and so on. From this same lesson, the perspective of the observer was: "it was a good class in terms of discipline; the teacher provided them an interesting material, so the class and the activities worked well. She talks a lot to her students in a good way; she is always searching the best way to tell to her students what, how and why they can do the activities planned by her; and encourage them to make it because they want and they liked it" (Observation Log, Lesson 3). In the following charts is evidenced what the learners' reaction is when the teacher talks to them with love, patience and in a good way, also how they can react when they receive positive feedback about their performance and how children feel happy when the teacher brings interesting material because it builds a good learning environment.

| Implementation- Lesson 2 |          |            |                    |
|--------------------------|----------|------------|--------------------|
| Instrument               | Behavior | Management | Learners' Reaction |

|                  |   |   |                                      |
|------------------|---|---|--------------------------------------|
| Teaching Journal | "Maybe some students stand up during the activity of the worksheet" | "I asked them to be on their seats and they did it" | "Children sat down on their chairs". |
|------------------|---|---|--------------------------------------|

| <b>Implementation- Lesson 3</b> |  |   |  |
|---------------------------------|--|---|--|
| Instrument                      | Behavior   | Management  | Learners' reaction   |
| Lesson Plan                     | "Anticipated Situation: Students might be attentive and focused on the presentation part". | "Strategy 2: give them positive feedback about their behavior and show her/his behavior as an example".                               | "Children feel happy, motivated and want to participate and make the things better the next time"                                |
| Teaching Journal                | "There was a kid who was talking, playing and walking around".                             | "I told him to be next to me, but I asked him this with love, he said not so I told him that I was going to give him another chance". | "And then the student sat down".   |
| Log                             | "Students were expecting the video".   | "To present the topic the teacher played a video about sports"  | "The students were interested because they were watching attentively, pay attention and repeating what was saying on the video". |

### **Bring Back Students' Attention**

The use of an attention grabber is a strategy which is very useful to catch and keep the students' attention. By using an attention grabber, teachers bring back the attention of the students when they lose focus, when they get distracted or just when the teacher has to explain a new activity. There is a number of attention grabbers that can vary depending on the age of the students and the context, here are two

following examples, as Jones (2000) mentioned: “- Clap out a rhythm: the teacher walks over near a few students and with calm, normal volume of voice says, “clap twice if you can hear me” the few students will clap. Then, the teacher repeats it again. And so on until the whole group is listening and paying attention to the teacher.-Do a countdown: when the teacher gets to zero, the classroom has to be completely quiet and clear, count from 10 to 0”. We have to clarify that those attention grabbers do not always work very well in this context; sometimes children do not understand how it works so it does not allow and help the teacher to get students' attention, the teacher has to implement and use other attention grabbers.

Sometimes, teachers find difficult to get the children's attention, mainly when giving instructions and even more difficult is to maintain them focused, because children get distracted easily and they lose the attention easily. As we mentioned before it is very important to give accurate instructions and that children listen the instructions, in this manner they are going to understand what they have to do. The head teacher always suggested the teacher “First of all, get the students' attention and then tell them the instructions” and we agree because if students are not paying attention the teacher is spending valuable time. The following charts show how difficult it is to bring back students' attention sometimes, and also that some attention grabbers work better with young learners depending on the context of the classroom:

| Implementation- Lesson 5 |                                      |   |   |
|--------------------------|--------------------------------------|---|---|
| Instrument               | Behavior                             | Management  | Learners' reaction                                      |
| Lesson Plan              | “Students might be talking or making | “Strategy: The teacher uses an attention grabber to | Expected: Reaction: “Bring back the students attention” |

|                  |   |   |  |
|------------------|---|---|--|
|                  | other things while presenting the topic”  | catch the students’ attention”.                                   |  |
| Teaching Journal | “I proceeded with the instructions for the work sheet”<br>“They were talking and they didn’t pay attention to me”.                                      | “I used an attention grabber”                                     | “The classroom was silent for just a moment”                     |
| Log              | “The teacher gives them a worksheet and explained what they have to do, but at that moment the students were not paying attention to the instructions”. | So the teacher used an attention grabber<br>“Class, class, class” | “It didn’t work well because the students got distracted again”. |

| Implementation- Lesson 6 |   |  |   |
|--------------------------|---|--|---|
| Instrument               | Behavior  | Management   | Learners' reaction  |
| Log                      | “The teacher said “vamos a hacer un book con todo lo que hemos hecho” The students were a little bit disruptive”. | “So the teacher decided to use an attention grabber : La lechuza (in Spanish)”               | “Children pay attention to the teacher”                             |
| Video Transcription      | “T and Ss (singing) : La lechuza (attention grabber)”   | T: miren aca, esto es un ejemplo, este es el book de Karen, se acuerdan de este que hicimos. | “Children pay attention to the teacher’s explanation and the book”. |

At the beginning of this research project we observed and identified some students' behaviors and attitudes which affect reaching the aim of the lesson and we wanted to find a different but positive way to handle those difficult situations. In this chapter we made the analysis of data collected through the instruments -during the implementation process which consisted of six lessons-, which allowed us to explore and to reflect about situations, moments, behaviors, attitudes, solutions

and/or strategies that the teacher used to manage those difficulties that could be presented in the preschool EFL classroom; based on that we established two categories 1. Managing preschoolers' attitudes and behaviors in the EFL classroom and 2. Positive discipline strategies in the EFL classroom, that broad every single aspect which was found in the instruments and which allowed us to reflect about a positive way to manage difficulties with preschoolers, as an alternative way of classroom management.

## **CHAPTER 6**

### **Conclusions**

The main objective of this research was to explore positive discipline strategies to manage the students' behaviors and attitudes that affect the achievement of the lesson's aim in a preschool EFL classroom. Based on the implementation which included six lessons, we reached the conclusion that the positive discipline model helps teachers to manage in a very effective way several kinds of students' attitudes and behaviors, especially when teaching children. Besides, this model leads the teacher to build a successful lesson because it benefits the development of the class and it creates a good learning environment where everyone is an important

participant and where there is mutual cooperation. Moreover, we analyzed that when teachers prepare a class in detail, taking into account many aspects such as: teacher's objective, learners' objective, anticipated problems, planed solutions and each stage of the class; teachers are going to guarantee a better discipline management and development of the class.

The main conclusion is that teaching children is somehow difficult but a grateful task, and teachers have to take into account that children have rights and their own voice, teachers cannot silence them nor be aggressive to them. We analyzed that children understand when they are treated with love, when teachers care about them and listen to them because this kind of treatment allows children to reflect about their own behavior and to express what they want and think. By doing so, learning is not going to be something imposed to children. To analyze this aspect we took into account Durrant (2010) who is always claiming in her work the importance of treating children right.

Positive discipline strategies are a useful tool to manage the students' attitudes and behaviors and to build a good atmosphere in the classroom based on respect, cooperation, happiness, learning, dialogue and communication. Through the implementation process we attempted applying Jones' (2000) positive discipline strategies which are helpful to solve some situations and to contribute to the development of the lesson; and more importantly we learned how to used them in the EFL classroom. These are the ones which we tried throughout the whole implementation stage: a) incentivize good behavior giving them free activity time if they work and behave well during the class; b) be fair and focus on relationships,

the teacher can connect positively with students because they regard him or her much as a friend using positive reinforcement; c) the teacher is patient and keeps practicing; d) when the children are making an individual activity pay attention to everyone, but make sure that they know that you are going to check it in their desks when they finish. Help them to create habits and routines; e) the teacher uses an attention grabber to catch the students' attention.

Based on the positive discipline strategies proposed by Jones (2000) we conclude that English teachers should use positive reinforcement in every class, since it makes children feel important, happy, focused, engaged, inspired to participate, and immersed in a student-centered learning environment. Besides that, using positive reinforcement fosters improvement of the children's learning performance due to the fact that it keeps them on task and they do the activities faster. Creating habits and routines is very significant because children get to know what they should do in order to build the lesson with their cooperation; and it encourages self-discipline in children, it means children learn to be organized with their own stuff. Another aspect is the usage of attention grabbers to bring back the students' attention creating an interest again on the lesson by their own.

Alternatively, when analyzing Crowe's strategies that were tried during the implementation stage (2010), we consider that they can be very useful in the EFL classroom: 1. Bring out the best in children. 2. Position the teacher and students as collaborators. 3. Build on relationships: teacher and student, student and student. 4. Look for underlying cause of the problem. 5. Teach children specific problem-solving skills. 6. Aim for reasonable improvement, not perfection. We found that these

strategies help both teachers and learners to create an environment of positive discipline in which it is taken into account the students' positive attitudes, the classroom as a place where everyone has an important role, the good communication between students and teacher, causes of problems, the encouragement to use dialogue as a way to solve a problem, and feedback as a tool to promote improvement.

Furthermore, we consider important some strategies with children which are related to fostering habits and organization, for example: select helpers in each table to collaborate to the teacher and make children conscious that each of them is an important participant; some of the tasks in which children can contribute are: students can distribute the worksheets designed by the teacher, students can collect the written activities made by them, students can hand out the materials (colors, papers, glue, markers, pencils, scissors, magazines or newspapers) and to be the organizer of the table. Similarly Jones (2000) suggests the classroom chores, which are routines which engage the students in helping the teacher with basic tasks around the classroom.

Through the six implementations we realized that we were creating and using our own strategies, which we considered convenient to the positive discipline model, and the following are the most significant: Use expressions like "You can do it in a different way" in this way children understand that they are able to do what they are asked to do, instead of "No, that's no the correct one" because children could feel frustrated and unmotivated to be active on the lesson. Avoid the use of "No" or "that's bad/wrong", we understood that when teachers ask children to **not** do something

they just understand the action and they keep doing what they should not do. Provide positive feedback when students participate, make something in a right way, or work well during an activity or the whole class, teachers can use expressions such as: "excellent, good job, well done, very good or that's right". We analyzed that when children listen to good expressions and positive feedback from the teacher, they are encouraged to improve and they feel proud of themselves, also they notice that the teacher is happy when they perform well and they keep doing it. Prize and recognize effort and cooperation during the lesson (use good comments, congratulate children and use stickers on the worksheets), for us as teachers is also significant to recognize the children's effort because when children are interested in learning and they do their best to demonstrate that, they deserve recognition in order to encourage them to improve. Teachers use a variety of activities and take into account the learners' needs and preferences, it helps to keep children interested in the lesson and in the EFL class and because there are different learning styles and a variety in the activities allows children to take advantage of their abilities. Teachers prepare the class, and it is crucial to the development of the lesson because students, even children, notice when the lesson is prepared and that there are many activities thought for them and with a well-designed material. In this way they are going to comprehend that the English class is not just a class, instead that the teacher cares about their learning. Teachers give good instructions; this is a relevant and helpful strategy for teaching children because it guarantees the children's understanding about what they have to do, keep students organized and avoid children's questions and walking around the classroom. Teachers take into account

the different situations which affect the development of the class and take time enough to correct them or exemplify what the best way to do things is. Learners are not forced to participate in the activities if they do not want to, instead motivated them to participate in the lesson or in the activity, showing the interesting part of the activity, because when children are forced to participate in an activity they do it because they have to but they are not going to enjoy it and learn. We analyzed and selected these strategies for the reason that we realized that they were accurate and appropriate and they kept working every day.

### **Pedagogical Implications**

This research project wants to make teachers conscious about children's rights and their role in the education, because teaching children has more responsibility in the sense that what children learn at this stage is going to last their entire life. This research project aims at presenting the positive discipline model as a teaching philosophy which could be applied in every single class, and a series of suitable strategies which worked successfully in this specific EFL context. It is necessary to clarify that the results of implementing these strategies and the positive discipline model depend on the context where they are applied and mainly on the teachers' perseverance on using them.

This study can be useful as a guide for new teachers or teachers who need to know more about the management of children's behaviors and attitudes because we found out about possible strategies and then we applied which we considered where

going to be the most appropriate strategies for the implementation stages, and after that, we analyzed which ones worked successfully and which ones were more difficult to apply. Among the difficult strategies to be applied we found challenging the usage of attention grabbers, because some of them worked and some of them did not. This is why it is important to make different attention grabbers in order to create variety; also it is suggested for preschoolers' teachers to avoid the use of no, although sometimes it is hard to change the word **no** for another action, for example when they go to the bathroom ask them "do not run" instead "stomp your feet" at the beginning children stomp their feet but then they want to run and they start to run again.

Additionally, we consider that calling names is not a way of aggressiveness instead it is a strategy of the positive discipline model because in this way learners feel that their participation is important during the lesson, in contrast, Durrant (2010) argues that calling names is a way of punishment and proposes as strategy to avoid the use of calling names.

We propose for further research as pre-service teachers to use the positive discipline model in other subjects different from an EFL class, this is a model that should be implemented in every classroom mainly with children, because it creates a really worthy learning environment and a place where children can express their opinions and feelings, and also it helps novice teachers and experienced teachers to manage the children's behaviors and attitudes which affect to get the aim of the lesson in an EFL classroom.

## Limitations

Most of the limitations occurred during the implementation stage; fortunately they were manageable and did not cause a big problem. The first constraint was time because the lessons were implemented on Mondays and sometimes Mondays were holiday so we had to change the schedule of the class searching for another day in the week. For that we needed to talk with the head teacher for another available day but in another day the time was not enough to implement the whole lesson. The second limitation, in terms of research triangulation, was to have the head teacher's perspective in the interview because the teacher was busy at the end of the school year and she did not have a moment to answer our questions; the third limitation was that some parents did not sign the consent to allow the children to be participants of the study, so we took into account in our data analysis the children who had the consent from their parents. The last constraint was the data collection instrument of the video recordings because the video camera in one occasion was a distraction for some children and because in one occasion we wanted to record the whole lesson but at the end of the class we realized that the camera recorded just a part of the class.

Apart from that we appreciate the collaboration from the head teacher, the children and their parents because they allowed us to start, to continue and to conclude our research study.

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**Appendixes**  
**Appendix A N° 1**  
**FIELD NOTES**  
(Format to Specify the Research Problem)

Name of the School: La Palestina School  
Course: (Preschool 1)  
Public  Private: \_\_\_\_\_ (mark with an X)

**FIELD NOTE # 1**

DATE: Monday, 24th February 2014

# OF PARTICIPANTS: 27

RESEARCHER: Monica Arenas

| OBSERVATION   | COMMENTS   |
|---|--|
| <p>I arrive to the classroom and wait for some minutes; while the head teacher organizes the students (she makes little changes and changes the seat of some students) and she make a short prayer.</p> <p><b>Then I sing a song about the vowels, and they are quiet and interested, I teach them the song line by line and then they sing it by groups and finally together. I change of seat some students because they were talking all the time with their classmates.</b></p> | <p>I don't know if it is correct to make this short prayer and teach the students how to make the blessing sign.</p> <p><b>There are four tables and the first one next to the door is the most attentive, and understands better the tasks, but there is another table that is like they don't want to do anything, this is the last one.</b></p> |
| <p>We make an activity, it is about color some drawings and some students finish first than the others and I ask them to make it more properly, filling the blank spaces and color well without getting out of the lines.</p> <p><b>We finish the activity and I start to teach them the goodbye song which they like a lot.</b></p>  | <p>I consider that students don't work at the same speed; some students finish quickly and well, some of them take their time and some of them are lazy and don't want to do anything.</p> <p><b>I could notice that they enjoy a lot the songs and sing and they learn easily the songs.</b></p>  |

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Adapted from: Angela María Gamboa  
Mg. English Language Teaching  
Universidad Pedagógica Nacional

## Appendix A Nº 2

### FIELD NOTES (Format to Specify the Research Problem)

Name of the School: La Palestina school  
Course: (preschool)  
Public  Private: \_\_\_\_\_ (mark with an X)

#### FIELD NOTE # 2

DATE: Monday, March 3<sup>rd</sup> 2014  
PARTICIPANTS: 20

# OF

RESEARCHER: Monica Arenas

| OBSERVATION   | COMMENTS  |
|---|---|
| <p>I arrive to the classroom and the teacher introduces us, we tell them our names and ask their names and then we ask them the name of their classmates.</p> <p><b>Our topic is the vowels and our head teacher tells us that we can't teach them the vowels, because they don't know the vowels in Spanish and we can create confusion.</b></p> <p><b>The students do an activity where they have to draw an animal and a vowel following one example that we give them. We help them while they are doing the activity, and tell them that they have to make the margin and put their names on to the paper.</b></p> | <p>Students are interested and understand what we are asking them to do.</p> <p><b>We get surprised about this situation because we don't understand why they don't know the vowels, some of them know, but most of the students don't.</b></p> <p><b>I can notice some students, who do the tasks as we tell them to do it, but some of them don't want to do anything and we have to be telling them to do this and finish his.</b></p> |

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Adapted from: Angela María Gamboa  
Mg. English Language Teacher  
Universidad Pedagógica Nacional

### Appendix A Nº 3

#### FIELD NOTES (Format to Specify the Research Problem)

Name of the School: La Palestina School  
Course: (Preschool 2)  
Public  Private: \_\_\_\_\_ (mark with an X)

#### FIELD NOTE # 3

DATE: Monday, March 10th 2014

# OF PARTICIPANTS: 27

RESEARCHER: Monica Arenas

| OBSERVATION   | COMMENTS  |
|---|---|
| <p><b>I had planned a game called "Hot potato" but I couldn't say the instructions to them because they were playing and talking, sometimes I attracted their attention but they didn't care about what I was telling them so I told them that we were not going to play, instead we were going to paint.</b></p> | <p><b>About their behavior in a part of the class, I fell a little bit frustrated because I couldn't control them and they felt more respect to the head teacher; although sometimes they were disruptive and the teacher was in the classroom.</b></p> |
| <p><b>A girl who is called Naomi sometimes hits other students and doesn't want to share the material with the rest of the table, also I ask her for something and she always says no and does the opposite.</b></p>  | <p><b>Sometimes I don't know how to manage her behavior and I don't know why she behaves like that and on the other hand she is very affectionate. Maybe is because she wants to attract attention.</b></p>   |
| <p><b>I asked Naomi to erase the board because she started to bother other classmates and also she helped me to give the crayons to the rest of the children and I gave them some papers.</b></p>   | <p><b>I believe that asking to Naomi or any disruptive student for help, helps me a lot to control them, but everybody wants to do the same, so I have thought on selecting some helpers and establish them with the rest of the class</b></p>          |

## Appendix A Nº 4

### FIELD NOTES (Format to Specify the Research Problem)

Name of the School: La Palestina  
Course: (preschool)  
Public  Private: \_\_\_\_\_ (mark with an X)

#### FIELD NOTE # 4

DATE: Monday, 17th 2014

# OF PARTICIPANTS: 20

RESEARCHER: Monica Arenas

| OBSERVATION  | COMMENTS  |
|--|---|
| <p><b>I arrive to the classroom and what I do first is greet them and the routine of movement where everybody participates. Then with help of some drawings on the board I review the topic about greetings again, I tell them that I am going to put some videos at the end of the class if they behave well, so they greet the puppet Mr. Charlie according with the time of the day and some of them greet him right.</b></p> <p>I do some activities and I give them all the input in English and some instructions, but for some instructions I speak to them in Spanish because they don't understand all the instructions in English although I use body language but for some activities I can't be understood.</p> <p><b>I put them the greetings song in order to practice it and some of them remembered the song, which make me happy, and while I pick the papers they listen other videos too.</b></p> | <p><b>I consider that these students have a better behavior, I don't know why, maybe for the head teacher, or because they are less students or that the environment is more comfortable. Sometimes they disperse but you can focus them easily.</b></p> <p>I consider that it is difficult to speak in English most of the time in the classroom and it requires a lot of experience. But I have asked me how important is to speak in English all the time in the classroom and if it is necessary.</p> <p><b>Students love these videos because they are interesting, so what I have learned is that I can do more mimics and different voices in order to attract their attention</b></p> |
|  |   |

## Appendix B № 1

### Lesson Plan Instrument 1

| Teacher's name                               |             | Class length      | Date     | Nr of session   |
|--|-------------|-------------------|----------|-----------------|
| Monica Arenas and Jenny Rodriguez (observer) |             | 120 minutes       | 06/10/14 | 1               |
| Grade  | Class Level | Topic             |          | Language Skills |
| Preschool 1                                  | Starters    | Halloween         |          | RWLS            |
| Previous lesson summary                      |             | Next lesson topic |          |                 |
|  |             | Halloween         |          |                 |

| Learning objective   | Personal aim                              |
|--|---|
| Students will be able to identify the vocabulary about Halloween   | I will give more instructions in English. |
| Students will be able to use the vocabulary about Halloween month. | <b>I will use positive discipline.</b>    |

| Materials and Resources <sup>1</sup>  | Bibliography  |
|---|---|
| <b>Video and song:</b> Ten little monsters.<br><br>Flashcards.<br><br>Worksheet | <a href="http://youtu.be/TK9Y1TeC9Oc?list=PLJawa8LFKXhaghnjtC_gP8BccFJvByMMB">http://youtu.be/TK9Y1TeC9Oc?list=PLJawa8LFKXhaghnjtC_gP8BccFJvByMMB</a><br><br><a href="http://www.pinterest.com">www.pinterest.com</a><br><br><a href="http://www.wordreference.com/">http://www.wordreference.com/</a><br><br><a href="http://upodn.com/">http://upodn.com/</a> |

| Anticipated problems (linguistic, behavioural, situational)  | Planned Solutions and positive discipline strategy   |
|--|--|
| <b>Students might lose attention to the class and become disruptive.</b><br><br><b>Students might not want to participate.</b><br><br><b>Students might not understand instructions.</b> | <b>Use an attention grabber.</b><br><br><b>(I will count until eight, and when I finish everybody must be in total silence.)</b><br><br><b>Encourage them to Participate, call them with proper names.</b> |

<sup>1</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

|  |  |
|--|--|
|  | <b>Give clear and step by step instructions, ask for checking understanding, and make mimics and drawings.</b> |
|--|--|

| Learner's expected output                    | Learner's expected comprehensible input                          |
|--|--|
| Cat, Spider, ghost, bat, witch, candy, moon. | What do you think about Halloween?<br><br>Do you like Halloween? |

| Stage   | Time <sup>2</sup> | Inter action | <u>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script<sup>3</sup></u>  | Anticipated problem and Positive Discipline Strategy   |
|---------|-------------------|--------------|---|--|
| Opening | 5                 | T-Ss         | <p><b>Greeting and routine of movement:</b></p> <p>Greet the students in order to have a positive environment since the beginning.</p> <p><b>Routine of movement:</b> Make a TPR activity where the teacher asks them to do a movement and they follow the movement. The objective is to add energy to the English lesson.</p> <p><b>Example:</b> Stand up, put your hands up, put your hands down, rise your right hand, rise your left hand, turn around, jump (1-10), touch your head, touch your mouth, touch your knees, sit down.</p> <p><b>Review:</b> Review the last topic with the flashcards. Show them the flashcard and ask them the vocabulary.</p> | <p>Students might not want to participate, because they are tired.</p> <p><b>Strategy:</b> Ask them to participate, encourage them to participate making different movements, or with an interesting song.</p> |
|         | 5                 | T-Ss         | <p><b>Dialogue:</b></p> <p>T: ¿Que vimos la clase pasada?</p> <p>T: What is this?</p> <p>Ss:</p> <p>Make drilling among the students.</p>   |  |

<sup>2</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>3</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

|   |    |      |   |   |
|---|----|------|---|---|
|   |    |      | <b>T: Very good, give me hi 5 ( Prise and recognise effort, it is very important in order to get them motivated) Strategy 2.</b>  |   |
| <b>Presentation<sup>4</sup></b><br><b>Pre-(skill)<sup>5</sup></b> | 10 | T-Ss | <p>Video: To introduce students into the topic, the video is about counting monsters.</p> <p>Instruction:</p> <ul style="list-style-type: none"> <li>-I have a funny video for you, look at it.</li> <li>-What do you think about Halloween?</li> </ul> <p>Song: Students are going to learn the song.</p> <p>Instruction: We are going to learn a new song (<b>teacher should be very enthusiastic, energetic and happy, show that he or she really enjoys the class</b>)</p> <p>Steps:</p> <p>Repeat each line, the teacher sings and then the students repeat.</p> <p>The teacher and the students sing together.</p> <p>Just the students sing the song.</p>  | <p><b>Students might not get interested in the video.</b></p> <p><b>Strategy: Bring them an interesting video and tell them that I am going to make them questions about the video. Also ask them to be in silent and to turn their seat towards the TV.</b></p>  |
|   | 10 | T-Ss | <p>Performance: Each table is going to sing the song and the teacher is going to see which is the best table, which table sings the song loud and clear. (<b>it is important to challenge the students throughout activities in order to engage them on the activity and in this way everybody participates</b>)</p> <p>Instruction: Now, each table (group) is going to sing the song and I am going to see which table do the best; you should sing loud and clear. (<b>In this part the teacher can use positive reinforcement to the table which do it better; it is important to don't make feel bad the rest of the students, and make them feel that everybody made a good job in order to have harmony</b>)</p> | <p><b>Maybe some students don't want to participate in the activity of the song.</b></p> <p><b>Strategy: Don't obligate them; show them that it is very interesting. At first ignore him/her and if this action doesn't work talk with him/her with love and tell him/her to participate in a funny activity.</b></p> |

<sup>4</sup> For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

<sup>5</sup> For a skill lesson, please use pre, while, and post staging.

|                                      |    |      |  |  |
|--------------------------------------|----|------|--|--|
|                                      | 10 | T-Ss | <p>Flashcards: Make them the presentation of some vocabulary about Halloween with help of some flashcards.</p> <p>-This is a witch, repeat witch.</p> <p>-Melany repeat witch, Duvan repeat witch.</p>   |  |
| <b>Guided practice While-(skill)</b> | 10 | T-Ss | <p><b>Worksheet:</b></p> <p><b>1</b> Students are going to write their names.</p> <p><b>2</b> Students are going to join the points in order to form letters and in this way words.</p>  | <p><b>Students might not understand the instructions and start to talk and be disruptive.</b></p>  |
|                                      | 10 | T-SS | <p>Students are going to paint the worksheet and meanwhile the teacher is going to pass to each table to make them feedback.</p>   | <p><b>Strategy:</b> Give accurate instructions and step by step, it is going to create harmony because students already know what to do and they are going to be on their seats.</p> |
|                                      | 10 | T-Ss | <p><b>Decoration:</b> We are going to make some decoration to the classroom. Each table is going to have a theme.</p> <p><b>1</b> Each table is going to paint a poster with some paints. <b>Give them the material and explain them that each student is going to have paint can and he/she must take care their paint can and paint just with one colour.</b></p> <p><b>2</b> Each student must paint with his/ her corresponding colour and tell them that when they finish, they must rest on their seats in order to the class doesn't become a mess.</p> | <p><b>Students might not want to listen the instructions.</b></p>  |
|                                      | 10 | T-Ss | <p>(During the activity they are going to listen some music in order to create a good and relax environment)</p>   | <p><b>Strategy (6):</b> Use an attention grabber, an interesting attention grabber in order to have them focused again.</p>  |
|                                      | 10 | T-Ss | <p><b>Mummy Wrap</b></p> <p><b>1.</b> Explain them the game and give them instructions. Organised them into two groups.</p> <p><b>2.</b> Students are going to wrap up one classmate by group.</p>   | <p><b>A student or some students might want to play with the materials and disrupt the activity.</b></p>   |

|                   |    |      |  |  |
|-------------------|----|------|--|--|
|                   | 10 | T-Ss | <p>The group which finish first don't have to answer the questions for the candies.</p> <p><b>(The teacher must be creative and have a variety of activities in the lesson, because every student is different and they don't like the same activities. One of the principles of positive discipline is that the teacher must engage the students and get that the students learn because they want and they are interested)</b></p> | <p><b>Strategy (1): Omit to say don't do it, instead show them that I feel sad of their behaviour and if the situation is repeated, ask the students who don't want to participate to be on their seats.</b></p> |
| <b>Assessment</b> | 5  | T-Ss | <b>Flashcards:</b> With the flashcards ask them about the vocabulary that they already learnt.   |  |
| <b>Closing</b>    |    | T-Ss | <b>Bathroom:</b> Take them to the bathroom after they make their paintings, ask them to wash their hands.  |  |

### Strategies

Use expressions like "You can do it in a different way" instead of "No, that's no correct one". Avoid the use of "No" or "that's bad/wrong".

Provide positive feedback when students participate, make something in a right way, or work well during an activity or the whole class. The teacher can use "excellent, good job, well done or that's right".

### (Jones)

1. Having a joke or interesting comment ready to bring attention back to you, when the students are disruptive.
2. Incentivize good behaviour giving them free activity time if they work and behave well during the class.

Be fair and focus on relationships, the teacher can connect positively with students because they regard him or her much as a friend using positive reinforcement.

The teacher is patient and keeps practicing.

When the children are making an individual activity pay attention to everyone, but make sure that they know that you are going to check it in their desks when they finish. Help them to create habits and routines.

The teacher uses an attention grabber to catch the students' attention:

-Clap out a rhythm: The teacher walks over near a few students and in a calm, normal-volume voice say, 'Clap twice if you can hear me.' The few students will clap. Then, I repeat it again. And so on until the whole group are listening and paying attention to the teacher.

-Do a countdown: When the teacher gets to zero, the classroom has to be completely quiet and clear, count from 10 to 0.

## Appendix B Nº 2

### Lesson Plan Instrument 2

| Teacher's name                               |             | Class length      | Date     | Nr of session   |
|--|-------------|-------------------|----------|-----------------|
| Monica Arenas and Jenny Rodriguez (observer) |             | 120 minutes       | 20/10/14 | 2               |
| Grade  | Class Level | Topic             |          | Language Skills |
| Preschool 1                                  | Starters    | Halloween         |          | RWLS            |
| Previous lesson summary                      |             | Next lesson topic |          |                 |
|  |             | Sports            |          |                 |

| Learning objective  | Personal aim   |
|---|--|
| <p>Students will be able to identify and remember the vocabulary about Halloween.</p> <p>Students will be able to use the vocabulary about Halloween.</p> | <p>I will give more instructions in English.</p> <p><b>I will use positive discipline.</b></p> |

| Materials and Resources <sup>6</sup>  | Bibliography  |
|---|---|
| <b>Video and song:</b> Ten little monsters.<br><br>Flashcards.<br><br>Posters | <a href="http://youtu.be/TK9Y1TeC9Oc?list=PLJawa8LFKXhaghnjtC_gP8BccFJvByMMB">http://youtu.be/TK9Y1TeC9Oc?list=PLJawa8LFKXhaghnjtC_gP8BccFJvByMMB</a><br><br><a href="http://www.wordreference.com/">http://www.wordreference.com/</a><br><br><a href="http://upodn.com/">http://upodn.com/</a> |

| Anticipated problems (linguistic, behavioural, situational)  | Planned Solutions and positive Discipline Strategies  |
|--|---|
| <b>Students might lose attention to the class and become disruptive.</b><br><br><b>Students might not want to participate.</b><br><br><b>Students might not understand instructions.</b> | Use an attention grabber.<br><br><b>(Everybody, Simon says: Touch your mouth , Simon says: touch your nose, Simon says: rise your hands, etc)</b> |

<sup>6</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

|  |   |
|--|---|
|  | <p><b>Encourage them to Participate, call them with proper names.</b></p> <p><b>Give clear and step by step instructions, ask for checking understanding, make mimics and drawings.</b></p> |
|--|---|

| Learner's expected output                    | Learner's expected comprehensible input                |
|--|--|
| Cat, Spider, ghost, bat, witch, candy, moon. | Do you like Halloween?<br>What do you do on Halloween? |

| Stage   | Time <sup>7</sup> | Interaction  | Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script <sup>8</sup>   | Anticipated problem and Positive Discipline Strategy  |
|---------|-------------------|--------------|--|---|
| Opening | 5<br>5            | T-Ss<br>T-Ss | <p><b>1. Greeting and routine of movement:</b></p> <p>-Greet the students with energy and happiness, reflect them this attitude.</p> <p>-Routine of movement: Ask them to make some exercises, where the teacher asks them to do a movement and they follow the movement. E.g. Pretending that we are animals. Let's pretend we are a kangaroo: jump, now we are monkeys: jump, move the hands and make the sound.</p> <p>Review: Review the topic with the flashcards, making drilling in a different way.</p> <p>T: ¿Que hicimos la clase pasada?</p> <p>T: Do you remember what this is?</p> <p>T: Exactly, Nicole what is this? Diego what is this?</p> <p>T: Everybody clap (while saying the word)</p> <p>T: Everybody finger snap (while saying ghost, for example)</p> | <p>Students might not want to participate, because they are tired.</p> <p><b>Strategy 1 (Jones): Ask them to participate, encourage them to participate making different movements and exercises.</b></p> |

<sup>7</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>8</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

|  |    |          |   |   |
|--|----|----------|---|---|
| <b>Presentati<br/>on<sup>9</sup><br/>Pre-<br/>(skill)<sup>10</sup></b> | 10 | T-Ss     | <p><b>1.</b> Video: Ask them to look at the video again.<br/>T: Kids look the video of our song.</p>  | <b>Students might not be interested in learning the song.</b><br><br><b>Strategy:</b> Make the song interesting, with movements, encourage them to count and bring little monsters to count while singing the song.   |
|  | 10 | T-Ss     | <p>Song: Practice the song.<br/>T: Students we are going to continue learning the song.<br/>-First the teacher says each line and the students repeat.<br/>-Then we sing together the whole song.<br/>-Students sing the song with the music or the video.</p>  |   |
| <b>Guided<br/>practice<br/>While-<br/>(skill)</b>                      | 10 | T-Ss     | <p><b>1.</b> Posters: <b>Give them instructions, bring the material.</b><br/>T: Look at it, we are going to paint it, table 1 has the cat, table 2 has the bat, table three has the spider and table four has the ghost.<br/>-Give them the material (including the apron)</p>  | Students might start to talk or doing other things during the activity.<br><br><b>Strategy:</b> Monitor the students in order to they know that they have to be on their seats and if they want to talk with the teacher, they can wait for the teacher on their desks and give the positive feedback. (you are doing an excellent job) |
|  | 10 | T-<br>SS | <p><b>2.</b> First Part: Paint the animals.<br/>-Each table is going to have paint can and some paintbrushes.</p>   |   |
|  | 10 | T-Ss     | <p><b>3.</b> Ending Part: Finish painting the posters, writing their names and picking everything.<br/><b>Instructions:</b><br/><b>T: So, you have 5 more minutes.</b><br/><b>T: Please write your name</b><br/><b>T: The students, who finish first, go and wash the paintbrushes and wash your hands.</b><br/><br/>The teacher gives them feedback, while doing the activity, and assessment.<br/>T: What is this? What are you painting? Which colour is this?</p> |   |

<sup>9</sup> For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

<sup>10</sup> For a skill lesson, please use pre, while, and post staging.

|  |    |      |  |  |
|--|----|------|--|--|
| <b>Communicative Practice Post-(skill)</b> | 10 | T-Ss | <p><b>1.</b> Mimics: Ask some volunteers and tell them in secret a word about Halloween holiday and the student has to make the mimic of this character or thing and the rest of the students should guess.</p> <p>T: Now I need a volunteer.</p> <p>-Tell her /him in secret the corresponding word.</p> <p>T: You are going to make like a cat and they have to guess, but don't make sounds.</p> <p>T: and you have to guess which character he/she is doing.</p> | <p><b>Students might get distracted and lose attention.</b></p> <p><b>Strategy:</b> Having a joke or an interesting comment ready to bring attention back to you, when the students are disruptive.</p> <p>(children like when the teacher makes them laugh)</p> |
|  | 10 | T-Ss | <p><b>1.</b> Flashcards: Ask them about the vocabulary already learnt.</p> <p>T: What is this?</p>   |  |
|  | 10 | T-Ss | <p><b>1. Bathroom:</b> Take them to the bathroom when appropriate.</p> <p>-Make lines of boys and girls.</p> <p>T: Kids, stomp your feet.</p>  |  |
| <b>Assessment</b>                          | 5  | T-Ss |  |  |
| <b>Closing</b>                             |    | T-Ss |  |  |

## Appendix B № 3

### Lesson Plan Instrument 3

| Teacher's name                           |             | Class length      | Date     | Nr of session   |
|--|-------------|-------------------|----------|-----------------|
| Mónica Arenas (Jenny Rodríguez observer) |             | 90 minutes        | 23/10/14 | 03              |
| Grade                                    | Class Level | Topic             |          | Language Skills |
| Preschool                                | Starters    | Sports            |          | LSWR            |
| Previous lesson summary                  |             | Next lesson topic |          |                 |
| Halloween                                |             | Sports            |          |                 |

| Learning objective  | Personal aim                                |
|---|---|
| Students will be able to identify the vocabulary about sports.                        | I will give more instructions in English.   |
| Students will be able to use the vocabulary about sports when listening and speaking. | <b>I will use more positive discipline.</b> |

| Materials and Resources <sup>11</sup>               | Bibliography  |
|---|---|
| Roulette, Flashcards, images, stamps.<br><br>Videos | Videos:<br><br><a href="http://youtu.be/62dHTq8Ta4Y">http://youtu.be/62dHTq8Ta4Y</a><br><br><a href="http://youtu.be/FgxfJRoL2ps">http://youtu.be/FgxfJRoL2ps</a><br><br><a href="http://upodn.com/phon.asp">http://upodn.com/phon.asp</a><br><br><a href="http://www.wordreference.com/definition/vocabulary">http://www.wordreference.com/definition/vocabulary</a> |

| Learner's expected output  | Learner's expected comprehensible input |
|--|---|
| Soccer, basketball, tennis, swimming, cycling, golf, volleyball. | Which is your favourite sport?          |

<sup>11</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

| <b>Stage</b>   | <b>Tim e<sup>12</sup></b> | <b>Interaction</b> | <b>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script<sup>13</sup></b>  | <b>Positive Discipline Strategies</b>  |
|----------------|---------------------------|--------------------|--|--|
| <b>Opening</b> | 5                         | T-Ss               | <p>Greeting and routine of movement: Greet them, ask them about the weather and make the routine of movement.</p> <p>-Greet the students with energy and happiness, reflect them this attitude.</p> <p>- Ask them to make some exercises, where the teacher asks them to do a movement and they follow the movement.</p> <p>T: Let's pretend that we are a kangaroo (jump)</p> <p>T: Now puts your hands like this and jump like a monkey.</p> <p>T: Now we can jump like a horse.</p> <p>T: Raise your hands, very high, like a giraffe.</p> <p>T: Roar like alion.</p> <p>Communicative practice: Make the activity for communicative practice about Sports</p>                                    | <p><b>Students might not want to participate, because they are tired and shy.</b></p> <p><b>Strategy: Ask them to participate, encourage them to participate making different movements and exercises.</b></p> |
|                | 5                         | T-Ss               | <ol style="list-style-type: none"> <li>1. Game: There are going to be some flashcards stuck on the board, each flashcard has an image of each sport previously learnt; the teacher is going to describe with mimics a sport and the student who says the correct sport can pass to the board and stick a happy face on the corresponding flashcard.</li> <li>2. Game: The same flashcards are going to be located on the floor from behind; a student by table is going to pass and select a flashcard, he/ she has to tell the teacher which sport he/she selected.</li> <li>3. Game: Teacher is going to ask everybody to be on the rug, the teacher is going to tell the students that</li> </ol> |  |

<sup>12</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>13</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

|   |    |      |   |   |
|---|----|------|---|---|
|   | 5  | T-Ss | the classroom is going to be divided in two, and they have to move where they consider, depending on if it is true or false, tell them which side is true and which one is false; the teacher is going to describe a sport and ask them if this description corresponds to a sport and they have to move to the side that they consider true or false.  |   |
|   | 10 | T-Ss | T: This is soccer? What do you think?   |   |
| <b>Presentati<br/>on<sup>14</sup><br/>Pre-<br/>(skill)<sup>15</sup></b> | 5  | T-Ss | Videos:<br><br>Video 1:<br><br>T: Kids look and pay attention to this video. (What do you think is this sport?)<br><br>Video 2:<br><br>T: kids look and repeat (students repeat after each word that they listen)   | <b>Student might be talking or making other things while presenting the topic.</b><br><br><b>Strategy 6: The teacher uses an attention grabber to catch the students' attention</b>           |
|   | 5  | T-SS | <b>Power point presentation: With some flashcards in a power point presentation present them the vocabulary about some sports. (Variety on the activities: present the vocabulary in a different way.)</b><br><br>T: What is this?<br><br>S: Soccer<br><br>T: Very good.<br><br>T: And this?<br><br>S: Basketball<br><br>T: Excellent, repeat basketball.<br><br>T: This is swimming, repeat swimming.<br><br>T: Diego swimming, Melany swimming. | <b>Students might be attentive and focused on the presentation part</b><br><br><b>Strategy 2: Give them positive feedback about their behaviour and show her/his behaviour as an example.</b> |
| <b>Guided<br/>practice<br/>While-<br/>(skill)</b>                       | 5  | T-Ss | <b>Instructions: Show them the worksheet and give them instructions about what to do. Then give them the material.</b><br><br><b>T: Look at this paper everybody</b>  | <b>Students might not understand what to do.</b><br><br><b>Strategy: Give them accurate</b>   |

<sup>14</sup> For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

<sup>15</sup> For a skill lesson, please use pre, while, and post staging.

|  |    |       |   |  |
|--|----|-------|---|--|
|  |    |       | <p><b>T:</b> First you are going to write your name, example: Me Monica, She Paola, etc.</p> <p><b>T:</b> Then, you are going to draw your favourite sport, draw any sport that you prefer.</p> <p><b>T:</b> Finally you can Colour it.</p> <p>Students are going to write their names, make the margins.</p> | <p><b>instructions, with understandable language, mimics and images.</b></p>   |
|  | 10 | Ss-Ss | <p>Students are going paint their favourite sport, while the teacher asks them about the vocabulary and gives them feedback.</p> <p><b>T:</b> What are you painting? Which is your favourite sport?</p> <p><b>T:</b> My favourite sport is soccer and yours? Soccer, basketball, swimming or what?</p>        | <p><b>Strategy: Checking understanding, ask a student to repeat what to do.</b></p> <p><b>If the teacher gives accurate instructions students are going to know what to do and they are going to cooperate.</b></p>  |
| <b>Communicative Practice Post-(skill)</b> | 5  | T-Ss  | <p><b>1.</b> The teacher is going to ask a student of each table (the first who finishes) to show the rest of the students of the table his/ her drawing and tell them which is his/her favourite sport, with help of the teacher.</p>  | <p>Students might want to participate and ask the teacher all the time to participate.</p> <p><b>Strategy: Tell them that just the attentive students are going to participate, in this way the teacher encourages the students to be focused on the activity.</b></p> |
| <b>Assessment</b>                          | 5  | T-Ss  | <p>1. Power point Flashcards: Ask them about the vocabulary learnt during the lesson.</p> <p><b>T:</b> which sport is this?</p>   |  |
| <b>Closing</b>                             | 5  | T-Ss  | <p>1. Bathroom: Take them to the bathroom.</p>  |  |

## Appendix B Nº 4

### Lesson Plan Instrument 4

| Teacher's name                           |             | Class length      | Date     | Nr of session   |
|--|-------------|-------------------|----------|-----------------|
| Mónica Arenas (Jenny Rodríguez observer) |             | 90 minutes        | 29/10/14 | 04              |
| Grade                                    | Class Level | Topic             |          | Language Skills |
| Preschool                                | Starters    | Sports            |          | LSWR            |
| Previous lesson summary                  |             | Next lesson topic |          |                 |
| Sports                                   |             | Sports            |          |                 |

| Learning objective  | Personal aim                                |
|---|---|
| Students will be able to identify the vocabulary about sports.                        | I will give more instructions in English.   |
| Students will be able to use the vocabulary about sports when listening and speaking. | <b>I will use more positive discipline.</b> |

| Materials and Resources <sup>16</sup> | Bibliography   |
|---------------------------------------|--|
| Roulette, Flashcards, images, stamps. | Videos:  |
| Videos                                | <a href="http://youtu.be/62dHTq8Ta4Y">http://youtu.be/62dHTq8Ta4Y</a><br><a href="http://youtu.be/FgxfJRoL2ps">http://youtu.be/FgxfJRoL2ps</a><br><a href="http://upodn.com/phon.asp">http://upodn.com/phon.asp</a><br><a href="http://www.wordreference.com/definition/vocabulary">http://www.wordreference.com/definition/vocabulary</a> |

| Learner's expected output  | Learner's expected comprehensible input |
|--|---|
| Soccer, basketball, tennis, swimming, cycling, golf, volleyball. | Which is your favourite sport?          |
| Skating, surfing, baseball, yoga, Archery.                       |   |

<sup>16</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

| Stage          | Time <sup>17</sup> | Interaction | <u>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script<sup>18</sup></u>   | Positive Discipline Strategies  |
|----------------|--------------------|-------------|---|---|
| <b>Opening</b> | 5                  | T-Ss        | <p><b>Greeting and routine of movement:</b> Greet them, ask them about the weather and make the routine of movement.</p> <p>-Greet the students with energy and happiness, reflect them this attitude.</p> <p>- Ask them to make some exercises, where the teacher asks them to do a movement and they follow the movement.</p> <p>T: Let's pretend that we are a kangaroo (jump)</p> <p>T: Now puts your hands like this and jump like a monkey.</p> <p>T: Now we can jump like a horse.</p> <p>T: Raise your hands, very high, like a giraffe.</p> <p>T: Roar like alion.</p> <p>Communicative practice: Make the activity for communicative practice about Sports</p> <p><b>1.</b> Game: There are going to be some flashcards stuck on the board, each flashcard has an image of each sport previously learnt; the teacher is going to describe with mimics a sport and the student who says the correct sport can pass to the board and stick a happy face on the corresponding flashcard.</p> <p><b>2.</b> Game: The same flashcards are going to be located on the floor from behind; a student by table is going to pass and select a flashcard, he/ she has to tell the teacher which sport he/she selected.</p> | <p>Students might not want to participate, because they are tired and shy.</p> <p><b>Strategy:</b> Ask them to participate, encourage them to participate making different movements and exercises.</p> |
|                | 5                  | T-Ss        |   |   |

<sup>17</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>18</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

|   |             |                  |  |  |
|---|-------------|------------------|--|--|
|   |             |                  | Game: Teacher is going to ask everybody to be on the rug, the teacher is going to tell the students that the classroom is going to be divided in two, and they have to move where they consider, depending on if it is true or false, tell them which side is true and which one is false; the teacher is going to describe a sport and ask them if this description corresponds to a sport and they have to move to the side that they consider true or false.<br><br>T: This is soccer? What do you think?                           |  |
| <b>Presentati<br/>on<sup>19</sup><br/>Pre-<br/>(skill)<sup>20</sup></b> | 10<br><br>5 | T-Ss<br><br>T-SS | <b>Videos</b><br><br><b>T: Kids, look, listen and pay attention.</b><br><br><b>T: kids look and repeat (students repeat after each word that they listen)</b><br><br><b>Power point presentation:</b> With some flashcards in a power point presentation present them the vocabulary about some sports-<br><br>T: What is this?<br><br>S: Baseball.<br><br>T: Very good.<br><br>T: And this?<br><br>S: Surfing.<br><br>T: Excellent, repeat surfing.<br><br>T: This is skating, repeat skating.<br><br>T: Duvan skating, Sara skating. | <b>Student might be talking or making other things while presenting the topic.</b><br><br><b>Strategy 6: The teacher uses an attention grabber to catch the students' attention</b><br><br><b>Students might be attentive and focused on the presentation part</b><br><br><b>Strategy 2: Give them positive feedback about their behaviour and show her/his behaviour as an example.</b> |
| <b>Guided<br/>practice<br/>While-<br/>(skill)</b>                       | T-<br>Ss    | 5                | <b>Instructions: Show them the worksheet and give them instructions about what to do. Then give them the material.</b><br><br><b>T: Look at this paper everybody</b><br><br><b>T: First you are going to write your name, example: Me Monica, She Paola, etc.</b>  | <b>Students might not understand what to do.</b><br><br><b>Strategy: Give them accurate instructions, with understandable</b>  |

<sup>19</sup> For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

<sup>20</sup> For a skill lesson, please use pre, while, and post staging.

|  |    |      |  |  |
|--|----|------|--|--|
|  |    |      | <p><b>T:</b> Then, you are going to draw your favourite sport, draw any sport that you prefer.</p> <p><b>T:</b> Finally you can Colour it.</p> <p>Worksheet:</p> <ul style="list-style-type: none"> <li>- Students are going to write their names, make the margins.</li> </ul> <p>Students are going to join the points to write the vocabulary about the new five sports.</p> <p>Students are going to paint the images for every sport.</p> | <p><b>language, mimics and images.</b></p> <p><b>Strategy:</b> Checking understanding, ask a student to repeat what to do.</p> <p><b>If the teacher gives accurate instructions students are going to know what to do and they are going to cooperate.</b></p>         |
| <b>Communicative Practice Post-(skill)</b> | 10 | T-Ss | <p><b>Mimics:</b> Students are going to represent a sport (with mimics and without sounds) and the rest of the students have to guess which sport the participant is representing.</p>   | <p>Students might want to participate and ask the teacher all the time to participate.</p> <p><b>Strategy:</b> Tell them that just the attentive students are going to participate, in this way the teacher encourages the students to be focused on the activity.</p> |
| <b>Assessment</b>                          | 5  | T-Ss | <p><b>1. Power point Flashcards:</b> Ask them about the vocabulary learnt during the lesson.</p> <p><b>T:</b> which sport is this?</p>   |  |
| <b>Closing</b>                             | 5  | T-Ss | <b>Bathroom:</b> Take them to the bathroom.  |  |

## Appendix B Nº 5

### Lesson Plan Instrument 5

| Teacher's name                           |             | Class length      | Date     | Nr of session   |
|--|-------------|-------------------|----------|-----------------|
| Mónica Arenas (Jenny Rodríguez observer) |             | 90 minutes        | 11/11/14 | 05              |
| Grade                                    | Class Level | Topic             |          | Language Skills |
| Preschool                                | Starters    | Sports            |          | LWR             |
| Previous lesson summary                  |             | Next lesson topic |          |                 |
| Sports                                   |             | Christmas         |          |                 |

| Learning objective  | Personal aim                                |
|---|---|
| Students will be able to identify the vocabulary about sports.                        | I will speak more in English.               |
| Students will be able to use the vocabulary about sports when listening and speaking. | <b>I will use more positive discipline.</b> |

| Materials and Resources <sup>21</sup> | Bibliography  |
|---------------------------------------|---|
| Roulette, stamps.                     | Videos:   |
| Videos                                | <a href="http://upodn.com/phon.asp">http://upodn.com/phon.asp</a>   |
| Flashcards                            | <a href="http://www.wordreference.com/definition/vocabulary">http://www.wordreference.com/definition/vocabulary</a> |

| Learner's expected output  | Learner's expected comprehensible input |
|--|---|
| Soccer, basketball, tennis, swimming, cycling, golf, volleyball. | Which is your favourite sport?          |
| Skating, surfing, baseball, yoga, Archery.                       | Which sport did you play on the break?  |
| Skiing, ballet, gymnastics, American football, hockey.           |   |
| I like football.   |   |

<sup>21</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

| Stage          | Time <sup>22</sup> | Interaction      | <u>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script<sup>23</sup></u>  | Positive Discipline Strategies  |
|----------------|--------------------|------------------|--|---|
| <b>Opening</b> | 5<br><br>10        | T-Ss<br><br>T-Ss | <p><b>Greeting and routine of movement:</b> Greet them, ask them about the weather and make the routine of movement.</p> <p><b>-Greet the students with energy and happiness, reflect them this attitude.</b></p> <p>- Ask them to make some exercises, where the teacher asks them to do a movement and they follow the movement.</p> <p>T: Let's pretend that we are a kangaroo (jump).</p> <p>T: Now puts your hands like this and jump like a monkey.</p> <p>T: Now we can jump like a horse.</p> <p>T: Raise your hands, very high, like a giraffe.</p> <p>T: Move like a snake.</p> <p><b>Communicative practice:</b> Make the activity for communicative practice about Sports</p> <p><b>Explain them the instructions</b></p> <p><b>T: We are going to be outside for making an activity.</b></p> <p><b>T: it is like Educacion Fisica class.</b></p> <p><b>T: We are going to be on class.</b></p> <p><b>T: So we are going to make two lines (boys and girls)</b></p> <p><b>T: Once we are outside we are going to sit down, making the lines.</b></p> <p><b>T: The students who don't want to participate can stay in the classroom or if outside she/he is not following instructions, he/ she returns to the classroom.</b></p> | <p>Students might not want to participate, because they are tired and shy.</p> <p><b>Strategy:</b> Ask them to participate, encourage them to participate. Walking around the tables and making everybody to participate.</p> |

<sup>22</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>23</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

|   |    |      |  |   |
|---|----|------|--|---|
| <b>Presentati<br/>on<sup>24</sup></b><br><br><b>Pre-<br/>(skill)<sup>25</sup></b> | 5  | T-Ss | <p><b>Videos</b></p> <p>Present them some new sports</p> <p>T: Kids, look, listen and pay attention.</p> <p>T: kids look and repeat (students repeat after each word that they listen)</p> <p>Flashcards: With some flashcards present them the vocabulary about some sports.</p> <p>T: What is this?</p> <p>S: Ballet</p> <p>T: Very good.</p> <p>T: And this?</p> <p>S: Football</p> <p>T: Excellent, repeat American Football</p> <p>T: This is skiing, repeat skiing.</p> <p>T: Duvan skiing, Sara skiing.</p>   | <p><b>Student might be talking or making other things while presenting the topic.</b></p> <p><b>Strategy 6: The teacher uses an attention grabber to catch the students' attention</b></p> <p><b>Students might be attentive and focused on the presentation part</b></p> <p><b>Strategy 2: Give them positive feedback about their behaviour and show her/his behaviour as an example.</b></p> |
| <b>Guided<br/>practice</b><br><br><b>While-<br/>(skill)</b>                       | 30 | T-ss | <p><b>Instructions:</b> Show them the worksheet and give them instructions about what to do. Then give them the material.</p> <p>T: Look at this paper everybody</p> <p>T: First you are going to write your name, example: Me Monica, She Paola, etc.</p> <p>T: then you are going to join these points to form the letters and the words for each sport.</p> <p>T: And here (show them) you like soccer or not</p> <p>S: Yes</p> <p>T: so you make a happy face in the happy face (show an example)</p> <p>T: If you don't like basketball (make the mimics) you draw a sad face here.</p> | <p><b>Students might not understand what to do.</b></p> <p><b>Strategy: Give them accurate instructions, with understandable language, mimics and images.</b></p> <p><b>Strategy: Checking understanding, ask a student to repeat what to do.</b></p>   |

<sup>24</sup> For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

<sup>25</sup> For a skill lesson, please use pre, while, and post staging.

|  |    |      |   |  |
|--|----|------|---|--|
|  |    |      | <b>T:</b> Finally you can Colour it.  | If the teacher gives accurate instructions students are going to know what to do and they are going to cooperate.  |
| <b>Communicative Practice Post-(skill)</b> | 10 | T-Ss | <b>Mimics:</b> Students are going to represent a sport (with mimics and without sounds) and the rest of the students have to guess which sport the participant is representing. | <b>Students might want to participate and ask the teacher all the time to participate.</b><br><br><b>Strategy:</b> Tell them that just the attentive students are going to participate, in this way the teacher encourages the students to be focused on the activity. |
| <b>Assessment</b>                          | 5  | T-Ss | <b>1. Flashcards:</b> Ask them about the vocabulary learnt during the lesson.<br><br><b>T:</b> which sport is this?   |  |
| <b>Closing</b>                             | 5  | T-Ss | <b>Bathroom:</b> Take them to the bathroom.   |  |

## Appendix B Nº 6

### Lesson Plan Instrument 6

| Teacher's name                           |             | Class length      | Date     | Nr of session   |
|--|-------------|-------------------|----------|-----------------|
| Mónica Arenas (Jenny Rodríguez observer) |             | 90 minutes        | 18/11/14 | 6               |
| Grade                                    | Class Level | Topic             |          | Language Skills |
| Preschool                                | Starters    | Christmas         |          | SLRW            |
| Previous lesson summary                  |             | Next lesson topic |          |                 |
| Sports                                   |             |                   |          |                 |

| Learning objective  | Personal aim   |
|---|--|
| <p>Students will be able to create their own book with their own works doing during this year in English class.</p> <p>Students will be able to use vocabulary about Christmas when listening and speaking.</p> | <p>I will speak more in English</p> <p>I won't cry.</p> <p><b>I will use more positive discipline.</b></p> |

| Materials and Resources <sup>26</sup> | Bibliography  |
|---------------------------------------|---|
| Roulette, flashcards                  | <a href="http://www.myenglishpages.com/site_php_files/vocabulary-lesson-christmas.php#.VGKp-vmG-Qc">http://www.myenglishpages.com/site_php_files/vocabulary-lesson-christmas.php#.VGKp-vmG-Qc</a> |
| Worksheets                            | <a href="http://upodn.com/phon.asp">http://upodn.com/phon.asp</a>   |
| Videos                                | Video: Disney's Christmas... Goofy, Donald and Mickey<br><a href="http://youtu.be/njONu6KbvGI">http://youtu.be/njONu6KbvGI</a>  |
| Stocking, spoon and a mini ball       |   |

| Anticipated problems (linguistic, behavioural, situational)   | Planned Solutions and positive Strategies   |
|---|---|
| <b>Students might not want to cooperate during the class.</b> | <b>This class is going to be freer and have a good atmosphere because it is the last one.</b> |
| <b>Student might lose and confuse their works.</b>            |   |

<sup>26</sup> Attached the materials used in this lesson: hand-outs, flashcards, tests, etc.

|  |  |
|--|--|
| <b>Students might not be interest in the song.</b> | <b>Give them the worksheets in order and with a clip.</b><br><br><b>Present them the song after they learn it.</b> |
|--|--|

| <b>Learner's expected output</b>  | <b>Learner's expected comprehensible input</b> |
|---|--|
| Christmas, chimney, Christmas tree, gifts, merry<br>Christmas, Santa Claus, | What is Christmas?                             |

| <b>Stage</b>  | <b>Time<sup>27</sup></b> | <b>Interaction</b> | <b>Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script<sup>28</sup></b>  | <b>Anticipated Problem</b>  |
|---|--------------------------|--------------------|--|---|
| <b>Opening</b>  | 5<br><br>5               | T-Ss<br><br>T-Ss   | <b>Roulette and routine of movement:</b> Ask them how is the weather today? And ask one of the students to locate the arrow in the corresponding place.<br><br><b>TPR Activity</b><br><br><b>Traffic lights:</b> Red: stop, yellow: walk, green: jump.<br><br><b>Review:</b> Review the topic about sports, show them some flashcards and ask them about the vocabulary. | <b>Students might not want to participate.</b><br><br><b>Strategy:</b> Ask them to participate, encourage them to participate and tell them: "You can" or "you too" |
| <b>Presentation<sup>29</sup></b><br><br><b>Pre-(skill)<sup>30</sup></b> | 5<br><br>5               | T-Ss<br><br>T-Ss   | <b>Videos:</b> Show them some videos about Christmas, videos that they like.<br><br><b>T:</b> Kids, look and listen.<br><br><b>T: What the video is about?</b><br><br><b>Flashcards:</b> With some flashcards present the new topic about Christmas.   | <b>Students might be talking or making other things while presenting the topic.</b><br><br><b>Strategy 6: The teacher</b>   |

<sup>27</sup> Set the time in not more than 10 minutes for each activity, not for the whole stage.

<sup>28</sup> Do not use a single paragraph for describing the whole stage. Instead number each activity of the stage and describe it thoroughly.

<sup>29</sup> For grammar and vocabulary lessons use presentation, guided practice, communicative practice staging.

<sup>30</sup> For a skill lesson, please use pre, while, and post staging.

|  |               |                      |  |   |
|--|---------------|----------------------|--|---|
|  |               |                      | <p>T: What is this?<br/>S: Christmas<br/><b>T: Very good.</b><br/>T: And this?<br/>S: Santa Claus<br/><b>T: Excellent, repeat Santa Claus</b><br/>T: This is a chimney, repeat chimney.<br/>T: the way we say “feliz Navidad” is Merry Christmas.</p>  | <b>uses an attention grabber to catch the students' attention</b><br><br><b>Students might be attentive and focused on the explanation.</b><br><br><b>Strategy 2:</b> prise the attentive students with stamps or telling them that they are doing well.  |
| <b>Guided practice</b><br><b>While-(skill)</b> | 5<br>10<br>10 | T-Ss<br>T-Ss<br>T-Ss | <p>Creating my book</p> <p>-Tell the students that we are going to make a book to keep all their works during the year and to show it to their parents.</p> <p>-Students are going to decorate the front of the book as they prefer, with some colours. (teacher is going to give them a paper)</p> <p><b>T: kids look at this paper.</b></p> <p><b>T: here, you are going to write your name, for example me: Monica, she: Camila.</b></p> <p><b>T: you are going to paint and decorate it with margins.</b></p> <p>Teacher is going to give students their works and the teacher is going to help each student to build their book with a cordon, meanwhile students can decorate their worksheets. (<b>teacher deliver it with a clinch, it means joined</b>)</p> | <b>Students might not understand what to do.</b><br><br><b>Strategy:</b> Give them accurate instructions, with understandable language, mimics and images.<br><br><b>Strategy:</b> Checking understanding , ask a student to repeat what to do.<br><br><b>If the teacher gives accurate instructions students are going to know</b> |

|  |              |                |  | <b>what to do and they are going to cooperate.</b>  |
|--|--------------|----------------|--|---|
| <b>Communicative Practice Post-(skill)</b> | 10<br><br>10 | T-Ss<br><br>10 | <p>Song: Teach them the song "we wish you a merry Christmas".</p> <p>Teach them the song line by line listen and repetition</p> <p>Sing alone</p> <p>Sing together</p> <p>Sing line by line.</p> <p>Present the song.</p> <p><b>Game: Play a game where students have to transport a mini ball on a spoon to the stocking.</b></p> <p><b>T: Kids we are going to play</b></p> <p><b>T: You see this stocking, this is for Christmas</b></p> <p><b>T: with this spoon you have to transport it this mini ball from here until the stocking (make an example)</b></p> <p><b>T: you cannot leave to fall the mini ball</b></p> <p><b>T: at the end teacher is going to make a question for you.</b></p> <p><b>T: what is Christmas; leave them to select the correct flashcard.</b></p> | <p><b>Student might not cooperate and they might be disruptive (hitting other classmates, playing, telling claims)</b></p> <p><b>Strategy:</b></p> <p><b>Ask them to apologize and tell her or him that we don't solve problems with violence and that if someone is not respectful, he/she can tell this situation to the teacher at the end of the class.</b></p> |
| <b>Assessment</b>                          | 5            | T-Ss           | Flashcards: With the flashcards review the topic about the vocabulary previously learnt.   |   |
| <b>Closing</b>                             | 5            | T-Ss           | Bathroom: Take them to the bathroom.   |   |

**APPENDIX C Nº 1– OBSERVATION LOG IMPLEMENTATION 01**Date: October – 14<sup>th</sup> - 2014

Teacher: Monica Arenas Diaz

Project: Positive Discipline to Manage the Students' Behaviours and Attitudes in a Preschool EFL Classroom

Researchers: Monica Arenas Diaz – Jenny Rodriguez Vega

Grade: Preschool

Nº of students: 25

**IMPLEMENTATION Nº 01**

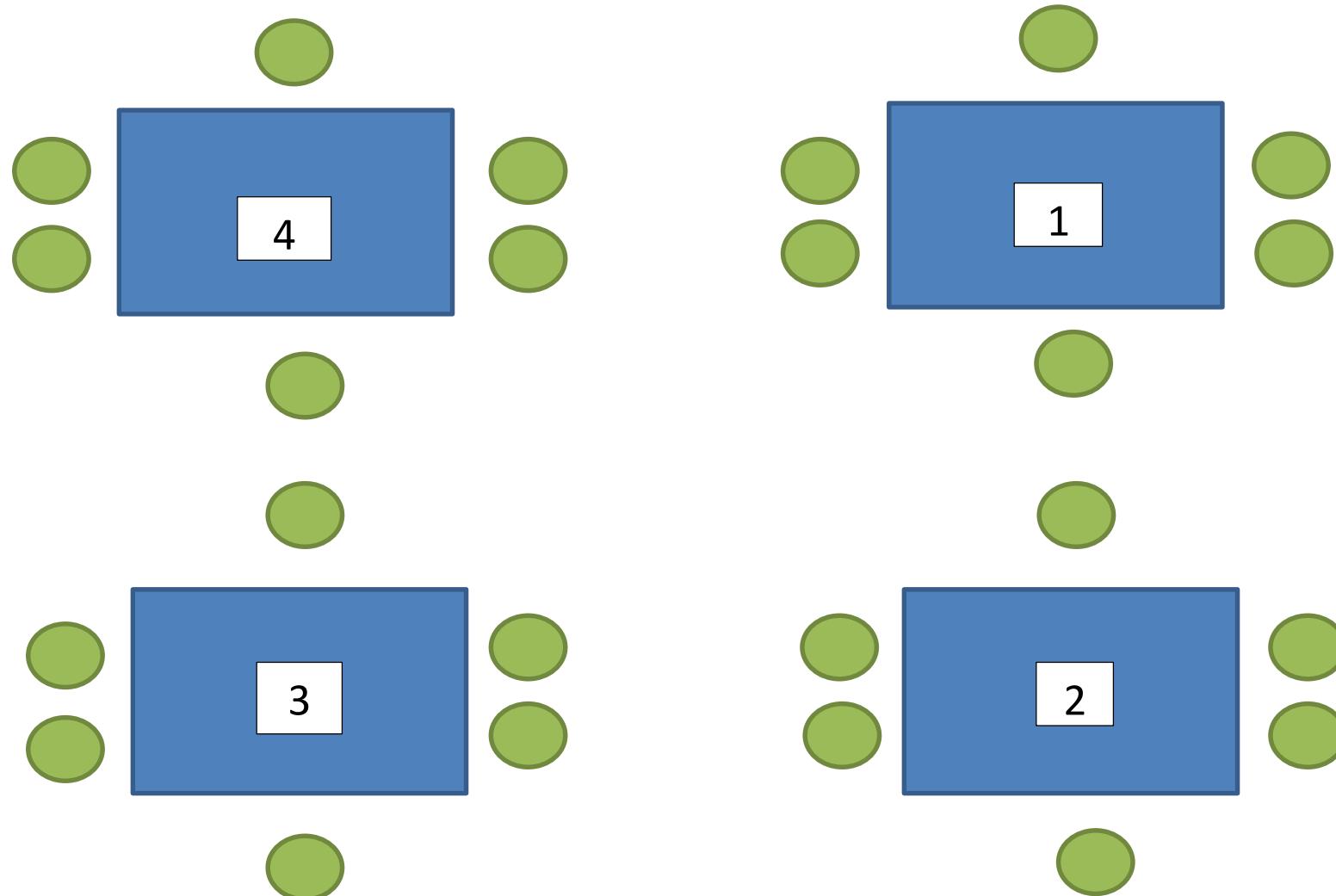
Log of observed teacher positive discipline strategies

| Behaviour/<br>Attitude  | Why it<br>happen?                                     | Stage Time | Student's<br>name | Strategies |   |   |   |   |   |   |   |   |    |    |    | Teacher's<br>action             | Students'<br>reaction   |   |
|---|---|------------|-------------------|------------|---|---|---|---|---|---|---|---|----|----|----|---------------------------------|---|---|
|   |   |            |                   | 1          | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Another                         |   |   |
| The head teacher started with a puzzle.                       | They liked it; it is a routine.                       | Beginning  | Whole group       |            |   |   |   |   |   |   |   |   |    |    |    | X<br>She created a routine.     | She made something like a competition.                                      | They are cooperative; they made a puzzle very quickly to win. |
| The teacher Monica started the English class with a greeting. | Because it is a routine; they answered in a good way. | Beginning  | Whole group       |            |   |   |   |   |   |   |   |   |    |    |    | X<br>She greeted "Good morning" | They answered "Good morning and one of them said how are you? Happy, happy" |   |

|  |   |                        |              |  |   |  |  |  |  |  |  |                        |  |  |
|--|---|------------------------|--------------|--|---|--|--|--|--|--|--|------------------------|--|--|
| The teacher presented the daily topic with a video.      | They started a new topic and a new month.         | Presentation 7:30am    | Whole group  |  |   |  |  |  |  |  |  | X<br>She used a video. | She showed a video about a song “1,2,3 little monsters”  | They were paying attention to the video and to the teacher; they were repeating and following the instructions.                                  |
| The teacher used some flashcards related with Halloween. | Because the teacher was presenting the new topic. | Presentation 7:40am    | Whole group  |  |   |  |  |  |  |  |  | X                      | She elicited the vocabulary using the flashcards.  | They were listening to the teacher and repeating.  |
| One student answered to the teacher's question.          | Because the teacher was checking understanding    | Guided practice 7:45am | Table:4 S:3  |  | X |  |  |  |  |  |  |                        | She asked what was the instruction and the student answered in a right way so she told him “Very good” | One student said what the teacher said and the teacher said “very good” and the student sits down on the chair and pay attention to the teacher. |
| One student  | Because the teacher was                           | Guided practice        | Table: 1 S:3 |  |   |  |  |  |  |  |  | X                      | The teacher told him   | He went to his table   |

|  |  |                        |              |  |   |  |  |  |   |  |  |   |  |   |  |
|--|--|------------------------|--------------|--|---|--|--|--|---|--|--|---|--|---|--|
| was in another table.  | in the table 4 and another student was giving the material.                | 7:50am                 |              |  |   |  |  |  |   |  |  |   |  | "Que haces aqui, ¿Cual es tu mesa?"   | and sits down.   |
| The students were very engaged with the colour activity.         | Because the activity was appropriate and funny.                            | Guided practice 7:58am | Whole group  |  |   |  |  |  | x |  |  |   |  | The teacher was passing and checking in each table.   | They were involved with the activity; they were very judicious colouring the pictures. |
| A student was sad...   | Maybe because he didn't like the activity or because he didn't understand. | Guided practice 8:05am | Table: 1 S:3 |  | x |  |  |  |   |  |  |   |  | She helped him to start the activity, she explained again and she was there a little of time; she asked what was happening. | He was paying attention to the teacher and made the activity.                          |
| They didn't pay attention to the video presented by the teacher. | Because they didn't like it.   | Guided practice 8:13am | Whole group  |  |   |  |  |  |   |  |  | x |  | She said "I'm going to play another video but if you pay attention"   | They got a little bit distracted.  |

Classroom structure- Preschool



**APPENDIX C Nº 2 – OBSERVATION LOG IMPLEMENTATION 02**Date: October – 20<sup>th</sup> - 2014

Teacher: Monica Arenas Diaz

Project: Positive Discipline to Manage the Students' Behaviours and Attitudes in a Preschool EFL Classroom

Researchers: Monica Arenas Diaz – Jenny Rodriguez Vega

Grade: Preschool

Nº of students: 25

**IMPLEMENTATION Nº 02**

Log of observed teacher positive discipline strategies

| Behaviour/<br>Attitude                         | Why it<br>happen?                              | Stage Time          | Student's<br>name | Strategies |   |   |   |   |   |   |   |   |    |    |    |         | Teacher's<br>action  | Students'<br>reaction  |
|--|--|---------------------|-------------------|------------|---|---|---|---|---|---|---|---|----|----|----|---------|--|--|
|  |  |                     |                   | 1          | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Another |  |  |
| The teacher started the class with a greeting. | Because the teacher already created a routine. | Warm up 9:50am      | Whole group       |            |   |   |   |   |   |   |   |   |    |    |    | X       | She used a strategy "How's the weather?" to catch the students' attention. | They responded very well, they know that when the teacher makes the question they have to pay attention. |
| She presented a song about "Halloween"         | Because the teacher thought that for           | Presentation 9:55am | Whole group       |            |   |   |   |   |   |   |   |   |    |    |    | X       | She uses images and videos.  | They really liked it and pay a lot of attention.   |

|   |   |                          |  |   |   |  |  |  |  |  |   |   |  |
|---|---|--------------------------|--|---|---|--|--|--|--|--|---|---|--|
| with small monsters.  | the children is better if they learn it one by one. |                          |  |   |   |  |  |  |  |  |   |   |  |
| Another teacher arrives to the classroom and some students stand up from their seats.                             | Because they are happy to see her again.            | Presentation 10:00am     | Table:1<br>Ss: 2,3,5<br><br>Table: 4<br>S: 1 |   |   |  |  |  |  |  | X | The head teacher said “estamos en clase de ingles” and the teacher said the same. | They sit down again and pay attention to the video.            |
| One student was worried about a tooth.  | Because it was floppy.                              | Presentation 10:02am     | Table: 2<br>S: 3                             |   | x |  |  |  |  |  | x | She pays attention and told him “no te molestes”                                  | He continued worried about it.                                 |
| The teacher was giving the aprons when a girl took one in a bad way so the teacher says that's not the right way. | Because the teacher was giving the material.        | Guided practice 10:10 am | Table: 2<br>S: 4                             | x |   |  |  |  |  |  | X | She said what is the right way? How can you say it?                               | The girl said the teacher “please” “me puedes dar el delantal” |

|  |   |                             |             |  |  |  |  |  |  |  |  |   |  |  |
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| They were very interested in the activity. | Because the teacher provided them an activity in which they had to paint. | Guided practice<br>10:17 am | Whole group |  |  |  |  |  |  |  |  | X | She gives them a draw and they have to paint it by groups or tables. | They liked it but they were a little bit disruptive, they didn't make the activity as the teacher said before. |
|--|---|-----------------------------|-------------|--|--|--|--|--|--|--|--|---|--|--|

Observations and Comments: The teacher provided them a song, a video, and an activity in which they had to paint, the last activity worked in terms of the objective, they painted the draws, but they didn't follow the instructions, they were disruptive and they were dirty of painting. Although the activity didn't work well and that the students were disruptive, the teacher didn't shout them, the teacher used artefacts or drawings painted by the students to sum up the daily topic and to show them what were the initial idea.

**APPENDIX C Nº 3 - OBSERVATION LOG IMPLEMENTATION 03**Date: October – 28<sup>th</sup> - 2014

Teacher: Monica Arenas Diaz

Project: Positive Discipline to Manage the Students' Behaviours and Attitudes in a Preschool EFL Classroom

Researchers: Monica Arenas Diaz – Jenny Rodriguez Vega

Grade: Preschool

Nº of students: 25

**IMPLEMENTATION Nº 03**

| <b>Discipline</b>  | <b>Description</b><br>(What actually happened)   | <b>Stage-time</b>                                  | <b>Strategies</b>   |
|--|--|--|---|
| Which attitudes and students' behaviours interrupt the class?<br>Which strategies did the teacher manage to solve those situations and to continue with the class?<br>Did the teacher use positive discipline? | *The teacher started the class with a greeting "good morning" and "everybody stand up like a ..." "canguro", <u>when some coins fell down from the teacher's pocket they were a little bit disruptive because they got distracted</u> , while it happened the head teacher made a TPR activity to catch the students' attention, then the teacher Moni continued with the animals activity, they followed the instructions said by the teacher. The teacher started with the same questions as in every class "how's the weather?" To present the topic the teacher played a video about "sports" <u>the students were interested because they were watching attentively, pay attention and repeating what was saying on the video</u> , the teacher played another video about "sports" but this time the teacher elicited the vocabulary using the question "what is this?" she played and paused it, when an image of a sport appears she asked them do you know what is this? ... they answer saying "soccer, basketball..." one student said "es como en español" <u>she made drilling with the whole group and with students T1 S3, T3 S6 because the teacher saw that they weren't participating</u> . While the teacher and T1 S5 distributed the material, she played the video which was already played and when it finished * she explained them what | Opening<br><br>Presentation<br><br>Guided Practice | *Strategy (6): ask them to participate, encourage them to participate making different movements and exercises. |

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|  | <p>they have to do; they were very engaged with the activity because they were asking to the teacher what they have to do with the piece of paper, they were colouring, talking about sports and the teacher was passing in every table to check if they were working. <u>T3 S4 was telling to the teacher claims about another student and she said "at the end of the class I will heard you".</u> T4 S3 was stand up from her seat and the teacher asked her "que paso Laurita" the girl looks at the teacher and sit down. *T3 S2 asked to the teacher "profe como hago el dibujo de soccer" she helped them "lo puedes hacer con un cuadro y con un balon..." <u>T4 S6 was doing a different thing so the teacher told her "write your name please" and "haz el dibujo de tu deporte favorito"</u> They were interested on the activity because it was related with their likes, they were drawing, writing, colouring their favourite sport, they were making a lot of effort to make a good drawing. *The teacher was passing to every table and asked them which the sport of their classmates was. <u>S1 stands up and goes to the board and moves the weather roulette and sits down quickly, the teacher Moni told him "Angel, en que dia estaba, ponlo donde estaba".</u> She collected the students' work when they already finished and the head teacher said "Quien ya termino le entrego refrigerio"; while they were eating the snacks the teacher played another video.</p> |  | <p>*Strategy: give them accurate instructions, with understandable language, mimics and images.</p> <p>*strategy (1): Use expressions like "You can do it in a different way" instead of "No, that's not correct one". Avoid the use of "No" or "that's bad/wrong".</p> <p>*Strategy (10): When the children are making an individual activity pay attention to everyone, but make sure that they know that you are going to check it in their desks when they finish. Help them to create habits and routines.</p> |
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## Log of observed teacher positive discipline strategies

| Behaviour/<br>Attitude   | Why it<br>happen?   | Stage Time | Student's<br>name | Strategies |   |   |   |   |   |   |   |   |    |    |    | Teacher's<br>action  | Students'<br>reaction  |
|--|---|------------|-------------------|------------|---|---|---|---|---|---|---|---|----|----|----|--|--|
|  |   |            |                   | 1          | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Another  |  |
| When some coins fell down from the teacher's pocket they were a little bit disruptive because they got distracted. | Because the teacher was modelling and using mimics to show them what they have to do. | Warm up    | Whole group       |            |   |   |   |   |   |   |   |   |    |    | X  | The head teacher made a TPR activity to catch the students' attention, then the teacher Moni | They returned to their desk to follow the head teacher with the TPR activity, but before |

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|  |  |                 |                            |  |  |  |  |  |  |  |  |   | continued with the animals' activity.  | it some of them helped the teacher to take the coins on the floor.                            |
| The students were interested because they were watching attentively, pay attention and repeating what was saying on the video. | It could happen because the teacher presented the topic using an amazing video.          | Presentation    | Whole group                |  |  |  |  |  |  |  |  | X | She told and encouraged them to watch the video; she knows what kind of videos liked and are appropriate for them. | They were paying attention to the video and watching the video in an interesting way.         |
| Two students weren't participating.  | Because they were distracted and they were quiet, maybe they didn't want to participate. | Guided Practice | Table:1 S:3<br>Table:3 S:6 |  |  |  |  |  |  |  |  | X | She made drilling with the whole group and with the specific students; she called them by their names.             | They repeat after the teacher said, and then they continued paying attention to the video and |

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|  |  |                 |                  |  |  |  |  |  |  |  |  |   |  |  | to the teacher. |
| One student was telling to the teacher claims about another student.                             | Because another student was disturbing him while he was drawing.           | Guided practice | Table: 3<br>S: 4 |  |  |  |  |  |  |  |  | x | She said "at the end of the class I will heard you"; you can sit down.                                     | He sits down and continued drawing.  |                 |
| One student was doing a different thing, she was talking and she was distracted.                 | Because she wasn't engage in the activity, she didn't want to do anything. | Guided practice | Table: 4<br>S: 6 |  |  |  |  |  |  |  |  | x | The teacher told her "write your name please" and "haz el dibujo de tu deporte favorito" "Lo puedes hacer" | She paid attention to the teacher, but at the beginning she was a little reluctant to make the activity. |                 |
| One student stands up and went to the board and moved the weather roulette and sat down quickly. | Because they already finished the drawing that he had to do.               | Guided practice | S: 1             |  |  |  |  |  |  |  |  | x | The teacher Moni told him "Angel, en que dia estaba, ponlo donde estaba".                                  | He went to the board again and put the roulette in the same place which was before.                      |                 |

## APPENDIX C Nº 4- OBSERVATION LOG IMPLEMENTATION 04

**Observations and Comments:** It was a good class in terms of discipline; the teacher provided them an interesting material, so the class and the activities worked well. She talks a lot to her students, in a good way; she is always searching the best way to tell to her students what, how and why can they do the activities planned by her; and encourage them to make it because they want.

Date: November – 04<sup>th</sup> - 2014

Teacher: Monica Arenas Diaz

Project: Positive Discipline to Manage the Students' Behaviours and Attitudes in a Preschool EFL Classroom

Researchers: Monica Arenas Diaz – Jenny Rodriguez Vega

Grade: Preschool

Nº of students: 25

#### IMPLEMENTATION Nº 04

| Discipline | Description<br>(What actually happened) | Stage-time | Strategies |
|------------|---|------------|------------|
|            |   |            |            |

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| <p>Which attitudes and students' behaviours interrupt the class?</p> <p>Which strategies did the teacher manage to solve those situations and to continue with the class?</p> <p>Did the teacher use positive discipline?</p> | <p>The teacher started with the greeting and with the questions how's the weather? As always. The teacher made a TPR activity but some students didn't participate they were sitting down T3 S4, T2 S6 and T1 S5. The teacher continued with the presentation or better with a review about the last topic "sports" and while the activity was going on, one student *T4 S3 was crying and the teacher said "Darien amanecio triste hoy" while the teacher played a video about "Guffy playing" the same student was sad and/or serious and the teacher said "Que paso nadie te dijo nada, ni te regaño" the student continued with the same attitude; "The student who was sad and was crying now he was interested on the activity and paid attention, so the teacher gave him the opportunity to participate", The teacher started with the guided practice, the idea was that the student who was quiet and paying attention could participate. *T3 S4 brought to the class some cards and he was playing with them, the teacher told him "Juan Jose las guardas por favor" *they started a new activity in which they have to had to decide if the sport that the teacher mimics was wrong or right, when they answered it in a right way the teacher provided them positive feedback. Two students T4 S6 and T3 S2 arrived late to the classroom. The teacher started to explain the next activity and some of them said "pero no veo desde aca" so the teacher decided to give them the worksheets and *she was checking in each table and saying "write your name-she was pointing out" they were engage with the activity, they were colouring, sharing what was on the sheet they were answering and asking to the teacher what they can do or how they can do, they were asking for help from the teacher; while they were making or answering the activity they were talking about the Halloween.</p> <p>T4 S3 was in another table them "le voy a decir a la profe que nos quitaron los colores de la mesa" but he didn't say anything, the teacher didn't notice it because she was in another tables. The teacher was controlling the time of each activity. ** T1 S3 was making the activity very engaged and well because the teacher was providing company and she was paying attention to him, she encouraged him to make the activity quickly and well, saying "Dieguito, tu lo puedes hacer, ahora continua con la otra palabra". The teacher finished the class.</p> | <p>Opening<br/>Presentation<br/>Guided Practice</p> | <p>*Strategy (10): ...Help them to create habits and routines.</p> <p>*Strategy (6): The teacher is patient and keeps practicing.</p> <p>*Strategy: the teacher uses good words, talks to the students in a good way.</p> <p>*Strategy (2): Provide positive feedback when students participate, make something in a right way, or work well during and activity or the whole class. The teacher can use "excellent, good job, well done, very good or that's right".</p> <p>*Strategy (10): when the children are making an individual activity pay attention to everyone, but make sure that they know that you are going to check it in their desks when they finish...</p> <p>*Strategy (5): Be fair and focus on relationships, the teacher can connect positively with students because they regard him or her as a friend using positive reinforcement.</p> |
|---|--|---|--|

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|  |  |  |  |  | *Strategy (1): Use expressions like "You can do it in a different way" instead of "No, that's no correct one". Avoid the use of "No" or "That's bad/wrong". |
|--|--|--|--|--|---|

## Log of observed teacher positive discipline strategies

| Behaviour/<br>Attitude   | Why it<br>happen?  | Stage Time | Student's<br>name                                 | Strategies |   |   |   |   |   |   |   |   |    |    |    | Teacher's<br>action | Students'<br>reaction  |   |
|--|--|------------|---|------------|---|---|---|---|---|---|---|---|----|----|----|---------------------|--|---|
|  |  |            |   | 1          | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Another             |  |   |
| Some students didn't participate they were sitting down T3 S4, T2 S6 and T1 S5, while the teacher made a | Because this activity was at the beginning of the day. It was the first class. | Warm up    | Table: 3 S4<br><br>Table: 2 S6<br><br>Table: 1 S5 |            |   |   |   |   |   |   |   | x |    |    |    |                     | She continued with the activity, encouraged them, using mimics and physical movements to exemplify them. | They were paying attention to what was the teacher doing and to their classmates, they started to do the exercises slowly but |

|  |   |                 |                  |   |  |   |  |  |  |  |   |  |   |               |
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| TPR activity.  |   |                 |                  |   |  |   |  |  |  |  |   |  |   | they started. |
| One student was crying, was sad and/or serious.                        | Because something happen before the class started.                                    | Presentation    | Table: 4<br>S3   |   |  |   |  |  |  |  | X | The teacher said “Darien amanecio triste hoy”... “Que paso nadie te dijo nada, ni te regaño” | He continued with the same attitude until the teacher explained the guided practice because he wanted to participate. |               |
| One student brought to the class some cards and was playing with them. | Because he was showing to their classmates and it was distracting the other students. | Guided Practice | Table:3<br>S:4   |   |  |   |  |  |  |  | X | The teacher told him “Juan Jose las guardas por favor”                                       | He stopped to play with the cards, but before it the teacher said it two times.                                       |               |
| One student was making the activity very engaged and well.             | Because the teacher was providing company and she was paying attention to him.        | Guided practice | Table: 1<br>S: 3 | x |  | x |  |  |  |  |   | She encouraged him to make the activity quickly and well, saying “Dieguito, tu lo            | He was working on the activity in the same rhythm as the other students, he made the activity when the                |               |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |                  |                               |
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|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | puedes<br>hacer" | teacher<br>said<br>"Dieguito" |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------------------|-------------------------------|

Observations and Comments: The teacher try to provide always positive feedback to the students, it means in each activity, when they behave in a good way or better when they are respectful with the class, or when they work during the lesson.

#### APPENDIX C Nº 5 – OBSERVATION LOG IMPLEMENTATION 05

Date: November – 10<sup>th</sup> - 2014

Teacher: Monica Arenas Diaz

Project: Positive Discipline to Manage the Students' Behaviours and Attitudes in a Preschool EFL Classroom

Researchers: Monica Arenas Diaz – Jenny Rodriguez Vega

Grade: Preschool

Nº of students: 25

### IMPLEMENTATION Nº 05

| Discipline   | Description<br>(What actually happened)  | Stage-time   | Strategies   |
|--|--|--|--|
| Which attitudes and students' behaviours interrupt the class?<br>Which strategies did the teacher manage to solve those situations and to continue with the class?<br>Did the teacher use positive discipline? | The teacher started the class as always with the greeting "good morning" and with the question "how's the weather?" The teacher made a game "traffic lights" using orange, yellow and green; the idea was that they follow the instructions according to the colour, when the teacher showed them the colour orange they had to be at the same place, when she showed the colour yellow they had to walk and green they had to jump, after this activity finished they came back to their seats. They made a review about the sports with the flashcards. The teacher presented the same topic using a video but at this time it was a little more challenge, it means with new vocabulary. While it was playing they were speaking aloud and they were talking about sports. The teacher gives them a worksheet and explained what they have to do, but at that moment the students were not paying attention to the instructions So the teacher used an attention grabber "Class, class, class", but So the teacher used an attention grabber "Class, class, class". The teacher started the guided practice while she was explaining some students were disrupting T4 S1 and S6 they were seeing at the camera and asking me "por que estas grabando, y para que" they were interested on the camera; I said that "es un secreto, pero la otra semana les cuento", at that moment other students were stand up, so the teacher asked for help to one student T3 S2 to distribute or to give the worksheets and she said "les voy a explicar que tienen que hacer, pero voy a pasar mesa por mesa" she explained passing in each table, Children were not paying attention to the teacher and what she was talking about for that reason she decided to explain table by table, While the teacher was explaining table by table the students were paying attention to her. They were making the worksheet when another teacher arrived to the classroom and they were happy to | Opening<br><br>Presentation<br><br>Guided Practice | *Strategy (10): ... Help them to create habits and routines.<br><br><br>*Strategy (10): When the children are making an individual activity pay attention to everyone, but make sure that they know that you are going to check it in their desks when they finish. Help them to create habits and routines. |

|  |   |                        |  |
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|  | see her again and because she brought to the class some sweets to give them; after that the head teacher said "la vamos a guardar, porque estamos en clase de ingles" ... "voy a pasar recogiendo las colombinas que no esten guardadas" In general, they were answer the worksheet provided by the teacher. On table 4 S2 and S4 were "arguing" and they were telling to the teacher that the other guy didn't let use a colour or something like that... they were arguing because one said that the other was copying what he was doing on his worksheet, maybe after 12 minutes T4 S4 was sad and was crying because the another student insisted with the same attitude. *T1 S1 and S1 were at the board taking off something which was on the board the teacher said "Angel and Esteban nos sentamos y dejamos eso como estaba" The teacher explained what they have to do in the next activity and what are going to be the rules; she said "vamos a salir pero cuando todos estemos en silencio y sentados en el puesto" they were waiting until they were in silence and went away the classroom, the teacher explain them what was the idea with the activity, and we made an example; the activity work well because they were participating and encouraging their classmates and they were paying attention to the teacher. | Communicative practice | *Strategy: the teacher uses good words, talks to the students in a good way. |
|--|---|------------------------|--|

## Log of observed teacher positive discipline strategies

| Behaviour/<br>Attitude   | Why it<br>happen?   | Stage Time   | Student's<br>name | Strategies |   |   |   |   |   |   |   |   |    |    |    |         | Teacher's<br>action  | Students'<br>reaction   |
|--|---|--------------|-------------------|------------|---|---|---|---|---|---|---|---|----|----|----|---------|--|---|
|  |   |              |                   | 1          | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Another |  |   |
| They were speaking aloud and they were talking about sports while the teacher was playing the video. | Because they were paying attention to the video and they were anxious because they really liked the colourful | Presentation | Whole group       |            |   |   |   |   |   |   |   |   |    |    |    | X       | She was looking to the students, and was eliciting the vocabulary from the students. | They really liked the video, because it was new for them. They were repeating what was saying on the video and trying |

|   |   |                 |                       |  |  |  |  |  |  |  |  |  |   |   |   |
|---|---|-----------------|-----------------------|--|--|--|--|--|--|--|--|--|---|---|---|
|   | videos and music.   |                 |                       |  |  |  |  |  |  |  |  |  |   |   | to guess which sport was at the moment.   |
| Some students were disrupting T4 S1 and S6 they were seeing at the camera and asking me about the video they were interested on the camera. | Because they are realizing that the camera is recording what happen in the last classes, the camera is located in a place in which they can realize it. | Guided practice | Table: 4<br>S1 and S6 |  |  |  |  |  |  |  |  |  | X | She didn't realize what was happen with the girls.  | When I told them that it was a secret, they were surprised and went to their table. |
| They were making the worksheet when another teacher arrived to the classroom, so they started to stand up                                   | Because they were happy to see her again and because she brought to the class some sweets to give them.   | Guided Practice | Whole Group           |  |  |  |  |  |  |  |  |  | X | The head teacher said "la vamos a guardar, porque estamos en clase de Ingles" ... "Voy a pasar recogiendo las | They saved their sweets, and continued working on the worksheet.                    |

|   |   |                 |                    |  |  |  |  |  |  |  |   |   |  |
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| from their seats.   |   |                 |                    |  |  |  |  |  |  |  |   | colombinas que no estén guardadas”  |  |
| On table 4 S2 and S4 were “arguing” and they were telling to the teacher that the other guy didn't let use a colour or something like that... | Because they were in the same table, and they were answering the worksheet in a similar way, it means using the same colours. | Guided practice | Table: 4 S2 and S4 |  |  |  |  |  |  |  | x | She said “don't worry Juan Jose... Samuel no se esta copiando” she used good words and she didn't focus on this attitude. | They continued with the same attitude, they were paying attention to what was doing the other classmate. |
| T1 S1 and S1 were at the board taking off something which was on the board.   | Maybe because they already finished the worksheet and because they are near to the board.                                     | Guided practice | Table:1 S1 and S1  |  |  |  |  |  |  |  | x | The teacher said “Angel and Esteban nos sentamos y dejamos eso como estaba” she used good words.                          | Both went back to their desk but before the S1 arranged the thing which was move by them.                |

#### **APPENDIX C Nº 6 – OBSERVATION LOG IMPLEMENTATION 06**

Date: November – 18<sup>th</sup> - 2014

Teacher: Monica Arenas Diaz

Project: Positive Discipline to Manage the Students' Behaviours and Attitudes in a Preschool EFL Classroom

Researchers: Monica Arenas Diaz – Jenny Rodriguez Vega

Grade: Preschool

Nº of students: 25

### IMPLEMENTATION Nº 06

| Discipline   | Description<br>(What actually happened)  | Stage-time   | Strategies   |
|--|--|--|--|
| Which attitudes and students' behaviours interrupt the class?<br>Which strategies did the teacher manage to solve those situations and to continue with the class?<br>Did the teacher use positive discipline? | <p>*She started the class as always with the greeting "good morning", with the question "How's the weather?" and with the TPR activity "jump like a kangaroo" "raise your arms"... She explained what they have to do today, she said "vamos a hacer un book con todo lo que hemos hecho" "we are going to paint and colour" she asked for help to some students and she gave them the drawings to paint. *One student T4 S1 asked to the teacher "como lo pinto" and the teacher answered "como tu quieras, tu eres libre de escoger como lo pintas"... They were colouring, painting and decorating; they were making the book cover. *There were 2 students T4 S5 and S6 stand up and they weren't doing the activity, the teacher said "Darien y Melany que stan hacienda, sino quieren hacer la actividad, no la hagan" they sat down and started to paint with the crayons.</p> <p>*They almost finished; they were showing their drawings to the teacher and she said "so beautiful, si ves que si podias", to another student "Uy que bonito te esta quedando" "que bonitos colores". There was a student T4 S6 who was disruptive, she was talking and stand up. The teacher drew on the board some pictures about Christmas and they were repeating the words in English; then the teacher explained what the next activity was going to be. When she was explaining T2 S3 and S1 were distracted, they were talking about games and TV programs, they weren't paying attention to the teacher and she asked to one of them "Que tienes que hacer" and he didn't know because he wasn't paying attention to the teacher, the head teacher said very louder "Duban la profe te esta hablando" so the teacher Monica repeated the instruction which was already said. She started to give them the material for the activity. They were asking to the teacher how can they write something or how can they draw something. When the class almost finished there were a trouble between 2 students (Andry Sofia and Angel) T2 S5 and S6 (he was the last classes on the single desk) "they were fighting" but we didn't know why it happen. The head teacher said "Que paso Angel y Andri Sofia, vengan para aca" she</p> | <p>Opening</p> <p>Presentation</p> <p>Guided Practice</p> <p>Guided Practice</p> <p>Communicative practice</p> | <p>*Strategy (10): ... Help them to create habits and routines.</p> <p>**Strategy: the teacher uses good words, talks to the students in a good way.</p> <p>*Strategy (2): Provide positive feedback when students participate, make something in a right way, or work well during an activity or the whole class. The teacher can use "excellent, good job, very good, well done or that's right"</p> |

|  |   |  |  |
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|  | talked to them, and they gave me the drawings. The boy cried because he was furious and the girl was furious too. |  |  |
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## Log of observed teacher positive discipline strategies

| Behaviour/<br>Attitude  | Why it<br>happen?   | Stage<br>Time   | Student's<br>name  | Strategies |   |   |   |   |   |   |   |   |    |    |    |         | Teacher's<br>action  | Students'<br>reaction   |
|---|---|-----------------|--------------------|------------|---|---|---|---|---|---|---|---|----|----|----|---------|--|---|
|   |   |                 |                    | 1          | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Another |  |   |
| One student asked to the teacher "como lo pinto, que colores debo usar" | Because the teacher give them an activity or a worksheet in which they have to colour, but this time the teacher just said that they have to colour it. | Guided Practice | Table: 4 S1        |            |   |   |   |   |   |   |   |   |    |    |    | X       | She answered to the question "como tu quieras, tu eres libre de escoger como lo pintas, usa los colores que quieras" | The student was paying attention while the teacher was talking, and after that she started to colour the drawing. |
| There were 2 students stand up and they weren't doing the activity.     | Maybe because the activity wasn't interesting for them or maybe because they didn't   | Guided practice | Table: 4 S5 and S6 |            |   |   |   |   |   |   |   |   |    |    |    | X       | The teacher said "Darien y Melany que estan haciendo, sino quieren hacer la actividad, no la hagan"                  | They sit down and started to paint with crayons.  |

|  |   |                 |                   |   |  |  |  |  |  |  |  |   |  |  |
|--|---|-----------------|-------------------|---|--|--|--|--|--|--|--|---|--|--|
|  | wanted to paint.  |                 |                   |   |  |  |  |  |  |  |  |   |  |  |
| They almost finished; they were showing their drawings to the teacher. | Because they were finishing the drawings that the teacher already give them, and it was interesting for them. | Guided Practice | Whole Group       | x |  |  |  |  |  |  |  |   | The teacher provided them positive feedback; she said "so beautiful, si ves que si podias", "Uy que bonito te esta quedando" "Que bonitos colores" | They continued decorating their drawings and showing to the teacher again.   |
| There was a student who was disruptive, she was talking and stand up.  | Because she already finished the activity which she was making.   | Guided practice | Table: 4 S6       |   |  |  |  |  |  |  |  | x | She didn't pay attention to the girl, it means she ignore what she was doing.  | The girl was trying to catch the teacher's attention but she didn't obtain anything; she was stand up but she was looking to what was doing the teacher. |
| Three students were distracted,  | Because they were in the same   | Guided practice | Table:2 S3 and S1 |   |  |  |  |  |  |  |  | x | The teacher was explaining the activity  |  |

|  |   |  |  |  |  |  |  |  |  |  |  |  |   |  |
|--|---|--|--|--|--|--|--|--|--|--|--|--|---|--|
| they were talking about games and TV programs, and they weren't paying attention to the teacher. | table and because the teacher spend a little of time. |  |  |  |  |  |  |  |  |  |  |  | so she asked to one of them "que tienes que hacer" at that moment the head teacher said "Duban la profe te esta hablando" |  |
|--|---|--|--|--|--|--|--|--|--|--|--|--|---|--|

Observations and Comments: The teacher is always thinking on a student-center class, she tries to implement new activities in order to create a good atmosphere, having in mind the idea that if a teacher design and carry out interesting activities, the students are going to be interested and engaged with the class; also she provides them activities in which they are free to select how they can do.

## Appendix D № 1

### Reflective Teaching Journal 1

| Teacher:<br>Monica Arenas | Course:<br>Preschool | Nr of students:<br>24 | Lesson Nr:<br>1 | Date:<br>06/10/14 |
|---------------------------|----------------------|-----------------------|-----------------|-------------------|
|---------------------------|----------------------|-----------------------|-----------------|-------------------|

| Discipline  | Description<br>(what actually happened)   | Reflection<br>(analysis of why it happened, initial ideas of improvement)  |
|---|---|--|
| Which attitudes and student's behaviors interrupt the class?<br><br>Which strategies did I manage to solve those situations and to continue with the class?<br><br>Did I use positive Discipline? | This was a very interesting class because most of the students cooperated and participated in every activity of the lesson. Since the beginning students were attentive and focused, I consider that it was because of the time. We did all the routines and I tried to make everybody to participate in the activities. The teacher challenged me because she asked me to look a boy who cried the last class because he was not the helper; regarding this, I didn't select helpers and what I did was to ask him for help every time that I needed, he gave the material to the rest of the students, also I made him questions and when he was moaning at the beginning I listened to him and I told him that at the end of the class he could tell me whatever he wanted; all of this worked, also when I gave him positive feedback he was happy and he cooperated in all the activities. | When the students are active during the class, it is a successful class because students are who make the class, also they are happy in the class and it is very positive for the teacher and for the students. For me it is important that everybody participates, before, I didn't pay attention to it but I realized that it was important, because I could not be focused just on the students who participated. Regarding the kid, where there is a transition of activities he always starts to moan; but I realized that he likes to attract the attention and I gave him importance, mainly to the good aspects that he has and he was happy and doing more and better in order to I gave him positive feedback; he cares that the teacher pays attention to him, while there are some students that doesn't care about it. The thing is that I could assume this challenge and it was successful the way I did it, using positive discipline because I didn't have to ask him to stop a behavior. |

## Appendix D Nº 2

### Reflective Teaching Journal 2

| Teacher:<br>Monica Arenas | Course:<br>Preschool | Nr of students:<br>24 | Lesson Nr:<br>2 | Date:<br>20/10/14 |
|---------------------------|----------------------|-----------------------|-----------------|-------------------|
|---------------------------|----------------------|-----------------------|-----------------|-------------------|

| Discipline  | Description<br>(what actually happened)  | Reflection<br>(analysis of why it happened, initial ideas of improvement)  |
|---|--|--|
| Which attitudes and student's behaviors interrupt the class?<br><br>Which strategies did I manage to solve those situations and to continue with the class?<br><br>Did I use positive Discipline? | The first of the attitudes that affected the class was that a student who is always participating actively in the lessons, this time was distracted because he had a mobile tooth so he couldn't be relaxed. On the other hand, there was a student who was being disruptive; the same who started to paint her classmates during the painting activity; She continued in the same table, we left her to stay there, but she started to talk and to distract the other students, so I asked her to move to her seat alone, and she told me that not, I told her that I was going to give her another opportunity, and she continued with this behavior, I told her again to move to her seat and she refused it, I told her that it was talking seriously but she continue refusing it; what I did at the end because I thought: "she cannot win me" so we were looking to a video and I stopped it and I said: "I am not going to play the video again until she returns to her seat" and everybody looked at her and she seated on her seat; the rest of the students were focused or at least most of them. | I felt very sad at the end of the class, because I don't know if it was correct to make that, I don't know if embarrassed her in front of the rest of the students was right, talking about positive discipline; but I didn't know how to manage it and I don't know what else can do when these kind of situations happens. I think that sometimes I am so special with them that they take advantage of that, on the other hand I consider that sometimes I forget that they are children and I want that they are seated all the time as the rest of the teachers and I consider that I can ask them that "To be on their seats" but leave them to talk and laugh because they are children, mainly when they are talking about the class; and when I need to tell them something get their attention, which is an aspect that I must totally master. In conclusion I want to use the positive discipline model, because it is my philosophy for teaching that students learn because they want but sometimes it is too hard make them happy; the important thing is that I have not used violence or shouting. |

## Appendix D Nº 3

### Reflective Teaching Journal 3

| Teacher:<br>Monica Arenas | Course:<br>Preschool | Nr of students:<br>24 | Lesson Nr:<br>3 | Date:<br>23/10/14 |
|---------------------------|----------------------|-----------------------|-----------------|-------------------|
|---------------------------|----------------------|-----------------------|-----------------|-------------------|

| Discipline  | Description<br>(what actually happened)   | Reflection<br>(analysis of why it happened, initial ideas of improvement)   |
|---|---|---|
| Which attitudes and student's behaviors interrupt the class?<br><br>Which strategies did I manage to solve those situations and to continue with the class?<br><br>Did I use positive Discipline? | There were no interruptions during the lesson, maybe at the beginning they were disperse and they didn't pay attention to me, so the head teacher had to help me. Maybe some students stand up during the activity of the worksheet but I asked them to be on their seats and they did it. There was a kid who was talking and playing and walking around the classroom and I told him to be next to me, but I asked him with love and he said no, so I told him that I were going to give them another chance and then a student was crying because he has hit him and he denied it and I told him that I knew that it was true because he was so hyperactive, but then he changed his behavior and cooperate in the rest of the class. This time I was happier and I talk to them with love and we, the students and the teacher enjoyed the class. | I know that it is important that I get the students' attention by myself, but then I used a different attention grabber which was "class, class, class" while clapping and they listened to me. So I consider that I did not fail at all and that they can pay attention in a positive way. About this kid, he is always so hyperactive in terms of that he want to talk all the time with the teacher and gives a lot of claims and shouts, and I consider that he is just attracting the attention because he has not made me mad, when he is behaving like this I talked with him I talked with him and he changed his behavior. It is important to care about their needs and feelings, listen to them talk to them with love and in this way make them know that when they don't cooperate the teacher is das with them, because sometimes there are some students who don't want to do anything just because they are lazy. |

## Appendix D Nº 4

### Reflective Teaching Journal 4

| Teacher:      | Course:   | Nr of students: | Lesson Nr: | Date:    |
|---------------|-----------|-----------------|------------|----------|
| Monica Arenas | Preschool | 24              | 4          | 29/10/14 |

| Discipline  | Description<br>(what actually happened)   | Reflection<br>(analysis of why it happened, initial ideas of improvement)  |
|---|---|--|
| Which attitudes and student's behaviors interrupt the class?<br><br>Which strategies did I manage to solve those situations and to continue with the class?<br><br>Did I use positive Discipline? | At the beginning students were very attentive, the teacher let me alone and I think that I felt more comfortable; so I started to talk with them about Halloween, while I was organizing my stuff. Then we did a little routine of movement and they liked it because it was about acting like animals and I tried to encourage the ones who didn't want to participate, there were some students behind me bothering but at first I let them be, but then when they were being disruptive I told them: it is not funny, and they returned to their seats; also a student was anxious because his teeth had not fallen. Then, on the communicative practice most of them participated actively and were on their seats because I told them, that the ones who were on their seats and quiet were going to participate, they helped the ones who passed in front of the board, and as it were many activities for communicative practice, most of them participate; while I organized the games I played them a video and I asked them to look and listen so they let me to organize the activity. What happened next, was that I wanted to tell them some instructions and I used an attention grabber, but then they started to talk and the head teacher told me to make some exercises with them as the teacher of the immersion program does and I did it and it worked, because is the same that I do but adding speed. I decided to give them the material and then I explained them again table by table, and I did it like that and in this way the activity of the worksheet was | I consider important to talk with them, even in Spanish because they feel closer to the teacher and comfortable with the teacher. I am going to try to make the routine of movement in a different way each time, in order to they participate; it is important to let the children be children but them to act respectfully; about the kid which was anxious because of his tooth, I think it is normal that he felt uncomfortable and I told him that he had to take care his tooth when it fells. I think the communicative practice was successful because I was organized, I did each activity step by step, with clam and students were encouraged because they wanted to participate maybe for the happy faces and because I were very active and challenged them. It is clear that it is important to get the attention form the students before giving instructions, in this way they are going to understand what to do and they are going to work on their seats, and the teacher can get the students' attention without asking them to pay attention to the teacher. I like to talk with my children while they are working, talk about their experiences and about their work in order to give them feedback. Regarding the specific situations: 1. It is very important to tell students that they can and care about each student, not just the ones who are active during the lesson, I helped him and he worked and delivered his work accurately without forgetting the |

|  |   |  |
|--|---|--|
|  | <p>successful. During the guided practice which was the worksheet I talked with some of my students and may things happened. 1. Student 6 didn't want to do the worksheet, I helped him and he did it, I told him: Porque no has empezado?, asi esta muy bien pero debes escribir las palabras, vent e ayudo, yes que si puedes; and he did it. 2. Student 8 who is always reluctant to do the things was working; at the beginning I greet her with happiness. 3. Student 17 told me: profe Leidy me pego and I talked with her: Porque le pegaste? Tu le pegaste? She told me: Si, I told her: Y te arrepientes? And she said: No and she almost cry, I told her: yo no te estoy regañando, cuentame ¿porque le pegaste? And she told me that it was because of a color and I told her that we cannot hit anybody even a small hit. At the end I picked the worksheets and they did it completely and accurately and I used some happy faces to encourage the ones who finished quickly and well done, and I encouraged the ones who haven't finished. And the most interesting part was that the ones, who had not finished, wanted to deliver the worksheet complete, even that the ones who had finished could go to the bathroom.</p> | <p>rest of the students. 2. I think she is collaborative when she feels that the teacher cares about her since the beginning. 3. I think that the teacher must give suggestions to the students about their behavior when they are being aggressive, and talk to them with love because I cannot stop the violence with more violence. The happy faces used to encourage the students to finish quickly and accurately were successful because most of them delivered the worksheet completed and well done, although it was somehow difficult (the worksheet), they told me "profe mi carita feliz" and I told them "you have one when you finish, like she, look" or "I gave you one when you finish to write the words or painting it accurately" this time the use of positive the discipline model was more implemented and it succeed.</p> |
|--|---|--|

## Appendix D Nº 5

### Reflective Teaching Journal 5

| Teacher:      | Course:   | Nr of students: | Lesson Nr: | Date:    |
|---------------|-----------|-----------------|------------|----------|
| Monica Arenas | Preschool | 24              | 5          | 11/11/14 |

| Discipline  | Description<br>(what actually happened)  | Reflection<br>(analysis of why it happened, initial ideas of improvement)   |
|---|--|---|
| Which attitudes and student's behaviors interrupt the class?<br><br>Which strategies did I manage to solve those situations and to continue with the class?<br><br>Did I use positive Discipline? | At the beginning of the class students were attentive and answered my questions accurately, then in the routine of movement everybody participated, I tried to make everybody to participate because some students were on their seats. Then I reviewed the topic with some flashcards and most of them reminded the vocabulary. Then I played a video about extreme sports, which they liked so much but they started to shout, but it was not problem for me. After that, I told them "I bring another video for you but if you cooperated during the lesson"; then I proceeded with the instructions for the work sheet, but this time they were talking and they didn't pay attention to me, I used an attention grabber but the classroom was silent for just a moment, then I decided to explain them again, table by table; they started to stand up to ask me questions and I told them that I had already explain them what they have to do, then they understood what to do and some of them finished it, so I gave them a happy face, most of them finished the worksheet accurately, even student was working without my help. So, I picked up the worksheets because I wanted to show them a video, I leave some of them to finish the worksheet. During the activity of the worksheet: 1.student 5 cried because another student told me that he had hit her and he told me that it was because she was doing something wrong on her worksheet and I told him that he should care about his own work and he started to cry but just some seconds; 2. Student 7 this time was working | At the beginning a good atmosphere was in the classroom and it was very interesting to make everybody to participate, it is important that everybody participate actively during the class and I was pleasant, and I think it is important to maintain a good atmosphere since the beginning until the end. I consider that for some activities it is normal that students shout, and laugh and talk, for me it is not a problem if they are going to understand talking what they topic is about. It is important that the funny videos become in a prize for them. I consider very important get the students' attention when giving instructions, in this way they are going to know what to do and they are not going to be asking questions and walking around the classroom; and they are going to do the worksheet accurately, at the end most of them understand what to do, but it was most exhausting and this time I make them happy faces again to encourage the students to work and finish. Always some students' attitudes and behaviors which become in difficulties are presented during the guided practice. 1. Student 5 cry almost every class because he is very tender, I consider that it is important the justice and this time he had not the reason, so I had to tell him that he was doing wrong and it seemed that he understood, because first he cried but then he saw the happy faces on the classmates' worksheets and he started to work and I told him "hurry up, to have a happy face". 2. She is always refusing to do the things |

|  |  |  |
|--|--|--|
|  | <p>too, it is different because sometimes she don't want to participate. 3. In the table three students were fighting all the time and telling me claims: Teacher he is copying my work, teacher he hit me, teacher he told me that my work was ugly, etc.; so I told them that each of them should care about his work and leave the other make whatever he wanted in the worksheet, that then I was going to check it and that I were not going to listen more claims; 4. Student 23 was participating on the activities, sometimes he told me claims and told me that he didn't wanted to the task, but when he saw the happy faces, he continued working. And I took the risk to make an activity outside with help of the other teacher and although it took me too much time, we didn't leave the classroom until everyone was quiet and listened the instructions, and in this way it worked, because students knew what to do outside, we went outside and I think it was a successful activity, I said the ones who were not participating "no quieres estar aca? Yo no te estoy regañando, si no quieres estar aca ve a la salon, no hay problema" and nobody returned to the classroom, maybe at the beginning a student refused to go out and I said "profe que ella se queda contigo, ella no quiere ir, listo chicas diganle adios a sofia" and she then joined to the activity. Then I asked them to go to the bathroom and then return to the classroom, because they get hyperactive, then It was difficult to telling them to seat down, and two students were playing and without fault hit another classmate, I told them that I saw everything and I said "si ven lo que pasa, yo les dije que se sentaran" and I hugged the other student; also student 22 was very sad, and cried because her mother went to the classroom and then she had to leave her but with so much love, from me and the other teachers she finally calmed down. At the end I presented them some new vocabulary and then we went to the immersion classroom where students had class with the other teacher, there they were so hyperactive and I helped her because she needed help.</p> | <p>but the prize worked with her very well. 3. I don't know what happened with these students, one of them is always telling me claims, so I told him that I was going to listen the claims at the end of the class, but now that I realize that I don't listen the claims that they have at the end of the class and it is important that you the teacher give the example for telling the truth and do what you promise. 4. This time he received me with a hug and with a gift and he told me that I could take it to the house, so beautiful; I think this time he enjoyed the class and was prepared to the class. I was doubtful about to take the students outside the classroom, I think that it would be a mess, but everything worked because I know that students are not going to be quiet and without talking and playing, because it is normal, but they followed instructions and participated, I asked for some help to the other teacher and she helped me a lot, it was very important to make that students listen the instructions, because in this way they knew what to do and another thing which made me happy was that the head teacher let me alone with the kids and in this way I proved myself in order to have the students attention without any help and the presence of the head teacher, it was not perfect but it was not a mess and I didn't have to shout them in order to them be quiet, because sometimes teachers including me get mad when students are out of control. I consider that the key is to have the students' respect because in this way the teacher even has not the necessity to raise the voice, students just listen to him/her but I think it is something that we as teachers get with experience. This day was very special, because students are going to graduate soon and this day the teacher were taking them the corresponding photos and I had to help them, so it was normal the attitude from the students because at the end they were tired and all the time they were told to take care their clothes.</p> |
|--|--|--|

## Appendix D Nº 6

### Reflective Teaching Journal 6

| Teacher:      | Course:   | Nr of students: | Lesson Nr: | Date:    |
|---------------|-----------|-----------------|------------|----------|
| Monica Arenas | Preschool | 24              | 6          | 18/11/14 |

| Discipline  | Description<br>(what actually happened)   | Reflection<br>(analysis of why it happened, initial ideas of improvement)  |
|---|---|--|
| Which attitudes and student's behaviors interrupt the class?<br><br>Which strategies did I manage to solve those situations and to continue with the class?<br><br>Did I use positive Discipline? | At the beginning I and my students were a little bit lost because of the classroom, so we went to the new classroom and students behaved well. Then the teacher let me alone, what I did first was to ask them about the weather and we made a routine of movement. We did not have a TV and a DVD this time and everything was a mess, but students cooperated at the beginning. What I did was to explain them that we were going to make our book and I showed them an example of a book with most of the handouts collected during the year and the semester; they started to decorate the front and meanwhile I shared with them and I tried to search for the accurate material because we did not find anything in the classroom for example the colors. I talked with them; this was a freer class because this was the last one. Then, they finished, some of them didn't effort on their job and I let them, I told them that their parents were going to see the book. After that, I decided to make the activity where they wrote a letter for GOD. | I tried to explain them some vocabulary about Christmas but gaining the attention was very complicated, at first I did it with an attention grabber in Spanish but then I couldn't so the head teacher helped me. The head teacher told them that they could make the letter for child God asking what they wanted for Christmas, and obviously they did not know how to write what they wanted, so all the students were asking me and everybody were walking through the classroom, I think this is funny and it was not anticipated. It was funny until the point that two students from table 2 started to fight, a boy and a girl but they were so upset and they wanted to hit each other, I asked them what happened but for telling the truth it was not at the moment when the situation started because I was busy, the boy started to cry because he was so furious, I wanted to take him outside and go with him to walk, but the head teacher instantly take him to the corner and I had to let the class because I was late for another class. |

## APPENDIX E Nº 1 - VIDEO TRANSCRIPTIONS

### IMPLEMENTATION 02

(The teacher starts the class with a greeting)

T: Good Morning

Ss: How are you?

T: Good morning (the teacher asks to every table)

Ss: How are you?

T: Good, and you? You are happy or sad

Ss: Happy...



T: Everybody stand up, turn around, stop now raise your hands; hands down, up, down, up, down, up, up, down, down. Jump until five, one, two, three, four and five.

Ss: One, two, three, four, five, six, seven, eight ...

T: Until five, now sit down, bien sentaditos (The teacher call the students by their names in order to catch their attention)

(The teacher uses weather roulette)

T: How is the weather? How is the weather?

S (Daniel/T2 S5): alla esta...

S (Duban/T2 S3): No hoy esta cloudy... Cloudy y sunny, pongamolo en la mitad

S (Daniel/T2 S5): es cloudy y sunny por que alla esta cloudy y alla esta sunny (He's point out the windows)

T: Ok lo vamos a poner en la mitad porque esta sunny y cloudy.



(The teacher uses images related with the daily topic)

T: vamos a ver que tanto recuerdan; silence please.

T: A ver quien recuerda este, como le decimos.

Ss: Vampiro.

T: But in English, BAT.

Ss: Bat

T: a ver y quien se acuerda de este.

Ss: Buu...

T: Ghost.

Ss: ghost.

T: este es super facil.

Ss: cat.

T: Este?

S (Duban/T2 S3): candy.

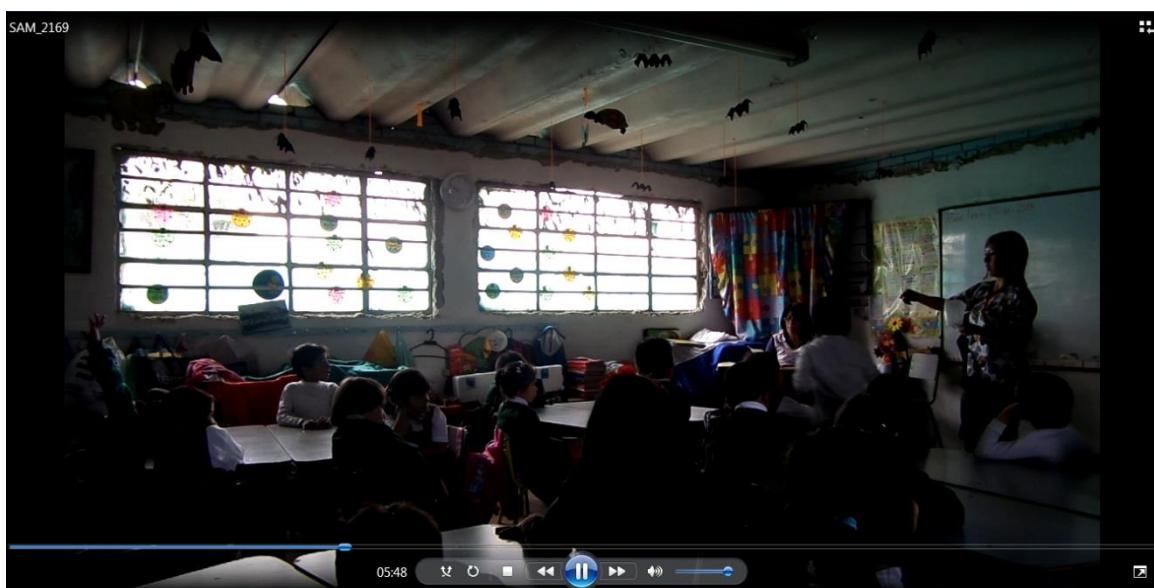
T: Very good, candy. Este?

Ss: Moon.

T: Very good, esta?

Ss: Spider Web.

T: (the teacher makes a sign of approval) Chocalos 5, excelente



T: el que este juicioso me ayuda... (She said to one student) "ven maria aleja".

S (T4 S5): Yo, yo tambien.

T: El que este juicioso y calladito (the teacher ask for help to the students who are quiet).

(The teacher teaches a song with the small images that the students already glue on the board)

T: repeat (after the video/song) (the teacher sings the song with the children table by table)

(After the students finish, another teacher arrives to the classroom and some of them are distracted)

Ss: profe pon el otro.

T: si todos están sentados y en silencio ponemos el que sigue.

Ss: es que esa no nos gusta.

T: si yo sé que a algunos no les gusta, pero todos tenemos que aceptar que no a todos nos gusta lo mismo.

S (Daniel/T2 S5): pero dejemos hablar a la profe, si tiene una pregunta pues... dejamos hablar.

T: ¿tu ya tienes? (she asks to one student, when another student take one in a bad way) Melany ven devuelvemelo (the student refuses to give the apron, but after some seconds she give back the apron)  
¿tu crees que esta es la manera de coger las cosas? ¿cuál es la manera correcta? ¿Como puedes pedir las cosas?

S (Melany/T2 S2): teacher please, me puedes dar el delantal.



#### Appendix E Nº 2

#### IMPLEMENTATION 03

The teacher presents a topic with different tools or materials; she uses videos, songs, flashcards and/or drawings in order to make easy, enjoyable, understandable and interesting for children, her idea is that they can learn from different resources.



T:

¿Que pasa Dieguito?

S (Diego/T1 S3): es que él me está molestando.

S (T1 S5): No yo no.

T: Si señor, porque yo te estuve mirando.

S (T1 S5): pero es que él también me pego acá.

T: Esa no es la manera de arreglar las cosas, Dieguito tranquilo ya paso.

(The teacher ask for help to distribute the material to T1 S5, as method to solve the previously trouble)

T: Me estan preguntando que vamos a hacer en la hoja, vamos a draw your favourite sport.

S (Melany/T4 S5): ahhh profe lo que nos gusta.

T: Yes, very good melany. (She checks their work or drawings while the students draw)

S (Juan Jose/T3 S4): profe pero no puedo.

T: Dibujen lo que puedan, miren escriban first your name y después dibujan your favourite sport.

T: Listo recojo en dos minutos, please write your name.

(Some students start to give the drawings to the teacher, when S1 plays with the weather roulette)

T: Angel por favor dejala donde estaba y como estaba... Gracias



### Appendix E Nº 3

#### IMPLEMENTATION 04

T: How is the weather?

Ss: Sunny

T: Que dicen alla, how is the weather?

Ss: (start to sing a song) How's the weather? It's sunny, how's the weather? It's sunny, how's the weather? It's sunny...

T: ¿cómo les fue en Halloween?

Ss: Bien.

T: Si recogieron muchos dulces.

S: Yo sí.

S: A mí me dieron muchos dulces.

T: Well, everybody stand up, this table and this table stand up, now raise your hands like a giraffe, now jump like a kangaroo, now like a horse, now jump like a monkey, now grrrrr like a lion, very good, now sit down. (Students follow the teachers' movements and repeat some sounds and some students are not interested. Students, who were not participating, start to do the classmates and teacher's movements.)



S (Duban/T2 S3): profe mira. (The child show a tooth to the teacher)

T: ¿qué te paso? Otro, jay! Está a punto de caerse.

S (Duban/T2 S3): No porque yo lo tengo flojo.

T: a ver si recordamos los sports, silence please, Gabriela, Diego.

T: This one.

Ss: Soccer.

T: Soccer, thank you Duban; and this one.

Ss: Golf.

T: very good. This one?

Ss: basketball.

T: this one?

Ss: Voleyball.

T: Now this one?

Ss: Swimming.

T: Swimming, very good, Darien (He is not pay attention, probably he is sad) which is the sport? Darien amanecio triste.

S (Daniel/T2 S5): No, porque lo regañaron.

T: Quien lo regaña?

S (Daniel/T2 S5): la mamá, porque lo vi.

S: No lo regaña, si acabo de llegar.

T: a ver this sport.

Ss: cycling...

T: Laurita

S (Laura/T4 S4): Cycling.

T: very good Laurita; Darien te acuerdas de este.

Ss: tennis.

T: ahora las voy a pasar rápido

(Darien is upset, maybe he is sad because something)

S (Darien/T4 S3): profe... profe...

T: A ver Darien tu ves que los demás están haciendo lo mismo, que pasa, mira todos están felices.

S (Darien/T4 S3): es que profe...

T: Al final de la clase, ¿para qué loquieres ahorita? Estamos en clase de Ingles; no te preocupes, ve y te sientas (the child go back to his chair, but with a sad face)

S: Darien.

T: Nadie lo regaña, ni nadie le pego, ni nada, no entiendo porque llora.

T: Bueno, en esta actividad van a participar los que están sentados y en silencio, y felices. (The teacher uses happy faces) The teacher starts the guided practice and the student feels motivated to participate because the activity is interesting for him and because the teacher tells them that the attentive learners are going to participate.

T: (they make an activity while another student is in another table distracting his classmates) Juan Jose guarda esas cartas, es la primera vez que te digo y tu también guarda esas cartas. (He goes back to his seat)

T: Nos sentamos, look at me, cuando cuente hasta 5 todo el mundo debe estar en silencio; one, two, three, four, five. Look at this paper aquí tenemos los deportes que ya hemos visto. (The students are a

little bit disruptive, because two students arrive late to the classroom). Put your hands up, down, up, down, to the sides, to the back, to the front, touch your head, touch your shoulders, your knees, your toes, your eyes, your nose, your mouth, your ears. Miren lo que vamos a hacer, silence please. (She shows the worksheet and explain it) aqui tenemos los deportes y aca tenemos los instrumentos con los que jugamos ese deporte, entonces vamos a unir y vamos a escribir el nombre, este es skateboarding, Juan Jose.

S (Juan Jose/T3 S4): Skateboarding.

T: Este surfer.

Ss: surfer.

T: this one is baseball.

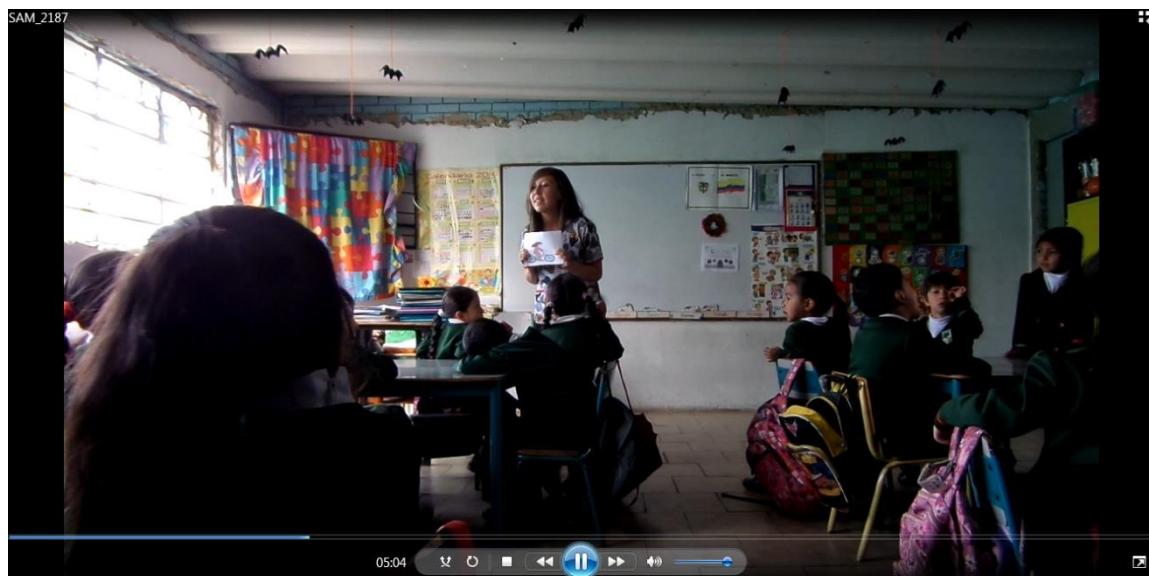
Ss: baseball.

T: los que ya vimos, this one is yoga.

Ss: yoga

T: and this one is archery.

Ss: archery.



T: yo le voy a poner una carita a ella porque ya va terminando (The teacher gives happy faces to those students who are completing the worksheet)

S: Yo tambien.

T: Si ya casi, termina y te pongo una carita feliz.

(The teacher is checking the students work, while they are completing the worksheet)

#### Appendix E Nº 4

##### IMPLEMENTATION 05

T: Good Morning

Ss: Good Morning

T: How are you?

Ss: How are you?

S: Find thank you.

(The teacher uses the weather roulette as in every class, there is a student who is worried about the camera she doesn't notice the camera before)



Another teacher arrives to the classroom and starts to give a candy to the children.

T: ¿Cómo se dice?

Ss: Gracias

T: y la guardan porque todavía están en clase, la dejamos para el descanso. Bueno continuamos con la actividad. (They continue completing the worksheet) Recojo cuando terminen y en cada uno de los puestos.

(After some minutes)

T: ¿de quién son estos trabajos?

S: de ella.

S: Yo no se.

S: un trabajo es de Melany

T: Tu no vas a entregar nada (looking at Melany)

S (Melany/T4 S3): No

T: esto lo van a ver los papás. ¿Este es el tuyo, lo vas a dejar así? Así lo van a ver los papás, ¿sí? Bueno, listo.



(The students are disruptive because the almost the teacher song and a to catch their attention)

maybe class finishes play a video

T: Vamos a jugar un juego, pero no van a participar los que estén de pie, quiero ver a todo el mundo sentado, Ingrid. Primero que todo silence please. ¿Cómo van a entender el juego sino le ponen cuidado a la profesora? El juego va a ser afuera, pero miren (the teacher points out the disruptive children and who are talking) hay gente de pie y así no vamos a salir. (The teacher wait some seconds and the students look at her and pay attention) Ustedes? Listo, primero vamos a hacer 2 filas, una de mujeres y una de hombres así mismo afuera nos vamos a sentar en las mismas filas, Juan Jose, Camilo estoy hablando, vamos a hacer algo divertido pero si ustedes no colaboran no podemos. Cuando estén en silencio y bien sentados salimos.

#### Appendix E Nº 5

#### IMPLEMENTATION 06

Teacher: Now touch your head, your nose, mouth, eyes, mouth, ears, shoulders.

Ss: Toes

T: Toes

Ss: head, shoulders, knees and toes.

T: Sit down.

T: Guys, how is the weather? Cloudy or sunny

Ss: Sunny

T: Sunny?

Ss: Cloudy

T: Cloudy?

Ss: Cloudy, si es blanco es cloudy.



T:  
class,  
class,  
class,

Angel

T: hoy es nuestra última clase de inglés, entonces hoy vamos a hacer un libro con todos los trabajos que hicimos en la clase de inglés. Así que si no hicieron algún trabajo... (mímica)

T and Ss: La lechuza (attention graber) la lechuza hace chuz, hace chuz, como la lechuza, como la lechuza hace chuz, hace chuz.

T: miren aca, esto es un ejemplo, este es el book de Karen, se acuerdan de este que hicimos.

Ss: Banana.

T: Este family.

Ss: family.

T: este sobre weather cloudy, sunny.

Ss: windy.

T: This one about cloths.

Ss: el traje de baño.



T: pants, skirt. Now Halloween, Animals (Mouse, chicken and dog). Este sobre sports, this one sports, your favourite sport and this one shapes. Vamos a hacer la portada de este libro, vale.

Ss: profe mira que melany esta jugando con Laurita.

T: Ay pero es que no estamos jugando.

(Student sits down)

(Meanwhile the teacher is preparing the material for the activity students are talking)

(While they are doing the activity teacher talks with them)

Ss: Que dice ahi profe.

T: ahí dice "English Book"

(In another table)

T: please write your name here. Ahhh very good.

(In another table)

T: don't forget to write your name here.

Ss: yo me llamo Daniel Santiago.

T: So write Daniel Santiago.



T: Quien tiene un tajalapiz que me haga el favor y me preste?

(A girl raises her hand)

T: You, me haces el favor.

T: Five minutes, 5 minutos y recojo.

Melany is playing with a teddy bear

(Teacher hits the board with a marker)

T: Silence please

Ss: Ya callense...

T: a ver, en que epoca del año estamos?

Ss: en navidad.

T: a cual vamos?

Ss: Navidad.

T: very good

T: christmas, repeat christmas

Ss: Chisrtmas.

T: Puedo hablar? Tú nunca dejás hablar. Cuando queremos felicitar a alguien decimos "Merry Christmas"

Ss: Merry Christmas.



T: Y  
aca  
que

tenemos? Duvan?

T: Repeat, gifts

SS: gifts

T: Very good.

T: Daniel puedo seguir, gracias; Daniel puedo seguir.

T: Ok everybody "Touch your head, touch your eyes, touch your nose, your mouth, your ears, your shoulders, your knees, your toes"

T: Que parte de la casa es esta?

Ss: chimenea

T: Very good, chimney, repeat chimney.

Ss: Chimney.

T: En nuestro libro, in our book vamos a escribir la carta al niño Dios, listo?, Vamos a dibujarle lo que queremos.

T: Duban que hay que hacer? Duban

HT: Duban te está ablando la profesora.

T: Que vamos a hacer? Vamos a hacer una carta al niño Dios.

HT: Super, que es lo que quieren de navidad, que quieren.

Ss: Yo quiero una casa de muñecas.

HT: bueno, bueno cuéntenle a la profe.

T: eso vamos a dibujar.

T: Aquí no atiendo a nadie, alla en las mesas.

(The students sit down and wait for the teacher)



#### APPENDIX F - INTERVIEW TRASCIPTION

(February 05 2015)

**Interviewer:** Listo profe, entonces la primera pregunta es ¿Qué tan importante es el rol de los padres en la educación y la formación pues de los niños?

**Profe Consuelo:** Pues es indispensable ¿Por qué?, porque nosotros educamos en el colegio pero los niños vienen con unas bases de la casa que van a ser complementadas y continuadas, digámoslo así en el colegio, entonces si los niños comprenden que son los valores, que, cual como es el respeto que es lo que deben traer de la casa, como (ehhh) compartir con los compañeros, entonces aquí se va a integrar, va a recibir interés y va a continuar nuestro proceso de formación.

**Interviewer:** Listo profe muchas gracias, la segunda seria (eh) ¿Considera usted que la formación que los niños tienen en sus casas interviene en el proceso de enseñanza-aprendizaje que se lleva a cabo en el colegio?

**Profe Consuelo:** por supuesto que sí, (ehhh) si los niños ven que sus padres (ehhh) leen, si los padres les leen continuamente, si los padres (eh) los llevan a museos, los llevan a parques, complementan la (ehh) los procesos de formación que se les dan en el colegio y pues los refuerzan mediante estas salidas y los niños van a comprender mucho más lo que nosotros queremos trasmítirles.

**Interviewer:** (ahh) ocea digamos sería más como un ejemplo que ellos los enseñen a leer, mas desde la casa, que no solamente se dediquen solo o que se le otorgue solamente esa función al colegio a la profe en este caso sino que ellos también hagan parte de ese proceso, ¿cierto?

**Profe Consuelo:** claro, por supuesto (ehh) los padres de familia, algunos, menos mal no son todos piensan que (ehh) ellos están educando a sus hijos porque los cuidan, porque, por ejemplo las madres de familia, si yo sé que es muy duro el trabajo de madre de familia que trabaja y que tiene a su cargo la responsabilidad de su hogar, pero ellas piensan que mientras está cocinando, mientras esta planchando, mientras esta lavando, está cuidando a su hijo y eso no es así, no importa la cantidad de tiempo como la calidad que se le dé al niño, la atención que se le preste; yo les digo a mis padres de familia, si ustedes les dedican media hora una hora a su hijo exclusivamente sin pensar en el teléfono, sin pensar en el vecino, en el tinto en la comida en nada, lo va a formar mejor, va a escuchar lo que el niño siente como lo siente porque lo siente y lo va a comprender y así mismo le va a poder ayudar.

**Interviewer:** listo profe, la tercera seria ¿Para usted que tan importante es el manejo de clase en cuanto a disciplina dentro del salón?

**Profe Consuelo:** Bueno, yo sí puedo decir que eso depende de la profesora, yo lo diría, porque si la propuesta que tu como docente llevas y le interesa al niño, el niño va a estar atento, va a realizar las actividades con atención, con cuidado, con interés y va aprender, si el niño no está interesado no aprende, no trabaja, es indisciplinado, molesta al vecino, ¿sí? Entonces depende mucho de nosotros.

**Interviewer:** si, es decir que digamos usted piensa o bueno yo interpreto que depende, si digamos la profe diseña una buena actividad, una clase interesante para ellos, teniendo digamos que en cuenta las necesidades de los estudiantes eso va a generar un buen manejo de clase.

**Profe Consuelo:** Y va a influir en el aprendizaje (ehh, umm) también en la variedad de actividades, también en el control del tiempo, en si tu (ehh) dices no es que les voy a leer un cuento y duras la hora entera leyéndoles el cuento, los niños se van a cansar, los niños no van a participar, pero si tú les lees un cuento corto, lo analizas con ellos, les pides su opinión, después hacen un escrito entre comillas como ellos dan un dibujo (ehh) una creación (ehh, umm) hacen un friso, hacen algo alusivo al cuento, el niño va a fortalecer su conocimiento y va a estar mucho más interesado.

**Interviewer:** la cuarta pregunta es la siguiente ¿qué estrategias usted utiliza para enfocar a los niños en la clase y que actividades usted cree que se deben utilizar para reforzar y digamos para lograr alcanzar el objetivo de la clase?

**Profe Consuelo:** (ehh) definitivamente reconocer diferentes estrategias y aplicarlas según la temática de manera apropiada, (ehh) si tú siempre vas a hacer una clase de tradicional, los niños van a perder el

interés, si tú les haces rondas, si tú lo haces por medio de una canción, por medio de un escrito, por medio de un dibujo, por medio de un juego, van a tener interés van a estar más disciplinados, si tu retomas el tema anterior, por ejemplo ayer dictaste (ehhh)

**Interviewer:** animales

**Profe Consuelo:** Los animales, entonces hoy quieres los animales salvajes, entonces recordar ah los animales en general, vimos tantos animales, hoy vamos a ver los animales salvajes entonces ¿cuáles son los animales salvajes? ¿Dónde viven los animales salvajes? Entonces como retomar lo que se ha venido (ehhh) trabajando, estudiando con ellos para irles adicionando y asi el conocimiento va a ser más efectivo.

**Interviewer:** ah es decir, van a aprovechar más el conocimiento.

**Profe Consuelo:** claro.

**Interviewer:** y la última pregunta es para usted como profe titular del curso transición 2 ¿fue evidente el uso de la disciplina positiva? durante las seis sesiones de clase, del proceso de implementación.

**Profe Consuelo:** (Ummm) yo pienso que fue mejorando progresivamente, afortunadamente ustedes son muy abiertas, y escuchan observaciones, las atienden y las ponen en práctica ¿cierto? Entonces, se evidencio el interés que pusieron en el desarrollo de la clase, la motivación, las diferentes estrategias, las técnicas que utilizaban, el retomar las canciones que han venido trabajando los niños, que han venido aprendiendo y se dan cuenta la participación de ellos ¿Por qué? Porque se retomaba, porque; por supuesto que hay algunos casitos que se nos salen de las manos ¿cierto? Unos más indisciplinados, pero esos son los que requieren de mayor atención. Y ponerlos de monitores, ponerlos a que alcancen las cosas, y así los tiene uno un poquito más controladitos.

**Interviewer:** ¿Como una estrategia?

**Profe Consuelo:** Sí.

**Interviewer:** Muchas gracias.

**Profe Consuelo:** No, gracias a ustedes por sus aportes y por su ayuda.

**APPENDIX G- CHILDREN'S CONSENTS**

Mi hijo Melony Noranjo de Transcur(<sup>2</sup>) años tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: Sandra H.

Fecha: 16-oct-20014

✓

?

Mi hijo Andry Víñez de 5 (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: Oya ROMERO

Fecha: Noviembre de 2014

?

Mi hijo Laura Michell Fuentes de T. 2.5 (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente:

52487542 Bta  
Fecha: 21 octubre 114

?

Mi hijo Karol Nicolle Martin Lopez de 5 (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: Sandy Milena Lopez ✓  
Fecha: Oct 16 / 2014

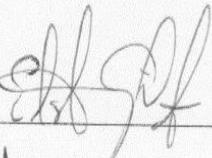
Mi hijo David Santiago Bermudez de 6 años (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: Lisset Rojas Tomas ✓  
Fecha: 15 Oct. 2014

Mi hijo Maria alejandra Aguilar de 6 (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: Jessica castillo ✓  
Fecha: 21- Oct-2014

Mi hijo Angelica María Carranza Gil de 5 años (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: 

Fecha: 15/oct/2014

✓

Mi hijo 1<sup>a</sup> Alejandra Morales de 72 (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: Amanda Rodríguez

Fecha: 16-Oct-

OK

Mi hijo Karen Valentina Urrego de TOZ <sup>años</sup> (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: Xaneth Romero 

Fecha: 10-10 2014

/

Mi hijo David Santiago Gualtecos de 5 (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: Judy Carmona ✓

Fecha: Oct. 20 de 2014 ?

Mi hijo Gabriela Cifuentes Escobar de 6 (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: Raquel Segura ✓

Fecha: 23 - octubre 2014.

Mi hijo Edsel. Samuel Escobedo de 5 (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: Española González

Fecha: OCTUBRE 16/14 ✓

Mi hijo Sharik Castillo Santana de 6 (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: 

Fecha: 24 oct 19

?

Mi hijo Jara Valentina Rico de 6 (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: Jennifer Gil

Fecha: 27-10-14

?

Mi hijo Daryen Santiago Holanda L. de 5 (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: 

Fecha: 15 oct 14

Mi hijo Juan Jose Moncaleano de Trans. 2 (años) tiene mi permiso para participar en el estudio de investigación educativa. 6 - 7

Padre/acudiente: Claudia Rodriguez.  
Fecha: 16 de Octubre 2014

Mi hijo Esléban Murcia Quintana de 6 (años) tiene mi permiso para participar en el estudio de investigación educativa.

Padre/acudiente: Wayne Quintana.  
Fecha: 16 octubre 2014.