



**UNIVERSIDAD
DE ANTIOQUIA**

Trabajo de investigación presentado como requisito
parcial para optar al título de:
Licenciada en Lenguas Extranjeras

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Universidad de Antioquia

Escuela de Idiomas

El Carmen de Viboral - Antioquia

2022



The Influence of a Humanistic Approach to Classroom Management on Third-grade Students' Behavior

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Abstract

This action-research project aimed at assessing a third-grade students' behavior through a humanistic approach to classroom management. This study was carried out in a public institution in Marinilla, Antioquia. During the development of this project, students were exposed to written and spoken positive praising under the strategy of Behavior-Specific Praise. Data Collection tools included the teacher's journal, students' surveys and video-recordings. Findings revealed students' response to positive praising, as well as the pre-service teacher's facilitation. However, hindering factors such as the context and the Cooperating Teacher's attitude unraveled the adequate progression of the project, severing the study.

Keywords: Humanistic approach, classroom management, students' behavior, Behavior-Specific praise.

Degree Requirement

This action research project is submitted as a requirement to obtain a bachelor's degree in foreign language education (English- French) at the Escuela de Idiomas, Universidad de Antioquia, El Carmen de Viboral, Colombia.

Acknowledgments

There are no words to express the amount of gratitude I feel towards my family. They held me through my darkest days and encouraged me to continue and finish my career. I can only express my deepest thanks to my parents and little brothers that supported me beyond, with their enduring and unconditional love. Thanks to them for being my anchor and greatest motivation for achieving this life milestone.

To my uncle, aunt, and cousins for welcoming me in their home and providing me with their selfless support. Without it, I would not have been able to succeed at finishing my studies. My most heartfelt thanks to them, for being my second home.

To my grandma and the rest of my family, for being there when I needed them the most and for being so loving and unconditional to me.

A special thanks to my advisor teacher for being so empathic and supportive towards me and my process. Without her guidance and kindness, I would not have been able to surpass the difficulties I faced during my practicum.

To my thesis advisor for making this process clear and bearable, helping us to transform our practicum experience into words.

To my classmates, now my dearest friends. Thank you for sharing this important part of our lives with the most joyful and playful energy and humor, even in the hardest times. I cherish utterly each of the memories we have made together and wait hopeful to make a lifetime more.

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Preface

I am an undergraduate student in the last semester of the bachelor's degree in foreign languages, at the East branch of the University of Antioquia. After the observations carried out during the first semester of the year, I found that some children's behavior and discipline during the lessons were highly disruptive and affected the class development and environment in my practicum site. For that reason, the emerged proposal for this study was to assess students' behavior through a humanistic approach to classroom management. Furthermore, this action research was conducted in a 3rd grade group during the scholar year, 2022. The intended audience to this action research project is all educators, researchers and academic community interested in the field.

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December 16th, 2022

Description of the Context

The Simona Duque Institution is located in the municipality of Marinilla, Antioquia, Colombia. It is the elementary branch of the Technical Industrial Simona Duque. The institution stresses on the quality formation of technical graduates capable of meeting the demands of an ever-changing society. Within its policy, the institution also seeks to offer a quality industrial technical education, promoting the accompaniment of teachers and parents. Furthermore, the institution is committed to strengthening a healthy coexistence framed in compliance with the coexistence manual and timely communication that strengthens the sense of belonging of the educational community (Personal Communication with the CT, April 19, 2022).

Concerning the class, it was a third grade English class taught once a week for two hours. The classroom environment was disruptive due to the lack of discipline and disposition for the lessons. The lessons content was based on the scholar guide, taken from the *Mallas Curriculares* of the institution that are designed within the *Derechos Básicos de Aprendizaje* (DBA) Framework.

The participants in this study were 45 students, well-paired between boys and girls. Ages between 8 to 11 years old, and all of them come from middle to low socioeconomic strata and part of the class were Venezuelan immigrants. Their language knowledge was quite limited. Regarding the cooperating teacher, she is a normalist teacher that has been in the teaching field for about 38 years, in the public sector specifically. The teacher was in charge of the English classes of the four third grade groups for the year; despite not holding any certification to teach English. Furthermore, she presents herself as a teacher that praises good discipline and obedience. She stresses on the proper behavior she needs in a class to be able to teach.

The major challenge I found is that the third-grade group conveyed some discipline, behavior, and attention issues. Children lacked self-regulation and disposition to be in the class and got into constant quarrels. Besides, children's diverse backgrounds made it harder to accomplish the intended learning goals as well. In addition, the over-crowded classroom made the teaching difficult, as well as the teacher's attitude towards the class behavioral problems.

Statement of the Problem

Classroom management is one of the abilities teachers attempt to master in their lessons, especially in primary schools. Educators often intend to keep the focus and discipline in their classroom, but several factors negatively influence children's behavior, hindering teaching and learning. However, implementing assertive strategies to achieve it can become one of the biggest challenges that English teacher might face. In that sense, classroom management is mainly referred as all the actions a teacher takes to arrange and accomplish the development of a lesson (Wong & Wong, 1998, p.77). In contrast, a humanistic approach to classroom management suggests that students will have a better disposition to learning if they obtain primer agency over their instruction, with teachers' guidance and support, also considering students' inner selves (Levin & Nolan, 2010, p.95).

Factors such as classroom organization and size, number of children in class, and the lack of institutional support can strongly affect classroom management and democracy, as well as children's disposition and agency over their choices (Postholm, 2013). Concerning this setting, I witnessed those relevant issues affecting classroom management. First, I observed that the number of children does not match the classroom's capacity to accommodate them for their lessons (Observation Excerpt, February 15, 2022). This institution is the one in charge of covering all the new students that could not find a place in another school within the

municipality. This means that the school must receive every student, even though it is beyond its capacity. In that sense, this situation leads to over- crowded classrooms, little space for movement within them and in some cases, not sufficient seats for all students.

Moreover, the cooperating teacher's attitude towards students' misbehavior used to influence her decisions over students' grades, overlooking objectivity in terms of language acquisition. Usually, her reactions to lack of discipline in the classroom were strong and militant. She tended to call the children's attention using a strong tone of voice and sometimes physical contact to make them behave. Besides, the constant need for silence and discipline was required to teach the lesson properly (Observation Excerpt, February 22 and 23, March 2, 2022).

In contrast, children tended to struggle with discipline, being difficult for them to keep a good behavior during the lessons, they could not stay in their seats and were most of the time talking to each other. Furthermore, they constantly got into quarrels, delaying the class time and not covering class content. In addition, because of the teacher's constant stress on silence and good discipline, students got jaded and frequently begun to disrupt the class until it eventually ended (Observation Excerpt, February 22 and 23, March 1, 2 and 9, 2022).

Considering the problems identified previously, I intended to tackle classroom management through the influence of a humanistic approach. I considered it could favorably impact students' discipline. In that regard, I found as a fitting strategy positive praising since it implicates detailed descriptions to influence students' behavior in a positive way.

Theoretical Background

This section aims at presenting the definitions, characteristics, advantages and disadvantages of the Humanistic Approach and Classroom Management. At the end of this section, I will present the relationship between these two concepts and the intended strategy used to the development of this research project.

Regarding the humanistic approach, “Humanistic psychology emphasizes personal freedom, choice, awareness, and personal responsibility. As the term implies, it also focuses on the achievements, motivation, feelings, actions, and needs of human beings. According to this orientation, the goal of education is individual self-actualization” (Soviyah, 2007, p.150). In that sense, Soviyah (2007) states that the humanistic approach to education views students as individuals’ bearers of sentiments, attitudes, perspectives, judgments, and obligations; being the educators, the ones to facilitate learners the proper environment in the classroom, to nurture the development of their inner selves. Furthermore, a humanistic approach seeks to positively impact students’ learning processes by acknowledging their social and personal issues.

Moreover, the author expresses that the impacts of this approach on students are relevant. He implies that from a humanistic perspective, students can be more successful learning a language; since teachers allow them to safely express their feelings and thoughts in the classroom. It also encourages them to share with their classmates while learning a second language. This could be beneficial not only for students and their language learning, but also for teachers’ teaching practice.

Concerning the disadvantages, Jingna (2012) identifies four significant ones. First, focusing merely on the students, ignoring the surrounding context. Second, concentrate on

learner-centeredness, affecting the education efficacy. Third, considering students' leisure excessively, dismissing students' social environment and education, and finally, overlooking the importance of educators.

Alternatively, Wong and Wong (1998) mentioned that classroom management implies all the teacher's actions to arrange the learning environment so the teacher can deliver the lesson. Besides, the authors also state that the processes place the class planning so that the teachers can carry out the activities efficiently. Additionally, the authors express that "These activities may include reading, taking notes, participating in group work, taking part in class discussions, participating in games, and producing materials" (p. 77). In that sense, classroom management is an essential part of a lesson development, since it is the support that allows the class to be conducted.

In this regard, Smitta (2012) expresses that a well-managed classroom can foster an effective relationship between students and teachers, creating a safe learning environment for learners. He also remarks on how a conducive classroom can improve educational achievements. In contrast, the author mentions that though some teachers attempt to correct students' misbehavior, some of these corrections can be harmful to students, rather than helpful for their learning. For instance, "using corporal punishment, sending students out of class, or to the school head's office, or sending them home to call their parents make the students unable to gain the most from their learning" (Smitta, 2012, p.80). Furthermore, the author states that the latest research points out that a teacher's ability to guide and arrange the class is imperative to succeed in the teaching process for successful classroom management.

Finally, as a challenge, Gokalp and Can (2022) remark that, "It is seen that effective

classroom management requires a repertoire of skills and strategies to prevent and respond to student misbehavior, but it also necessitates developing a successful classroom management plan to prevent them.” (p.72). In that respect, classroom management needs to be aforesought by educators to have the elements to enact action during the lesson, to complete it successfully.

Concerning the relation between the two terms, Levin and Nolan (2010) explain that a humanistic approach to classroom management consists of students having prime responsibility and agency over their learning, and a significant focus goes on their inner selves and their individuality. Moreover, teachers have the role of facilitators in their learning processes. Finally, instruction lies in alternative techniques that do not rely on traditional intervention. In this respect, a humanistic approach to classroom management seeks to encourage students to become agents of their learning.

In this regard, one of the humanistic strategies that can be used to have a good effect on classroom management is positive praising. It is known for fostering positive student-teacher relationships. Besides, educational psychology supports the idea that teacher positive praise boosts students’ motivation and engagement, having a positive impact on students’ performance (Guilloteaux & Dörnyei, 2008). Henceforth, giving positive praise can serve in favor of the class accomplishments as well as the teachers’ interaction with their students.

Respecting behavior, the Merriam Webster dictionary has as one of its definitions “the response of an individual, group, or species to its environment” (n.d.). From this perspective, individuals can be influenced by their surroundings which considers an impact from an external stimulus over individuals’ behavior. Bearing this in mind, Ennis et al. (2018) state that behavior-specific praise delivers an explicit reinforcement that serves to express the expectations of

students' behavior. For instance, "Class, good job for entering the classroom quietly and beginning your work," "I love how you are sharing your markers with your table mates, Lauren. Way to go!" This kind of praise gives students positive feedback, encouraging them to continue improving their behavior and performance in class.

To conclude, the aim of this research study was to facilitate the classroom management through a humanistic approach during the English lessons. Besides, this project sought to address students' misbehavior and discipline by enhancing a behavior-specific praise that focuses on praising students with statements that may impact their conduct. Moreover, positive praising was used in order to overcome the negative feedback students were used to received. Finally, it was also used to evaluate how this kind of praise could improve students' attitude towards the English lessons and the class development.

Research Question

How may a humanistic approach to classroom management influence third-grade students' behavior?

General Objective

To observe how the humanistic approach to classroom management may improve third-grade students' behavior.

Specific Objectives

1. To analyze how a humanistic approach may facilitate classroom management in a third-grade English class.
2. To explore how positive praising may improve the class development in a third-grade group.
3. To evaluate how implementing positive praising may impact students' attitudes in the classroom.

Action Plan

With the purpose of addressing the question stated for this research project, two actions were implemented. The first action was the application of spoken and written positive praising through Behavior-Specific Praise (BSP), to impact students' behavior and attitude towards the English lessons. The second action developed was positive praise through compliment cards, to foster children's motivation towards the lessons, focusing on the process rather than the product; thanking them for their performances throughout the whole class.

As for the data collection tools, I used my personal journals in order to observe students' attitudes and behavior during the lessons. The second tool applied was a survey to two people to analyze data about children's feelings and thoughts towards the class. Lastly, I used two video recordings to evaluate children's behavior and response to the project.

Development of Actions

I will describe the actions, their purposes and the development of the lessons carried out during my research project. To begin with, the implementation of my project was hindered due to the recurrent cancellation of classes in the institution.

I started the implementation the second week of the term. However, because of the new term, I had to rearrange all the topics from my original action plan, which had to be synchronized with the suggested topics found in the Institution curriculum. For the first two weeks we worked on the days of the week and months of the year. First, I used two songs to teach the new vocabulary and then, a written exercise where students had to complete the phrases with the days or the months. In the second week, students completed two words search and scramble letters

activities where they worked in groups. The first action applied was written (see examples [here](#)) and spoken positive praise towards the students that were working on the class activities and finishing it on time. For instance, statements such as “Beautiful drawings, try to complete the whole activity during the class”, “You worked really well during the activities, keep going”.

The following two weeks we worked mostly on reviewing and practicing the topics required for the term final test. Regarding the new topics, I presented the parts of the body, the time, places and professions. The topics had to be seen very quickly, since I could not implement my action plan three weeks in a row. This issue hindered my implementation, and the lessons were almost entirely spent on rushing the children into the topics so they could pass the test. As for the new topics’ activities, children had to paint and assign the body parts of a drawing (see activity [here](#)). Then, for using the time, I used a time race where students had to roll the dice to answer the correct hour (see activity [here](#)); and for places and professions, children had to draw and make associations between a place and the professions exercised there. They also had to complete a word search.

During these weeks I applied spoken and written positive praise (see examples [here](#)), I encouraged students through written and spoken messages that would address their performance and what they needed to improve. For instance, “what a wonderful drawing, next time try to paint the activities during the class”, “I’m really proud of your improvements, I can see you are making a great effort”. Besides, I used compliment cards proposed on the students’ mother tongue, since their purpose was to assess students’ behavior, and not the target language itself (see compliment card [here](#)). They were mainly focused on children that struggled with behavior and discipline during the lessons. Nevertheless, I also used compliment cards with some children that had already good discipline and behavior, but that struggled with completing the class

activities. Lastly, I also used them with a few children that succeeded in their performance during the lessons.

During the final two weeks, we worked on the seasons and clothing. The class work consisted in encouraging children to work in groups on a project, where they had to classify and present the type of clothes that would be appropriate to wear depending on the seasons and its weather. As for the positive praise, the best project was rewarded with a compliment card and a candy for their work. Finally, for the project closure, children that had several compliment cards and had stood out for their progression were positively praised and rewarded with a candy for their behavior improvement. I started asking which students had one or several compliment cards, I called them to the front and recalled their improvements and highlights; also, mentioning the attributes and strengths displayed by them during the lessons. The rest of the class received an invitation for improvement and commitment, a small candy and for everybody a message of gratitude for their participation in this research project.

Data Analysis

Concerning the data analysis, an inductive approach was used in order to gather the emerging categories and codes from the data collection tools, since it begins from the observation of small paradigms, then gathered into a whole reckoning (Chinn & Kramer 1999). However, a deductive approach was also used for further support, considering that it allows to narrow data from the established theory to concrete elements (Burns & Grove 2005). Furthermore, this research project analysis was framed within the five stages process proposed by Burns (2010). The stages suggested by the author are: Assembling the data, coding the data, comparing the data, building the interpretations, and reporting the outcomes.

Findings and Interpretations

As a result of implementing my research project based on a humanistic approach to classroom management, four findings arose from my data analysis and categorization. This section illustrates the following findings Students' behavior; Positive praising, Teacher's *facilitation, and Hindering factors.*

Students' Behavior

Data analysis disclosed two main issues students' attitudes towards the class and students' self-concept of their own behavior.

Students' Attitude Towards the Class in General

Data analysis demonstrated that children's attitudes varied throughout the whole project. During the implementation, children behaved disruptively, as registered in one of the journals in one class "Students were most of the time standing out and bothering each other. I tried to call their attention several times, but some children did not even listen to my instructions." and "I was shocked about the indiscipline and the lack of respect for my attention callings" (Journal entry excerpt, August 23, 2022). During this period, children constantly disclosed behaviors that seemingly came because of social-family issues that impacted their processes, as commented by the homeroom teacher (Personal Communication, August 23, 2022). From this insight, Smitta (2012) states that students' familiar backgrounds had more impact on their motivation and performance than school educators. In this respect, children's family environment plays a huge role in their behavior; therefore, their overall interactions are influenced by it.

In contrast, following the progression of the project and the lessons, children's adaptation and improvement started to emerge, as documented in the journal "Children were mostly attentive to the exercises proposed in class. They worked steadily, and most finished the activities on time." "Most children were attentive to the activities they had to do and constantly asked for instruction about them" (Journal entry excerpt, September 6, October 4, 2022). Students' advancement and interest were notorious, as they expressed in the survey when asked about their feeling about the class, their responded to the question, *how do you feel in the English Class?* 13 out of 13 children responded that they felt excited. Some of the reasons they gave were "Porque me siento bien y es divertida," "Porque aprendo más," "Porque me gusta el ingles [sic]," "Porque el ingles [sic] es importante," and "Porque la clase es buena" (Students' Survey, August 30, 2022)¹.

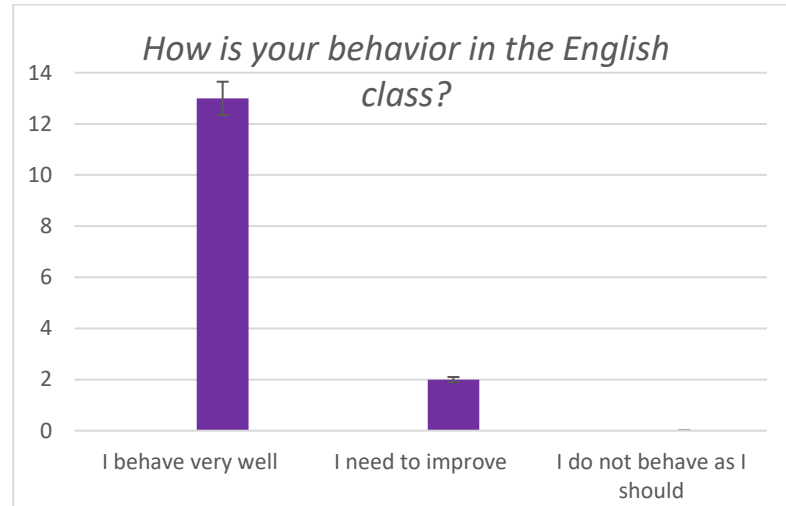
Students' Self-concept of Their Own Behavior

Data analysis showed how children self-perceived their behavior. However, in some cases, children had a self-concept that did not match their actual conduct. Response to the survey varied. To the question *How is your behavior in the English class?* Children responded: I behave very well: 13 out of 15. Two students noted that they behaved well because they did their homework and did not talk in class. However, 5 of the students that answered that their behavior was good were some of the children that needed to improve their behavior during the class the most. I need to improve: 2 out of 15, and I do not behave as I should: 0. See figure 1 (Students' Survey, Personal translation, October 18, 2022).

¹ "Because I feel good and it's fun," "Because I learn more," "Because I like English," "Because English is important," and "Because the class is good".

Figure 1

Students' Survey Responses to the question about their behavior in class



Positive Praising

Data analysis also revealed that students' response to the strategy of positive praise was favorable. They were receptive and displayed improvements after being exposed to Behavior Specific Praise (BSP). Three issues disclosed from this finding, type of praise, students' feelings towards praising, and children's performance, feelings, and attitude improvements thanks to positive praising.

Type of Praise

Data analysis exposed the students' response towards the positive praise and the kind of praise they received. Spoken and written praise was implemented, as well as praising through compliment cards. To begin with, children's change of attitude was notorious and progressive as registered it in the journals, where the impact created by the praise was observed, noting that "I used written positive praise towards some students that were working on the activities and

finished them on time. They seem happy after receiving it. Two students seem to be highly motivated because of the positive praise.” (Journal entry excerpt, August 16th, 2022). Children’s reactions to the praise did not vary considerably from the other means I used to apply the positive praise as found in the journal entries. “I gave some children compliment cards to praise their behaviors and attitude in class and made the recordings I needed for my project. Some children seemed a little surprised by receiving the cards, but they seemed pleased” (Journal entry excerpt, September 6, 2022).

Besides, survey results showed children thoughts towards the kind of praise they received in the survey. To the question: *How do you like to be complimented when you do a good job, and is your behavior appropriate?* They answered: With the teacher’s voice: 5 out of 13 children. With a message on your notebook: 0 out 13. With Happy faces and stickers: 2 out of 13. With a compliment card and gratitude: 5 out of 13. Another way: 1 out of 13 suggested “Talking with me”. (See Figure 2). In that sense, Ennis et al. (2018) express the importance of considering the preferred kind of praise, either written or in private BSP (p.137).

Figure 2

Students’ Survey Responses to the question about compliments and appropriate behavior



Students' Feelings and Positive Results Regarding Praising

Data showed how students' feelings manifested differently towards the praise they received. Some children showed excitement: "She received the card and immediately started smiling and laughing. She read it and understood why she received it.", also "I told her she had earned the card, her posture changed, and she thanked me for it" (see video-excerpt [here](#)) (Video-recording description, September 6, 2022). While others hardly showed any emotion "She received the card and thanked me for it. She did not express a lot of emotion and only agreed with the explanation I gave her about why she earned it.", "I gave her the card and asked to read it. She showed no emotion. Then I asked her if she knew what it said, she did not speak and stayed quiet" (see video-excerpt [here](#)) (Video-Recording descriptions, September 6, October 4, 2022).

Regarding the surveys applied, most of the children expressed positive feelings towards the praise. To the question, *When teacher Veronica congratulates or thanks you for your good behavior, how do you feel?* Children responded: Very pleased, 13 out of 15. Motivated: 2 out of 15. To the question, *What do you think of the way teacher Veronica corrects your behavior?* Children answered that: I don't like it when she tells me I behaved well: 2 out 15. I like her to tell me that I behaved well: 9 out of 15. I prefer a gratitude and thank you card: 4 out of 15. I prefer that she writes me compliments: 0 out of 15. See figures 3 and 4 (Students' Survey, Personal translation, October 18, 2022). In this regard, the authors explain the importance of asking for students' positive praise feedback, stating that it is relevant to ask for students' feedback on goals, processes and results. This can be done through personal communications with individuals or the whole class, as well as through small groups and written surveys (Ennis et al., 2018, p.137).

Furthermore, the positive results displayed students' reactions and changes of attitude thanks to the praise. For instance, "I gave some compliment cards to children that didn't need reinforcement in terms of academic or discipline performance, and it helped to boost their mood and motivation in the class" (Journal entry excerpt, October 18, 2022). The positive reinforcement helped enhance children's motivation and overall improved their humor. As another example from the video recording "I gave her the card, and she thanked me enthusiastically. I asked her to read it, and she did it aloud, then she hugged me, and I told her to keep on her excellent behavior" (see video-excerpt [here](#)) (Video-recording descriptions, October 4, 2022).

Figure 3

Students' Survey Responses to the question about their feelings when congratulated

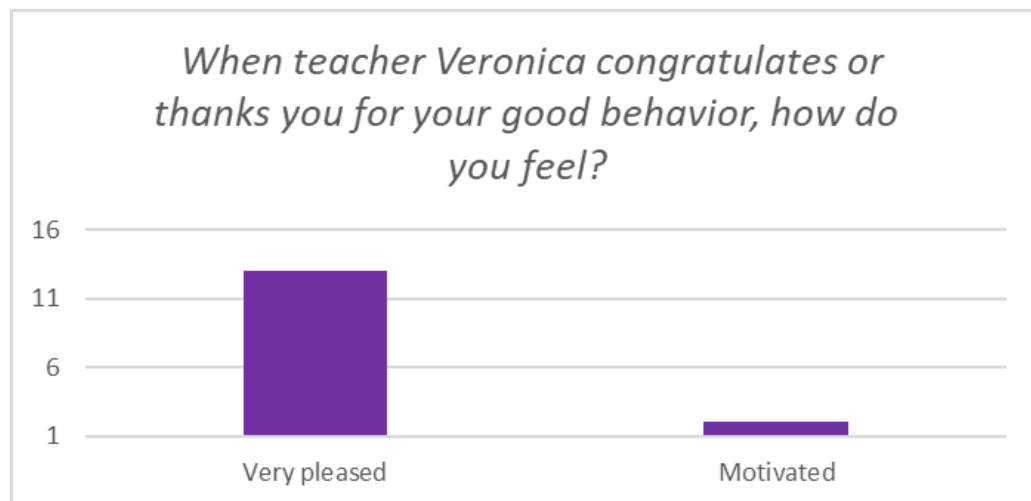
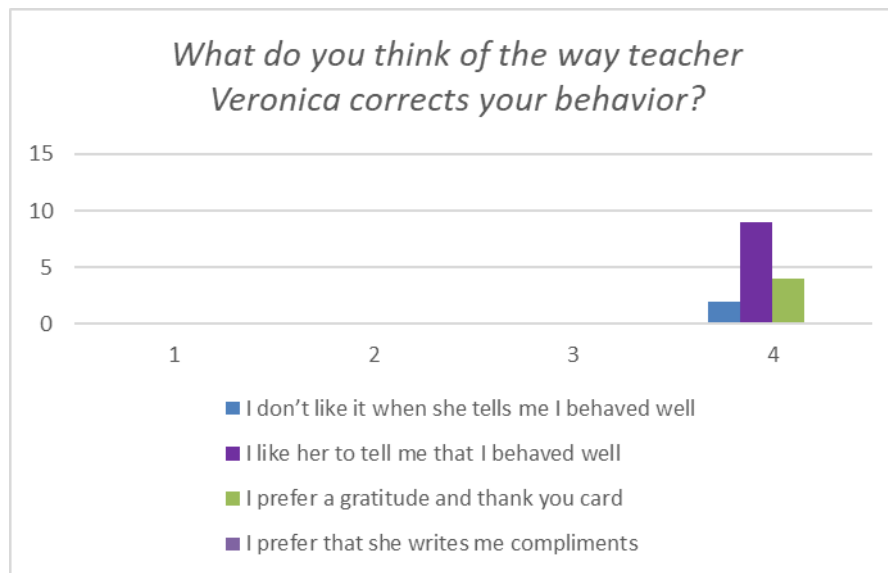


Figure 4

Students' Survey Responses to the question about teacher's way to correct behavior



Children's Performance, Feelings, and Attitude Improvements Thanks to Positive Praising.

Concerning the improvements found, the data revealed that some students improved their behavior and performance during the classes. As registered in the journals, "Some of the students that have received positive praise in any form (written, oral and compliment card) displayed positive performances during the class. I also gave them some compliment cards, and most of the reactions were positive" (Journal entry excerpt, October 4, 2022).

Furthermore, children expressed their feelings towards the class in the survey by responding to the question, "What do you think of the English class these past few months? 15 out of 15 students responded that they liked it. The reasons they gave were: "Por la manera en la que aprendo," "Porque es divertido," "Porque la profe me ayuda," "Porque la profe es amable,"

“Porque es la mejor clase,” “Porque quiero ganar el año,”² “Porque aprendo muchas cosas y me divierto” (Students’ Survey, October 18, 2022).

Teacher’s Facilitation

Data analysis evidenced the actions taken to implement a humanistic approach to classroom management. For instance, the use of a friendly tone and ignorance of minor disturbances were drawn upon.

Teachers’ Management Strategies Based on a HA

The data reinforced some of the strategies used to carry out the project. Using a friendly tone while correcting the students was essential since the primary focus was on their good behavior and not the negative. “There were some quarrels between students, but they cleared some minutes later. I tried not to pay more attention than needed to this situation and tried to ask them to behave during the class with a friendly tone” (Journal entry excerpt, October 4, 2022).

Moreover, the ignorance of minimum disturbance played a critical role in this project, considering its humanistic character. As Ennis et al. (2018) explain, it important to ignore some misbehaviors and rather focus on praising attitudes that match the outcomes expected. In this way, students will get to understand the reinforced behaviors they are expected to adapt. (p.136).

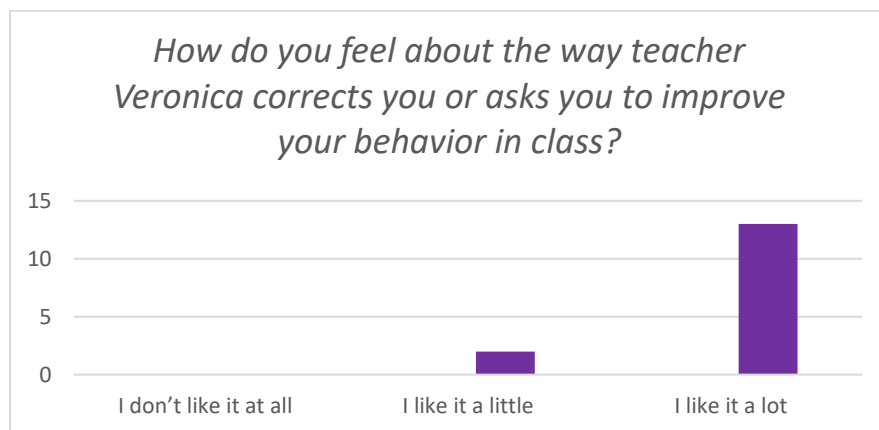
Lastly, regarding children’s consideration about the teacher’s facilitation, to the question *How do you feel about the way teacher Veronica corrects you or asks you to improve your behavior in class?* Children answered: I don’t like it at all: 0. I like it a little: 2. I like it a lot: 13.

² “Because of the way I learn,” “Because it’s fun,” “Because the teacher helps me,” “Because the teacher is nice,” “Because it’s the best class,” “Because I want to pass the year,” “Because I learn a lot of things and have fun”.

The reasons they gave were: “Porque aprendo ,” “Porque [la profe] no me grita o me lastima,” “Porque [la profe] no borra el tablero rápido ,” “Porque es la mejor clase,” “Porque es mejor que cometer un error,” “Porque de esa manera puedo ganar tercero,” “Porque la profe me hace hacer las cosas bien,” “Porque mejoro mi comportamiento,” “Porque es por mi propio bien” See figure 5 (Students’ Survey, October 18, 2022). ³

Figure 5

Students’ Survey Responses to the question about their feelings when the teacher’s corrects behavior



Hindering Factors

Data analysis evidenced the ones continuously faced during the whole implementation of this study. These were: CT’s interventions, disruption, negative feedback and students’ lack of interest.

³ “Because I learn,” “Because [the teacher] doesn’t scream at me or hurts me,” “Because [the teacher] doesn’t erase quickly the board,” “Because it is the best class,” “Because it’s better than making a mistake,” “Because in that way I can pass third grade,” “Because I improve my behavior,” “Because it’s for my own good”.

CT's Interventions, Disruption, and Negative Feedback. The CT.'s constant disruptions and interventions hindered and negatively impacted the application of this project. To begin with, she consistently remarked on her need for a quiet and disciplined classroom, which usually was not achieved during the implementation and led to her intervention.

The CT. continues to intervene when it comes to classroom discipline issues. I suppose she does not consider I have the skills to control the classroom since I tend to ignore some behaviors, not considering them too problematic until it gets more physical between students, or I need their full attention. This kind of "ignorance" is required for my project, based on the type of praise I want to work with. (Journal entry excerpt, August 30, 2022).

Furthermore, she recurrently called children's attention in a strong tone and used negative feedback towards them, impacting the effectiveness of the humanistic proposal. Besides, she often interrupted the lessons to give her explanations, even though they were sometimes inaccurate. "The CT seems not to trust my way of managing it and also does not agree with the allowance of misbehavior," and "The CT. strongly called a student's attention, which tends to unsettle the classroom environment. Besides, she continuously interrupts the explanations, as if mine were not sufficient for her" (Journal entry excerpt, August 30, September 6, 2022).

Students' Lack of Interest

Data showed some children's lack of interest manifested in various activities during the lessons. Because of the institution context, some children are older to be in a third grade, which diffculted the engagement to engage in some activities thought for third graders. "As reported in the journal, students hardly pay attention or focus on the activities, not even with me guiding them or encouraging them to do the activities proposed during the lesson. They just procrastinate during the activities and leave them unfinished.", "It seems to me that some children at this point don't really want to be treated as children anymore, so having a kids' song for teaching them the

days and months apparently annoys some of them” (Journal entry excerpt, August 16, 2022). In this regard, some children preferred activities that did not require the infantile aspect that characterized some of the ones who worked in class.

In this sense, data also evidenced how positive praising can impact and make an improvement of students’ behavior. Nonetheless, it is important to acknowledge that the context, the pre-service teacher’s guidance, and the facilitation played a critical role in developing this approach, which is further discussed in the following section.

Conclusions and Implications

This action research project aimed at implementing a humanistic approach to classroom management through positive praise. After the development of this study, the data collection, and the analysis, I can conclude that the project objectives were met until a certain point. Nevertheless, the results were not fulfilled as expected as the project development was severed by that the CT’ interventions which did not allow its proper progression.

Regarding the implications found, I can say that, first, the context is a crucial aspect to consider since this approach requires a closer follow-up of students’ feelings and behavior, which can be challenging in an environment where a single teacher must cover 45 students’ needs and issues. Second, it is relevant to have an understanding and agreement about implementing positive praise and reinforcement with the cooperating teacher, which would have made a difference in the application of this project.

As advice for those interested in applying this approach, I recommend primarily considering the environment and context of the institution and the CT’s methodology. The revision of both will help to know if they ideally align with the humanistic character of this type

of project, which is inherent to the success and advancement of BSP. This understanding can help to draw upon contrasting results.

Additionally, for future studies, researchers should look further into the possibilities this approach could bring to classroom management since it searches for the application of positive reinforcement rather than the negative one used historically in education. Besides, I recommend researching the impact on discipline and behavior that the humanistic strategies and approach may generate in different contexts.

Finally, the remaining questions that could be addressed in future research in the field can be focused on identifying the role that the contexts for the progression of the strategies to be applied. Similarly, questions related to how convenient the approach for foreign language teaching may be and lastly, how pre-service teachers can introduce a new model of classroom management in order to improve students' processes and education.

Reflection

As a final reflection of my practicum, I consider that it was a quite relevant experience, yet a really challenging one for me. During my teaching practicum, I had the opportunity to get to know from a closer view the social reality and issues of public education in our country. Besides, it allowed me to observe children's social and family backgrounds; that impact and infringe further their educational experience. Furthermore, the educational context and methodology did not nurture properly children's education and personal development.

Despite all, I am glad to say that more than going to teach children, I went to learn from them. They taught me resilience and joy; they embraced me with their welcoming and loving

words. They reminded me of my childhood and how imaginative, creative, and cheerful I can be when I let myself be surrounded by an innocent and playful energy. About all, I can say that I keep close to my heart the understanding I gathered from teaching them and how vulnerable and defenseless children are.

I consider that my teaching practicum was a roller coaster of emotions difficult to express. I found in my way several difficulties and obstacles to surpass and learning about children's conditions shocked me in ways I have never experienced before. I recognized that the context was difficult and sadly there was a lack of proper guidance, but the emerging feelings from this experience left me with a lot to reflect upon. First, being an educator is a vocation born from love and dedication and it should not be taken lightly. Furthermore, the importance of having the practicum experience in earlier stages of the program would have made a great difference in the considerations that come after choosing a profession. Finally, this taught me that even though I value and respect teaching, I do not find in it my path to follow, and it is my duty to acknowledge it, to own it and to embrace it as well.

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