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Exploring Classroom Management Problems and Strategies to Teach English in the High Scope Classroom

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ABSTRACT

Classroom management in kindergarten classrooms impacts the success of an English Language class. This thesis reports an investigation on classroom management strategies implemented with kindergarten students who were within the High Scope curriculum. The purpose was to explore the different classroom management strategies that helped to avoid situations where the teacher could lose the students' control and in consequence lack of learning may happen. The approach used for this investigation was a classroom-based approach by using observations focusing on qualitative research. According to the results obtained from this research, the classroom management problems that the English teacher faced were misbehavior, overextending limits, and constant interruptions. The classroom management strategies that were used by the participant teacher were related to physical arrangement, traffic patterns, classroom organization, setting up the rules for activities, constant reviewing of the rules, approaching students calmly and briefly, praising statements, multiple chances to respond adequately, attractive, and engaging materials, short and specific instructions. The findings of this research indicate that classroom management strategies should be implemented according to the High Scope approach, but they also have to be contextualized. Observing the methods and approaches implemented in the reality of the classroom, gives teachers an opportunity to identify what specific problems arise and the way to solve them by using the most appropriate classroom management techniques.

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Dedications

I do dedicate this thesis to my supporting parents, and to my supporting fianceé. Thank you for being that patient. Thank you because you supported me from the beginning to end of my student days.

"Details make perfection, and perfection is not a detail."

— Leonardo Da Vinci

CHAPTER I: INTRODUCTION

1.0 Introduction to the Problem

Classroom management strategies when teaching English determine the success of a class. Moreover, they help to create an appropriate environment which increases the effectiveness of the learning environment. As stated by Dustova and Cotton (2015, p.32) “well-developed classroom procedures and rules, understanding students with special needs, and discipline plans are key ingredients for effective classroom management”. Thus, teachers are responsible for having an adequate environment inside the classroom, this to guide the correct development of the activities and consequently, increase students’ learning. Teachers are perfectly capable of managing a class applying the most appropriate strategies depending on the environment and the students. Furthermore, obtaining productivity of students' learning is possible by using an active methodology with appropriate classroom management strategies.

Promoting these strategies is important to solve the different circumstances present during a class. Some of the most common classroom management problems are that students present inappropriate behavior. Researchers report alarming increases in the number of young children with behavioral and temperament problems (Webster-Stratton, 1997 as cited in Conroy et al, 2005, p.157). If the behavior problems left untreated, the challenging behaviors demonstrated by these young children will most

likely deteriorate, leading to a classification of emotional/behavioral disorder (EBD) or emotional disturbance (ED) as students progress through school (Campbell & Ewing, 1990; Patterson, Capaldi, & Bank, 1989; Webster-Stratton, 2000 as cited in Conroy et al, 2005, p.157).

Working with kindergarten learners also requires an active methodology as it develops their cognitive abilities. The development of cognitive abilities refers to the progress of the children's cognitive process. In fact, the development of the child and the learning process are acquired at different moments in life, according to Piaget (1964) "The development of knowledge is a spontaneous process, tied to the whole process of embryogenesis." (p.176). Otherwise, Piaget (1964) analyzes that "learning is provoked by situations" (p.176). Thus, children have to be immersed in situations where they are conscious of what they are learning to trigger knowledge.

One of the approaches that can be used to support children´s effective learning is High Scope. This approach is based on Piaget's theory of cognitive development, which is focused on teaching students by using real life situations where students are active learners constructing their own knowledge. According to Hohmann and Weikart (1995):

> Children are active agents who construct their own knowledge of the world as they transform their ideas and interactions into logical and intuitive sequences of thought and action, work with diverse materials to create personally meaningful experiences and outcomes, and talk about their experiences in their own words. (p.16)

In addition, active learning bases its approach in teaching students how to direct action on objects, reflection on action, intrinsic motivation and problem solving. These four elements involve a complete teaching. Hohmann and Weikart (1995) state that active learning bases its approach in teaching students how to "direct action on objects, reflection on actions, intrinsic motivation, invention and generativity, and problem solving" (p.17). These four elements involve a complete teaching.

This thesis presents an investigation of classroom management strategies implemented with kindergarten students who were within the High Scope curriculum. The purpose is to explore which classroom management problems are present and how classroom management strategies help to avoid situations where the teacher could lose the students' control. Classroom management strategies allow teachers to coordinate correctly every student during the activities and increase effective learning in students.

1.1 Objectives

The objectives of this investigation are the following:

1. Explore the classroom management problems that a teacher faces in class and the way the teacher manages each one of them at Circulo Infantil of Benemerita Universidad Autonoma de Puebla (BUAP).
2. Identify the different classroom management teaching strategies used in an EFL class within the High Scope approach at "Círculo Infantil BUAP".

1.2 Research Questions

This research is guided by the following research questions.

RQ1. What are the group management problems that an English teacher faces when teaching English to High Scope kindergarten students ?

RQ2. What are the classroom management strategies used by the English teacher in the High Scope kindergarten classroom?

1.3 Significance of the Study

The importance of carrying out this research is firstly, to explore the classroom management problems faced by the English teacher within the High Scope approach; secondly, to analyze what and how the English teacher applied classroom management strategies to control the group and keep order during the classes.

In addition, it is worth documenting the problems and classroom management strategies used in real classrooms, where the high scope approach is used to contribute to the field of English Language Teaching (ELT) in kindergarten classrooms, where there is a need to have an effective and efficient classroom management of teaching and learning.

1.4 Methodology

This research used a qualitative methodology to explore teacher's strategies used while classroom management problems arose during a class within the High Scope

approach in the “Círculo Infantil " of Benemerita Universidad Autonoma de Puebla (BUAP).

CHAPTER II: LITERATURE REVIEW

2.0 Introduction.

The focus of this chapter is to present the literature review of the topics that frame this investigation. The topics are the following: English Language Teaching and Learning for Very Young Learners, Piaget’s Theory of Cognitive Development for Teaching Young Learners, The Four Stages of Cognitive Development High Scope, Perry School Project and the Creation of High Scope, High Scope Approach, Active learning, Adult-child Interaction, Daily Routine, Learning Environment, Assessment, Classroom Management, Group Management and Discipline, Strategies for Classroom Management, Secondary Strategies for Classroom Management, and Two Relevant Cases on Classroom Management.

2.1 English Language Teaching and Learning for Very Young Learners

According to Nicholas and Lightbown (2008), young learners are children between 2 years old, and around the age of 12. These students are not aware of analyzing the language; for example, grammar, but they certainly can understand and even speak the language.

Teaching young learners is a big compromise, young learners are not the most engaged students until the teacher convinces them to learn a second language and its importance on their future. Moon (2005) clarifies the differences of young learners:

> Teaching children is different because they are still developing cognitively, linguistically, physically and emotionally. Thus, to teach English to children successfully, we need to take into account these and other characteristics in order to provide some of the conditions which will lead to successful outcomes". (p. 35)

Developing knowledge and skills of a foreign language learner is centralized on choosing the best ways of teaching and it depends on the learner. However, as a teacher it is important to speak constantly in the foreign language as the constant exposure to the language makes a natural acquisition of it inside the classroom. Students can develop a good understanding of the language if teachers speak in the English language all the time, but it is also important as a teacher to make students speak, listen, read, and write in the English language. Hence, the importance of starting to teach English to children at an early age.

2. 2 Piaget's Theory of Cognitive Development for Teaching Young Learners

Kindergarten students will be truly cooperative and able to learn if the activities are in accordance with their age, likes, attitudes and skills. Chidsey (2009) says that "the education of young students plays a vital role in their later abilities". (p.3) Teachers' work is to support students to enhance their abilities for the following

levels. To reach that objective, it is necessary to know the student's likes, dislikes, previous knowledge, background and how they develop cognitively.

Moreover, kindergarten learners respond to almost anything, but it is necessary to be soft and specific with the activities; for example, being kind at the moment of greeting them, showing enthusiasm to work with them, demonstrating passion at the moment of explaining, and encouraging the students to do the activities that are planned. Kindergarten students respond to the teacher's mood; therefore, it is necessary to always have a positive attitude in front of them. Jones & Jones (2007) confirm that:

> Even though it is true that student behavior is influenced by factors outside the control of the school, studies on school and teacher effectiveness have demonstrated that teachers and schools have a major impact on how students behave and learn and on how they feel about themselves. (p. 41)

However, being an enthusiastic teacher or having the cooperation of parents is not enough, teachers must know how young learners develop cognition. Understanding how children develop cognitively will help to adequate teaching activities and strategies for effective learning. One of the main theories teachers should manage to have the most adequate teaching-learning environment is the learning theory by Piaget (1964); thus, this is described in the following section.

Piaget's (1964) four stages of cognitive development are crucial to identify children's development. According to Piaget (1964) "These operational structures are what seem to constitute the basis of knowledge, the natural psychological reality, in terms

of which we must understand the development of knowledge". (p.177). These stages provide the recognition of level cognition and therefore the capacity to know how at every step or level a particular skill is controlled. All this process is a transformation and produces behavioral changes that teachers must know and handle in the process of children's learning.

2.2.1 The Four Stages of Cognitive Development

Cognitive development is the process that the child goes through while developing cognitive capacities. According to Sanghvi (2020) "Piaget's theory is based on four stages or periods. He believed that children progress through the four stages in a fixed order, at different rates". (p. 91). Piaget identified 4 major stages in the cognitive development of a child. These stages are divided attending to the cognitive capacities while the child grows.The stages are as follows, the first stage is the sensorimotor stage from birth to two years, the second stage is the preoperational stage from two to seven years old. The third stage is the concrete operational stage, from seven to eleven years old, the fourth stage is the formal operational stage from twelve to up years old. These four stages of cognitive development are described in detail below.

2.2.1.1The Sensorimotor Stage

The first stage is the sensorimotor, preoperational, concrete operational and formal operational. The sensorimotor begins at birth and lasts until 2 years of age, as the name says, children start to have sensory experiences, where children start constructing an understanding of the world. Lazarus (as cited in Lefa, 2014) says that:

> It is the first stage in the growth and development of a child. Children have the basic structure of organizing and adapting to their environment and their behavior

tends to be circular and also develop an elementary understanding of the things around them. (p. 4)

At this stage children do not develop the speaking ability, babies tend to “babble”. Babies learn to communicate their needs through sounds and movements. Babbling also serves as a protocol for conversations, because parents (at least in many cultures) tend to “ talk back ” with their babbling infants (Snow, 1988).

Such protoconversations set infants up for understanding the back and forth nature of verbal exchange (Bruner, 1983). These kinds of conversations begin to develop an understanding of the language that parents are speaking to the child, even if there is not a talk back from the child, but there is a response.

2.2.1.2 The Preoperational Stage

The second stage is called the preoperational stage. This second stage occurs from the age of 2 years to 7 years old. At the beginning of this stage children start to use the language, and are capable of understanding the present, future and past. Santrock (1998) states that “the child learns to use and to represent objects by images, words, and drawings. The child is able to form stable concepts as well as mental reasoning and magical beliefs.” (p. 216). As Hayat et al. (2024) confirm that “in the preoperational stage the cognitive development is characterized by artificialism, animus, and transductive reasoning. Curiosity, seriation, irreversibility, centring, symbolism, and egocentrism”. (p. 125).

During the preoperational stage two substages occur, 1) from 2 to 4 years old, and 2) from 4-7. In the first substage, which is from 2 to 4 years old, “the child formulates designs of objects that are not”. (Santrock, 1998, p. 216). It is necessary to take into

account that children present limitations of egocentrism, this is "when a child is unable to distinguish between their own perspective and that of another person's" (Santrock, 1998, p. 217).The child also presents limitations of animism, this is when children's "belief that inanimate objects are capable of actions and have lifelike qualities." (Santrock, 1998, p. 218).

The second substage from 4-7 years old is called Intuitive thought, this is when children start being curious about everything; for example, the way things are. Between these ages there are two preoperative thoughts, centration and conservation, children at these ages are not aware of conservation, the best example is Piaget's task, when a child can not identify that there is the same amount of liquid in two different containers. Santrock (1998) defines Centration as "the act of focusing all attention on one characteristic compared to the others." (p. 219).

2.2.1.3 The Concrete Operational Stage

The third stage is the concrete operational stage. This stage occurs at the age of 7 to 11 years old, the main characteristic of this stage is the adequate use of logic (Guthrie, 2003). According to Piaget's theory (as cited in Ahmad et al, 2024) at "this stage of cognitive development is characterized by logic, deduction, reversibility, cause-and-effect links, classification, transitivity, and the elimination of egocentrism." (p. 125).

2.2.1.4 The Formal Operational Stage

The fourth stage is the Formal operational stage, it starts at the age of 11 years, in this stage, "people move past solid encounters and think in dynamic and more consistent ways." (Ahmad et al, 2016, p.74). Children start to process beyond concrete situations, they start to process situations that are hypothetical.

In this section, the cognitive development theory by Piaget has been described as it has influenced most of the basic education programs and methodologies for teaching children around the world; therefore, in the following sections the High Scope model is described as it follows Piaget's principles of cognitive development.

2. 3 High Scope

High Scope characteristics and how this model is used becomes crucial to understand how it is implemented at "Círculo Infantil" where this research is focused. Therefore, the High Scope model is historically described below.

2.3.1 Perry School Project and the Creation of High Scope

According to Holt (2010) , "High Scope was developed by Dr David Weikart in America in the early 1960's." (p.8). Following the same author, David Weikart was a school psychologist and director of special services in Ypsilanti, Africa. It started in 1962 with the *"Perry School Project"* in Africa. It was an important project comparing children selected to the High Scope Program, and children who stayed in their community with their family in their usual education environment. The purpose was to offer preschool children of poor communities a high-quality preschool program and compare the differences between a group of children who did not receive that education.

This *"Perry School Project"* has particular criteria that involves all the people that are around children. Its purpose was to develop all the different abilities that children already have, referring to the fact that all people have different abilities and talents. The intention is to facilitate the learning in an attractive and active way while they construct their own learning in their daily life. According to High Scope Educational Research Foundation (2022), nowadays, this project "led to a longitudinal documentary as we

continue to follow the Perry Preschool Participants throughout their lives in this landmark study that forever changed the trajectory of early education" (para. 2).

2.3.2 High Scope Approach

According to Holt (2010) the High Scope Approach was based on Piaget's theory; specifically on the developmental cognitive stages of the gradual development of children, according to their ages and their capabilities they acquire when growing up.The High Scope model emphasizes active learning and student-centered education. In this type of model students have to build their own learning based on their own experiences, and the teacher is just a guide in the process.

High Scope Educational Research Foundation was established in 1970 by Dr. Weikart and his supporting team. According to the High Scope Research Foundation (1989, as cited in Morrison, 2009, p.1). High Scope approach is based on three principles that are:

1. Participation of children in an active way in their daily activities with different types of materials in the classroom and the observation and guidance of the teacher.
2. Daily planning by the teachers according to their observations.
3. Sequenced goals and materials based in the High Scope program.

Furthermore, Holt (2010) in a study from the UK , titled "Effective Provision of Preschool Education" (EPPE) remarks that the HighScope approach offers benefits in the development of children's skills that include: problem solving, interpersonal and oral skills. These benefits influence the environment in which children learn, including the

materials, the classroom, the interaction between teacher-student, the activities and the assessment of the children. The basic principles of the High Scope program are active learning, adult-child interaction, daily routine, learning environment and assessment; these 5 elements are detailed next.

2.3.3 Active Learning

Children build their own learning based on their experiences in the classroom by means of active learning as it is the center of the High Scope Preschool Wheel of Learning. According to Hohmann (1995), active learning is ideal to work with children because it involves the actions and the environment that is necessary in the process of learning.

Active learning based on the children's experiences as daily life activities is a necessity. The development of children depends on their daily activities that are essential to develop their language skills. Hohmann (1995) says that:

> The cornerstone of the High Scope approach to early childhood education is the belief that active learning is fundamental to the full development of human potential and that active learning occurs most effectively in settings that provide developmentally appropriate learning opportunities. (p.15)

Active learning is a fundamental piece of the High Scope model because when the child has an active role in learning, having their own experiences is one of the most effective techniques. According to Hohmann (1995), "Active learning stands for four

critical elements: 1. Direct action on objects 2. Reflection on actions, 3. Intrinsic motivation, invention, and generativity, and 4. Problem solving" (p. 17). Each of these elements are defined by Hohmann (1995, p.17) in the following lines:

1. **Direct actions on objects** refers to the importance of the interaction of students with the materials. The direct contact with the objects (materials) used during the class involves children using their hands, body and all their senses; this helps to concrete learning.
2. **Reflection on actions** refers to not just the action itself but the deep understanding of what the children are doing. Reflecting and questioning things in the process of doing them help children develop learning and skills consciously.
3. **Intrinsic motivation, invention and generativity** refer to the children's interests and their inventor role through questioning and experimentation. The capacity to generate hypotheses and solutions to the children's questions activates learning while the students discover the world.
4. **Problem solving** involves giving children the freedom to solve some daily life situations or problems.The point is having children reasoning about problematic situations according to their age and providing opportunities for creativity and learning by trial and error. Solving problems is possible as children learn by discovery, which promotes meaningful understanding and learning.

2.3.4 Adult-child Interaction

Adult-child interaction is another important element of High Scope as previously stated. Nevertheless, adults are not the center of the model, they are supporters to carry

out the learning activities. The importance of the adults lies in the fact that having them around propitiate a safe environment for the students. Moreover, adults help the students to create the perfect learning environment, establish the daily routine, and rules. These aspects create an efficient context for a holistic children development. According to Zhiqi Cai (2022), there is a teachers' 'Guiding Principle' as stated below:

> There are four sectors representing four responsibilities that teachers interact with children: Participating in supportive Adult-child interaction, creating a challenging learning environment, establishing a dependable daily routine, carrying out a continuous evaluation to make a lesson plan. (p.1419)

As it was stated before, active learning is a fundamental piece of this approach, adults are the facilitators by providing the students with the appropriate conditions to learn actively, this is helped by the four points that are joined to carry out the main objective that is an effective interaction between the teacher and the students. The experiences that children acquire during the process are meaningful for them throughout their life as it is stated by Schweinhart (2006):

> It provides other experiences that facilitate these intellectual processes, such as planning and reviewing one's activities, exploring one's curiosity, and developing a sense of personal control over the events of one's life- what might be called intellectual performance broadly defined. (p. 11)

Moreover, adults can observe how children acquire self-sufficiency during the process of their development by doing each activity by themselves, called 'active learning'. The adult's role consists also of encouraging children to do, make, manipulate objects, tell experiences, and ask about concerns, it allows them to practically choose what they want to do. The purpose is to catch students' attention, according to their interests and have students think about the process of doing things by themselves, which is also recognized as meaningful learning.

2.3.5 Daily Routine

Meaningful interaction and daily routine are essential elements in this model. These two elements promote the interest of children, and shape the learning environment providing the tools for students to be independent. Meaningful interaction refers to the interaction that children have with the objects or resources utilized to develop skills and learn. Furthermore, daily routine helps students to get regular activities that are used to mark children's expectations during the day. The different stages of the daily routine are four: 1) Plan-do-review sequence, 2) Large group time, 3) Small group time, and 4) Key Developmental Indicators (Holt, 2010, pp. 3-4). These daily routine stages are broadly described in the paragraph below. According to French (2011, p.130):

1. **Plan-do-review** sequence is a singular process of High Scope which enables children to express their intentions, carry them out and review what they have done. i.e. It refers to the plan in which students help teachers to create the lesson plan according to their interests. It Includes projects, activities and reviews that they have done during that time.

2. **Large group time:** Refers to the time that students and teachers get together to do different activities such as singing, dancing, playing, planning, and different group activities.
3. **Small group time:** During this time, students do the activities by themselves in order to practice the experiences that they acquire during the active learning and large group time. Small group time provides educator-initiated learning experiences based on observations of children's interest, key developmental indicators and local events.
4. **Key developmental indicators**: refer to the indicators about the abilities or what students can do according to their age.

According to Holt (2010, p.5), there are five key development indicators in the High Scope Program: 1) Approaches to Learning Language Literacy and communication, 2) Social and emotional development, 3) Physical Development, 4) Health and well-being, 5) Arts and Science. Epstein (2012) explains that "Key developmental indicators are the building blocks of thinking, learning and reasoning at each stage of development." (p. 3). Following the same author, the High Scope Preschool Curriculum recognizes 8 Key Developmental Indicators arranged in eight content areas:

1. Approaches to learning
2. Social and Emotional Development
3. Physical Development and Health
4. Language, Literacy and Communication

5. Mathematics
6. Creative Arts
7. Science and Technology
8. Social Studies

2.3.6 Learning Environment

French (2011) says the following about the learning environment of High Scope:

> The learning environment in High Scope should include active participatory learning of children to develop their skills in an environment which makes them feel comfortable, interested, amused and self confident. Materials are a cornerstone to make the learning environment more productive. Therefore, materials should be used in a creative and helpful way adapted to the children's interests and needs. (p.129)

The High Scope classroom is set in different areas in which children can easily choose the area they want according to their interest. Moreover, this classroom setting gives students the independence and confidence to choose, analyze and solve situations around. The learning environment of High Scope has to encourage the independence of children in different ways such as having the materials labeled and at hand. Moreover, the classroom is specially organized in areas, the room arrangement is important in the model and consists of 4 main areas: Block Area, Quiet Area, Art Area and House Area.

2.3.7 Assessment

Daily observations of children are the most important part of the assessment because according to these observations, the educators can plan, teach and learn during this process. French (2011) in her book “The High Scope Approach to Early Learning”

says that “Key Developmental Indicators are the basis at this recording-keeping process”. (p. 131)

Experience Note Form is information collected by teachers during the week that they use as a basis of what children say and hear. Child Observation Record and the data about children help teachers notice the children's development and know more about their interests and things that they like. As it is said before, this will be helpful at the planning time. According to Holt (2010):

Using the High Scope Child Observation Records is the ideal form to show to parents the progress of every child. It amazes parents because through communication with practitioners they can be aware of what children are able to do. At the same time, it strengthens children’s empowerment. (pp. 7-8).

Furthermore, Epstein (2012, p.3) states that there are four important benefits about assessment in High Scope :

1. Identify the needs of each child and recognize a student with need of special services.
2. Plan the classes according to the observation and based on the needs and progress of each student.
3. Recognize the growth of the curriculum (program) and measure the quality of the teaching practices and the opportunity to improve.
4. Assess the program and the goals that are set for it.

In conclusion, assessment is a very important part of the High Scope model as it gives many benefits to the students, parents and teachers. It is beneficial for parents to be aware of the development of skills and knowledge of their children; for teachers to recognize and understand what engages their students and plan according to those interests, and the main benefit is for students, because everything is based on them and personalized according to the report and to involve them in interesting and helpful activities that catch the students' attention.

2.4 Classroom Management

Teachers have the aim of controlling the environment effectively inside the classroom to favor students' attention and learning. Furthermore, the effectiveness of control management depends on how teachers develop the activities. According to Doyle (1986, as cited in Postholm, 2013):

> Classroom management has two purposes. The first aim of classroom management is to establish a quiet and calm environment in the classroom so that the pupils can take part in meaningful learning in a subject. The second aim is that classroom management contributes to the pupils' social and moral development, which means that it aims to develop the pupils academically and socially. (p. 389)

In other words, the environment plays a significant role during the classroom activities. A peaceful environment contributes to effective students' learning. Another important element is the social and moral development that increases the student's capacity of learning. According to Calp (2020) "Positive schools that can support peace

are key to ensuring happiness" (p.311). Happiness increases the student's learning because the students are in an atmosphere of trust. They feel the wish of learning from their classmates and from the teacher's mutual aid.

Group management is crucial for an efficient development of a class, it helps to create an ideal environment for students learning. Moreover, group management depends on the teacher's performance. At the beginning, in the first years of teaching it could be difficult, but it is necessary to have firm control on the class and have the ability to create the atmosphere that children need to learn. As stated by Oliver and Reschly (2007), "Effectively managing the classroom is much more difficult for new teachers, who may not have received sufficient training and who may be assigned to classes with a large percentage of at-risk students" (p. 3). Certainly, novice teachers have to face the challenge of being in front of a group and despite that they have the strategies theoretically, it is not the same as applying them in a vivid context with students with different situations.

Dustova and Cotton (2015) argue that "The mastering of the instructional and organization strategies assure an effective learning as result of the positive learning environment during the activities applied during a class." (p.32). Thus, effective group management basically depends on the teacher, how the teacher masters the instructions and the organization of the classroom during the activities.

The effectiveness of classroom management depends on how teachers develop the activities. It is necessary to build an organized environment inside the classroom; thus, students can develop safely inside of it. A proper environment inside of the classroom gives the student the mental health to keep activities without getting

stressed or bored. The environment inside the classroom might be hard in some aspects, many students are sensitive and emphatic with the teacher and their pairs' feelings, while others have a lack of empathy; therefore, it is important to know the students inside the classroom. Being aware of this is important because students that have a lack of empathy may disturb the classroom environment with rude actions.

According to Vijayan (2016) "Many teachers have different management styles that they prefer to use on a day-to-day basis. This will be due to individual preference, personality and values of the teacher." (p. 208). There are a variety of techniques to control students' behavior to maintain a quiet environment; for example, making a loud noise, a fake pain shout, a fake deep voice, singing a known song, or counting from 10 to 0, these techniques help to obtain students' attention instantly. Adapting and innovating these kinds of techniques to each classroom will help to increase students' curiosity and compromise to do the activities even in a better way. It is also important to find challenging activities that involve and interest all the students in the classroom.

2.5 Group Management and Discipline

Group management and discipline complement each other when teaching. Scarlett et al. (2009) advocate that "wise educators everywhere are apt to speak about the need for building relationships, teaching students how to behave properly, supporting development, being organized and accommodating diversity" (p.5). Teachers do not only need discipline to get effective group management, but also a teacher should know how to support children to grow in daily life.

Managing a group is not the same as disciplining. Discipline is essential to get effective group management. Humprey and Sieber (as cited in Moles, 1989, p.26) argued that to regulate misbehavior, teachers try the majority of the spoken interventions to consist of simple reprimands: “Shh” “Wait” “Stop” or “No” . Emmer and Stough (2001, as cited in Savage & Savage, 2010) propose prevention of misbehavior instead of reacting to it when they say that “research indicates that one of the key variables in successful classroom management is an emphasis in preventive, rather than reactive, management techniques” (p. 5). One preventive strategy is when teachers talk to students and explain reasons for having a correct behavior including also explicit explanations on the consequences of not doing so. The main goals should include safeness, respect, tolerance, and agreement of rules. These goals may help to prevent social problems between the students or accidents, specifically for very young children in kindergarten.

Teachers must prevent accidents and misbehavior by disciplining students for example; the way of sitting, and the correct way of behaving at the moment of participating in the activities. Consequences are for every student, teachers must be fair with each student because if teachers do not apply the consequences to every student who misbehaves, students start to bother about favoritism to certain students. According to Vijayan (2016) “The strategy given should be based on the teacher’s knowledge of what they know about the child, the action or misbehavior issue and how often it occurs.”(p. 209).

It is important to establish rules from the beginning of the scholar year. Setting rules makes students conscious of what they are available or unavailable to do inside the classroom. Rules help to work on student’s misbehavior. Vijayan (2016) argues that

“Well-constructed rules are essential to an efficient classroom environment and as a factor in reducing incidents of misbehavior.” (p.210). The discipline is a tool to keep order in the classroom and facilitate the programmed activities. One of the objectives that teachers must try to reach is effective teaching, thus students get effective learning. One way of reaching this is having group management. Marzano (2003) asserts that “effective teaching and learning cannot take place in a poorly managed classroom” (p. 1). Then, group management will help teachers to get the attention of the students, and also to carry out effectively simple or difficult activities. One way to reach effective group management is to grow an environment of empathy and trust with the students; as a result, the teacher will have a cooperative attitude from students in situations of disobedience of any other student.

Exploring group management techniques to work with children is useful for teachers as it becomes easier to react in certain situations while activities are carried out. It is important to know the students and how to react and manage certain situations as stated by McClowry (2014):

> Understanding how children differ in their temperaments assist teachers in supporting the academic and social-emotional development of their students. Teachers who understand children’s temperament also know how to modify their classroom management strategies to match their students’ temperaments. (p.1)

Sometimes teachers can use specific strategies to manage some situations in the classroom in order to maintain control in class, having some flexibility can be the key to accomplish class goals. The following example shows how reframing can be helpful in

certain situations to control the need of attention or the disapproval of the students: In a classroom of several students around seven years old while all students were working on their task, a student stood up walked to the board and began to dance, instead of telling him to stop, teacher let the student dance, after the student finished the teacher clapped and flattered the dance, the student smiled and went back to sit and finish the task. Flexibility on discipline in the classroom can be helpful in certain situations, given that students do need a bit of attention and praise.

2.6 Strategies for Classroom Management

According to Bowdish (2013), “Strategy is a term that comes from the Greek ‘strategia’, meaning ‘generalship’. Strategy is used in many fields, and is usually associated with the military referring to the action of maneuvering troops before getting engaged.” (p.2). In managing a classroom, Nikols (2016) points out that “Strategy is the bridge between policy or high-order goals on the one hand and tactics or concrete actions on the other” (p. 7). The strategy helps in moments of chaos, where it is an ally to calm the situation getting what is expected.

In teaching, teachers use strategies with students in order to increase their effectiveness at the moment of carrying out the class activities. The essential big five strategies that teachers must practice and apply are rules, routines, engagement, misbehavior, and praise (Greenber et.al., 2014).

The first of the big five strategies are the rules. There must be collaborative work between two parts, the teacher and the students. As Greenber et.al. (2014) state:

> Teachers (or teachers and students collaboratively) should develop a limited set of positively stated expectations for behavior. These expectations should not simply be posted in the classroom; rather, they should be explicitly taught by discussion and practice and applied transparently and equitably. (p.3)

Teachers usually expect students to behave automatically, it depends on the age of the students. At the moment, reaching an agreement with the students about the rules is important for teachers to stimulate students to follow and practice them. Preschooler students get the rules if they are well taught , teaching behavior with the example is the best way of teaching rules for children.

Greenber et.al. (2014) say that the second strategy of the big five stated above is routines. "Teachers should teach routines and procedures, including specific guidelines for how to act in a variety of situations e.g., arriving in the classroom, handing in homework, working in groups." (p.3). These routines should be taught at the beginning of the school year and then revisited periodically throughout the year. In turn, teachers should sustain a momentum for instruction by orchestrating the management of time with the management of the materials and with the management of the students, especially in transitions between activities.

The third strategy is engagement. Especially with preschoolers, engagement is one of the most important aspects for students to work efficiently. Greenber et. al. (2014) suggest, "teachers should constantly engage students in the lesson, whether through creating an interesting lesson that holds students' attention or through building in frequent opportunities for student participation." (p. 4). Getting students' interest is key to get done with all the activities. Preschoolers usually work on a topic per week, so it is perfect

for teachers to link a topic a whole week making students get involved in the topic from Monday to Friday.

The fourth essential strategy has to do with misbehavior. Greenber et.al. (2014) affirm that " teachers need to determine the appropriate consequences for misbehavior and apply these consequences consistently. Consequences generally follow different levels of severity, escalating to one-on-one conferences with the teacher, detentions, meetings with parents or guardians, and so on." (p.4). If a student misbehaves, the teacher must apply the consequences without exceptions. When misbehavior occurs, it is necessary to talk to the students about the consequences, so there should not be complains at the moment of the consequences, e.g., if student do not sit correctly and it is playing with the chair, the teacher must take away the chair for the safety of the student, and second because of the rules.

The last of the big five strategies is praise, praising students to help them to get motivated before and after encouraging them to do the activities. Greenber et.al. (2014) point out that "teachers should reinforce positive behavior using praise and other rewards . Intangible rewards such as praise should be specific (e.g., Good job finding your seat quickly, great work sharing your crayons) and abundant."(p.4). Damayanti (2020) says that "students that got some intangible rewards were happier after getting rewards from the teacher so they were more enthusiastic in answering the teacher's questions" (p. 35). The intangible rewards are verbal acknowledgements. Verbal rewarding increases students' self-esteem at the moment of cheering them up, celebrating the student's wins and encouraging them to new activities. Intangible rewards are the best option to recognize children's achievements inside of a classroom, especially with preschoolers,

but it is not only what is said to motivate them, it is more important the way of expressing it. If teachers at the moment of rewarding children do it with a special energy students will get more motivated than only saying it by compromise even if it is just a praise such as "excellent".

On the other hand, tangible rewards are stickers such as stars and happy faces, sweets or different kinds of prizes. These are only for special moments of the year, because if teachers accustom students to get tangible rewards for every activity, then there is the time students will not want to work without rewards. Another problem with the tangible rewards with children is that if teachers reward a child, teachers must reward all the class, so students get unmotivated or sad if they do not get rewards, they will not work or be interested in the class.

These big five strategies are essential for effective learning. When they are applied efficiently, students will work with interest and energy, enjoying the activities, and respecting the rules with the consequences without complaints.

2.6.1 Secondary Strategies for Classroom Management

To complement the big five strategies described previously, there are other 5 secondary strategies recommended by Greenber et.al (2014, p. 5). These are focused on taking care about the details before and after doing the class activities, even though there are some other aspects to complement the five initial ones:

1) The management of the physical classroom environment.

2) Motivate students.

3) Use the least intrusive means.

4) Involve parents and the school community.

5) Attend to social, cultural, and emotional factors that affect classroom social climate.

The management of the physical classroom environment is the first one of these five secondary strategies. According to Greenber et.al., (2014) “this refers to thinking strategically when setting up the classroom.” (p.5). Many times activities do not get done correctly because sometimes teachers do not think with caution or are not familiar with the physical environment of the classroom. It is important to keep in mind the classroom size and its furniture before planning.

The second strategy is to motivate students in the class and to follow the rules by “praising good behavior and asking students what they want to learn to implement their interest in the class”. (Greenber et.al, 2014 p. 5). It is always motivating for students to show them that teachers realize their good behavior and their effort in class. Teaching students about their interests is quite complicated if the school’s program does not match with the actual trendings of the world. What is possible to do is to complement the activities with the students’ likes. With preschoolers it is quite different, teachers may ask about their likes and complement the topic with activities related to those, if a kindergarten student does not like the topic, the student will not show any interest in the class.

The third secondary strategy is ‘Use the least intrusive means’, many times students do not misbehave because they want to get teachers mad, they just do it, so it is important to keep the instructions and the rules of the activity up every time of the class,

thus, students will know what to do and not to do. Greenberet.al., (2014) affirm that “this is to prevent or quickly halt budding misbehavior.” (p. 5).

The fourth strategy is to involve parents and the school community. This is when the school makes phone calls, or parents meet the teacher with or without the student, the school might cut the relationship between the problematic parts. Nobody wants to reach the last instance but if the problematic parts do not cooperate, it is important to keep a good environment inside the school and inside the classroom.

The fifth strategy is to attend to social, cultural, emotional factors that affect the classroom’s social climate. As there are many students with different cultures in classrooms, it is necessary to keep a sensible environment of respect and tolerance between every student and their roots. For instance, in Mexican culture, there are some holidays related to the catholic religion, thus it is acceptable that some students that practice other religions do not participate in that kind of holiday.

Many times the classroom surpasses the books and teachers must react by taking into account the situation. Dustova & Cotton (2015) affirm that “It is important to acknowledge that many ‘unique’ situations may not be unique and that others have already developed effective methods for addressing these situations.” (p.32). To avoid that, Dustova & Cotton (2015) mention that “It is essential to understand different personality types among students and the strategies that help manage a classroom” (p.32). Every class is different due to the type of students, not all strategies work well with every class; therefore, strategies should be adapted to the students to work without problems.

Popescu (2014) affirms that, “if teachers want to be successful, they have to pay heed to the social, intellectual, as well as physical structure and organization of the classroom” (p.145). Effective teaching embraces everything for a productive environment. A productive environment considerably affects the students’ learning causing a positive learning.

Popescu (2014) says that “teachers must feel comfortable at the moment of teaching, providing an effective learning to the students.” (p.145). Accordingly, The three essential elements of a well-managed classroom are:

1) Using time and classroom space efficiently.

2) Implementing strategies empowering students to make good choices, rather than ones which aim at controlling student behavior.

3) Making wise choices and effectively implementing instructional strategies.

2.7 Relevant Cases on Classroom Management

This section includes two studies about classroom management: Study 1) Kindergarten Teachers’ Classroom Management Beliefs and Practices and their implications on Students’ Social and Academic Outcomes. Study 2) Exploring the Instructional Practices Efficacy Beliefs of Kindergarten Teachers in the Kumasi Metropolis of Ghana. These two studies were chosen because they enrich this research by comparing each other; moreover, they are relevant to indicate the impact that classroom management has over students' learning.

2.7.1 Case Study 1: Kindergarten Teachers' Classroom Management Beliefs and Practices and Their Implications on Students' Social and Academic Outcomes

The present study by Florin (2011) is about beliefs and practices on classroom management and their implications on students' social and academic outcomes. The purpose was to investigate the proportion of classroom management styles of Virginia Association of Early Childhood Education (VAECE) in the USA.

The first part of the study was to compile the results from the 80 respondent teachers, the methodology used was an online questionnaire to self-rate the VAECE teachers who consider themselves being superior classroom managers. The second part of the study was done by using a case study approach by means of interviews, self-report questionnaires, and observations with nine kindergarten teachers from an urban school district in the USA . The results had a possible range of scores from 1 to 5, it was found that one hundred percent considered themselves authoritative (mean = 4 .11; range = 3.56-4.70; SD = .29) with the highest authoritative subscale being warmth and involvement (mean = 4.33 - SD = .29) and the lowest being democratic participation (mean = 3.53; SD = .54). All teachers rated themselves as authoritative as indicated by the mean score for the authoritarians and permissive scales. However, when comparing the mean scores the results showed that there are more authoritative educators, followed by authoritarian educators, and finally permissive educators. The comparison is that the authoritarian teachers do not explain the reason for the rules, this kind of teacher just waits for students to follow the rules without talking back. In the other case, authoritative teachers care about curiosity and tend to give explanations of the rules that were set.

children were measured using standardized literacy statements scores and social skills using teachers reports of a questionnaire. The Teaching Styles and Dimensions Questionnaire (TSDQ), was an adapted version of The Parenting Styles and Dimensions Questionnaire (Robinson, Mandleco, Olsen, and Hart, 1995).

This study led to 5 hypotheses concluded by the two parts of the study. The first hypothesis is the result of the online self-rate questionnaire sent to the teachers. This showed that teachers do have a self perspective of being authoritarian, then authoritative and finally the lower rate was obtained by teachers that their self perspective is being a permissive teacher. The other four hypotheses are the result of the interviews, self-report questionnaires, and observations of the nine kindergarten teachers located in the urban school district mentioned above; the data obtained and triangulated provided a clear idea of the teaching styles between teachers of the Virginia Association of Early Childhood Educators (VAECE); however, the author advises not to generalize the results due to considerations regarding the self perception on the self-rate online questionnaire, in the first part of the study, and the small number of participants in the second part of the same study. The five hypotheses, emerged from the two parts of the study are detailed below.

Hypothesis 1: Proportionately, there will be more authoritative educators, followed by authoritarian educators and finally permissive educators. The results from 80 respondents of the questionnaire, found that 100% found themselves as authoritative (mean = 4.11; range = 3.56 - 4.70; SD = .29) with the highest authoritative subscale being warmth and involvement (mean = 4.33; SD = .29) and the lowest being democratic participation. The first hypothesis was disproved, even the scale showed that there are a

higher portion of authoritative teachers. The next results did not follow the first hypothesis, due to the fact that teachers showed more tendency to be more permissive than authoritarian. (Table 5 shows the results).

Table 5

TSDQ Means and Standard Derivation for Teaching Scales and Sub-Scales.

TSDQ Means and Standard Deviations for Teaching Style Scales and Sub-Scales

	Mean	SD
Authoritative	**4.11**	**0.29**
Warmth and Involvement	4.33	0.29
Reasoning/Induction	4.26	0.40
Democratic Participation	3.53	0.54
Good Natured/easy Going	3.94	0.47
Authoritarian	**1.69**	**0.31**
Verbal Hostility	1.90	0.44
Nonreasoning/punitive strategies	1.29	0.28
Directiveness	2.06	0.55
Permissive	**1.94**	**0.29**
Lack of follow-through	2.00	0.48
Ignoring Misbehavior	1.93	0.35
Self Confidence	1.91	0.36

Note. The range for each style is 1-5. Data was examined across race, education level, and years of experience, and no differences were found.

Hypothesis 2: Teachers will be aware of their classroom management style and will be able to explain the influences of why they use that style. Results from the interviews revealed that most teachers were aware of the classroom management techniques and practices that they had regularly used to create their classroom management style.

Hypothesis 3: Teachers will generally see themselves as more authoritative than the observations will reveal. Both teachers' interviews and self-report TSDQ analysis revealed that all the teachers believed themselves to be authoritative in nature. This hypothesis was confirmed, because all teachers do have a self perspective of

being authoritative. But the observations showed that not all nine were authoritative, one was authoritarian and the last one did not fit into any of Baumrind's three styles. Baumrind defined that (as cited in Estlein, 2016). Permissives employ little control in their interaction with their child, authoritarians believe in a family hierarchy and view themselves as having a higher family status than their children, and, authoritative parents are relatively strict but also show a high level of emotional support.

Hypothesis 4: Teachers will believe that their classroom management style, regardless of the type they use, will have a positive impact on their students' social skills, but they will not have an understanding of how it will influence their academic skills. The first part of this hypothesis was supported: all teachers, regardless of their observed classroom management style, believed that their classroom management practices positively influenced their students' social skills. On the second part of the hypothesis which stated that teachers would not have an understanding of how their classroom management influences their students' academic performance, there was only one teacher who did not believe her classroom management style positively influenced the students.

Hypothesis 5: Students who have authoritative teachers will have higher levels of social and academic skills than those students whose teachers are permissive or authoritarian. The study results showed that there was no statistical difference between the student's skills if students have an authoritative or permissive teacher.

To conclude this section, the main contribution of this study is that the teacher's self perspective and beliefs influence the teacher's classroom management. It is also evident that a teacher's self perspective influences the way to manage a class. Moreover,

self perspective and beliefs determine the kind of strategies used, as some teachers tend to be permissive, even if their own perspective is that they are authoritative.

2.7.2 Case Study 2 Exploring the Instructional Practices Efficacy Beliefs of Kindergarten Teachers in the Kumasi Metropolis of Ghana

This case study was done by Cobbolt and Boateng (2015). They applied a questionnaire to reach the results. The objective of this study was to investigate kindergarten teachers' efficacy beliefs in classroom management. The sample size was of 299 teachers drawn from both public and private kindergarten schools in the Kumasi metropolis of Ghana. The efficacy beliefs of predicted preferences for certain teachers' strategies to manage situations was concentrated on encouraging students to expend more effort, providing praise and helping students to develop goals to become successful. The total participants sample was n=299, 18.7% were men and 81.3% were women. The efficacy beliefs of the teachers with respect to their classroom management practices were measured on a six-point like agreement survey questionnaire. Findings from the study indicated that kindergarten teachers in the study area had high efficacy beliefs in classroom management practices.

The study drew the conclusion that the professional status of the teachers were not important influential factors in the teachers' efficacy beliefs in classroom management. The study also found that kindergarten teachers in the Kumasi metropolis presented a high sense of efficacy (M=4.23, SD=1.234) in classroom management. Therefore, this suggests that they can confidently organize and execute courses of action required to maintain classroom order. Moreover, teachers overestimate their actual level of competence since self-efficacy has to do with self perception of competence rather

than actual level of competence. The study also revealed that the kindergarten teachers felt less efficacious in the ability to keep a few problems pupils from disrupting an entire season. This seems to suggest that they are more competent in handling pupils' behavior as a group than to manage the unique behaviors of individual pupils. It also revealed no significant difference in the classroom management efficacy beliefs among trained and untrained kindergarten teachers.

CHAPTER III: METHODOLOGY

3.0 Introduction to the Chapter

The objective of this chapter is to describe the methodology used in this investigation. According to Irny and Alinda (2005). “Methodology is a guideline for solving a problem.” (p.2). This chapter includes a detailed description of the setting, the approach, the method, the instruments, the participants, and the procedure followed to accomplish the objectives and answer the research questions that guide this research.

3.1 Setting

Context is defined by Zimmermann, et. al. (2007) as "information that can be used to characterize the situation of an entity." (p. 559). Therefore, the information for this study to characterize an entity was obtained from Círculo Infantil of Benemérita Universidad Autónoma de Puebla (BUAP) in Puebla, México. Círculo Infantil is a public institution, it belongs to the Benemérita Universidad Autónoma de Puebla, provides service to the children of workers of the university. The services provided are nursery school for children from 6 months of birth to 3 years old, and kindergarten for children aged 3 to 6 . Círculo Infantil nursery opens at 7 AM, and kindergarten at 8 AM .

The school is equipped with an audiovisual classroom, it also has a computer room. In the middle of the school, there is a green field with slides, toy houses, and a fountain. Classrooms are divided into four sections: Art Area, Block Area, House Area and Quiet Area. This division is because of the High Scope Model used there.

3.2 Research Approach

The approach that will be used in this investigation is classroom based approach by using observations focusing on qualitative research. Qualitative research helps the researcher to achieve the opinions and experiences of the participants. Denzin and Lincoln (1994) say that “qualitative research focuses on interpretation of phenomena in their natural settings to make sense in terms of the meanings people bring to these settings.” (p.3). The main point of qualitative research is to obtain a kind of data that can not be quantified, such as behavior, feelings in certain situations. In a similar manner, Mackey and Gass (2005) express that “qualitative researchers aim to interpret the phenomena in terms of the meaning people attach to them.” (p.163).

There are different ways to obtain qualitative data, such as observations, interviews and documents (Skovdal & Cornish, 2015); in this study the observation method was used to obtain qualitative data to understand the nature of classroom management strategies used by a teacher when teaching kindergarten within the High Scope curriculum.

3.3 Method

The method used in this research was observation because of the characteristics of the research setting and the purpose of the study. According to Mason (1996), observation normally refers to “methods of generating data which involve the researcher immersing him or herself in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events and so on, within it.” (p.60). Data can be collected by using different types of instruments, for example, field notes, audios or visual recording.

There are different types of observation, participant observation, and direct observation. According to Kawulich (2005), “Participant observation involves being in the setting under study as both observer, and participant. Direct observation involves observing without interacting with the objects or people under study in the setting.”(p.2). In the present study, direct observation was used because there was no interaction with the participants. The observer focused on the strategies used by the participating teacher and the effect on the student’s behavior. An advantage of this kind of observation is that participants could be observed several times until obtaining the data needed.

3.4 Instruments

Two instruments were used to answer the research questions that guide this study, an observation protocol named formats to do an observation, and an interview for the teacher. These instruments are presented below.

3.4.1 Observation Protocol

The observation protocol used was a set of checklists by Simonsen and Mayers (2022), this observation protocol’s objective is to obtain data about the strategies used by the teacher to manage problems or situations inside of the classroom during a class. The instrument, titled Classroom Management Practices Observation Tool is a pack of seven formats, each format has specific points to observe, during the whole class. Each one of the checklists used was marked by the observer by numbering from 1-10 the teacher’s performance in a class of 30 minutes. The examples of the formats can be seen from Appendix A to Appendix G.

3.4.2 Interview

Another instrument required for this study was a semi-structured interview to know the teacher's perspective about the classroom management strategies observed during the class and the reason for their use inside the classroom . The interview was created and designed specifically for the participant teacher in this research. (See Appendix H). The interview was individual with four open questions about the strategies used in class to implement classroom management and to keep an adequate environment for preschoolers. The participant teacher interviewed was allowed to be free at answering questions.

3.5 Participants

The participants of this research were the teacher of the selected group and the students at Circulo Infantil, BUAP. At the moment the present study was carried out, the female English teacher was 40 years old, the tutor of the groups, and the coordinator of the English section. The teacher Lili (pseudonym) was willing to be interviewed to complement the observations done in her English classes at Círculo Infantil. She had been teaching for over 7 years, 6 of those at Círculo Infantil. She studied Modern Languages, and after finishing the major, she worked in the USA, after several years turned back to Círculo Infantil.

One kindergarten group at Círculo Infantil BUAP was selected to be observed. The class observed was a second grade of 17 students, 10 girls and 7 boys who were 4 years old.

3.6 Procedure

For the observations, firstly a request was sent to the English teachers of Círculo Infantil where the teachers were asked to be observed in several classes where they were teaching following the High Scope model. They were also requested to have an open-question interview to complement the observations checklist. Secondly, the observation was authorized just for one day and with one teacher. Thirdly, a day was chosen by the principal office to be scheduled when the researcher was available to observe the teacher and the group already authorized for 30 minutes. Fourthly, the leading English teacher introduced the observer to the students at the beginning of the class, then the observer sat in a corner, and the teacher started the class.

Finally, after the observation, the English teacher was asked for an interview as mentioned above in the description of the instruments, it was a semi-structured interview, it was done in the English office, where the English teacher kindly answered the questions, the answers were recorded and then transcribed into a word document. A pseudonym, Lili, was used to protect the identity of the participant teacher.

3.7 Data Analysis

The data obtained from the observation protocol and the interview with the teacher were analyzed as follows. First, the observation protocol (Classroom Management Practices Observation Tool, a pack of seven formats) was analyzed according to the sections stated and rated in each one of the checklist observations. Second, the rated sections were taken to be included as representative actions of classroom management done by the teacher during class. Finally, the representative actions were extracted to present the results into each one of the 7 formats stated by the observation protocol: 1.

Arrange Orderly Physical Arrangement, 2. Define, Teach, and Acknowledge Classroom Rules, aligned with school-wide expectations, 3. Continuum of Strategies to Respond to Inappropriate Behaviors, 4. Provide Contingent and Behaviour Specific Praise Statements (BSPS), 5. Provide Multiple Opportunities to Respond and Academic Engagement, 6. Employ Active Supervision (move, scan, interact), 7. Define and Teach Classroom Routines.

The interview was analyzed by identifying the classroom management topics that the teacher Lili mentioned in the answers to the interview. The topics identified were four: Limits for the students, Discipline, Mis-behavior, and Classroom management Strategies. After having the topics in a table, one most representative comment by teacher Lili was included in the same table to illustrate the topic presented.

CHAPTER IV: RESULTS

4.0 Introduction

This chapter presents the results of the instruments used to collect the necessary data from the participants. The instruments were observations by using a checklist and a semi-structured interview with the participant teacher. The results of the observations are presented first and then the participant teacher´s interview results.

4.1 Results from the Observation Protocol

The observations were done using a checklist format designed by Simonsen and Mayers (2022) called '*Classroom Management Practices Observation Tool, Blorningtong Indiana University'*. This protocol was needed for the present study as it gave the

researcher the guidelines that the classroom observation must have followed. The observation checklist results are presented by headings, and subheadings in the following sections.

4.2 Results from Observing: The Arrange Orderly Physical Arrangement

The results extracted from the observation, show that in the English class students made a circle with their chairs, students were able to observe, stand up, and sit freely, the teacher and students did the activities inside and outside the circle depending on the activity realized. Peornomo (2009) explains that “to prevent problem behaviors before they occur, teachers need to maximize their capability in arranging the physical environment of the classroom as one of the strategies to improve the learning environment.” (p.6). The teacher managed to use the classroom’s arrangement to manage students and keep them in order and work inside of the space that the teacher designated.

4.2.1 Results from Observing: Traffic Patterns

According to the observation, the traffic patterns were always clear, students were allowed to move freely to avoid accidents, and chairs had enough space between students; if a student was not using the chair correctly, the teacher proceeded to call him/her to sit correctly. The traffic patterns of the classroom also helped the teacher to keep students’ seats strategically aligned; thus, students do have a proper view of the teacher,consequently keeping their attention on the teacher.

4.2.2 Results from Observing: Staff/Students Have Easy Access/Exit Classroom

Results from the observation show that students did have easy access to enter/exit the classroom, but they were not able to do it whenever they wanted; a schedule was set up to have better organization between the classroom at the time of lunch, also if a student needed to go to the bathroom an auxiliary teacher had to go with him/her. Some classrooms had their restrooms inside of them, being helpful for students and teachers to not leave the classroom.

4.2.3 Results from Observing: Materials Are Clearly Labeled, Easily Accessible, and Organized for Ease of Use

According to the observation, the materials and/or resources were organized in shelves. These had boxes with the materials labeled with the name of the materials; for example, Boxes of Scissors in which each pair of scissors was labeled with the name of the object. An organized classroom helps students to keep an order inside of the classroom, and it facilitates access to the material when the students try to get their material to work with.

4.2.4 Results from Observing: Only Current or Relevant Materials from the Behavior/Academic Curriculum Are Displayed

From the results of the observation, it was noticed and concluded that even if the classroom was full of materials, English teachers had to carry their materials for each topic. Teachers were not allowed to work with the materials that belonged to the classroom. Teachers must have the necessary material on hand, it is also important not

to carry material that is not included in the lesson plan, to avoid confusion and also to avoid unnecessary curiosity and dissolution of students by not using material that could not be interesting for them.

4.3 Results from Observing: Define, Teach, and Acknowledge Classroom Rules Aligned with School Expectations.

In accordance with the observation, the rules and the expected behavior from the students were based on respect; specifically, being respectful to the teacher and between the students. The teacher taught rules by marking students on what was required to be accepted as having good behavior. Mcintosh (2009) said that “tables at school may be completely acceptable at home. Students should be aware of how to behave in all settings, such as the classroom, laboratory, fire drills, and in the hallway. Part of teachers’ responsibility is to teach appropriate behavior.”(p.49).

4.3.1 Results from Observing: Classroom Rules Are Defined by Being Observable, Measurable, and Positively Stated.

In accordance with the observation, the classroom’s rules were defined, observable, measurable, and well-stated. Rules were printed and pasted on walls in the classroom, students were able to see the rules from a considerable distance, and the printed rules had images to help students identify and understand them, promoting an inclusive environment. There were certain numbers of posters pasted on specific places, thus, students could observe the poster easily giving them a reminder of how to behave.

4.3.2 Results from Observing: Classroom Rules Are Conceptually and Visually Aligned to School-Wide Expectations.

Consistent with the observation, the classroom's rules were conceptually and visually aligned with the school expectations as they were perceived and well-identified by students. Students sometimes got over excited, but if the teacher reminded them of the rules, students behaved following the rules without problems. Classroom rules inside of the classroom matched with the rules that the school promotes.

4.3.3 Results from Observing: Classroom Rules Are Prominently Posted.

According to the observation, rules had font size and pictures to help students better understand them. It is important to comment that some students were starting to learn reading. It was observed that some rules posts were difficult to read from the opposite corner of the classroom but they had a considerable size to be seen from most parts of the classroom. As students at young ages are learning to read, it is important that words and images of the rules can be visible and understandable. When the image matches with the word, it helps students to understand and memorize the word and consecuently, the rule quicker.

4.3.4 Results from Observing: Rules and Expectations Are Frequently Taught.

As it was stated in the observation, the rules and expectations were frequently revised and reminded by the teacher to the students; students behaved correctly, followed the rules, and paid attention to the teacher. Repetition and routines helped students learn

what to do and how to behave in specific situations during the class or during the day in the school.

4.4 Results from Observing: Continuum Strategies to Respond to Inappropriate Behaviors.

Conforming with the observation, students followed rules based on respect, sometimes students did not follow the rules; as a result, the teacher applied strategies used to correct misbehavior. In Buck's (1992) words "Effective intervention strategies can be thought of as points along a continuum. On one side are strategies that are less teacher intrusive meaning techniques that require the teacher to directly intervene with the disruptive student." (p. 39). Strategies are used based on the situation that the teacher is facing, that will determine the kind of strategy to use.

4.4.1 Results from Observing: Disruptions and Problem Behaviors.

Consistent with the observation, disruptions and problem behaviors were less than 20% of the time. The disruptions were measured by marking the minutes of the class where there was a disruption, then the minutes were counted and sumed.The teacher corrected misbehavior immediately, she did not allow students to misbehave or let them do what they wanted. Before an activity, a set of instructions and rules were given to the students, these rules helped the teacher to have an effective activity. If a student was breaking the rules of the activity, the teacher immediately corrected the inappropriate behavior. More than the 80% of the class the teacher did not have to correct students' misbehaviors since students followed the instructions most of the time. By having a

continuous class, the teacher and the students could complete all the activities planned during the class on time.

4.4.2 Results from Observing: Teachers Use Continuum to Respond to Inappropriate Behavior

In consonance with the observation, the teacher used a minimum of three strategies to respond to misbehavior. One strategy used was when students talked without raising their hand, the teacher did not give the turn to talk, and between the questions, the teacher reminded the students of the rules to participate. The second strategy observed was not to allow jokes inside the class, when hearing a joke, the teacher did not laugh and continued with the class. The third strategy was observed when a student did not correctly use his chair, the teacher asked him to sit correctly and to be careful about not hurting himself. As the teacher knows the students, she has got several strategies that work specifically with these students; consequently, the teacher did not have problems controlling misbehavior.

4.4.3 Results from Observing: Inappropriate Behavior Is Addressed in a Calm, Consistent, Brief, Immediate, and Respectful Manner

In agreement with the observation, the teacher addressed students in a calm, consistent, brief, immediate, and respectful manner. At the moment of perceiving misbehavior, the teacher addressed the student to stop the misbehavior. Students became easily conscious of what they did or did not have to do, then the activity continued as it was planned to be. The teacher corrected students at the same time that was giving

an example of behavior, this impacted students behavior and focused on the correction that the teacher was approaching.

4.4.4 Results from Observing: When Using Error Correction, Respectfully Address Students, Describe Inappropriate Behavior, Describe Expected Behavior, Link to Rule/Expectation on Matrix and Redirect Back to Appropriate Behavior

According to the observation, when error correction was present, four of the five steps contained in the observation protocol were identified: 1. Respectfully address students, 2. Describe inappropriate behavior, 3. Describe expected behavior, and 5. Redirect back to appropriate behavior. The fourth step was not observed, “link to rule/expectation on matrix”. The teacher addressed the student respectfully, but with a certain grade of authority, it was evident that students must distinguish when the teacher was or was not playing. Next, the teacher talked to the student who was misbehaving, stating what was not permitted, and then she described to the student the expected behavior, the student assumed the mistake and the class continued.

4.4.5 Results from Observing: Teacher Ensures Error Correction Is Followed by BSPS as soon as Student Displays Appropriate Behavior

Conforming to the observation, as soon as students displayed appropriate behavior, the teacher used Behavior Specific Praise Statements (BSPS) to praise students for their good behavior. It was observed that after the correction, the student kept good behavior, the student followed the rules of the activity as respecting turns, after the students’ participation the student was praised as he waited patiently and listened to classmates.

4.5 Results from Observing: Provide Contingent and Behaviour Specific Praise Statements (BSPS)

In consonance with the observation, the teacher provided specific praise statements; for example, “Moy, excellent you are perfectly behaved and sit”, “Class, terrific job by raising your hand before talking, today you are behaving excellently, you make me happy”. Likewise, Madsen, Becker, and Thomas (2001, as cited in Musti-Rao & Haydon, 2011) say that “however, the challenge lies in arranging the environment and creating opportunities for the teacher to praise the student following desired behavior.” (p.3). Thus, the teacher should identify specific situations and moments to praise students’ expected behavior.

4.5.1 Results from Observing: Identification of Student/Group, Describe and Acknowledge the Rule/Behavior Being Recognized, Link to School-Wide Expectation and Provide Tangible Reinforcement

The results extracted from the observation, show that the teacher applied BSPS as soon as she realized a student was displaying desired behavior. The High Scope curriculum does not allow tangible rewards, the rewards by the desired behavior were intangible. Some examples of expected behavior were that students followed the rules by sitting correctly and respecting turns by raising their hand to request turn talking.

4.5.2 Results from Observing: BSPS Are Contingent and Delivered Immediately Upon Students Accurately Displaying Desired Behavior

In agreement with the observation, the number of times that BSPS was used during the time the observation lasted was over 6 times, as often as EC (error correction).

The BSPS are important because they help students with their confidence at the moment of doing an activity. It does not matter if the student's victory is small or big, BSPS gives the student the certainty that they are doing fine in class.

4.5.3 Results from Observing: Ratio of BSPS (Behavior Specific Praise Statements) Are Delivered at Least 4 Times as often as Error-Correction

As stated in the observation, the ratio of all positive feedback from the BSPS and the general praise was delivered over 4 times, the teacher tried to praise verbally every expected behavior, this makes the BSPS more frequent than error and general correction.

4.5.4 Results from Observing: Ratio of all Positive Feedback Are Delivered at Least 4 Times as Often as all Corrective Feedback

In line with the observation, the teacher did use positive feedback and also used corrective feedback to encourage some of the students who needed it.

4.5.5 Results from Observing: Teacher Uses BSPS when Delivering Tangible Reinforcements.

In accordance with the observation, the teacher did not use BSPS at the moment of delivering tangible reinforcements because they are not used in the High Scope approach.

4.6 Results from Observing: Provide Multiple Opportunities to Respond and Academic Engagement

According to the results obtained from the observation, even if students had already participated, the teacher gave them a second opportunity to participate if they were behaving correctly and sitting well. One example of a second opportunity is when a student has a second chance to solve the activity if, for the first time, he could not solve it correctly. The teacher asked the students to put a certain number (eighteen) of pizza slices on the plastic base. The first time the student placed twenty-one pizza slices on the base, after a quick check, the teacher gave him a second opportunity to put the correct number of pizza slices. When the student got a second chance to complete the activity, the student counted slowly. According to Fredricks and McColskey (2012, as cited in Díaz et al., 2017) “Academic engagement consists of several behaviors, including children’s effort, participation, and ability to follow instructions.” (p. 8). The academic engagement is a result of all the emotional work that teachers and parents do with the students. Students who are engaged to the school are those that like school, they like to learn, they are students who have positive feelings for the school, the classroom and the teacher.

4.6.1 Results from Observing: A Variety of Strategies Are Used to Engage Students in Group Responses

According to the results from the observation, the teacher used a variety of strategies to engage students in the class. The first strategy that engaged students was the material. This was evident in one of the classes where students were practicing numbers, students took a plush pizza with pepperonis and they seemed to be excited since they observed the pizza. The second strategy was the way of saying the instructions, the teacher caught students’ attention by the tone of voice, also with fast and

slow movements. The third strategy was a game, instead of a passive activity, it was very active and funny, students were happy and focused during the activity.

4.6.2 Results from Observing: Group Responses Are Used more Frequently to Engage all Students

In consonance with the observation, the group responses were used frequently to engage students. The students were engaged with the counting activity, it was about counting pepperonis from a box, and then the students had to pick and put them on the pizzas made of cardboard. The students were participating and helping each other with their questions at the moment of counting, this is evidence of group work.

4.6.3 Results from Observing: Frequency of Opportunities to Respond to New and Reviewed Content

As reported by the observation, the teacher reviewed content with students and obtained an average of 6 responses per minute with 70% accuracy with the reviewed content. The teacher asked a question about previous content, the teacher waited one minute to give the word to the students that wanted to participate, in that minute the average of accuracy was of 4 students per question out of 6 students that participated.

4.6.4 Results from Observing: Teacher Talk Is Less than 40% of Instruction Time Observed

In agreement with the observation, from the moment the teacher welcomed the students until the end of the class, the teacher avoided talking more than she needed to, most of the time she was giving instructions. During the instruction time, the teacher talked less than 40% of the time observed. In 30 minutes the teacher talked approximately an

average of less than 12 minutes in different intervals to give instructions about different activities during class. Three chronometres were set, one started to run from the beginning of the class, the second ran only the time that the teacher said an instruction. The teacher focused on clear and short instructions, which the teacher repeated twice. After the instructions, the teacher showed a “Pizza” made of cardboard divided by pencil. Then, the student had to choose a card with a number from 1 to 15, depending on the number of the card, the student had to count and pick that number of pepperonis and take them to the pizza. If a student was not capable of doing the activity, the teacher helped the student to count and pick the pepperonis, if the students correctly counted the number of pepperonis, they were able to pick the pepperonis and put them on the cardboard pizza.

4.6.5 Results from Observing: Wait Time Equals 5 Seconds

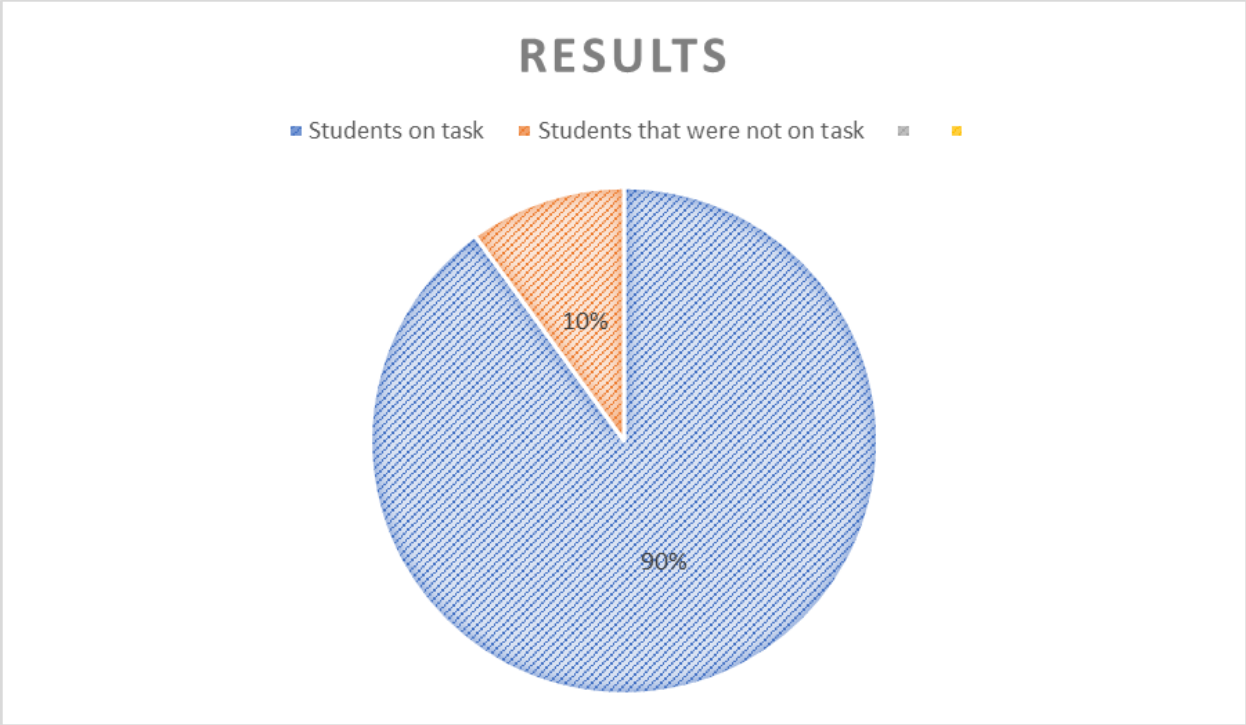
According to the results from the observation, the teacher waited a short time equaling 5 to 15 seconds when a question was asked, to let the student respond or infer the activity, or to re-think if there was a mistake when doing the activity. The instructions were to put the correct number of pepperonis on the pizza, and the questions were about the sum of the lower numbers of pepperonis to find a final result.

4.6.6 Results from Observing: 80% or More of Students Are on Task During the Observation

Consistent with the observation, 90% of students were on task during the assigned activity, while the other 10% of students were not on task due to the fact they did not want to perform the activity, see figure 4.1, but they asked permission to assemble puzzles.

Figure 4.1

Students on Task During an Assigned Activity



4.7 Results from Observing: Employ Activate Supervision (Move, Interact, Scan)

In line with the results from the observation, the teacher was active during the class activity by supervising the results and the procedures the students were following. During the first five minutes of the activity the teacher sat, then the teacher stood and observed the performance of the students that were far from her reach. The teacher was also aware of problems that students might have at the moment of performing the activity. "With adaptive education some students receive more time instruction or help from the teacher (or from other sources such as remedial teachers) than other students" (Houtveen &

Reezigt, 2010, as cited in Mascareño, 2010 p, 30). The sample format observation protocol can be seen at the end of this study in Appendix G.

4.7.1 Results from Observing: The Teacher Moves at Least 10 Times During a 20-Minute Observation

In accordance with the observation, during the activity, the teacher moved and circulated through all parts of the classroom more than 10 times using proximity to students. The first 10 minutes of the class was too dynamic, and the instructions of the activity were catchy, however, several questions came up from the students after the teacher asked if everything was clear. For the last 10 minutes, the teacher was approaching and helping the students when they needed support to do the activity.

4.7.2 Results from Observing: The Teacher Scans at Least 10 Times During A 20-Minute Observation

According to the results from the observation, for the first 20 min, the teacher scanned the classroom looking for questions that students may have. She also scanned the classroom to make sure the students were doing the activity correctly, as well as scanning to correct misbehavior and provide acknowledgement to those that were working right.

4.7.3 Results from Observing: The Teacher Interacts at Least 10 Times During a 20-Minute Observation

Corresponding to the results from the observation, ten-minute teacher interaction was focused on providing positive feedback such as congratulating students because of the effort they had after giving the proper assessment , pre-correction by reminding the

rules of the expected behavior during the activities, and correction when students' mis-behavior occurred during the activities done in class. Moreover, she monitored and provided additional support to students that needed help.

4.8 Results from Observing: Define and Teach Classroom Routines

From the observation, it was evident that the teacher had daily routines that helped students review topics by asking, singing, and playing. These routines were visible at the moment of coming into the classroom the teacher asked about students' feelings and the weather. There was also a *Welcome song* and then, the teacher introduced the topic of the day. At the end of the class, there was a *Goodbye song in which* the students practiced farewells. These results are illustrated by MacSuga-Gage, Simonsen and Briere's (2014) definition of classroom practices "classwide teaching practices are the practices to set of observable and measurable actions a teacher can engage in to support all students within the classroom." (p. 14).

As the song is something that students do like, the starting routine attracts student's attention, this increases teacher's management over the students without yelling at them or talking to them one by one. The sample format observation protocol is in Appendix H.

4.8.1 Results from Observing: Classroom Routines and Procedures Are Succinct, Positively Stated, and in Age-Appropriate Language or Visuals

As observed, classroom routines and procedures were succinct, positively stated, and age-appropriate with language and visuals. The teacher introduced and finished the

class with a song and the language used when speaking or in the visuals was appropriate for the students' age. The words of the instructions were matched with movements that helped students understand the instructions.

4.8.2 Results from Observing: Routines and Procedures Are Aligned with School-Wide Expectations

In line with the results from the observation, routines and procedures were aligned with school-wide expectations, meaning according to the High Scope approach. There are several school expectations that students must follow inside of the classroom, some of these are school-wide expectations; for example, raise your hand before speaking, follow the class rules, and be a good listener. School-wide expectations were visually shown in the students' routines and in the activities done during class. Another sample routine was when students had to go for their lunch or to the restroom, the routine is to line up before having lunch or going to the restroom. Furthermore, students had to follow school wide-expectations such as raising their hands to ask for permission or following the teacher's instructions like not running or yelling to go safely to the cafeteria.

4.8.3 Results from Observing: Routines and Procedures Are Prominently Posted and in Respective Locations. Font Size Is Large Enough to Read from Respective Locations

In accordance with the results from the observation, several English and daily routines and procedures were observed in different ways. For example, the welcome song was a sign to start the class, and the goodbye song to finish the class. Other routines such as washing hands were shown on cardboard with big font size, and pictures adapted to the cardboard pasted on the walls of the classrooms that had a sink in them. Routines

were also posted on the walls, they contained indications on how to behave inside the classroom, to ask for permission, and raise a hand.

4.8.4 Results from Observing: Routines And Procedures Are Taught and Practiced at Least Monthly to Maintain Consistency and Fluency. Students Demonstrate Accurate Implementation of Posted Routines

The teacher had routines at the beginning and at the end of the class; for example, at the beginning of class the teacher sang a *'Hello'* song and before finishing the class, the teacher sang *'See you later alligator'*. Another routine was observed, when students had to get a *'restroom pass'*. Students had to give the *'restroom pass'* to the teacher and get the teacher's approval to be able to go to the restroom. Students feel comfortable with the routines, students help each other to complete routines properly.

4.8.5 Results from Observing: Routines and Procedures Are Used Throughout the Day. Routines Are Used During Observation

In consonance with the results from the observation, routines were evident, such as a beginning song to start the class was used, and a song to finish the class. Apart from the songs, there were useful routines to keep order in the activities. The teacher repeated rules before working with any material, specifically to avoid accidents, and also to remind students their work should be neat and tidy. For example, in the activity of counting pepperonis, several students were trying at the same time to pick the pepperonis, and thus the teacher told them to line up in front of the pepperonis, she also reminded them to be respectful and gentle to each other, and to work in collaboration even if they were

not working in teams. As there are washing hands routines, there are also routines to line up, to take turns, to participate, these routines increase activity's effectiveness.

4.8.6 Results from Observing: Students Are Prompted and Acknowledged for Using Routines and Procedures. Prompts Prepare Students to Follow the Routine

As reported by the results from the observation protocol, students were prompted and acknowledged for using routines and procedures. Students identified the expectations of the routines, which the teacher acknowledged but did not provide tangible reinforcements because of the High Scope approach that frames teaching and learning in Círculo Infantil.

4.9 Results of Teacher's Interview

In this section, the results from the interview are presented. During the interview, Lili, the participant teacher, was clear and mentioned only classroom management problems and strategies she used there. Table 4.1 presents the results of the teacher´s interview, it is organized into two columns, the first one contains the classroom management topics and the classroom management strategies that emerged from the analysis of the interview and the second column contains the most representative extracts. These extracts illustrate the topics that emerged from the analysis of the complete interview.

Table 4.1

Teacher´s Interview Topics

Topic	Extracts from the interview: Teacher´s voice

Limits for the students	*At this age, with the High Scope method,* ***students are used to playing while they learn****, so they are used to having fun in the classes, but* ***it is important to mark the limits to them****, so they know what* ***limits*** *they can cross over and must respect in the class.*
Discipline	*It is required* ***to keep order*** *in the classroom, students know they must keep a kind of behavior in the classroom,* ***so activities are enjoyable but they cannot participate if their behavior isn't the correct one.***
Mis-behavior	*As they are young, sometimes* ***they tend to go over the limits and mis-behave****.* ***It is important to keep a control with the permissions and the participations.***
Classroom management strategies	*One of* ***the most important strategies*** *is that* ***activities must be enjoyable****, so students would love to participate in the activities, thus* ***they will behave and follow the instructions to participate.***

In the interview teacher Lili mentioned important aspects of classroom management problems that are usually present in a classroom when teaching children; she also mentioned the strategies utilized to control the students.Thus, the specific problems and strategies that emerged in the interview are described as they were classified in Table 4.1. The first classroom management problem that was mentioned by teacher Lili was that children are used to playing while they learn; therefore, the classroom management strategy that is used to control the students while having fun is to mark limits, to make students conscious of limits and that they have to respect those.

The second classroom management problem mentioned in the interview was discipline to keep order when participating in the activities, the classroom management strategy used to maintain the order is no participation of children when they do not behave correctly. The third classroom problem mentioned in the interview was misbehavior that

can be avoided by the classroom management strategy of keeping control of the permissions and the participation. Finally, Teacher Lili pointed out that one of the most important classroom management strategies related to the type of activities set up in the classroom is that activities must be enjoyable as these types of activities stimulate student participation, and as a result students behave and follow the instructions to participate. The interview format is Appendix H.

CHAPTER V: CONCLUSIONS

5.0 INTRODUCTION

The aim of this chapter is to present the answers to the research questions that have guided this research; to discuss the pedagogical implications of the findings of this study, the conclusions, the limitations, and recommendations for further research.

5.1 Answers to the Research Questions

This section presents the answers to the research questions that guided this research.

5.1.1 RQ1 What are the group management problems that an English teacher faces when teaching English to High Scope kindergarten students?

According to the results obtained from the teacher's interview, the classroom management problems that the English teacher faced were misbehavior, overextending limits, and constant interruptions. These results matched with the problems identified during the observation.

The first problem observed is that students showed some misbehavior when over-extending their limits. Some students tried to talk before raising their hands. Stough (2001) says that “student talk and movement during instructional activities, would be counter to the need for discussion and group investigation that many cooperative activities require.” (p.109). As concentration increases, students would understand the requirements of the activity, resulting in a well-developed activity done by the student that is focused on understanding the instructions.

The second problem that the results revealed during the observation was that some students misbehave on different occasions and in different manners. One example is when a student or some of them interrupted the teacher while she was instructing the whole class. Yulianty (2018) states that “students in classroom interruptions may take different forms from blurting out an answer without raising his hand, to responding when another student has been called on, to make an unsolicited comment in the middle of a lesson or discussion.” (p.2).

The last observed problem was that there were talkative students who disrupted the class, they tried to participate in the topics without order. Stough (2001) affirms that

“disruptive behavior is likely to interfere with instructional activities and to distract other students from learning.” (p.104). Talkative students might distract the rest of the class and bother other students near them; thus teachers should find strategies to manage disruption of the class in such a manner that every student can recover attention to retake their learning spam.

5.1.2 RQ 2. What Are the Classroom Management Strategies Used by the English Teacher in the High Scope Kindergarten Classroom?

According to the results from the observation, the classroom management strategies within the High Scope approach used by the English teacher were as follows.

The first strategy was related to the physical arrangement, the teacher worked with an adequate physical arrangement, as observed the students worked inside and outside a circle made with their chairs, this created a comfortable environment for carrying out the activities, as well as promoting effective learning. This type of physical arrangement is the most adequate according to the High Scope. The preschool curriculum (2022) says “The learning environment in a High Scope setting, indoors and outdoors, is carefully planned to provide children with the optimum opportunities to work.” (p.5).

The second strategy that the teacher Lilli used was related to the traffic patterns and classroom organization. These should be always clear for having enough room for students’ transit, for the teacher to be free to go around the students, and for students to be familiar with their classroom and the areas that the teacher has organized. This is stated by Schweinhart (1997) “ In the High Scope/ model teachers set up the classroom and the daily routine so children could plan, do, and review their own activities.”(p.12).

A third strategy that the teacher used was to set up the rules and constantly review these with the students. Some rules are based on respect between students and the teacher, this promotes an appropriate environment during the class. The rules were printed and pasted on the walls, this facilitated students to keep in mind the rules by visualizing them at any moment. Before each activity, teacher Lili focused on making students conscious about how the activity should be carried out, its rules, and also the consequences of not following the stated order.

It is important to mention that the rules in the new High Scope model work differently to the old model as stated by Delgado (2016) the old way of thinking, says that:

> Children focus best when they sit still and listen. Quiet bodies make for active minds. But the New (High Scope) Way of Thinking affirms that when children position and move their bodies in ways they find comfortable, they are freer to learn (p. 9).

Delgado (2016) also claims the difference between the old rules and new High Scope rules is “avoid social conflicts and/or resolve them for children instead of allowing conflicts to arise naturally during play and help children learn how to resolve them” (p.9).

Other two strategies were applied when students had inappropriate behavior and the teacher responded differently depending on the kind of misbehavior. Her approach to students was calm and brief by reminding students about the classroom rules for appropriate behavior to show respect, not allowing jokes or any interruption while

someone else was talking. Besides that, the correct way of sitting was promoted in the classroom to avoid accidents.

The third remarkable strategy that the teacher used was *Behavior-Specific Praise Statements* (BSPS). This was evident when teacher Lili used BSPS an average of more than 6 times, she not only used BSPS as a corrective feedback but also used specific praise statements if students displayed appropriate behavior. Delgado (2016) says that "praise makes children rely on external motivation, as well as encouragement builds internal motivation and an inherent desire to learn."(p. 2).

The fourth strategy that the teacher used was to give multiple chances to respond. She gave second chances to students who could not respond correctly at the first. Furthermore, she applied this strategy while working with new and reviewed content. She also gave students time to think and to give an answer. Homman and Weikart (1995) stated that:

> Children are free to make errors as they gain an understanding of their world; adults do not correct children's errors, but when appropriate, they challenge children's thinking about what they are doing so children can begin to construct a more complete picture of reality. (p.37)

The fifth strategy used by the teacher was to engage students, the material used by the teacher was so attractive that students wanted to work with it. Lockhard (2011) says that:

> Materials—There are abundant, age-appropriate materials that the child can use in a variety of ways. Learning grows out of the child's direct actions on the materials. "Manipulation — The child has opportunities to explore, manipulate, combine, and transform the materials chosen. (p.4)

Materials are an essential element, they propitiate active learning as children are in contact with materials. Consequently, direct manipulation conducts learning through actions and the materials.

The sixth strategy used by the teacher was to give short and specific instructions before any activity. Also, the routines had short instructions that were easy to understand for young students. Delgado (2016) says that "consistency in the daily routine provides the familiarity and security children need to learn, explore, and take risks." (p.17).

Finally, the seventh strategy used by the teacher consisted of using several daily routines and procedures in different ways. For example, when the teacher started the class with *'the welcome song'*, and finished the class with the *'say goodbye'* song. According to High Scope (2022), "daily routine that supports active learning. The routine enables young children to anticipate what happens next and gives them a great deal of control over what they do during each part of their preschool day." (p.5). It means that daily routine is fundamental when talking about active learning, children work their habits through specific situations that involve them, implying that the children start to recognize several actions that help them to recognize the sequence of activities by themselves through the practice of the routines.

5.2 Pedagogical Implications and Findings

From the answers to the research questions that guided this study, it is evident that there are strategies that allow effective learning by keeping students' adequate behavior. For example, marking limits to students with the appropriate classroom management strategies that make the classes enjoyable and productive. Teachers use different kinds of strategies that fit to their groups and that help teachers to get group control during the activities, giving as result an environment that boosts effective learning. If classroom management is done poorly, it can lead to student misbehavior which interferes with both teaching and learning (Friedman, 2006). Therefore, it is important to develop skillfulness in classroom management to enhance effective learning.

The High Scope approach has demonstrated to support students to reach knowledge and skills through active learning and student-centered education. This model helps students to build their own learning based on their own experiences, but it is also necessary to identify student's likes, dislikes, previous knowledge, background and how they develop cognitively. Piaget (1964) stated that "development is the process which concerns the totality of the structures of knowledge. Learning presents the opposite, in general, learning is provoked by situations."(p.176). Everything is important in children''s development, as the structures of knowledge are nourished by the child's surroundings, and to improve a child's learning it is also important to encourage the child to specific situations because knowledge develops when learning is considered as a total structure influenced by local situations and contextual factors.

The purpose of the research was to explore how classroom management strategies help to avoid situations where the teacher could lose the students' control and

to know which classroom management strategies allow teachers to correctly coordinate every student during the activities to increase effective learning of students. Hence, classroom management strategies should be implemented according to the teaching approach, but they also must be contextualized.

Thus, it is of significance to mention that in my years of study to become an English teacher I learned about ELT methods, approaches, techniques, classroom management and materials; however, observing the reality of the classroom is an opportunity to identify what specific problems arise and how to solve them by using the most appropriate classroom management techniques.

According to the results of this investigation, the information disclosed that teachers must globalize rules, routines or traditions, engagement, correction of misbehavior, and praise at the same time. Consequently, what I learned from this research is that the key for effective learning is applying classroom management strategies and techniques aligned to the method or approach that frames a curriculum. Another aspect to consider is the way to address the students; not only to know what to say but also to know the way to say it according to the context and the situation that arises in the classroom.

It was noticed that when teaching within the High Scope approach, rules and values should be clear, especially respect, students must respect everyone starting with themselves. Furthermore, the kind of activities and topics are important, the approach used at Círculo Infantil takes into account the children's preferences to select the topics for the class; this helps the teacher engage students, and the teacher must create, adapt, or adopt the most suitable activity for the students. The correction of students'

misbehavior should be delicate, and according to the situation, it is significant that the teacher thinks fast to find the best solution according to the situation. The choice of words to maintain the discipline or the order in class is important, as well as the way of communicating with students, expressions should be according to the students' age to make them understand the way they should behave in the classroom.

Another aspect is related directly to teachers' decision making. The teacher must be intuitive; if the activity or the way of applying the activity is not working, thus, the teacher should make decisions to change the activity or the way the activity is being done. All these previously mentioned strategies produced an environment that helped the teacher to accomplish the objectives of the class, to create an effective environment for teaching and learning. The correct development of classroom management can improve students' correct behavior. According to Delgado (2016) the following questions may guide teacher's reflection on how classroom management is being done to have a effective class within any approach or method:

> How do you interact with children and differentiate instruction in a way that encourages success for each student? How do you facilitate problem-solving skills and conflict resolution in a way that builds independence and fosters resilience? And how do you, as a teacher, use your curriculum resources and classroom materials wisely to ensure you are intentionally meeting not only the individual needs, but also scaffolding (supporting and gently extending) the development and interests of each child enrolled in your classroom?" *(*p.2)

The furniture, the setting, the method, and the approach are key to reaching the learning objectives but are not determinant to obtain effective teaching. At the end, teachers' skills and reflection on how to use the different classroom management strategies is the key to teaching effectively to students.

5.3 Limitations of the Study

There were two critical points that limited this study. First, this research was limited to a short number of participants available for the study, one group of students and one English teacher were observed due to the school rules where this research was done. The limitations of observing only one teacher within one group makes it difficult to know if the academy of English has experienced the same or different classroom management problems and strategies with their corresponding groups.

The second limitation of the study was the observation time, because of the strict constraints that the school set, only thirty minutes was the permitted time. Thus, the data and the results are constrained by the short time allowed for observation.

The third limitation was the number of observations, it was possible only to observe the group once, due to the constraints setted by the school.

5.4 Recommendations for Further Research

This study was done with one group of students, one teacher, in one High Scope kindergarten; therefore, further research could be done by designing a quantitative approach, including more schools, and groups with their teachers. Hopefully, observing more classes with several groups in other High Scope schools could possibly extend the

findings to contrast them. Moreover, interviewing more teachers teaching English within the High Scope approach will provide more experiences on how to implement effective classroom management strategies in our Mexican context.

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Appendix A Format Observation Protocol 1: Arrange Orderly Physical Arrangement Simonsen and Mayers (2022) Classroom Management Practices Observation Tool. Blorningtong Indiana University. P.1

Yes 10 9 8 7 6		Somewhat 5 4 3		No 2 1 0	
	Traffic patterns are always clearly defined and allow movement without disrupting others		Traffic patterns are clearly defined and allow movement without disrupting others somewhat of the time.		Traffic patterns are not clearly defined and do not allow movement without disrupting others, or there are unsafe areas.
	Staff/students have easy access to enter/exit classroom		Staff and students have easy access to enter/exit classroom 50% of the time.		There is not easy access for entering/exiting classroom
	Materials are clearly labeled, easily accessible, and organized for ease of use		Some of the materials are clearly labeled, easily accessible and organized for ease for use		Materials are not clearly labeled, are not accessible or organized
	Only current or relevant materials from the behavior/academic curriculum are displayed		Current behavior/academic curriculum is visible, yet some displayed materials from the previous curriculum are still displayed.		Current behavior/academic curriculum is not displayed, and/or many displayed materials are outdated.

Appendix B Format observation protocol 1: Define, Teach, and Acknowledge Classroom Rules, aligned with school-wide expectations

Simonsen and Mayers (2022) Classroom Management Practices Observation Tool. Blorningtong Indiana University. P.2

Yes 10 9 8 7 6	Somewhat 5 4 3	No 2 1 0
Classroom rules are **defined** by being **observable**, **measureable**, and **positively** stated. (e.g. hands and feet to self vs. no-fighting; raise your hand and wait to be called vs. be your best)	A few of the rules are not positively stated or are not measurable or observable	Several of the rules are not positively stated or are not measurable or observable
Classroom rules are conceptually and visually **aligned** to school-wide expectations.	Classroom rules are conceptually aligned, but are not visually displayed as being connected to school-wide expectations	Rules are not aligned to school-wide expectations
Classroom rules are prominently posted. Font size is large enough to read from anywhere in the classroom	Rules are posted but difficult to read from all locations in the classroom.	Rules are not posted, are hard to find, and/or hard to easily read
Rules and expectations are frequently taught. Formally taught at least weekly (see lesson plans). Expectations and rule prompts are used to pre-correct and embedded into daily lessons and activities.	Rules and expectations are taught once per grade period. Occasional prompting and practicing embedded into lessons and activities.	Rules and expectations are not taught, or are taught less than once per grading period.
Teacher Interview or Review of Written School-wide Plan: Rules and Expectations are actively taught: ○ How frequently are expectations and rules formally taught? ○ How is it decided which rules and expectations to teach each week? ○ Evidence: Request to see last behavior lesson plans taught.		Notes:

Appendix C Format observation protocol 1: Continuum of Strategies to Respond to Inappropriate Behaviors

Simonsen and Mayers (2022) Classroom Management Practices Observation Tool. Blorningtong Indiana University. P.3

Yes 10 9 8 7 6	Somewhat 5 4 3	No 2 1 0
Disruptions and problem behaviors were evident less than 20% or less of the time.	Disruptions and problem behaviors were evident 20-50% of the time	Disruptions and problem behaviors are evident over 50% of the time
Teachers uses continuum (a minimum of 3 strategies observed) to respond to inappropriate behavior	1-2 strategies used	No strategies used, or strategies used were not recommended and/or supported (e.g. shouting, response cost, etc.)
Inappropriate behavior is addressed in a calm, consistent, brief, immediate, and respectful manner.	Some Inappropriate behavior was not addressed in a calm, consistent, brief, immediate, and/or respectful manner.	Most of the inappropriate behavior was not addressed in a calm, consistent, brief, immediate, and/or respectful manner
When using error correction, the following 5 steps are observed: 1. Respectfully address student 2. Describe inappropriate behavior 3. Describe expected behavior 4. Link to rule/expectation on Matrix 5. Redirect back to appropriate behavior	3 or 4 out of the 5 steps observed during error correction.	Error correction is not used, or is used with fewer than 3 of the steps
Teacher ensures error correction is followed by BSPS as soon as student displays appropriate behavior	Teacher delivers BSPS at least 50% of the time in response to student displaying appropriate behavior after having received an error correction	1) Teacher does not use BSPS to reinforce student after receiving error correction, or 2) There is evidence of a response cost system in the classroom (clothespin, flip cards, etc.)

Appendix D Format observation protocol 1: Provide Contingent and Behaviour Specific Praise Statements (BSPS)

Simonsen and Mayers (2022) Classroom Management Practices Observation Tool. Blorningtong Indiana University. P.4

Yes 10 9 8 7 6	Somewhat 5 4 3	No 2 1 0
BSPS are used and first three components of BSPS are observed: (1) identification of student/group, (2) describe and acknowledge the rule/behavior being recognized, 3) link to school-wide expectation (4) optional - provide tangible reinforcement **Examples:** ○ "Javier, you were on time today, that's being responsible." ○ "Class, terrific job walking in the hallway just as we practiced. Everyone is silent and hands are at sides. That is being safe!"	2 of first 3 components is observed	1 or less of first three components is observed
BSPS is contingent (student demonstrates behavior being reinforced) and delivered immediately upon student accurately displaying desired behavior.	Teacher uses BSPS within 10 minutes of student/group displaying the desired behavior	BSPS is not used, or students receive BSPS without demonstrating the behavior.
Ratio of BSPS (Behavior specific praise statements) are delivered at least 4 times as often as EC (error correction)	Behavior specific praise statements are delivered 2-3 times as often as negative feedback	Behavior specific praise statements are not used or are delivered fewer than 2 times as often as negative feedback
Ratio of all positive feedback (both BSPS and General praise) are delivered at least 4 times as often as all corrective feedback (error correction and general correction).	Positive feedback is delivered 2-3 times as often as corrective feedback	Positive feedback is not used or is delivered fewer than 2 times as often as corrective feedback
Teacher uses BSPS when delivering tangible reinforcements. *Note: Rate this following item if a school-wide tangible acknowledgement system is in place (e.g. gotchas), or a class-wide tangible system (e.g., marbles, table-points, etc.) is in place*	Teacher uses 1-2 components of BSPS when tangible reinforcements are earned.	BSPS is not used when students earn tangible reinforcements, or the school-wide tangible reinforcements are not used in the classroom.

Appendix E Format observation protocol 1: Provide Multiple Opportunities to Respond and Academic Engagement

Simonsen and Mayers (2022) Classroom Management Practices Observation Tool. Blorningtong Indiana University. pP.5

Yes 10 9 8 7 6	Somewhat 5 4 3	No 2 1 0
A variety of strategies are used to engage students in group responses	1-2 strategies are used to engage students in group responses	Students are not engaged in group responses
Group responses are used more frequently to engage all students.	Group responses and individual responses are used equally	Individual responses are used predominantly, and/or the same students are regularly targeted to respond.
Frequency of opportunities to respond: ○ New content: Average 4-6 responses per minute, with 80% accuracy ○ Review of content: Average 8-12 responses per minute with 90% accuracy	Frequency of opportunities to respond: ○ New content: Average 2-3 responses per minute, or less than 80% accuracy ○ Review of content: Average 3-7 responses per minute with less than 90% accuracy	Students are not given opportunities to respond, or ○ New content: Average 1 or fewer responses per minute ○ Review of content: Average 2 or fewer responses per minute
Teacher talk is less than 40% of instruction time observed	Teacher talk is 40-60% of time observed	Teacher talk is greater than 60% of time observed
Wait time equals 5 seconds	Wait time is less than five seconds	Teacher does not allow wait time
80% or more of students are on task during the observation	70-79% of students are on task during the observation	Less than 70% of students are on task during the observation

Appendix F Format observation protocol 1: Employ Active Supervision (move, scan, interact)

Simonsen and Mayers (2022) Classroom Management Practices Observation Tool. Blorningtong Indiana University. P.6

Yes 10 9 8 7 6	Somewhat 5 4 3	No 2 1 0
The teacher **moves** at least 10 times during a 20-minute observation: ○ **Move** and circulate through all parts of the classroom using close proximity to students needing additional support	This active supervision component is observed, but is less frequent than 10 times during the time period.	The teacher does not use this active supervision component during the time period.
The teacher **scans** at least 10 times during a 20-minute observation: ○ Visually **scan** all parts of the classroom looking for both appropriate behaviors (provide acknowledgement) and inappropriate behaviors (close proximity and error correction)	This active supervision component is observed, but is less frequent than 10 times during the time period.	The teacher does not use this active supervision component during the time period.
The teacher **interacts** at least 10 times during a 20-minute observation: ○ **Interact** frequently providing positive feedback, pre-correction, and correction. The teacher monitors and provides additional support to students needing help with academic and/or social behavior.	This active supervision component is observed, but is less frequent than 10 times during the time period.	The teacher does not use this active supervision component during the time period.

Appendix G Format Observation Protocol 1: Define and Teach Classroom Routines Simonsen and Mayers (2022) Classroom Management Practices Observation Tool. Blorningtong Indiana University. P.7

Yes 10 9 8 7 6	Somewhat 5 4 3	No 2 1 0
Classroom routines and procedures are 1) succinct, 2) positively stated, and 3) in age-appropriate language or visuals	Two out of three items are in place	Zero to one items are in place.
Routines and procedures are aligned with school-wide expectations. School-wide expectations are conceptually and visually included on a classroom matrix for procedures and routines	School-wide expectations are conceptually linked to procedures and routines, but not visually included in a classroom matrix	School-wide expectations are neither conceptually or visually linked on the classroom matrix for procedures and routines
Routines and procedures are prominently posted and in respective locations (e.g. lab routine in lab area). Font size is large enough to read from respective locations.	Routines and procedures are posted but not in designated areas and/or not easy to read.	Routines and procedures are not posted.
Routines and procedures are taught and practiced at least monthly to maintain consistency and fluency. Students demonstrate accurate implementation of posted routines.	Routines and procedures are taught and practiced quarterly to maintain student consistency and fluency	Routines and procedures are not in place, or not taught and practiced at least 4 times throughout the year
Routines and procedures are used throughout the day. Routines are used during observation.	Routines and procedures are used less frequently than daily, but at least weekly.	Routines and procedures are not used at least weekly or are not observed
Students are prompted and acknowledged for using routines and procedures. Prompts prepare students to follow the routine. Acknowledgements recognize success with the routine with behavior specific praise statement (BSPS): ○ identifying student or group ○ identifying the expectation and routine ○ provide acknowledgement ○ provide tangible reinforcement (optional)	Students are either prompted or acknowledged for using routines and procedures.	Routines and procedures are not in place, or students are neither prompted or acknowledged for using routines and procedures.

Appendix H Teacher Interview

1. Do you consider classroom management important? If you do, why?
2. Is discipline important inside the classroom?
3. What are the common mis-behavior that students do during a class?
4. What kinds of strategies are used to attend mis-behavior?