



**Lebanese University
Faculty of Education
Deanery Branch**

The Effect of Music Videos on the Behavior of Children during Morning Circles

By

Ninette Youssef Kamel

Advised by

Dr. Rima Malek

A thesis
submitted in partial fulfillment of the requirements
for the Professional Master's degree in Educational Technology

Beirut, 2014

Scan this to view the info graphic
summarizing the action research:



<http://my.visme.co/projects/conclusion-540a95>

ACKNOWLEDGMENTS

First and foremost I offer my sincerest gratitude to my advisor, **Dr Rima Malek**, who has supported me and provided me with all the comments and corrections. My gratitude goes also to the other members of the committee **Dr Ali Ghandour** and **Dr Afif Arabi** for their assistance and their precious comments, **Prof. Ibrahim Kebbe** for all his time and support, and all the teachers and doctors who taught me during my studying years.

In my daily work at “Les Citronniers”, I have been blessed with a friendly and cheerful group of colleagues and children. I am thankful for all the nursery team especially the principal **Mrs. Marie Claude Bacha**, the head of the class where the action research was done and where I was working **Mrs. Zeina Nehme**, my colleagues **Chantale Jalbout** and **Reine Estepahan**. In addition, I would like to thank my new colleagues at **Dar Al-Saqi** who are supporting me.

To do this action research I had many interviews with experts in this field. This couldn't be done without the response of Samir Editeur presented by its principal **Mr. Marwan Abdo Hanna** who forwarded my questions to **Dr. Colette Aoun** the pedagogical consultant who answered my questions. Also the psychomotor specialist **Mrs. Marylin Khalil Bou Nahed** answered my questions and gave us advice. I thank them very much for their response and help.

At the university classes I acquired many skills and I enhanced my knowledge which helped me to write my thesis. This process was done in an atmosphere full of respect, fun and good moments with my colleagues: **Ahmad, Eliane, Elida, Jeancelle, Jessica, Lama, Madonna, Nathalie, Rita, Rosie, and Sara** whom I am so thankful to.

I would also like to thank my friends who inspired, supported and helped me to write this thesis, especially **Rita El Rai**, my friend from the first year at University and **Elie Sawaya**, my neighborhood friend.

I cannot express my thanks and gratitude to my parents; **Dad** and **Mum** sacrificed a lot for in order to be what I am now. They helped me to grow up in a very lovely family with all the social, cultural and good values needed in our society. **Nounou** and **Milo** (as I used to call them from my childhood), my sister and brother, present the strongest support for me. They are always next to me to give me advice and ask for my advice.

My ultimate thanks go to **God** whom I always praise. **God** guide me in every step I do and put all the good people cited before in my life.

ABSTRACT

At “Les Pitchouns” class in “Les Citronniers” nursery, the researcher who is one of the four teachers in this class faced a problem during morning circles. The problem is the annoying gestures made by children. This action research comes to solve this problem by projecting music videos during this activity.

The results (mean, standard deviation, percentage, charts and interviews) show that during the morning circle with music videos the children stopped these annoying gestures sung and imitated gestures done by characters of these videos. Also the teachers of the class liked this morning circle and find it amusing for children.

The technology is used in this class and it is a must, but it should not replace the teacher and play her role as indicated some pedagogical experts. The important thing is to multiply the ways used in morning circles and plan it well. For future studies, it is recommended to see the effect of technology on other activities and on children with special needs.

RESUME

Dans la classe des « Pitchouns » de la « Garderie des Citronniers », la chercheuse qui appartient aux éducatrices de cette classe a identifié un problème durant les rituels. Les enfants n'obéissaient pas les règles et ne chantaient pas comme il faut. Cette recherche action est établie pour essayer de résoudre ce problème en projetant des chansons vidéo durant cette activité.

Les résultats (moyennes, écarts type, pourcentages, graphes et entretiens) montraient que les enfants ont commencé à chanter comme il faut avec les chansons vidéo et ils ont imité les gestes des personnages de ces vidéos. Et les éducatrices ont apprécié les rituels avec les chansons vidéo.

La technologie est introduite dans cette classe mais elle ne doit pas remplacer l'éducatrice et fait son travail comme l'indiquaient les experts en pédagogie et psychologie. L'important est de multiplier les genres des rituels et les planifier comme il faut. Pour de futures recherches, il est conseillé d'étudier l'effet de la technologie sur le comportement des enfants durant d'autres activités et son effet sur les enfants aux besoins spécifiques.

مستخلص

خلال تدريسها في صف "لي بيتشونز" في دار حضانة "لي سيترونيه"، واجهت الباحثة مشكلة في سلوك الأولاد خلال النشاط الصباحي. في أثناء فترة الغناء مع المعلمة، كان الأولاد يقومون بتصرفات مزعجة كالصرخ والوقوف. ويهدف هذا البحث الإجرائي إلى إيجاد الحلول لهذه المشكلة عبر عرض أفلام غنائية ترافق المعلمة خلال فترة الغناء.

وقد أظهرت نتائج هذا البحث أنّ عرض الأفلام ساعد الأولاد على التفاعل مع شخصيات هذه الأفلام والمشاركة بفعالية في الغناء. وكانت هذه الطريقة الجديدة موضع إعجاب واستحسان المعلمات في الصف أيضاً.

لقد تمّ إستعمال التكنولوجيا في الصف وهذا ضروري، ولكن إستناداً إلى آراء بعض المختصين بالتربية وعلم النفس، لا يجب استبدال المعلمة بالوسائل التكنولوجية. بل يجب التنوع في الأساليب المستعملة للنشاط، والتحضير له جيداً. وللابحاث في المستقبل يمكن اقتراح دراسة تأثير التكنولوجيا على سلوك الأطفال خلال أنشطة اخرى وتأثيرها على الأطفال ذوي الاحتياجات الخاصة.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	iii
ABSTRACT	v
LIST OF FIGURES	xii
LIST OF TABLES	xiv
LIST OF ABBREVIATIONS	xvi
LIST OF APPENDICES	xvii
CHAPTER I OVERVIEW OF THE ACTION RESEARCH	
Introduction	1
A. Definition of an action research	4
B. Title of the action research	4
C. Problem of the action research	5
D. Questions of the action research	5
E. Importance of the action research	5
F. Key words	6
Summary	7
CHAPTER II REVIEW OF LITERATURE	
Introduction	8
A. Music videos	9
1. Definition	9
2. History of music videos	9
3. How music videos affect children	10
4. Music videos used in ECE	11
B. Behavior of children	12
1. Definition of the behavior of children	12
2. Problem behaviors	12
3. Factors that affect the behavior of children	13
4. Theories of behavior change	15
a. Social Cognitive Theory	16

b. Theory of Planned Behavior	16
c. Transtheoretical model (stage of change)	16
5. Mediations to solve behavior problems	17
C. Morning Circles	18
1. Definition of morning circles	18
2. The structure of morning circles	19
3. The importance of morning circles	21
4. Problems faced during morning circles	22
5. Advices for an effective morning circles	22
D. The usage of ICT in ECE	23
1. Definition of ICT into Education	23
2. Definition of ECE	24
3. Digital native	26
4. Videos and computers used in KG classes	27
Summary	29
CHAPTER III METHOD AND RESULTS	30
Introduction	30
A- Hypothesis	32
B- Sample of the research	32
C- The method followed	33
D- The tools used	33
E- Results	37
1- The checklists of behavior	38
a- The general statistics of annoying gestures	42
b- The frequencies of annoying gestures	44
i- Standing up	44
ii- Turning their head	45
iii- Taking off their shoes	46
iv- Shouting	47
v- Jumping	48
vi- Lying on the floor	49
vii- Playing with a toy aside	51
c- The behaviors in morning circles according to child's gender	52
d- The difference between the percentage of annoying gestures made by children during both morning circles	54

e- The repartition of annoying gestures done by children during both morning circles	56
2- The checklists of the intervention of teachers	58
a- The general statistics of interventions of teachers	59
b- The frequencies of intervention of teachers	61
i- Making the children sit down	61
ii- Turning the head of children	62
iii- Putting their shoes on	62
iv- Making their voice lower	63
c- The repartition of the intervention of teachers	64
3- The questionnaires of teachers	66
a- Interview with the principal of “Les Citronniers” nursery	67
b- Interview with the head of the class “Les Pitchouns”	67
c- Interview with the pedagogical consultant in “Samir Editeur”	68
d- Interview with the psychomotor specialist	69
F- Validation of hypothesis	70
1- Testing of H	71
2- Testing of H’	73
Summary	75
CHAPTER IV DISCUSSION AND CONCLUSION	77
Introduction	77
A- Discussion	78
1- Description of the traditional morning circle	78
2- Description of the morning circle with music video	79
3- Interpretation of the results	81
4- Relation of the results with the worldwide results	82
B- Limits of the action research	82
C- Recommendations for the nursery and the class	83
D- Further studies	84
E- Conclusion	85

Summary	86
REFERENCES	87
APPENDICES	92

LIST OF FIGURES

2.1 Vita phone	9
2.2 Factors that affect behavior	15
2.3 Example of morning circle at Creative Minds Learning Center – Pittsburgh	19
2.4 Different activities during morning circle	21
2.5 morning circle in grade 1 in a suburban public title I school	27
3.19 behaviors done in the traditional morning circle according to the gender of the child	52
3.20 behaviors done in the morning circle with music videos according to the gender of the child	53
3.21 The percentage of annoying gestures done by children during the traditional morning circles	54
3.22 The percentage of annoying gestures made by children during the morning circle with music video	55
3.23 The repartition of annoying gestures during the traditional morning circle	56
3.24 The repartition of annoying gestures during the morning circle with music video	57
3.37 The repartition of the intervention of teachers during the traditional morning circle	64
3.38 The repartition of the intervention of teachers during the morning circle with music videos	65

4.1 traditional morning circle	79
4.2 Morning circle with music videos	80

LIST OF TABLES

3.1 Amount of annoying gestures made by students during the traditional morning circle	39
3.2 Amount of annoying gestures made by students during the morning circle with music videos	40
3.3 Statistics of annoying gestures during the traditional morning circle	42
3.4 Statistics of annoying gestures during the morning circle with music videos	43
3.5 Frequency and percentage of standing up in traditional morning circles	44
3.6 Frequency and percentage of standing up in morning circle with music videos	44
3.7 Frequency and percentage of turning their head in traditional morning circle	46
3.8 Frequency and percentage of turning their head in morning circle with music video	46
3.9 Frequency and percentage of taking off their shoes in traditional morning circle	47
3.10 Frequency and percentage of taking off their shoes in morning circle with music videos	48
3.11 Frequency and percentage of shouting in traditional morning circle	48
3.12 Frequency and percentage of shouting in morning circle with music videos	49
3.83 Frequency and percentage of jumping in traditional morning circle	49
3.14 Frequency and percentage of jumping in morning circle with music videos	50
3.15 Frequency and percentage of lying on the floor in traditional morning circle	50
3.16 Frequency and percentage of lying on the floor in morning circle with music videos	50
3.17 Frequency and percentage of playing with a toy aside in traditional morning circle	51

3.18 Frequency and percentage of playing with a toy aside in morning circle with music videos	51
3.25 Number of interventions of the teachers during the traditional morning circle	58
3.26 Number of interventions of the teachers during the morning circle with music videos	59
3.27 Statistics of the interventions of teachers during the traditional morning circle	59
3.28 Statistics of the interventions of teachers during the morning circle with music videos	60
3.29 Frequency and percentage of making children sit down during the traditional morning circle	61
3.30 Frequency and percentage of making children sit down during the morning circle with music videos	61
3.31 Frequency and percentage of turning the head of children down during the traditional morning circle	62
3.32 Frequency and percentage of turning the head of children down during the morning circle with music videos	62
3.33 Frequency and percentage of putting the shoes of children on during the traditional morning circle	62
3.34 Frequency and percentage of putting the shoes of children on during the morning circle with music videos	63
3.35 Frequency and percentage of making the children stop shouting during the traditional morning circle	63
3.36 Frequency and percentage of making the children stop shouting during the morning circle with music videos	63

LIST OF ABBREVIATIONS

ASD: Autism Spectrum Disorders

CD: Compatible Disk

CommGAP: Communication for Governance and Accountability Program

ECE: Early Childhood Education

FBA: Functional Behavioral Assessment

ICT: Information of Communication and Technology

IWB: Interactive White Board

KG: Kindergarten

T.V.: Television

UNICEF: United Nations Children Fund

UNDP: United Nations Development program

LIST OF APPENDICES

APPENDIX A Student's checklist	92
APPENDIX B Teacher's checklist	93
APPENDIX C Teacher's questionnaire	94
APPENDIX D Questionnaires answered by teachers of the class	97
APPENDIX E Interview with Mrs. Marie-Claude Basha	103
APPENDIX F Interview with Mrs. ZeinaNehme	104
APPENDIX G Interview with Mrs. Colette Aoun	106
APPENDIX H Interview with Mrs. Marilyn Khalil BouNahed	108

“

Yes, kids love technology, but they also love Legos, scented markers, handstands, books, and mud puddles. It's all about balance.

—K.G., first-grade teacher

”

*To every CHLD suffering in
all over the World*

CHAPTER I

OVERVIEW OF THE ACTION RESEARCH

Introduction

Technology is everywhere; you use it in every task of your daily life, when giving a call to a parent or a friend, sending a message to him or her, travelling by car or by plane, washing your laundry, watching TV, sending e-mails, shopping online..... All of these acts show the importance of Technology. But with the development of communication and information usage, we have a new terminology emerged: ICT (Information and communication technology). ICT is the use of Technology to search the information and communicate. We are using it nowadays in every detail especially in education to have ICT into Education. This term is used to describe the usage of all the ICT tools (computers, videos, CDs, course wares, websites, ipads, and mobiles) to enhance the teaching/learning process in schools. But we have to remember to use it in a balanced way, because “New Technologies are part of life and Education is for life” (F. A. Moussa, 2014).

The effect of ICT on the students in elementary and secondary sections is well noticed, while most people say that ICT doesn't affect the kids in KGs (Kindergartens) or ECE (early childhood education). But when you see the reaction of those kids when they

watch a certain video, when you enter the class with an ipad in hands, or you hear them asking for an ipad or iPod as Christmas gift, you will change your mind. So, ICT is a very important detail in those little kids' life because they are Digital Natives. Why do not we apply these devices in their learning process?

Working as a teacher at “Les Citronniers” nursery it was obvious to conclude that ECE teachers make activities for kids to motivate them and help them to learn. Many of these teachers assume that the very important activity is the morning circles, when the teachers sit with their little students and start to teach them the days of the week, numbers.... and sing many songs or read a story. In addition, many of these teachers complain from the bad behavior of kids during the morning circles. When searching the causes, we find that maybe they are not well motivated and attracted. We should then search for a solution to motivate them in a good way, so we come back to ICT and we try to use it in these morning circles to solve this little problem. We use music videos to teach kids what they are supposed to learn and make them sing the lesson in a song.

This is the context of this action research which is made to solve the problem of bad behaviors that the researcher found in her class during morning circles using music videos. Thus, this research is a qualitative and quantitative action research revealing the effect of music videos on the behavior of children, and the points of view of the teachers, the principal and many experts in this domain.

To write this research two guides were used:

- The examples of references commonly used at “Harvard Graduate school for Education” using APA style – 6th edition
- The thesis manual of the American University of Beirut.

A. Definition of an action research

The term “action research” comes from Kurt Levin since 1946 (Maksimović, 2010).

In his article “action research and minority problems” first published in 1946, Professor Kurt Levin explained the importance of action research. He conducted its importance from “institutions interested in engineering, such as Massachusetts Institute of Technology who turned more and more to what is called basic research” (Levin, 1946). He said also that “researches that produce nothing but books will not suffice” (Levin, 1946). He defined the action research as “comparative research on the conditions and effects of various forms of social action, and research leading to social action” (Levin, 1946) and he insisted to apply it into social sciences like education, sociology and psychology.

After Levin, the concept of “action research” became a need in the educational field. Teachers and principals are using this type of research to solve the problems faced in the classes to make their schools a better place for learning (Calhoun, 1994).

Title of the action research

The effect of music videos on the behavior of children during the morning circles.

It is done in “Les Pitchouns” class at “Les Citronniers” nursery – Achrafieh and the age of children was two years.

B. Problem of the action research

At “Les Citronniers” children must follow some rules to ensure a good environment for learning during activities in the classes. During morning circles, they have to sit down well and sing with teachers. While making the morning circles in her class, the researcher found that the children start to disobey these rules and make annoying gestures.

C. Questions of the action research

Q₁: How will the children behave when watching the video songs during the morning circles? Will they sit better? Or will they continue making the same gestures?

Q₂: Do they make the same movements that they are watching in the video song?

Q₃: What are the teachers’ opinions toward this new kind of morning circles in their class?

D. Importance of the action research

The topic of the action research is not new by itself. We can find many articles, studies, and researches dealing with the effect of music videos on the behavior of children or teenagers. But it is new because it is applied on children during an activity in an ECE classroom. In addition, it is coming from a real problem, found by the researcher in her class, which affected her real professional life.

E. Key words

The key words of the action research are:

- **ICT into Education:** the use of **Information and Communication Technology** into Education.
- **ECE (Early Childhood Education):** is the teaching of young children usually up to eight years old.
- **KG (Kindergarten):** the classes in early childhood education.
- **Music videos:** videos containing songs for kids with animated images.
- **Behavior:** the way the child interacts with the teacher in the class during an activity.
- **Morning circles:** activity done in the morning to teach students daily skills.
- **Teaching/learning process:** the process applied in education, where teachers help students to acquire the needed info and knowledge.

Summary

This is a qualitative and quantitative action research titled “the effect of music videos on the behavior of 2 years old children in morning circles”. This action research is done to try to solve the problem of annoying gestures and behaviors done by children during this activity. It will give results, causes and opinions toward this subject while answering questions about the effect of music videos, the reaction of children and the reactions/opinions of teachers. In addition to that many interviews with experts in the educational field were done to answer the previous questions.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Many books, articles, studies and papers are found in the field of this action research, concerning the effect of music videos on the behavior of children in morning circles. So every key word and theme will be developed in order to give more information about this topic. The themes will be listed following this order:

- The music videos: their definition, their history, their effect on children and teenagers and how they are used in ECE.
- The behavior of children: its definition, theories of behaviors change, problems concerning the behavior of children, the causes of these problems and how we can solve them.
- Morning circles: their definition, their structure, their importance in classes, the problems that are faced during the morning circles and some advices to have effective morning circles.
- The usage of ICT in ECE: definition of ICT, definition of ECE, the “digital native concept”, how teachers are using ICT in KGs, an example (Palmito) and how they are using videos.

So, the themes will be developed and every subject will be discussed in an appropriate way to clarify the context of the action research.

A. Music videos

Videos are one of the ICT tools. They link the animated images to the audio. And music is formed from rhythm, words or beat to have a song at the end (Carlesson, 2000).

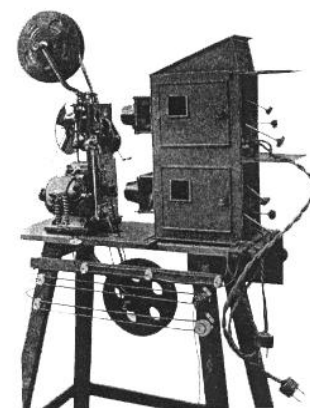
1. Definition

The video is a sequence of images, animated or not, and it can be a sequence of filmed actions. It is the only media which helps us reproduce the process, procedures or behaviors as they are in the real life (Carlesson, 2000).

The music video is these images or actions accompanied with music or songs. In the case of this research action we are talking about music videos for kids.

2. History of music videos

The music videos started in the 1920's with Warner Bros using their Vita phone (sound-on-disc system developed by Bell Telephone).



2.1Vita phone (www.uhu.es)

During the 1980's was the emergence of video clips with the music television (MTV) showing promotional videos (LAU tribune, 2014). With YouTube in 2005, all the videos and the music videos became so famous and easy to find (Fergusonn, 2012). This new technology caused a rapid and impressive growth in the number of audience interested in music, and video clips became the new multidimensional language in the graphic age (LAU tribune, 2014).

3. How music videos affect children

Nowadays, we can find music videos everywhere on the TV screens, on internet YouTube channels or others. So children and adolescents are exposed to these anywhere and anytime they want to watch and listen. Recent observations show that these music videos or clips transmit a bad message to the audience concerning “drugs, sex and violence” (LAU tribune, 2014). So adolescents and children watching these clips, without any supervision from adults, are getting the wrong message and try to apply it in their lives; they start to act in a violent way. “The exposure of children and adolescents to music videos having messages related to alcohol, violence and drugs causes changes in their behaviors” (LAU tribune, 2014).

But in education when these music videos are used in a good way, they have a good effect on the learning process in classes. In his French article “The Use of Videos Documents in Linguistic Classes” Dr. Youssef Malak indicates three advantages for the use of videos in the class. He says that the videos are flexible and have many different

uses. He adds that they import diversity to the class and that a good relation can be established between students and videos.

“The video input, on the other hand, had a distinct and powerful effect, especially on the poorer readers” (Whiting and Granoff, 2010). Music videos can enhance many of the students’ skills when used in teaching. They can motivate students and help them acquire more competencies.

In addition the effect of music videos on the behavior of a child with ASD (Autism Spectrum Disorders) problem is noticed. After watching many videos, whether he (the research is done on a specific boy) chose them or not, improvements in behaviors and skills (Grandell S., 2010) are seen on this child.

4. Music videos used in ECE

Young kids love to sing and watch the videos of their preferred characters. They enjoy watching them and hearing them. In addition many teachers in KGs used music videos to teach their students literacy and numeracy (Guarviss S., 2012). But they should know how to use it in an appropriate way so children can learn well.

“Teachers can then be more effective in facilitating an environment or atmosphere, which promotes age appropriate activities, conducive to the development of language acquisition, through a music literacy program”. (CasianoM., 1998)

In ECE classes songs play a very important role. Through singing children can learn and acquire many skills. We all remember how much we loved singing “Itsy Bitsy Spider”, “Twinkle Twinkle Little Star”, “The Wheels of the Bus” and so many songs

that form the daily routine of kids' life. In the technological age, the songs are transformed into music videos so we have the song merged with an animated image. In addition, many teachers say that children enjoy these music videos; "they were certainly smiling and tapping their toes to the beat" (M.V., 2013).

B. Behavior of children

Many teachers are having problems with the behaviors of children in their classrooms. They may have students who talk a lot with their mates, who sing, who don't pay attention and do other things while the teacher is speaking.

1. Definition of the behavior of children

The behavior of something or someone is the way it or he/she reacts and acts. The behavior that a person does can be observed, measured, and repeated (BicardS., 2012). When describing a behavior we should not use feelings, internal process or personal motivation.

In the classroom we refer to behavior of students or children to describe the way they act and interact in the classroom, during an activity or when the teacher is explaining. This includes the way they sit at their seats, the way they talk and interact with their mates and their teacher.

2. Problem behaviors

Children can be nice, good and kind. They may ask politely to drink, they may love their friends and play with them and share their own toys with them. On the other

side, children may refuse to share their own toys, they may beat their friends, brothers or sisters or they may refuse to eat and take a shower.

We conclude that the behavior can be positive or negative, but we give importance to the negative behaviors because they may indicate that the child is facing many problems.

These negative behaviors are more noticed in the classroom and here are some examples: fighting, refusing to follow the rule, refusing to listen, throwing the book on the floor or saying bad words.... All of these behaviors disturb the environment of the class, which make “Problem behavior in the classroom one of the most difficult aspects of a teacher's job” (Michelle, 2014).

3. Factors that affect the behavior of children

The behavior of a child is affected by many factors. Maybe the child is facing problems in his family, he can be hit by his parents, always shouted at or he can be subject to seeing his parents fighting... On the other side, he can carry genes that oblige him to act in a certain way. Maybe his culture obliges him to stand up frequently. Or maybe miserably, he can be facing sexual or violence harassments. Or more simply, he can see one of his siblings acting like this and he is just imitating him or her. In addition, he can react like this because of the physical environment (Richards, n.d.).

We can say that the factors that affect the behavior of children are multiple and different. We group them into two main groups: internal factors and external factors.

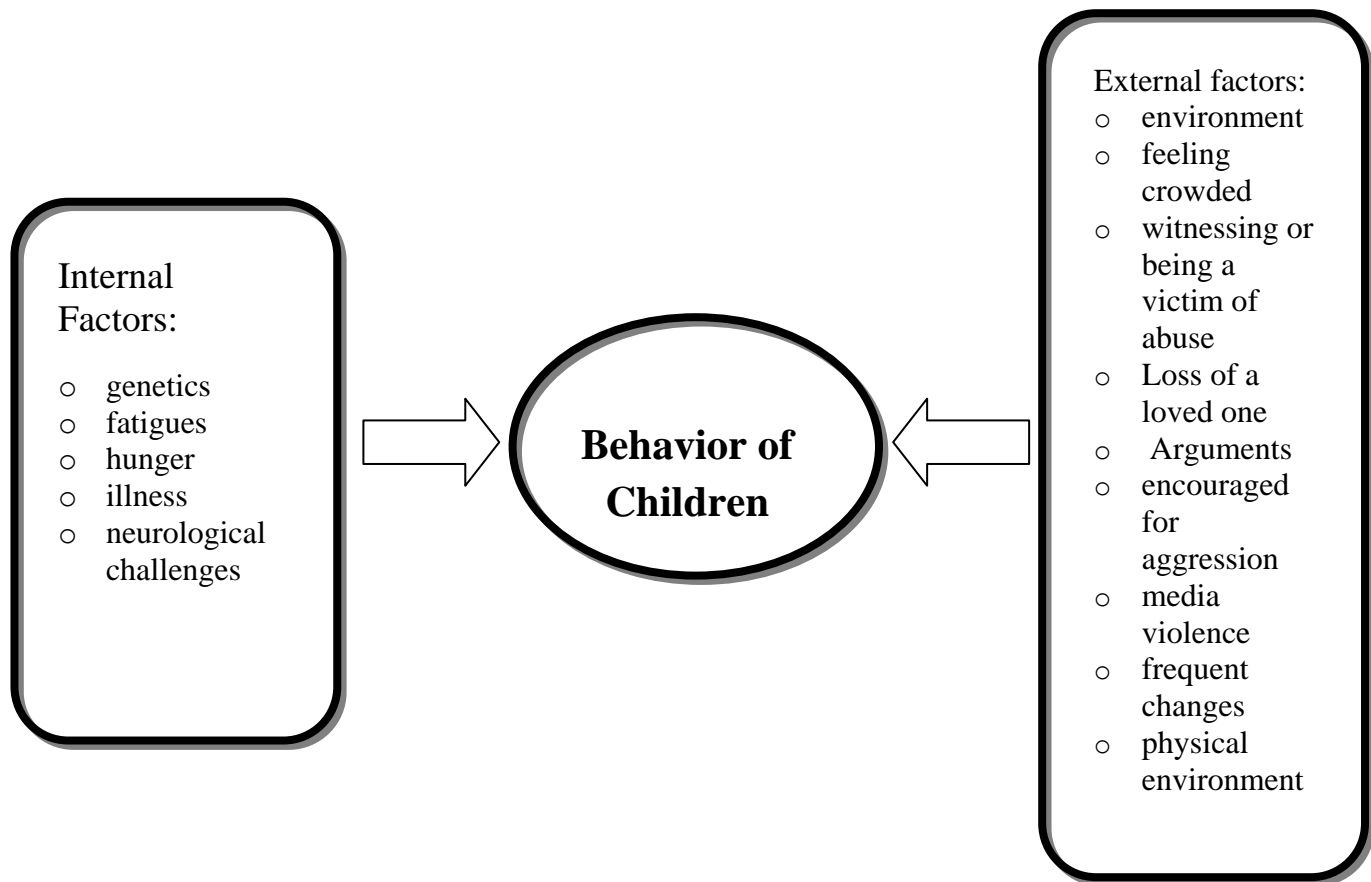
Internal factors are: genetics, fatigues, hunger, illness, and neurological challenges..... The temperaments are also kind of the internal factors that affect the behavior. “Children with easy temperaments typically express positive emotions, approach novel situations with high levels of engagement and interest” (DennoD., 2010)

And external factors are:

“an environment that is over stimulating, feeling crowded, witnessing or being a victim of abuse (sexual, physical, or emotional), Loss of a loved one, arguments with a caregiver or between parents, being encouraged or rewarded for aggression, exposure to media violence, frequent changes in caregivers or routines, physical environment....”(Inclusive Child Care, 2011).

In addition, some studies found that the family environment is an external factor, “families supporting level are associated with successful social interaction” (FeldmanR., 1991).

From the references mentioned before the chart 2.2 were constructed as follows:



2.2 Factors that affect behavior

4. Theories of behavior change

In many situations, teachers play the role of interventionist, to change the behavior of children in the classroom in order to have the desirable behavior. From this,

and according to the “CommGAP” world bank, Washington, emerge three important theories to describe and advice people desiring to change a certain behavior.

The theories are:

a. Social Cognitive Theory

This theory is developed by Bandoura who supposes “that people are driven not by inner forces, but by external factors” (1986). So the behavior of children is determined by environmental and personal factors. For this reason, the behavior of a child could be changed when changing one of these most common factors: Self-Efficacy, outcome expectations, self-control, reinforcement, emotional coping, or observational learning.

b. Theory of Planned Behavior

“This theory suggests that behavior is dependent on one’s intention to perform the behavior” (CommGAP) and we mean by intention the values and beliefs according to which the behavior of the child should be. Here you should practice some skills that will make you able to affect others in order to change their behavior.

c. Transtheoretical model (stage of change)

This theory defines different stages to attempt the desired behavior. These stages are:

- Precontemplation: no change in the near future.
- Contemplation: desire for change.
- Preparation: plan for the change.
- Action: behavior change.
- Maintenance: prevention of replace.
- Termination: behavior is well maintained.

So, we should know in which stage of the behavioral change the person is, in order to know how to cooperate and react. If not, we will face many problems with the person.

These theories give us a clear vision about how we must work to change the behavior of children and adults. In addition, they present many actions that the teachers can use in the class to change the behavior of their students.

5. Mediations to solve behavior problems

Teachers use many actions to stop the annoying behaviors in their classes, but sometimes they may use the wrong actions. Wrong actions may cause a problem to the child that will affect him all of his life. In his guide “implementing policies to reduce the likelihood of preschool expulsion” Walter S. Guillian introduces a “severe response to challenging behaviors” which is expulsion.

The expulsion is the decision to eliminate the student from the classroom or the whole school because of his or her bad behaviors. In his guide, he talks about the expulsion in ECE and how this little child may present severe problems in the coming years in school once wrong actions are taken. He gives some recommendations to treat these problems and he says that “Children with severe behavioral challenges obviously need considerable support to be ready to succeed in school” (. GuillianW. S, 2008).

Many pedagogues and experts in education give many advices to teachers to eliminate the behavior problems. The Child Study Center at the School of Medicine at New York University suggests the FBA assessment to solve these problems. “FBA is a process for collecting information to help determine why problem behavior occurs and to

serve as a basis for the development of behavioral intervention plans” (BorbowA., 2002). This process supposes to identify the problem of the child, gather information about this problem and understand it in its context in other environments. After doing this, the teacher must take actions to solve the problem. Some of these actions are:

- Give direct and concise directions
- Corrective feedback
- Elimination of fighting
- Positive reward when the child is quite, calm and cooperative.

C. Morning Circles

Morning circles are done in classes of ECE, and they are very important for children in this age. The teachers of the nursery emphasize that this activity is one of the most important activities to help the child acquire so many skills and new vocabs.

1. Definition of morning circles

“The morning circle or circle time is a typical component of the school day” (BruceS., 2006), in which children usually sit in a form of a circle and start to sing and learn with their teacher (as indicates fig 2.3). As its name indicates, it is an activity that takes place in the morning; so it is the first activity that the teachers do with their students. The children start by saying hi to each other using their names, and then they start singing songs, counting, reading a story, or learning the days of the week.

This activity is common between all the classes in ECE, from preschool classes and KGs, but there are no specific rules indicating how to do it. So the structure, the

period and the themes differ from one country to the other or from one class to the other but all affirm its importance in the class and on the students.



2.3 Example of morning circle at Creative Minds Learning Center – Pittsburgh

2. The structure of morning circles

As mentioned before the structure of morning circles differs from class to class and country to country, but the principal elements are the same. All the morning circles contain these:

- Recognizing children's name by themselves and by their friends

- Identifying and saying letters of the alphabet
- Pointing and identifying colors
- Talking about activities, holidays....
- Recognizing the days of the week, the months, the date of today...

In addition, morning circles in many schools and nurseries start with a talk with children to involve them with the activity. They can talk about what they did the day before or how they spent their vacation. The discussion must be appropriate to the age of children in every class. Then, they do the common activities, songs or stories related to the theme taught, after the teacher introduces the plan of the day.

Suzan Bruce (2006) introduces in her paper “Making Morning Circle Meaningful” the four components of morning circle according to the Responsive Classroom Approach (it indicates that the social curriculum has the same importance as the academic curriculum):

- Greeting: children say hi to each other using their names.
- Sharing: communication between the children.
- Group activity: song, game, story (as indicates figure 2-4)
- News and announcements: highlighting on one or two events to do during the day.



2.4 Different activities during morning circle (teachpreschool.org)

3. The importance of morning circles

The morning circle is very important for the daily routine of children, and it is important for acquiring multiple skills from socialization to communication passing by academic ones.

The activities done during morning circles help children build language and comprehension skills and practice good social skills, like listening to others, raising hand

to speak, respecting the person speaking, etc. (from the curriculum of at Creative Minds Learning Center – Pittsburgh).

All of these skills are important to the development of the child before entering the elementary education. That's why, much importance must be given to the morning circles and all the activities in ECE.

4. Problems faced during morning circles

With all the importance of the morning circles children may present some problems during it. Children may start to shout while singing, refuse to answer the questions of the teacher, play with their shoes... These problems are related to the behavior of children. So behavioral problems are one of the most common problems faced during morning circles.

In addition, the child may present motivational problems during these activities. The materials used by the teacher may be boring to the child, so the child won't be motivated and attracted by the activity and may do other actions to feel amused.

5. Advices for an effective morning circle

To have good and meaningful morning circles, activities must be well prepared and planned before, according the children's needs and motivations. The plans should contain all the materials needed to do the activity. Materials include the components (mentioned abroad), the physical environment (the location, decoration...), besides the

equipments and materials used for the activity. Staff and parents cooperation with the teacher is needed to have significant activities with children.

Here come some tips for ECE teachers to make morning circles more meaningful:

- Use funny activities so children can have fun and involve themselves into it.
- Leave to your students the opportunity to practice some movements in the morning circle, prepare activities like games where the student does some movements.
- Choose good supporters like stories or games to attract the children.
- Use visual things to demonstrate for children.
- Use the same basic plan for morning circle so the children can expect what they want to do at a definite time.
- Don't be afraid to change your plans or agenda if you find that your students aren't motivated any more, in order to meet their needs and interests.

D. The usage of ICT in ECE

The term ICT into Education is common these days in the teaching/learning process and used in schools and universities. Because of the importance of Technology and its utility in this age, they are using it in teaching. So we have many applications and supports to enhance learning.

1. Definition of ICT into Education

Nowadays, ICT is very important in our lives, and it is so much used by everyone, and many are trying to define it in a good way. We introduce here the definition given by UNDP (2001)

“ICTs are basically information-handling tools – a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the “old” ICTs of radio, television and telephone, and the “new” ICTs of computers, satellite and wireless technology and the Internet.”

According to Usha Reddy, the ICT in education policies for a government are “the steps by which computers will be placed in schools, how teachers and students will be provided the basic computer programming skills to cater to the growing job market in computer based technologies”. We conclude that ICT in education is the usage of ICTs in the teaching/learning process in order to enhance the learning skills of the students and to motivate them.

With this new term, we have the diffusion of many other new terms to describe the usage of ICTs in Education. Many educators and specialties are using the term “blended learning” to describe the learning process using ICT especially with PCs and ipads. In addition, they are using “flipped classroom” to describe the classroom where the students learn at home and come to the classroom to discuss and do harder activities.

2. Definition of ECE

Teaching and education concerns not only the students of the elementary classes, but also the very young students that are usually less than 8 years old. At this age, students are in nurseries or in KG classes and they are learning social, communicational

and many other daily skills. Their education is named ECE, and it is formed from pre-K or nursery and KG classes.

It is well noticed the importance given by the USA government and federals to ECE classes according to the RAND corporation “Funding for the Head Start program, which provides educational, health, nutritional, and other social services, was nearly \$8 billion in 2012” (Daughtry L. et al, 2014). Moreover, the percentage of students on ECE is 80% of children (0-8 years) in 2012.

In Lebanon the percentage of students on ECE is 61.7% of children (0-8 years) between 2005 and 2012 according to UNICEF study in 2012. This percentage is due to the freedom given by the Lebanese government to the parents to take their kids to school in preschool classes or not. Besides, the percentage differs between one region and another in Lebanon according to the cultural and economical background for parents. But these days, the ministry of Education in Lebanon starts to give importance to ECE (Dr. Ikram Machmouchi, personal communication, November 2013), and we notice this in the plan done by the ministry of Education in Lebanon entitled “the plan to enhance the quality of education” established in 2005. The first part of the plan was to make ECE available in all schools all through Lebanon.

Unfortunately, we don't know the sum of money considered for ECE in Lebanon because of the absence of good statistics about this issue. All we know is that the government has allocated a small amount from its finance to education.

3. Digital native

“Digital native” is a new concept describing children born with technology everywhere. So children and students of this age watch TV, listen to music, and most of them know how to use ipads and laptops from the age of two years as average.

Mrs. Colette Aoun, Ph.D. in Education and a consultant in pedagogy in some publishing companies of school book, indicates that “the children are bathing in a world full of technology” (personal communication, July 2014).

4. Videos and computers used in KG classes

USA children start using technology from early age and as an example: “In families earning less than \$25,000 annually, fewer than 30 percent of children under the age of five were using a computer at home in 2012. In families earning \$75,000 or more, the rate of use among young children was 66 percent” (Daughtry L. et al, 2014). But not all of schools having KGs acquire this and apply it in ECE classes.

Meanwhile, some of these classes start to apply ICT in their curriculum, so we can see the usage of audios, videos and even IWB in the classes to teach the daily skills for students. So some ECE teachers are using IWB (interactive white board) in many activities during the day, especially in morning circle.



2.5 morning circle in grade 1 in a suburban public title I school

In Lebanon, the usage of ICT on ECE is limited but it is developing. Unfortunately one more time we don't have new, exact statistics about it. All we know is that only 7.1% of KGs classes in Lebanon are using ICTs according to the report of the higher council of children in Lebanon, under the consultation of the ministry of social affairs in 2005.

But some big private schools in Lebanon are using ICT in ECE classes like International College (Choueifat), College central (Jounieh), the official school of Dhour Choueir and many others. We can see IWB are placed in the classrooms and used, or simply they are using videos and audios to teach. That obliged some of ECE manuals publishers to introduce the digital devices to their work.

As an example we have “Samir Editeur” a Lebanese publishing company which publishes many French school books and distributes them in Lebanon and abroad. Besides, it publishes manuals for KGs. Moreover, it introduced the digital devices to the KGs manuals. Their manual is entitled “Palmito” and it contains many activities for children in KGs with digital supporters like audios, videos and flipcharts for IWBs. In an interview with “Mrs. Colette Aoun”, the pedagogical consultant for “Samir Editeur”, and the director of “Palmito” she said that they produced the CDs of audios to enhance the imagination of children, the DVDs with videos from real life are here to make the reality clear for children by seeing it in their classes. She added that “Children like to learn using their sense and body and through their multiple intelligences” (C. Aoun, personal communication, July 2014). She said also that for this reason they introduced the supporters and they got a positive feedback from teachers who are using them.

Summary

The review of literature had one purpose: to put this action research in a worldwide and national context. We found that music videos are famous everywhere and they started approximately 90 years ago. These music videos have many effects on children and some schools are using them in teaching.

Behavior problems are common in classes and they are one of the famous problems faced during the teaching/learning process. For this reason, many theories of behavior change are produced to help teachers change the behavior of their students. But the golden rule is to find the cause of this problem and try to solve it.

In addition, ECE are now having importance and more attention from the governments because of their positive effect on the learning in advanced classes. Because ICTs are now common into Education, teachers started to use them in ECE to enhance children's motivation and learning skills.

CHAPTER III

METHOD AND RESULTS

Introduction

The class where the action research was applied is a class of twenty one children having 2 years old. 4 teachers were animating the morning circles between 9:30 and 10:00 a.m. In the morning circles where the children are supposed to sing several songs with their teachers, the children made many annoying gestures and they were not sitting well. They started to shout while singing, stood up and jumped, turned their heads, took off their shoes, walked in the class....

In addition, many behaviors were noticed when teachers sang certain songs. They started to jump at the end of the song “mon petit oiseau”, ramped on the floor when hearing “escargot”, turned their hands when hearing “j’enroule le fil”.

In the morning circles teachers teach the children the names of each other by singing “Bonjour les amis”, the numbers, the days of the week, the alphabet (a song for ChantaleGoyat), and the names of the fingers (by singing “la famille des doigts”). After these, they sing the songs related to the names of the months, seasons, Christmas, fruits and vegetables, or means of transportation. When the action research was done, the theme was the means of transportation. So the video songs and the first part of the circles were related to this theme.

From this point, the action research was done on the children of this class to check their behaviors when watching the video songs instead of the teachers singing the same songs. Children were observed in both cases and a checklist was completed to make a comparison at the end and analyze the results.

A- Hypothesis

H₁: When watching the video songs children will sit and sing better than watching the teachers singing in the morning circles.

H₀: The music videos do not have any effect on the behaviors of children in the morning circles.

H₁' : When watching the video songs children will not imitate the gestures that they are habituated to do with teachers.

H₀' : When watching the video songs children will imitate the gestures that they are habituated to do with teachers.

B- Sample of the research

The sample of the research is a class of “Les Citronniers” nursery in Achrafieh. This nursery contains about 100 children aged between 6 months and 4 years, about 20 teachers, 3 nurses, 1 secretary, and 1 psychomotor and 10 workers. The children are grouped in 8 classes: Les Poupons(6 months-1year), Les Minus (1 year-1 year 3 months), Les Bout'choux(1 year 4 months-1 year 7 months), Les Poussins (1 year 8 months-2 years) and Les Pitchouns(2 years-2 years 3 months). In addition to these classes there are classes for older children: Les Juniors (2 years 4 months-3years), KG1 and KG2.

The class where the action research was done is “Les Pitchouns” class where the children are two years as an average.

The sample is formed from twenty one children. But 3 different children were not present during each type of the morning circles because of absence or arriving late. The number of teachers in this class is 3 in addition to the researcher.

C- The method followed

The action research was completed in two phases. The first one is to observe the behavior of children in the morning circles while the teachers are singing. But the second one is to observe them while they are watching the music video.

The first time the morning circle was done in a traditional way, where teachers sang songs and the children heard them and sang with them. In the second time the morning circle was done using music videos, where children watched and heard the music videos and sang with them. The same songs were selected in both circles to see the effect of the video songs on the behavior of children. A checklist (Appendix A) about the behavior of children (their attitudes and their attitude toward certain songs) was filled in each time. In addition, the teachers of the class were asked about their opinion about using video songs in the morning circles and about what were the effects noticed.

The songs were the same in both morning circles. In the traditional one they were sung by the teacher and in the one with music videos they were projected on a screen. The duration of the morning circle was 30 min.

The songs are:

- *Bonjour Les amis* (this was the only song sung by the teachers in both morning circles because it is the one related to the greetings and in which we say the names of children).
- *Counting from 1 to 10*: retrieved from YouTube.
- *The fingers (La Famille Des Doigts)*: retrieved from “Le Monde des Petits”.
- *Days of the week song*: retrieved from YouTube.
- *The alphabet song* of “Chantale Goyat”: the song was taken from a CD and the images were collected from the internet, to form a music video using the movie maker.
- *The wheels of the bus* (in French): retrieved from “Le Monde des Petits”.
- *Il est un petit navire*: retrieved from Piwi.com.
- *Bateau sur l'eau*: retrieved from “Le Monde des Petits”.
- *Dans mon auto*: the song was taken from a CD and the images were collected from the internet, to form a music video using movie maker.
- *Caillou dans le train*: the song was taken from a CD and the images were collected from the internet, to form a music video using movie maker.
- *J'enroule le fil*: retrieved from YouTube.
- *Mon petit oiseau*: retrieved from “Le Monde des Petits”.
- *Escargot, go, go*: retrieved from “Le Monde des Petits”.

N.B: “Le Monde des Petits” and Piwi.com are specific websites for children where we can find many music videos related to ECE.

After collecting the data, it was organized into SPSS (predictive analytics software) sheets. After that, a quantitative and qualitative analysis was done using SPSS.

D- The tools used

The tools used were:

- A checklist for each student was filled twice: once in the traditional morning circle and once in the circles with music videos (Appendix A). This checklist gives information about how the children behaved:

It contains a number given to each child with his or her gender, and the common annoying gestures done by him/ her during morning circles. The gestures are distributed in this way:

- Standing up
- Turning their heads
- Taking off their shoes
- Shouting
- Jumping
- Lying on the floor
- Playing with other toys aside

Each variable is rated from 1 to 5, where 5 means 5 times and more, and 1 means it happened only once.

- Another checklist for each teacher (Appendix B) was filled to see how many times she interrupts the morning circle to stop an annoying behavior of a student. They were distributed this way:
 - Sit down
 - Turn his/her head
 - Put on his/her shoes
 - Making their voice lower
- A questionnaire for the teachers (Appendix C) to see their opinion about using technology during the morning circles and if they saw any difference.

It is divided into three big parts:

- The traditional morning circle where teachers must answer questions related to it: its importance, how teachers saw it, if they are facing problems during it and what are these problems.
- The morning circle with music videos: how teachers saw it, if they liked it and if it helps them to reduce the problems.
- Which method they like more and why.

- Interviews with 4 experts in the fields of ECE and ICT into Education:
 - Interview with Mrs. Marie-Claude Bacha the principal of the nursery to know her opinion about the usage of the music video and ICT in general and if she likes to use it in classes and why (Appendix E).
 - Interview with Mrs. Zeina Nehme the head of class to know more about her experience with music videos and her opinion toward their usage (Appendix F).
 - Interview (through e-mail) with Dr. Colette Aounthe pedagogical consultant for “Samir Editeur” and the director of “Palmito”, to know more about their experience as a publishing company with ICT into ECE and their opinion toward it (Appendix G).
 - Interview (through e-mail) with Mrs. Marylin Bou Nahed, a PhD candidate and a psychomotor specialist, to know about the reasons behind the behavior of children in both types of morning circles and to have some advice toward it (Appendix H).

E- Results

The data was collected and it was treated using SPSS. The goal was to collect results regarding the behaviors of students during morning circles. The questionnaires filled by the teachers were collected and analyzed in a qualitative way. Same, the interviews done with the experts were treated and used to give more information about the reasons of these results and to have significant and useful recommendations.

1- The checklists of behavior

The data of checklists were collected and studied using SPSS. We had the same group “Les Pitchouns” class, and the total of students were twenty one. The morning circles were observed two times. The first one which was named “the traditional morning circle” was done with teachers without music videos. While, the second one which was named “morning circle with music video” was done with the music videos projected on a white screen.

The behaviors were divided into 7 annoying gestures according to the feedback of teachers and researcher’s experience in morning circles. They were rated from 1 to 5 knowing that if the student makes this annoying gesture more than two times, we can say that he is disturbing the teacher, his or her mates and the environment of the class.

The results are presented in these two tables:

Student	Gender	Standing	Turning Their head	Taking off their shoes	Shouting	Jumping	Lying on the floor	Playing with other toys
1	F	2.0	3.0	2.0	0.0	0.0	0.0	0.0
2	F	0.0	2.0	0.0	0.0	0.0	0.0	0.0
3	M	0.0	1.0	0.0	0.0	0.0	0.0	0.0
4	F	2.0	0.0	5.0	0.0	0.0	0.0	0.0
5	M	3.0	5.0	0.0	2.0	0.0	0.0	0.0
6	M	0.0	4.0	3.0	0.0	0.0	0.0	0.0
7	M	0.0	2.0	0.0	0.0	0.0	0.0	0.0
8	F	0.0	4.0	2.0	0.0	0.0	0.0	0.0
9	F	4.0	3.0	3.0	0.0	0.0	0.0	0.0
10	F	0.0	3.0	0.0	0.0	0.0	0.0	0.0
11	F	0.0	0.0	3.0	0.0	0.0	0.0	0.0
12	F	0.0	4.0	4.0	0.0	0.0	0.0	0.0
13	M	0.0	0.0	3.0	0.0	0.0	0.0	0.0
14	M	0.0	3.0	0.0	0.0	2.0	0.0	0.0
15	M	0.0	3.0	0.0	0.0	0.0	0.0	3.0

16	M	0.0	3.0	0.0	0.0	0.0	0.0	0.0
17	M	5.0	0.0	0.0	0.0	4.0	4.0	2.0
18	F	0.0	0.0	0.0	3.0	0.0	5.0	0.0
19	F	Abs						
20	M	Abs						
21	M	Abs						

3.1 Amount of annoying gestures made by students during the traditional morning circle

Student	Gender	Standing	Turning their head	Taking off their shoes	Shouting	Jumping	Lying on the floor	Playing with other toys
1	F	1.0	0.0	0.0	0.0	0.0	0.0	0.0
2	F	0.0	0.0	0.0	0.0	0.0	0.0	0.0
3	M	0.0	0.0	1.0	0.0	0.0	0.0	0.0
4	F	0.0	1.0	0.0	0.0	0.0	0.0	0.0
5	M	2.0	1.0	0.0	0.0	0.0	0.0	0.0
6	M	0.0	0.0	0.0	0.0	0.0	0.0	1.0
7	M	0.0	0.0	0.0	0.0	0.0	1.0	0.0
8	F	0.0	1.0	0.0	0.0	0.0	0.0	0.0
9	F	1.0	0.0	0.0	0.0	0.0	0.0	0.0

10	F	0.0	0.0	1.0	0.0	0.0	0.0	0.0
11	F	Abs						
12	F	1.0	1.0	0.0	0.0	0.0	0.0	0.0
13	M	0.0	2.0	0.0	0.0	0.0	0.0	0.0
14	M	Abs						
15	M	0.0	0.0	1.0	0.0	0.0	0.0	0.0
16	M	0.0	1.0	0.0	0.0	0.0	0.0	0.0
17	M	1.0	1.0	0.0	0.0	0.0	1.0	0.0
18	F	0.0	1.0	0.0	0.0	0.0	0.0	0.0
19	F	1.0	0.0	0.0	0.0	0.0	0.0	0.0
20	M	0.0	1.0	0.0	0.0	0.0	0.0	0.0
21	M	0.0	1.0	0.0	0.0	0.0	0.0	0.0

3.2 Amount of annoying gestures made by students during the morning circle with music videos

a- The general statistics of annoying gestures

The general statistics presented by SPSS are the mean, sum, standard deviation, the mode, minimum and maximum value.

Statistics

		Standing up	Turning their head	Taking off their shoes	Shouting	Jumping	Lying on the floor	Playing with a toy aside
N	Valid	18	18	18	18	18	18	18
	Missing	3	3	3	3	3	3	3
Mean		.89	2.22	1.39	.28	.33	.50	.28
Median		.00	3.00	.00	.00	.00	.00	.00
Mode		0	3	0	0	0	0	0
Std. Deviation		1.605	1.665	1.720	.826	1.029	1.465	.826
Minimum		0	0	0	0	0	0	0
Maximum		5	5	5	3	4	5	3
Sum		16	40	25	5	6	9	5

3.3 Statistics of annoying gestures during the traditional morning circle

Statistics

		Standing up	Turning their head	Taking off their shoes	Shouting	Jumping	Lying on the floor	Playing with a toy aside
N	Valid	19	19	19	19	19	19	19
	Missing	2	2	2	2	2	2	2
Mean		.37	.58	.16	.00	.00	.11	.05
Median		.00	1.00	.00	.00	.00	.00	.00
Mode		0	0 ^a	0	0	0	0	0
Std. Deviation		.597	.607	.375	.000	.000	.315	.229
Minimum		0	0	0	0	0	0	0
Maximum		2	2	1	0	0	1	1
Sum		7	11	3	0	0	2	1

a. Multiple modes exist. The smallest value is shown

3.4 Statistics of annoying gestures during the morning circle with music videos

These tables show the difference of statistics between the traditional morning circle and the one with music videos. They show the number of students present in the two sessions. In the first one they were 18, so three children were absent. But in the second they were 19, so two students were absent.

We see that the mean of annoying gestures declined from the traditional ones to the ones with music videos, and the same for the standard deviation that shows the difference between the minimum and the maximum values.

b- The frequencies of annoying gestures

To see the difference between the results, the frequency of each annoying gesture is calculated using SPSS and it is presented below:

i- Standing up

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	13	61.9	72.2	72.2
2	2	9.5	11.1	83.3
3	1	4.8	5.6	88.9
4	1	4.8	5.6	94.4
5 and more	1	4.8	5.6	100.0
Total	18	85.7	100.0	
Missing System	3	14.3		
Total	21	100.0		

3.5 Frequency and percentage of standing up in traditional morning circles

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	13	61.9	68.4	68.4
1	5	23.8	26.3	94.7
2	1	4.8	5.3	100.0
Total	19	90.5	100.0	
Missing System	2	9.5		
Total	21	100.0		

3.6 Frequency and percentage of standing up in morning circle with music videos

In the traditional morning circle:

- Thirteen children didn't disturb by standing up
- 2 stood up two times
- 1 three times
- 1 four times and 1 five times and more.

But in the one with music videos:

- Thirteen students didn't stand up
- 5 stood up once
- 1 two times

We can see the absence of 3 times and more in morning circle with music videos.

Yet one child out of twenty one did not make the required (she stands up) and it could be interesting to know the reasons behind it in further studies.

ii- Turning their head

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	5	23.8	27.8	27.8
	1	1	4.8	5.6	33.3
	2	2	9.5	11.1	44.4
	3	6	28.6	33.3	77.8
	4	3	14.3	16.7	94.4
	5 and more	1	4.8	5.6	100.0
	Total	18	85.7	100.0	
Missing	System	3	14.3		
Total		21	100.0		

3.7 Frequency and percentage of turning their head in traditional morning circle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	9	42.9	47.4	47.4
	1	9	42.9	47.4	94.7
	2	1	4.8	5.3	100.0
	Total	19	90.5	100.0	
Missing	System	2	9.5		
Total		21	100.0		

3.8 Frequency and percentage of turning their head in morning circle with music video

In the traditional morning circle 5 children didn't turn their heads when singing while ten students turned theirs more than 3 times. But in the morning circle with music videos 9 students didn't turn their heads and 9 turned theirs just once.

It is important to mention that none of children disturb others by turning his or her head more than three times per session.

iii- Taking off their shoes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	10	47.6	55.6	55.6
	2	2	9.5	11.1	66.7
	3	4	19.0	22.2	88.9
	4	1	4.8	5.6	94.4
	5 and more	1	4.8	5.6	100.0
	Total	18	85.7	100.0	
Missing	System	3	14.3		
Total		21	100.0		

3.9 Frequency and percentage of taking off their shoes in traditional morning circle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	16	76.2	84.2	84.2
	1	3	14.3	15.8	100.0
	Total	19	90.5	100.0	
Missing	System	2	9.5		
Total		21	100.0		

3.10 Frequency and percentage of taking off their shoes in morning circle with music videos

In the traditional morning circle 10 children didn't take off their shoes while 6 students took theirs off three times and more. But in the circle with music video only three students took off their shoes once each.

iv- Shouting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	16	76.2	88.9	88.9
	2	1	4.8	5.6	94.4
	3	1	4.8	5.6	100.0
	Total	18	85.7	100.0	
Missing	System	3	14.3		
Total		21	100.0		

3.11 Frequency and percentage of shouting in traditional morning circle

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	19	90.5	100.0	100.0
Missing System	2	9.5		
Total	21	100.0		

3.12 Frequency and percentage of shouting in morning circle with music videos

In the traditional morning circle 16 children never shouted while 2 shouted 1 or 2 times during the song. However in the morning circle with music videos children didn't shout at all.

v- Jumping

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	16	76.2	88.9	88.9
2	1	4.8	5.6	94.4
4	1	4.8	5.6	100.0
Total	18	85.7	100.0	
Missing System	3	14.3		
Total	21	100.0		

3.13 Frequency and percentage of jumping in traditional morning circle

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	19	90.5	100.0	100.0
Missing System	2	9.5		
Total	21	100.0		

3.14 Frequency and percentage of jumping in morning circle with music videos

In the traditional morning circle sixteen children didn't jump while 2 jumped for one or two times. But during the circle with music videos nobody jumped.

vi- Lying on the floor

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	16	76.2	88.9	88.9
4	1	4.8	5.6	94.4
5 and more	1	4.8	5.6	100.0
Total	18	85.7	100.0	
Missing System	3	14.3		
Total	21	100.0		

3.15 Frequency and percentage of lying on the floor in traditional morning circle

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0	17	81.0	89.5	89.5
1	2	9.5	10.5	100.0
Total	19	90.5	100.0	
Missing System	2	9.5		
Total	21	100.0		

3.16 Frequency and percentage of lying on the floor in morning circle with music videos

In traditional morning circles sixteen children didn't lie on the ground and 2 lay for 4 and 5 times. But in the one with music videos two students lay for one time only.

vii- Playing with a toy aside

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	16	76.2	88.9	88.9
	2	1	4.8	5.6	94.4
	3	1	4.8	5.6	100.0
	Total	18	85.7	100.0	
Missing	System	3	14.3		
Total		21	100.0		

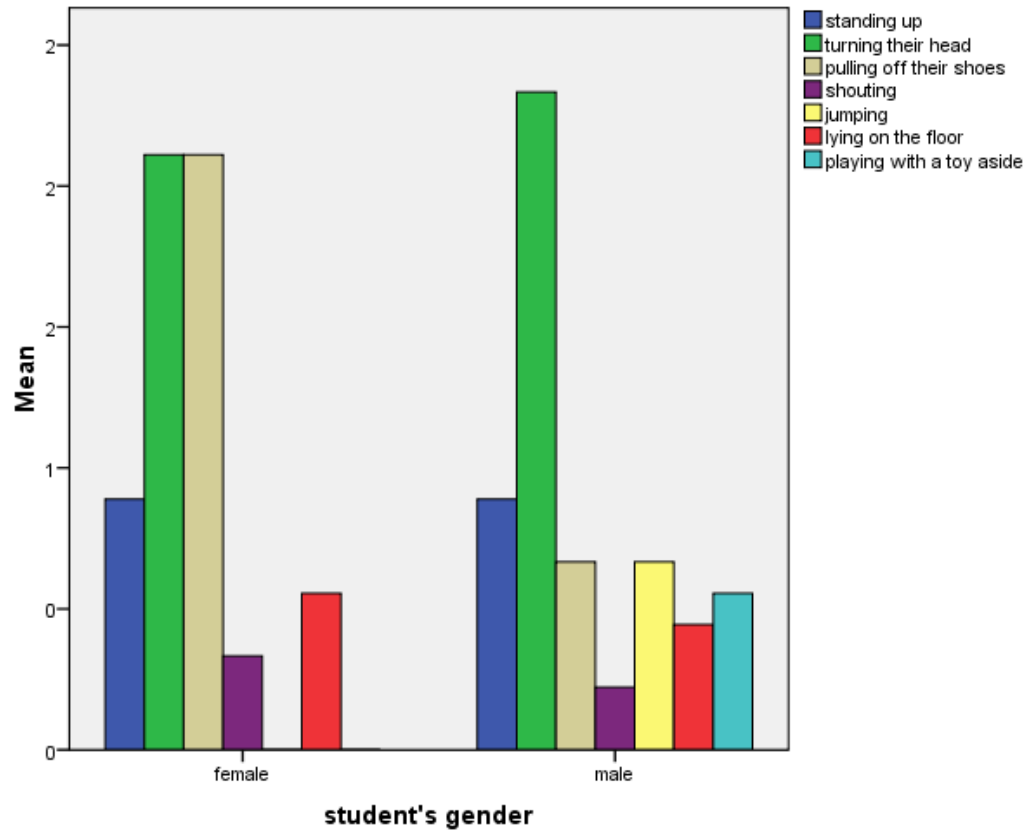
3.17 Frequency and percentage of playing with a toy aside in traditional morning circle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	18	85.7	94.7	94.7
	1	1	4.8	5.3	100.0
	Total	19	90.5	100.0	
Missing	System	2	9.5		
Total		21	100.0		

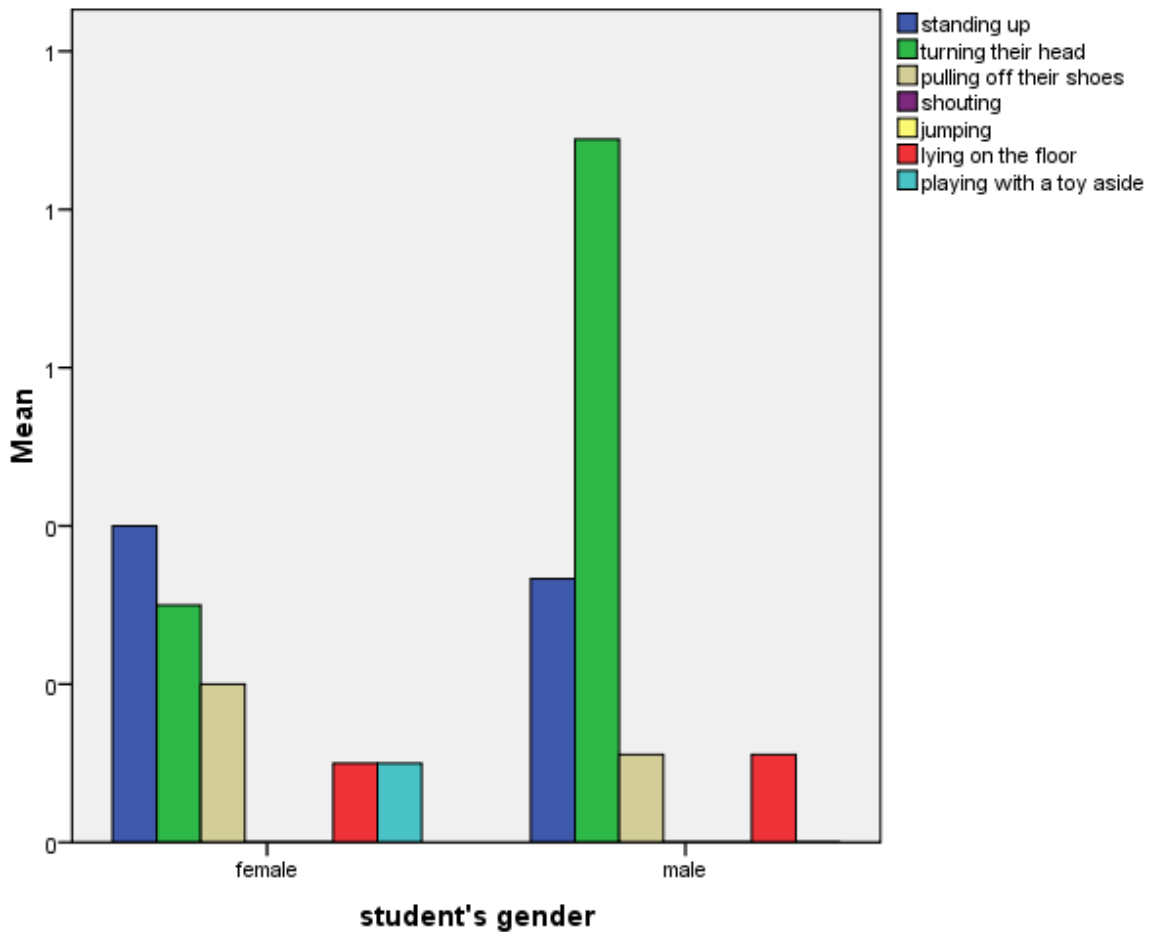
3.18 Frequency and percentage of playing with a toy aside in morning circle with music videos

In the traditional morning circle children played with a toy while in the one with music videos only one student.

c- The behaviors in morning circles according to child's gender



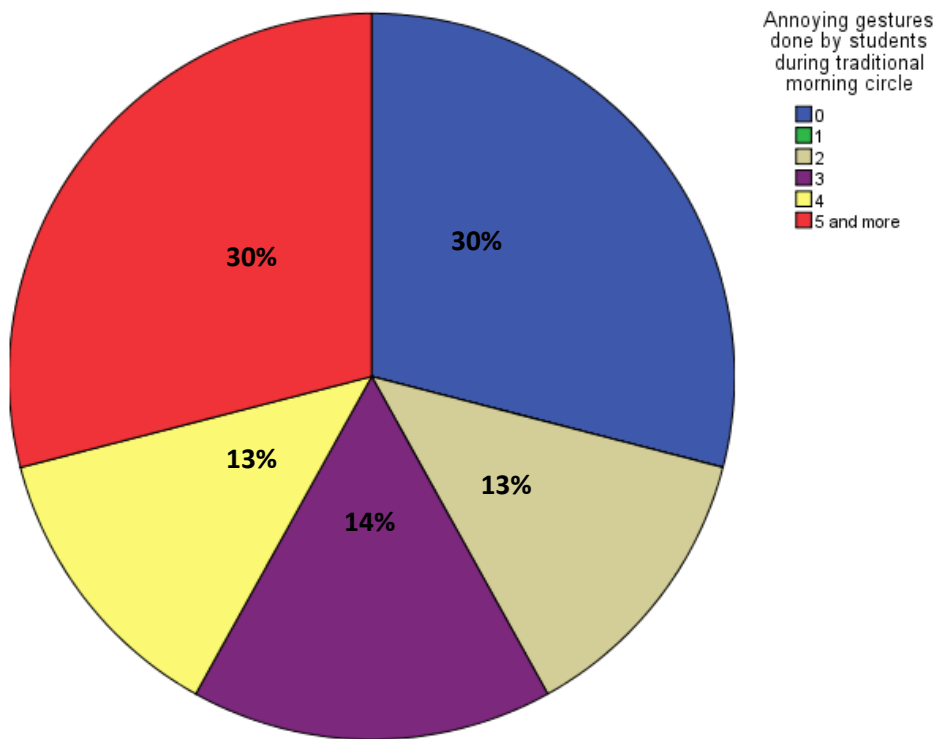
3.19 Behaviors done in the traditional morning circle according to the gender of the child



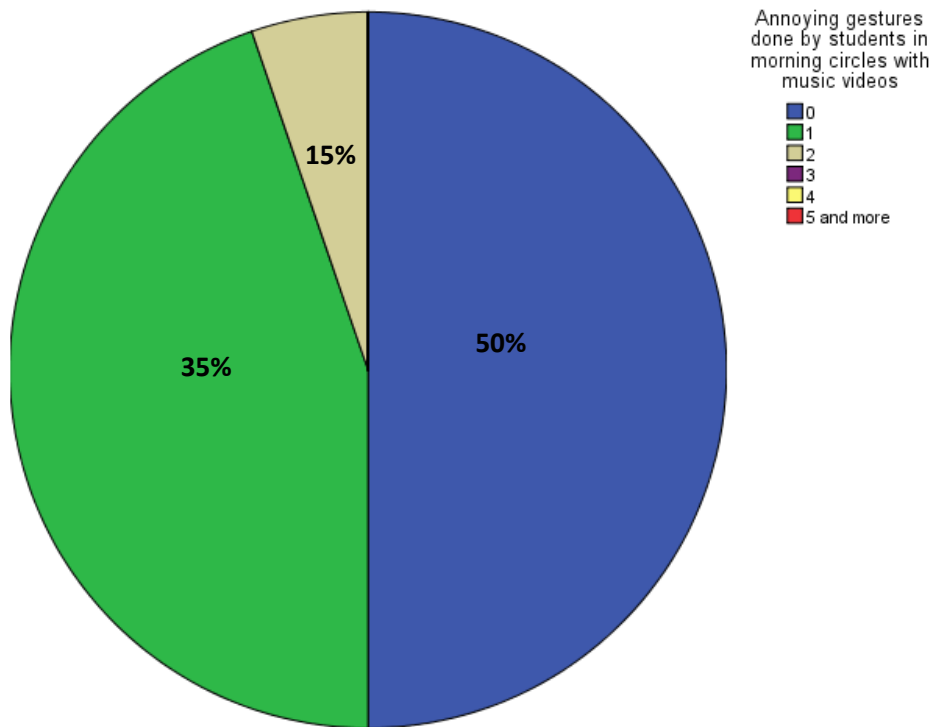
3.20 Behaviors done in the morning circle with music videos according to the gender of the child

The graphs 3.19 and 3.20 show that male and female children have approximately the same mean of annoying gestures. This mean vary between boys and girls: in some gestures girls are annoying more than boys (like pulling off their shoes), in others boys are more annoying (like jumping or turning their head). But as said before the mean of these gestures was minimized in the morning circle with music video.

d- The difference between the percentage of annoying gestures made by children during both morning circles



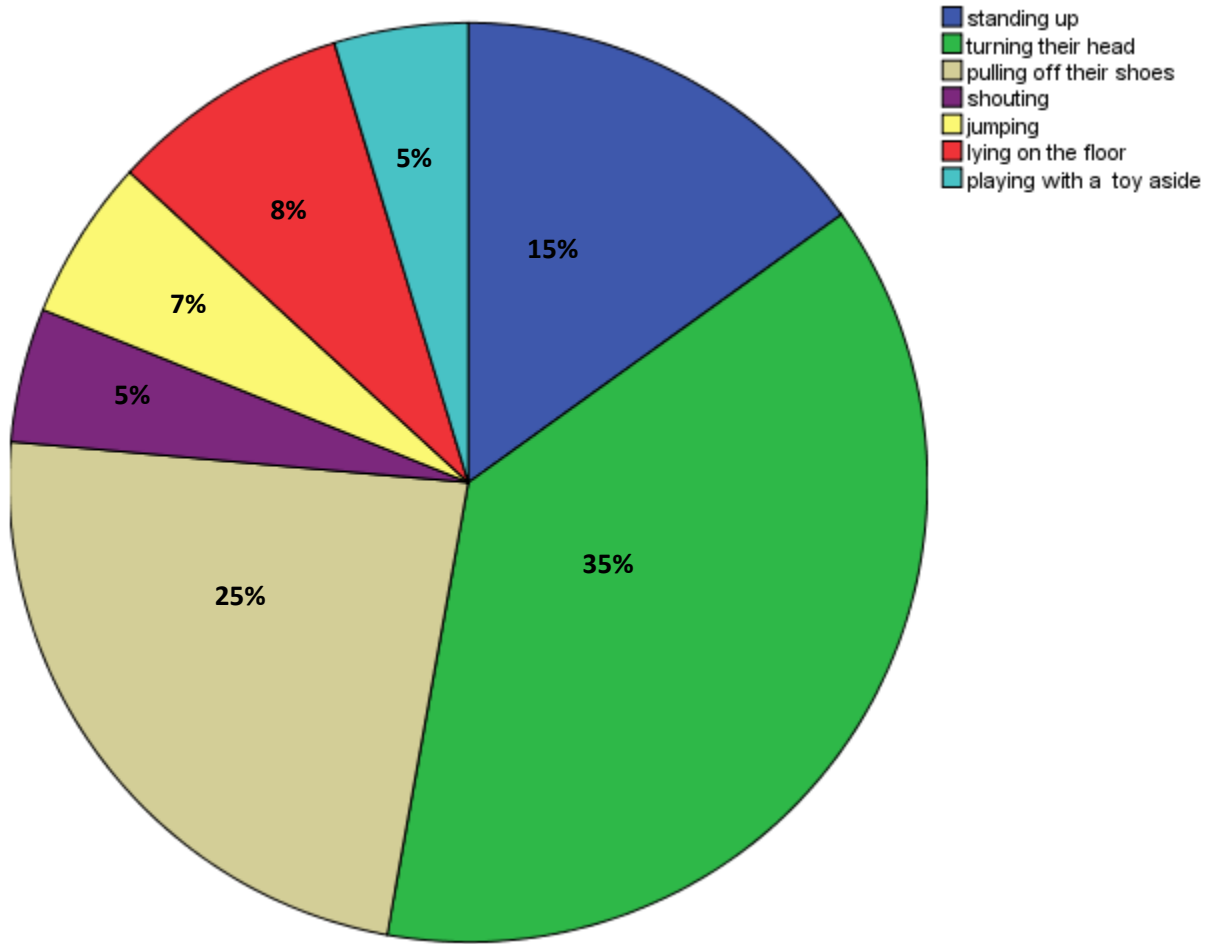
3.21 Percentage of annoying gestures done by children during the traditional morning circle



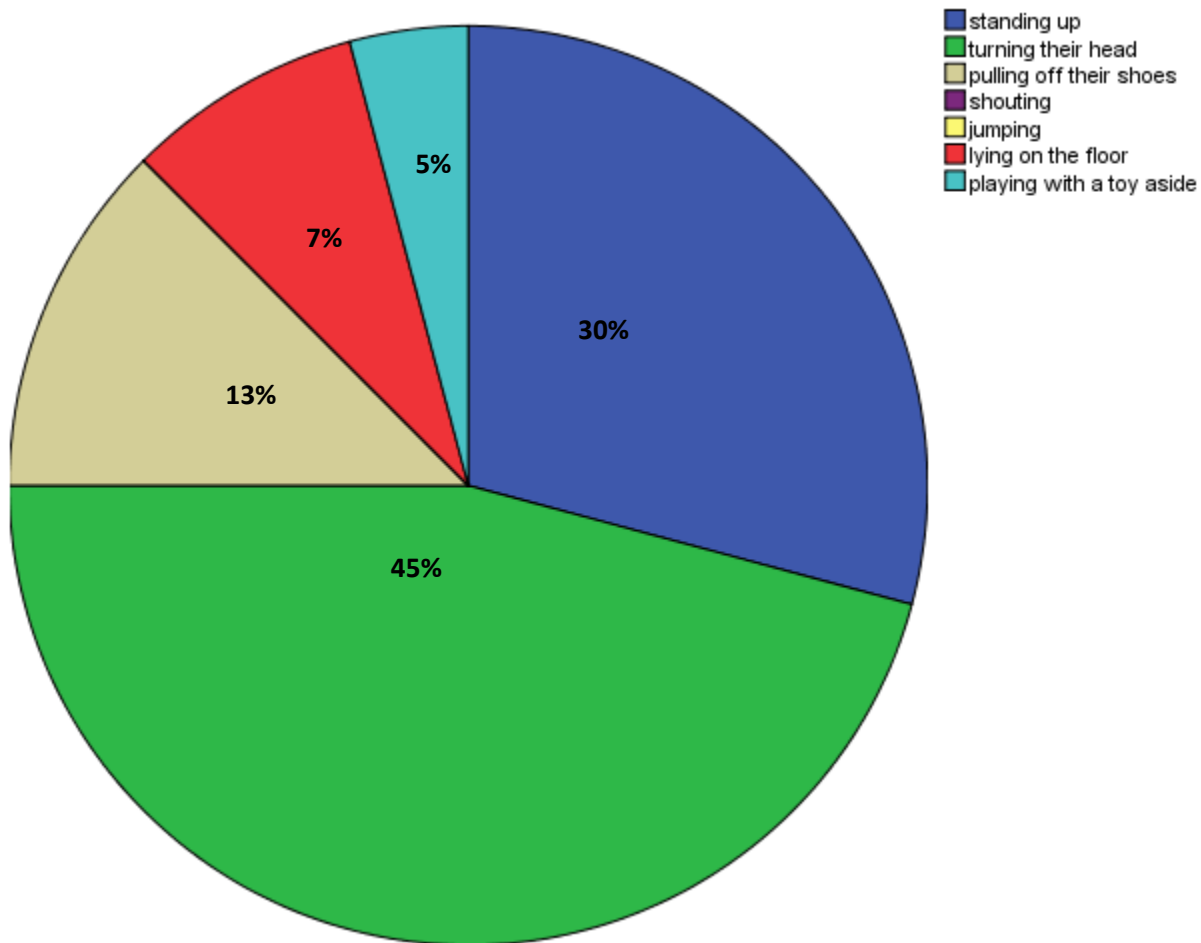
3.22 Percentage of annoying gestures made by children during the morning circle with music video

In the pie graphs 3.21 and 3.22, it is obvious that during the traditional morning circle the percentage of making annoying gesture between three and five times is very big, approximately 70% of the students. In the morning circle with music videos, the percentage of not making the gesture or making it for one time only is 85% of the students.

e- The repartition of annoying gestures done by children during both morning circles



3.23 Repartition of annoying gestures during the traditional morning circle



3.24 Repartition of annoying gestures during the morning circle with music video

According to the pie charts 3.23 and 3.24, the repartition of annoying gestures didn't differ a lot between the traditional morning circle and the one with music video. In both, the big part is given for standing up and turning their heads. However in the morning circle with music videos it is clear that the gesture of standing up is maximized a

little bit. The gestures of turning the head, lying on the floor, and playing with a toy aside stayed the same, and the gesture of taking off their shoes is minimized a bit. In addition, the gesture of shouting and jumping disappeared in the morning circle with music video.

2- Checklists of the intervention of teachers

Same as the checklists of the behavior of children, the data of checklists of intervention of teachers were collected and studied using SPSS. We had three teachers in the class.

The interventions were divided into 5 parts relative to the gestures of children. They were rated from 1 to 5.

The results are presented in the following two tables:

Teacher	Sitting down	Turning their head	Putting on their shoes	Making their voice lower
1	5.0	4.0	4.0	5.0
2	5.0	5.0	3.0	5.0
3	5.0	3.0	2.0	4.0

3.25 The number of interventions of the teachers during the traditional morning circle

Teacher	Sitting down	Turning their head	Putting on their shoes	Making their voice lower
1	2.0	1.0	1.0	0.0
2	1.0	0.0	0.0	0.0
3	1.0	0.0	0.0	0.0

3.26 The number of interventions of the teachers during the morning circle with music videos

a- The general statistics of interventions of teachers

Statistics

		Making the children sit down	Turning their head	Putting on their shoes	Making their voice lower
N	Valid	3	3	3	3
	Missing	0	0	0	0
Mean		5.00	4.00	3.00	4.67
Median		5.00	4.00	3.00	5.00
Mode		5	3 ^a	2 ^a	5
Std. Deviation		.000	1.000	1.000	.577
Minimum		5	3	2	4
Maximum		5	5	4	5
Sum		15	12	9	14

a. Multiple modes exist. The smallest value is shown

3.27 Statistics of the interventions of teachers during the traditional morning circle

Statistics

		Making the children sit down	Turning their head	Putting on theirshoes	Making their voice lower
N	Valid	3	3	3	3
	Missing	0	0	0	0
Mean		1.33	.33	.33	.00
Median		1.00	.00	.00	.00
Mode		1	0	0	0
Std. Deviation		.577	.577	.577	.000
Minimum		1	0	0	0
Maximum		2	1	1	0
Sum		4	1	1	0

3.28 Statistics of the interventions of teachers during the morning circle with music videos

These tables show the difference between the statistics of the interventions of the teachers during the traditional morning circle and the one with music videos.

We see that the mean of intervention decreases it even disappears from the circles with music videos and the same goes for the standard deviation that shows the difference between the minimum and the maximum values.

b- Frequencies of intervention of teachers

The frequencies of the intervention of teachers during the traditional morning circle and the one with music videos were calculated using SPSS and are presented in these tables below:

i- Making the children sit down

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 5 and more	3	100.0	100.0	100.0

3.29 Frequency and percentage of making children sit down during the traditional morning circle

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	2	66.7	66.7	66.7
2	1	33.3	33.3	100.0
Total	3	100.0	100.0	

3.30 Frequency and percentage of making children sit down during the morning circle with music videos

We see in these tables that each teacher made children sit down more than 5 times in the traditional morning circle and this frequency goes down to 2 times and even 1 time.

ii- Turning the head of children

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	1	33.3	33.3	33.3
	4	1	33.3	33.3	66.7
	5 and more	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

3.31 Frequency and percentage of turning the head of children down during the traditional morning circle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	66.7	66.7	66.7
	1	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

3.32 Frequency and percentage of turning the head of children down during the morning circle with music videos

These tables demonstrate that during the traditional morning circle a teacher turned the head of a child 3 times, the other teacher 4 times and the last one 5 times. In the one with music videos only once teacher turned the head of a child.

iii- Putting their shoes on

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2	1	33.3	33.3	33.3
	3	1	33.3	33.3	66.7
	4	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

3.33 Frequency and percentage of putting the shoes of children during the traditional morning circle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	2	66.7	66.7	66.7
	1	1	33.3	33.3	100.0
	Total	3	100.0	100.0	

3.34 Frequency and percentage of putting the shoes of children during the morning circle with music videos

During the traditional morning circle a teacher put the shoes of a child two times, the other teacher 3 times and the last teacher 4 times. In the morning circle with music video only one teacher put the shoes of a child for one time.

iv- making their voice lower

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	1	33.3	33.3	33.3
	5 and more	2	66.7	66.7	100.0
	Total	3	100.0	100.0	

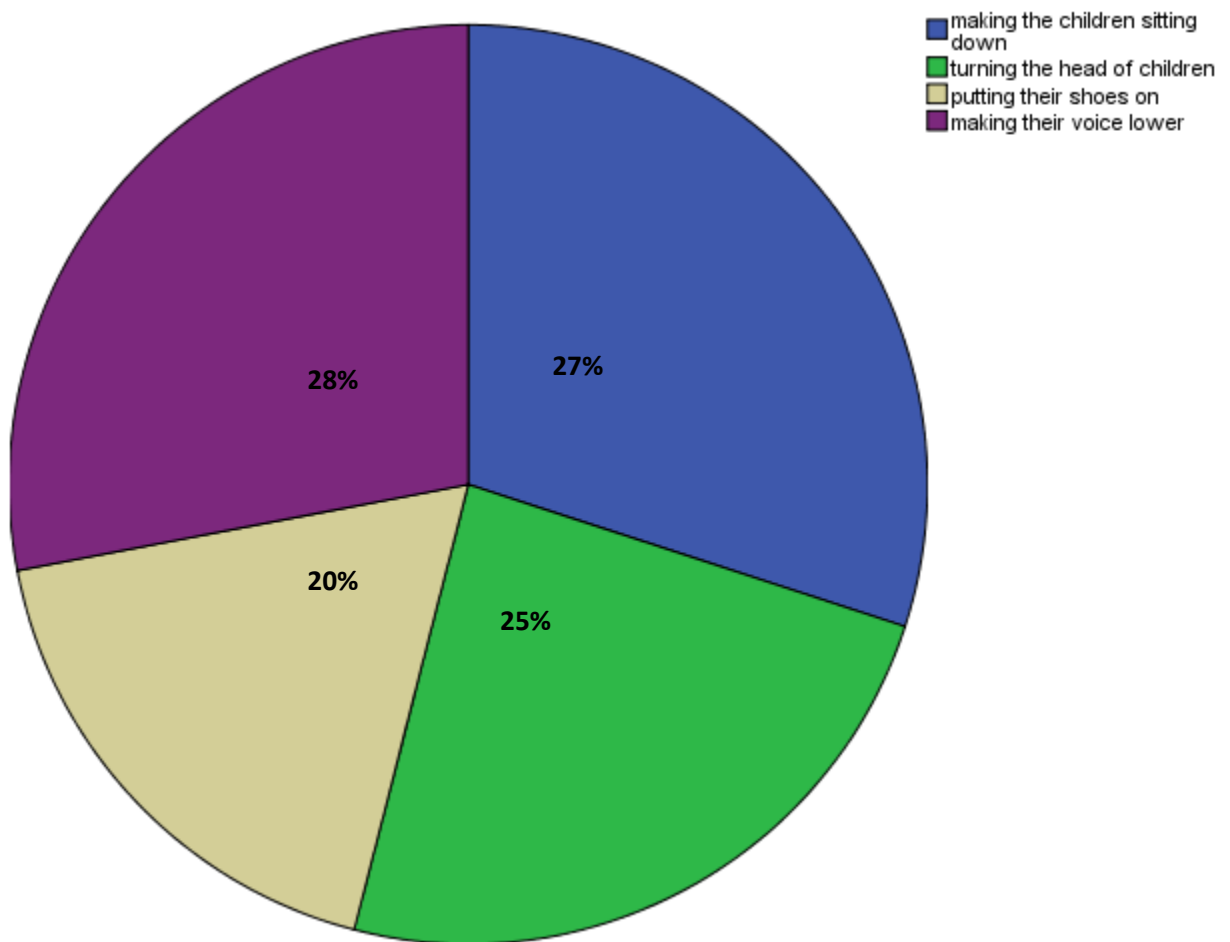
3.35 Frequency and percentage of making the children stop shouting during the traditional morning circle

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	3	100.0	100.0	100.0

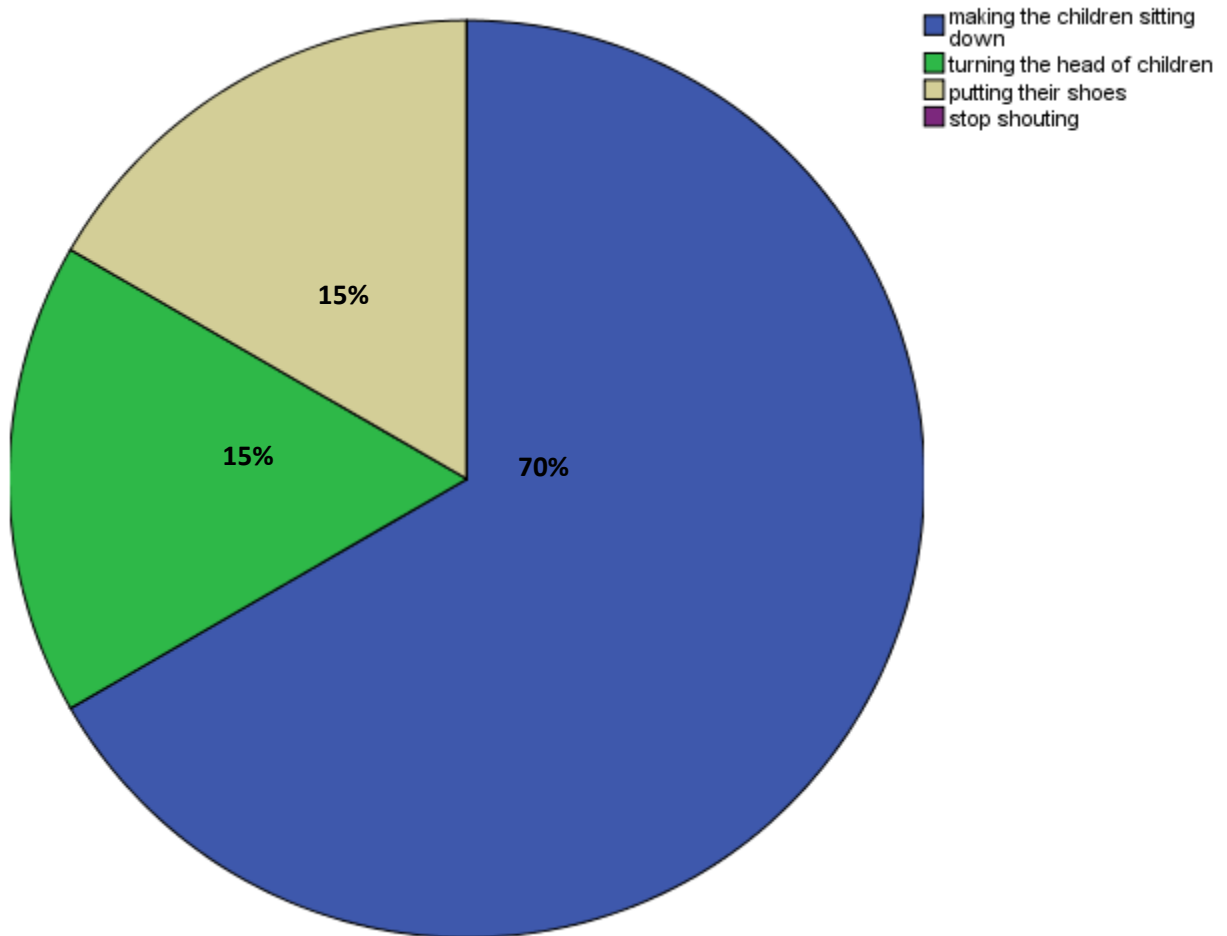
3.36 Frequency and percentage of making the children stop shouting during the morning circle with music videos

During the traditional morning circle one teacher made the voice of children lower for four times and two teachers for five times and more. In the morning circle with music videos there was no intervention to make the voice of children lower.

c- The repartition of the intervention of teachers



3.37 The repartition of the intervention of teachers during the traditional morning circle



3.38 The repartition of the intervention of teachers during the morning circle with music videos

The pie charts 3.37 and 3.38 the highest percentage is given to make the children sit down; then, to turning their heads and the last percentage goes to putting their shoes on. The percentage of stopping them from shouting has an important percentage in the traditional morning circle but it is absent from the one with music videos

3- The questionnaires of teachers

The target behind the questionnaires distributed for the teachers after the morning circle with music videos, is to know their opinion about this morning circle, and to know what problems they were facing during the traditional morning circle. In addition, they were asked to say their opinion about which one they prefer and why.

The answers of the teachers are presented as follows:

When asking about how they can describe the morning circle in their classroom, one teacher wrote, “The kids are agitated”. The second one said, “It depends. Sometimes the kids are very calm and everything goes on smoothly, other times they are noisy”. The last one wrote, “The morning circle is too long that the students start to be agitated”

For question 2 about the importance of the morning circle, all the teachers agreed that it is important.

Regarding the problems with the behavior of children in morning circles, all three teachers said that they have such problems. The reasons were different. One of them wrote, “Because of routine”, the other one claimed that it’s simply because the children are moody and the last said, “It is boring without any movement and attraction”.

About what gestures perturb the class answers were varied. Two said “shouting”, one “turning their head”, the three of them “pulling off their shoes”, one

“jumping”, three “standing up” and one of the teachers had another problem that “they don’t listen”.

All the teachers said that they like the morning circle with music videos for the following reasons: “The kids sit and start singing with us”, “It helps the child to understand more the songs” and “The kids were attracted to the videos, and they were concentrating, singing happily.”

In addition all the teachers noticed a change in the behavior of the children. They gave the following remarks: “They all sat down”, “All the children were too interested, and they concentrated more” and “All the kids were sitting well, and they were not making any annoying gestures.”

When asked which method they liked more, one of the teachers said that it is the one with music videos “because it is active”; also the other one said that she likes the one with music videos “because when used the kids were amused and they interacted with the songs”. The third teacher answered, “Both. The traditional way helps the communication between the teacher and the child, but at a certain level the children lose their concentration.”

4- The interviews with the experts

To go deeply in the results and to know the reasons of the behavior of children, we had many interviews with some experts: the principal of the nursery, the teacher

(head of class), a pedagogical consultant in a publishing company and a psychomotor specialist.

a- Interview with the principal of “Les Citronniers” nursery

The principal of “Les Citronniers” nursery, Mrs. Marie Claude Bacha was so happy with the integration of technology into education in the nursery. She said, “The children were so motivated. They were so happy when watching videos, educational reports or a power point presentation” (Mrs. Bacha, personal communication, 2014). So, they are happy and they all pay attention in class.

On the other side, she said that the children are also happy when playing with toys, puzzles, or hearing the teacher reading a story.

She concluded, “The importance is to have a balance between the use of technology and the use of traditional methods” (Mrs. Bacha, personal communication, 2014). It is important for children to experience several methods.

b- Interview with the head of the class “Les Pitchouns”

The head of the class Mrs. Zeina Nehme has already answered the questionnaire but it was interesting to know more about her opinion. She said that technology is very important for the children in her class. She added that when they watch a video or they play a certain educational game, they are so motivated and concentrated. In

addition, she said that they liked the morning circle with music videos a lot. She claims, “They were all attracted and participated in singing, they simply enjoyed it”.

Mrs. Nehme added, “The teacher has an important role in her class; she should know how to direct it and maintain the balance. What I usually do is that I use many tools for the same activity. For example, I sing with them and let them hear the songs using a CD player” (Mrs. Nehme, personal communication, 2014)

c- Interview with the pedagogical consultant in “Samir Editeur”

Dr. Colette Aoun the pedagogical consultant of “Samir Editeur” and the director of “Palmito” said, “Our children are bathing in a world of technology. So, it was very important for schools to introduce technology to their curriculum” (Dr. Aoun, personal communication, 2014). From here, “Samir Editeur” produced many technical supports to their manual “Palmito”, and teachers like it a lot and use it in their ECE classes. It helps teachers to gain time and it motivates children.

They noticed their success from the high demand on “Palmito”. Dr. Aoun added, “The flipcharts for IWB, CDs and DVDs help the teachers bring reality, as much as they can, to the classroom and help the student learn many skills” (Dr. Aoun, personal communication, 2014).

d- Interview with the psychomotor specialist

Mrs. Marylinn Bou Nahed is a psychomotor specialist and a PhD candidate in psychomotor studies, and she was a supervisor of cycle 1 of elementary classes. In the interview, she answered questions related to the reasons of the behavior problems and the difference in the behavior in the morning circle with music videos and she was asked for some advice.

She said that a period of 30 minutes is too long for children of two years to stay sitting without moving. She added, “Children have many different preferences. Some prefer hearing, others watching. When seeing the music videos, the children are hearing and watching at the same time. In addition, they are attracted to the colors and images they see” (Mrs. Bou Nahed, personal communication, 2014).

Mrs. Bou Nahed added that the children at this age are in the stage of imitation. They like to imitate humans and animals. Her advice for teachers was to use many techniques and helpful materials in the morning circle and not to concentrate all the time on technology.

F- Validation of hypothesis

In this action research we have two hypotheses. The first one is that the children will behave better during the morning circle with music videos. The second one is that children when seeing the music videos will not imitate the movements they are

habituated to do with teachers. So, we have two major variables: an independent one which is the music videos and a dependent one which is the behavior of children.

1- Testing of H

For the first hypothesis we will use the Student Test because we have the same group and a variable that affect them. To test the evidence of the music videos of the children of “Les Pitchouns” Student Test is done on the data of the morning circle with music videos.

According to the Student T-test we accept the hypothesis H_1 and we refuse the H_0 when “ t_{exp} ” (experimental value of t) is bigger than a certain value when comparing with the theoretical value of “ t_{th} ” according to the degree of freedom “df” and the significance value.

In our case the degree of freedom is equal to “20”, and we will use 0.05 as significance value because it is the one considered to accept H and refuse H_0 , when $t > 2.086$ or $t < -2.086$.

The values of “t” were calculated manually using this formula:

$$t = \frac{\bar{x} - \mu}{\frac{s}{\sqrt{n}}}$$

where:

- \bar{X} : The mean of annoying gestures during the morning circle with music videos.
- μ : The mean of annoying gestures during the traditional morning circle.
- S: standard deviation
- N: total of children

The values are calculated for each variable as below:

- Standing up: $t = -3.939$ so here H_1 is accepted and the gesture of standing up is affected by the music videos.
- Turning their head: $t = -12.424$, H_1 is accepted and the gesture of turning their shoes is affected by the music videos.
- Pulling off their shoes: $t = -9.318$, H_1 is accepted and the gesture of pulling off their shoes is affected by the music videos.
- Shouting: $t = -2.121$, H_1 is accepted and the gesture of shouting is affected by the music videos.
- Jumping: $t = -2.5$, H_1 is accepted and the gesture of jumping is affected by the music videos.
- Lying on the floor: $t = -2.594$, H_1 is accepted and the gesture of lying on the floor is affected by the music videos.
- Playing with a toy aside: $t = -1.7424$, here H_0 is accepted so there is no relation between the music videos and the gesture playing with a toy aside. It

was noticed two times on two children during the traditional morning circle and once on one of them during the morning circle with music videos.

We can say that H_1 is accepted and H_0 is refused so music videos stop the children from doing the annoying gestures.

2- Testing of H'

To validate this hypothesis a deduction about the two morning circles was established after the observation:

As cited before during the traditional morning circles in “Les Pitchouns”, teachers had the habit to sing songs with the children. When hearing the songs, the children start to imitate a certain movement according to the words. For example when hearing “j’enroule le fil” (I wrapped the wire) they start to turn their hands and then clap, or when hearing the song of the snail “Petit escargot” they start to crawl and walk on their hands and knees.

For the morning circle with music videos the hypothesis was that the children will not do these movements anymore when they will watch the music videos of the same songs. But as a result, we had the opposite.

Both songs “J’enroule le fil” and “Petit escargot” are projected on the white screen. The first one was projected in two ways: the first one was a picture of a cat

handling a cord, while the second one was a group of children singing the song and making the movements. When watching both videos the children reacted the same way and started to make the specific movements of the song while singing it.

The second song was a video about a snail having a cute house on its back and crawling in a cute way adapted for children. When the music video started, all the children stood on their hands and knees at the same time and started walking and singing the song as they are accustomed to do in the traditional morning circle.

We can say that H'_1 is refused and H'_0 is accepted so music videos didn't stop the children from doing and imitating the movements they used to do with each song.

Summary

The action research was done in “Les Pitchouns” class at “Les Citronniers” nursery. The number of students was twenty and 3 teachers. Two sessions of morning circles were made in two different ways, one in a traditional way and the other using music videos. Checklists were filled while observing the behaviors of students with their annoying gestures and the intervention of teachers. In addition, teachers were asked to answer a questionnaire and interviews were made.

As a result, we found out that children behaved better during the morning circles with music videos and their annoying gestures were minimized even some of the gestures disappeared like, shouting and jumping (this is clear in the tables of frequencies). Regarding the gender of children, we saw that both male and female children made annoying gestures but the frequency vary from one gesture to another. Moreover, the interventions of teachers were minimized and teachers liked the morning circle with music videos because the children interacted with these videos.

The principal of the nursery and the head of the class confirmed the importance of using technology in the class, but they also insisted to use it in a balanced way. A psychomotor specialist confirmed that children like colors and songs and interact with them but it is necessary to use multiple ways in the morning circles.

H₁ was accepted because the annoying gestures of children were minimized during the morning circle with music videos and the student T test to every gesture was

positive except for one gesture. H'_1 was rejected because the children imitated the movements announced by the song.

CHAPTER IV

DISCUSSION AND CONCLUSION

Introduction

The method and the results of the action research have been presented, now they need to be discussed and related to other universal results. This is how we can put them into their context and present their implication in future studies and recommendations.

But before, we will present a detailed description of the traditional morning circle and the morning circle with music videos done by the researcher in the “Les Pitchouns” class.

At the end of the chapter, we will present many recommendations to be used in this class and even in other nurseries, and advices for future studies in the same field. Moreover, the limits of the action research will be presented with a general conclusion to sum up the whole action research.

A- Discussion

The results of the action research were presented before in tables, graphs and figures. But now the two morning circles will be presented in a detailed way.

What do the results mean and how can we relate these to other findings worldwide?

1- Description of the traditional morning circle

During the traditional morning circle, students were singing with their teachers. They were 18 children and three teachers. The session started by the greeting song (Bonjour les amis), then the songs of the days, the alphabet, and the names of the fingers. At this time, children were agitated a little, some of them stood up, others lay on the floor and others pulled off their shoes. After these songs, they had to sing songs related to the means of transportation (The wheels of the bus, Il était un petit navire, Bateau sur l'eau, Dans mon auto, Caillou dans le train). At this time, children became more agitated and the teachers started to calm them down and to ask them to sit down and put on their shoes. Moreover, we saw children sleeping, walking or playing with a toy aside.



4.14.1 traditional morning circle

In addition, teachers sang songs where children had to imitate the movements related to each song (J'enroule le fil, Petit escargot) and they did. They turned their hands and walked on their hands and knees.

2- Description of the morning circle with music videos

In the morning circle with music videos the same songs were projected as music videos on white screens. In this morning circle, children sat well and reacted with the

songs. The majority of bad gestures disappeared and the children concentrated well and sang the songs.



4.2 Morning circle with music videos

In addition, the same songs to be sung with the movements (*J'enroule le fil*, *Petit escargot*), were sung by the kids and they started to turn their hands and walked on their hands and knees. The same thing as when the teachers sang the songs themselves. This is because “at this age, children are in the imitation stage; they imitate others and they like to do like animals: crawl like the serpent or the snail, jump like the rabbit...” (M. k. Bou Nahed, personal communication, July 2014).

3- Interpretation of the results

The results were presented before as calculations for many variable statistics, while the explanation and interpretation are presented here. We saw that the mean and the percentage (pie chart) of annoying gestures declined from the traditional morning to the morning with music videos; the music videos affected the behavior of the children and minimized, or eliminated in some cases, the annoying gestures. But they have the same repartition in the two morning circles (pie chart); the annoying gestures are distributed according to the same percentage in both morning circles.

Regarding the gender of students, it didn't affect a lot the frequencies of annoying gestures (graphs).

The mean and percentage (pie chart) of interventions of teachers to calm down the children also declined from the traditional morning circle to the one with music videos. Teachers didn't have to calm down the students during the morning circle. But they have the same repartition (pie chart) in both morning circles.

Teachers of the class liked the morning circle with music videos. They said that children were attracted and motivated. Experts said that technology is very important to our children, but we should know how to use it for the good of our students. In addition, it is normal that children at this age like music videos because they are attracted to colors, images and music as it is normal to them to imitate animals.

4- Relation of the results with the world wide findings

Many researches were done about ECE and students in KG, to see what the adaptive activities to be used are and how we can teach them. They found that the most important is to know how to teach these young students. A study done by Susan Crandell Celia and E. Johnson shows that “a preschool boy with Asperger’s syndrome responded positively to the video instruction, increasing the variety of activities he participated in”. Another study done by Cassiano M. Gkoria, a kindergarten class from Bronx (New York) increased their skill in oral language development throughout a span of 10 weeks with daily exposure to songs, song picture books, story books, games, body percussion and instruments.

So music videos have good effect on the behavior of children and the teaching/learning process in ECE and this result is found in this action research.

B- Limits of the action research

While planning, applying and making this action research, it was limited by many factors. These are difficulties, problems and they are presented as follow:

- The absence of developed technical devices and equipment in the nursery where the action research was made. There was only a projector connected to the laptop of the researcher projected to a screen.

- The absence of recent exact statistics about ECE and Technology into Education in Lebanon. The statistics found were old and not well precise, which didn't situate the action research to its context in an excellent way.
- The young age of children on whom the action research was applied. The children are young and don't know how to write or read. For this reason they couldn't answer a questionnaire and the researcher couldn't ask them about their opinions and experiences during the morning circles.

C- Recommendations for the nursery and the class

According to the results of this action research and her intervention in this class, the researcher comes out with some recommendations. These are established to help the teachers of the class solving the problem discussed at the beginning which was the annoying gestures of children during the morning circles.

The recommendations are:

- Minimize the duration of the morning circles to 20 min. It can be done by saving 10 minutes at the end or at the beginning for the children to play, dance or make other activities.
- Use different styles and techniques to sing the songs with children on daily basis. The role of the teacher is very important and she must be present all the time and keep the order in the morning circle even while using technology. For this reason the teacher can vary the styles of morning

circles, she can sometimes sing for the children, other times she can use CDs and project music videos. In this way, the children are introduced to different techniques and styles which help them to enhance their intelligence. Thus using 10 minutes for music videos followed by 10 minutes for the traditional morning circle could be a good point.

- Dedicate a room in the nursery for technology where we can find an Interactive White Board with a projector and a screen and good sound systems. This installation must be appropriated to the age of the children where the teachers can use it to make interactive activities with them.
- Have, if possible, a TV in every classroom so teachers will be free to put music videos or educational films when they want according to the need.

D- Further studies

From this action research we can go beyond and propose some suggestions for further studies which complete this action research:

- The effect of music videos on specific children with behavioral or psychomotor problems and difficulties.
- The usage of technology (music videos, PowerPoint presentations, and flipcharts) in other activities in ECE like storytelling, learning colors....
- The effect of music videos on older students in elementary classes.

- The effect of these music videos when they are projected many times during a week or a month on the children.

E- Conclusion

The objective of this action research was to solve the problem of annoying gestures done by children during the morning circles. According to the results, the problem was mainly solved because the annoying gestures were minimized either disappeared completely during the morning circle with music videos.

But according to the teachers, the principal of the nursery and the pedagogical experts, the problem wasn't resolved in a good way. It's because when using the music videos instead of the teachers singing, the teacher is absent and she doesn't react anymore with the children. So, the music videos must be used but not all the time. What is important is to minimize the duration of the morning circle, plan it well and use many different styles and ways to do it. It is all about balance between the traditional ways and the technological ways, and to know how to implement technology and how to use it in this class and ECE.

Summary

During the traditional morning circle, the children made a lot of annoying gestures and imitated the movements of the song, while during the morning circle with music videos the annoying gestures were minimized and even disappeared but children still imitate the movements of the same songs. The problem of the action research is solved but not in a good way because the teacher is then absenting herself. That's why, the morning circles must be well planned, organized and different, and in addition the nursery should have adaptive technical installations to ensure the good usage of technology. For this reason it is good to see the effect of technology on other activities done in ECE, or in older classes and to see the effect of music videos on children with special needs.

REFERENCES

Books

English

[1] Feldman, R. S., Riné B. (1991). *Fundamentals of nonverbal behavior*. Cambridge, England: Cambridge University Press.

[2] Lachs V. (2000). *Making multimedia in the classroom (a teacher's guide)*. Oxon, UK:Routledgefalmer.

[3] Savelsbergh G., Davids K., Kamp J., &Benett S. (2003). *Development of movement co-ordination in children*. Oxon, UK:Routledgefalmer.

French

[4] Baron G.L. (1991). *Informatique et apprentissage*. INRP

[5] Baron G.L., Bruillard E. (1996). *L'informatique et ses usagers dans l'éducation*. Paris, France : P U L

[6] Baron G.L., Boudé J. (Eds.). (1992). *L'integration de l'informatique dans l'enseignement et la formation des enseignants*. INRP

[7] Barthes J. (1991). *La chanson à portée des enfants*. Paris, France : Hachette

[8] Bourrissoux J. L., &Pelpel P. (1982). *Enseigner avec l'audiovisuel*. Paris, France : LesEditions d'Organisation

[9] Taberlet M.O., & Colin A., (1997). *Les comptines à Malice*. Paris, France.

[10] Thomas R. M., & Michel C. (1994). *Théories de développement de l'enfant*. Paris, France : DeBoeck

[11] Seron X., Lambert J. L., Linden M. V. (1977). *La modification du comportement*. Bruxelles, Belgique : Les éditions de l'Université de Bruxelles.

Online Books

English

[12] Walston, J.T. & West, J. (2004). *Full-day and Half-day Kindergarten in the United States: Findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99* (NCES 2004–078). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

Eric documents

English

[13] Bruce S. ET. All. (2006). *Making morning circle meaningful*. Retrieved from ERIC database (EJ967103)

[14] Casiano G. M. (1998). *Music Literacy in Kindergarten*. Retrieved from ERIC database (ED429914)

[15] Crandell S. Jhonson E. C. (2009). *The impact of music instruction: a case study of a student of a student with Asperger syndrome*. Retrieved from ERIC database (EJ967754)

[16] Garvis S. (2012). “*you are my sunshine my only sunshine*”: *current music activities in Kindergarten classrooms in Queensland, Australia*. Retrieved from ERIC database (EJ1000241)

[17] Natassa E. S., Smargada C., Harris S. (2011). *Music learning in the early years: interdisciplinary approaches based on Multiple Intelligence*. Retrieved from ERIC database (EJ985607)

[18] Vodovipec J. L. (2000). *Teaching and learning in Kindergarten*. Retrieved from ERIC database (ED514900)

[19] Whiting J. & Granoff S. (2010). *The effects of multimedia input on comprehension of a short story*. Retrieved from ERIC database (EJ899763)

Websites

[20] Deborah J. Stewart M.E. March 25, 2013. *Ten tips for circletime in the preschool classroom*. Retrieved July 24, 2014, from:
<http://www.teachpreschool.org/2013/03/ten-tips-for-circletime/>

[21] Economic & Social Research Council. September 21, 2013. *Classroom Behavior: Why It's Hard To Be Good*. ScienceDaily. Retrieved July 9, 2014 from:
www.sciencedaily.com/releases/2009/09/090920204451.htm

[22] Ferguson J. n.d. *A History of the Music Video*. Retrieved October 15, 2014 from:
<http://timerime.com/en/timeline/596148/A+History+of+the+Music+Video/>

[23] LAU Tribune. *The Effect of Music Videos On Children*. Retrieved July 24, 2014 from:
<http://tribunelau.com/2014/02/the-effect-of-music-videos-on-children/>

[24] Richards P. *The Effects of Behavior Modification in an Inclusion Classroom*. Demand Media. Retrieved July 24, 2014 from:
<http://everydaylife.globalpost.com/effects-behavior-modification-inclusion-classroom-28925.html>

[25] Patsalides L. August 27, 2012. *It's Circle Time! Songs and Ideas for a Successful Year*. Retrieved July 24, 2014 from: <http://www.brighthubeducation.com/pre-k-and-k-lesson-plans/3878-circle-time-activities-and-ideas/>

[26] *Problem Behavior In The Classroom: Dealing With Children And Sensory Processing Disorders At School*. Retrieved July 24, 2014 from: <http://www.sensory-processing-disorder.com/problem-behavior-in-the-classroom.html>

[27] UNICEF. (December 2013). *UNICEF: Statistics, at a glance: Lebanon*. Retrieved July 26, 2014 from: http://www.unicef.org/infobycountry/lebanon_statistics.html

Online documents

English

[28] American University of Beirut. n.d. *Thesis manual*. Retrieved July 25, 2014 from: <http://www.aub.edu.lb/ulibraries/Documents/ThesisManual/thesis-manual.pdf>

[29] Bicard, S. C, Bicard, D. F., & the IRIS Center. (2012). *Defining behavior*. Retrieved July 25, 2014 from: http://iris.peabody.vanderbilt.edu/case_studies/ICS-015.pdf

[30] Concordia University, Center for inclusive child care. (n. d.) *Tip sheet: factors that influence behavior*. Retrieved July 28, 2014 from: <http://www.inclusivechildcare.org/pdf/Factors%20that%20Influence%20Behavior%20Tip%20Sheet.pdf>

[31] Harvard University. n.d. *The examples of references commonly used at “Harvard Graduate school for Education” using APA style – 6th edition*. Retrieved July 21, 2014 from: http://www.gse.harvard.edu/sites/default/files//apa_gutman_examples.pdf

[32] Lewin K. 1946. *Action Research and Minority Problems*. Retrieved October 14, 2014 from: http://bscw.wineme.fb5.uni-siegen.de/pub/nj_bscw.cgi/d759359/5_1_ActionResearchandMinorityProblems.pdf

[33] Rand corporation, Daughtry L. et al. (2014). *Using Early Childhood Education to bridge the digital divide*. Retrieved July 25, 2014 from: <http://www.rand.org/pubs/perspectives/PE119.html>

[34] Maksimović J. 2010. *Historical Development of Action Research in Social Sciences*. Retrieved October 15, 2014 from: <http://facta.junis.ni.ac.rs/pas/pas2010/pas2010-10.pdf>

[35] Schott foundation for public education. (January 2008). *Implementing policies to reduce the likelihood of preschool expulsion*. Retrieved July 28, 2014 from: http://medicine.yale.edu/childstudy/zigler/350_34772_PreKExpulsionBrief2.pdf

[36] UNESCO, Reddy U. V. (n.d.). *Role of ICTs in Education and development: potentials, pitfalls and challenges*. Retrieved July 25, 2014 from:
http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_13.pdf

[37] World Bank, Communication for Governance and Accountability program. (n. d.). *Theories of Behavior Change*. Retrieved July 25, 2014 from:
http://siteresources.worldbank.org_EXTGOVACC_Resources_BehaviorChangeweb

Frensh

[38] CDRP, Malak Y. (Mai 2007). *L'utilisation des documents vidéo dans la classe des langues*. Retrieved July 25, 2014 from :
http://www.crdp.org/crdp/Arabic/arnews/majalla_ar/pdf40/40_P45_52.pdf

Arabic

[39] المجلس العربي للطفولة المبكرة. (نيسان 2012). *نشرة الطفولة المبكرة*. Retrieved July 27, 2014 from: <http://www.aecwg.org/ar/eccd-newsletter>

[40] وزارة الشؤون الإجتماعية، المجلس الأعلى للطفولة. (2006). *التقرير السنوي حول التنشئة في لبنان*. Retrieved July 27, 2014 from: www.atfalouna.gov.lb/Docs/tpdoc69.doc

[41] وزارة التربية، المجلس التربوي للبحوث والإنماء. (أيار 2010). *جودة التعليم من أجل التنمية الإستراتيجية الوطنية للتربية والتعليم خطة تطوير التعليم العام (ما قبل الجامعي) 2010-2015*

Retrieved July 27, 2014 from:
<http://www.mehe.gov.lb/Templates/Internal.aspx?PostingId=20>

APPENDIX A

Student's checklist

Student gender: male female

<u>The behavior of children</u>										
How much does the child make these annoying gestures?										
	Traditional method					Music video				
	1	2	3	4	5 and more	1	2	3	4	5 and more
Stand up										
Turn his/her head										
Pull off his/her shoes										
Shouts										
Jumps										
Lays on the ground										
Play with a toy aside										

APPENDIX B

Teacher's checklist

<u>The intervention of the teacher</u>										
How much time does the teacher make the child?										
	Traditional method					Music video				
	1	2	3	4	5 and more	1	2	3	4	5 and more
Sit down										
Turn his/her head										
Put on his/her shoes										
Stop shouting										

APPENDIX C

Teacher's questionnaire

Gender: male female

Head of class: Yes No

Dear teacher,

I am a student at Lebanese university and I am doing my action research to have my master's degree in Educational Technology. This is a survey that I want you to answer in a true and district way.

For this please choose one answer you think it is the best and answer in a short way the open questions.

Thank you for your time and your cooperation.

1- How can you describe the morning circles in your class room?

.....
.....
.....

2- Do you think that morning circles are:

very important important they have no sense

3- Do you have any problem with the behavior of children on morning circles?

Yes

no

If yes why?

.....
.....
.....

4- (If the answer of Q4 was yes) what gesture perturbs you the most?

shouting

turning their head

pulling off their shoes

jumping

standing up

walking in the class

other

5- Did you like the morning circles with the music videos?

yes

no

why?

.....
.....
.....

6- Did you notice any change on the behavior of children when using the music videos?

yes

no

If yes how?

.....
.....
.....

7- Did the usage of the video songs eliminate the gesture that perturbs
 you?
yes no

8- What method do you prefer to use in the morning circles?

The traditional the music
videos

Why?.....
.....
.....

APPENDIX D

Questionnaires answered by teachers of the class

Ninette Kamel (masters in Educational Technology) | The effect of music videos on the behavior of children in morning circles

teacher's survey

Gender: male female

Head of class: Yes No

Dear teacher,

I am a student at Lebanese University and I am doing my action research to have my master's degree in Educational Technology. This is a survey that I want you to answer in a true and district way.

For this please choose one answer you think it is the best and answer in a short way the open questions.

Thank you for your time and your cooperation.

1- How can you describe the morning circles in your class room?

..It... makes students... agitated... if... it... took... long time... because... they start to be... bored... without... any movement

2- Do you think that morning circles are:

very important important they have no sense

3- Do you have any problem with the behavior of children on morning circles?

Yes no

If yes why?

..... It is boring without any movement, no attraction.....

4- (If the answer of Q4 was yes) what gesture perturbs you the most?

- shouting turning their head pulling off their shoes
 jumping standing up walking in the class

other ..no body listens.....

5- Did you like the morning circles with the music videos?

- yes no

why?

..... The kids were attracted by the videos and they were contented, they were singing and happy.....

6- Did you notice any change on the behavior of children when using the music videos?

- yes no

If yes how?

..... All the kids were well sitten and there were not any annoying gestures.....

7- Did the usage of the video songs eliminate the gesture that perturbs you?

- yes no

8- What method do you prefer to use in the morning circles?

- The traditional the music videos

Why?..... Because when using the music videos the kids were amused and interacted with songs.....

teacher's survey

Gender: male female

Head of class: Yes No

Dear teacher,

I am a student at Lebanese University and I am doing my action research to have my master's degree in Educational Technology. This is a survey that I want you to answer in a true and district way.

For this please choose one answer you think it is the best and answer in a short way the open questions.

Thank you for your time and your cooperation.

1- How can you describe the morning circles in your class room?

.....The kids are agitated.....
.....

2- Do you think that morning circles are:

very important important they have no sense

3- Do you have any problem with the behavior of children on morning circles?

Yes no

If yes why?

..... Because of Routine.....
.....

4- (If the answer of Q4 was yes) what gesture perturbs you the most?

- shouting turning their head pulling off their shoes
 jumping standing up walking in the class
 other

5- Did you like the morning circles with the music videos?

- yes no

why?
..... The kids sit and start singing.....
..... with us.....

6- Did you notice any change on the behavior of children when using the music videos?

- yes no

If yes how?

..... They sit down.....
.....

7- Did the usage of the video songs eliminate the gesture that perturbs you?

- yes no

8- What method do you prefer to use in the morning circles?

- The traditional the music videos

Why?..... Because it's active.....
.....

teacher's survey

Gender: male female

Head of class: Yes No

Dear teacher,

I am a student at Lebanese University and I am doing my action research to have my master's degree in Educational Technology. This is a survey that I want you to answer in a true and district way.

For this please choose one answer you think it is the best and answer in a short way the open questions.

Thank you for your time and your cooperation.

1- How can you describe the morning circles in your class room?

It depends, ... sometime very calm and smooth, ... sometime noisy.

2- Do you think that morning circles are:

very important important they have no sense

3- Do you have any problem with the behavior of children on morning circles?

Yes no

If yes why?

Because... simply the children are moody.

4- (If the answer of Q4 was yes) what gesture perturbs you the most?

- shouting turning their head pulling off their shoes
 jumping standing up walking in the class
 other

5- Did you like the morning circles with the music videos?

- yes no

why?

It helps the child to understand more the songs.

6- Did you notice any change on the behavior of children when using the music videos?

- yes no

If yes how?

All the children are too interested and concentrated.

7- Did the usage of the video songs eliminate the gesture that perturbs you?

- yes no

8- What method do you prefer to use in the morning circles?

- The traditional the music videos

Why? Both the traditional way helps the communication between the teacher and the child but at a certain level the children loses their concentration.

APPENDIX E

Interview with Mrs. Marie-Claude Basha

This interview is made on June 8th, 2014

- 1- Trouvez – vous que la technologie est indispensable à l’enseignement des enfants ?

La technologie pour moi était quelque chose loin et dont je ne donnai importance. Mais avec le changement de l’environnement où la technologie est devenue indispensable à la vie de nos enfants je ne peux pas dire que la Technologie et la Numérique n’existent pas et travailler tout en les négligeant.

- 2- Comment vous avez trouvé l’introduction de la Technologie à la Garderie ?

Les enfants sont entourés à la maison par de nombreuses outils technologiques dès sa naissance il regarde la télévision, il joue avec le téléphone et avec l’I pad et plein d’autres choses. En introduisant la Technologie à la garderie les enfants sentent qu’ils sont entourés par l’environnement dont ils sont habitués. En plus ils étaient contents et motivants en face des activités technologiques.

- 3- A votre avis, la technologie peut substituer l’enseignante durant des activités ?

La technologie est importante et on a commencé à l’utiliser chez nous, mais cette technologie ne doit jamais éliminer le rôle des enseignantes et des éducatrices. Il faut faire l’équilibre et savoir comment diriger la classe en utilisant la Technologie.

APPENDIX F

Interview with Mrs. ZeinaNehme

This interview is made on June 10th, 2014

1- Comment tu peux décrire le rituel dans ta classe ?

Le rituel est une activité matinale qu'on le fait avec les enfants pour dire bonjour à leurs amis, apprendre à compter, énumérer les lettres et les jours de la semaine. Et en plus chanter les chansons spécifiques pour chaque période de l'année.

Mais durant cette activité les enfants présentent parfois des gestes gênants et commencent à faire du bruit et à bavarder.

2- Pourquoi a ton avis les enfants font ce bruit ?

Les enfants changent d'humeur beaucoup, on les trouve parfois calme, heureux, tranquilles, et parfois fâchés, bouleversés, turbulents.....

3- Comment tu as trouvé le rituel fait avec les chansons en vidéo ?

Les enfants ont aimé les chansons en vidéo et ils étaient attirés par les images et la musique. Donc ils étaient calmes et attentifs et ils ont chanté avec la vidéo.

4- Lesquels des rituels tu as aimés le plus ?

Les deux rituels sont importants pour les enfants. Le premier permet l'interaction avec les enfants et l'enseignante et le rituel avec les chansons en vidéo motive les élèves.

5- Utilises-tu la technologie dans ta classe avec les enfants ?

Parfois j'amène les enfants à la salle polyvalente pour regarder des films éducatifs. La série Baby Einstein apprend des nouveaux termes et concepts aux enfants, ils sont motivés et contents quand ils la regardent. En plus parfois ils jouent des jeux éducatifs sur le lap top.

6- Comment tu peux décrire l'importance de la technologie ?

Bien sur, de nos jours la technologie est indispensable au développement des enfants, ils sont entourés par tous ce qu'il y est technologie. Il est important de l'utiliser en classe mais il faut l'utiliser en équilibre

APPENDIX G

Interview with Mrs. Colette Aoun

Interview made through e-mail, questions sent to Mr. Marwan Abdo Hanna who forwarded them to Dr. Colette Aoun who answered my questions on July 8th, 2014.

Bonjour,

Veillez trouver les réponses ci-dessous.

Veillez noter que les réponses sont celles de Madame Colette Aoun, directrice et auteur de *Palmito* et de nos séries scolaires de français, docteur en pédagogie de l'Université Paris 7, consultante spécialisée en pédagogie du projet, en didactique de l'oral et en évaluation... à citer donc dans votre mémoire.

1- Comment vous avez eu l'idée de faire les CDs et les DVDs des chansons et contes supplémentaires pour les dossiers *Palmito* ?

L'enfant à la maternelle apprend à travers ses sens et à travers son corps, et surtout à travers ses différentes intelligences. La musique aussi, intelligence très développée chez la majorité de nos enfants offre la possibilité de promouvoir progressivement les moyens de communication et d'expression de soi.

Les CD audio, version enrichie d'un habillage et d'effets sonores des histoires de *Palmito*, propose un cadre sonore qui permet à l'enfant de développer son imaginaire à travers la création d'images mentales incontournables pour le développement de la créativité et de la production écrite.

Les DVDs créent un lien avec la vie réelle des enfants. En effet, la majorité des situations d'apprentissage sont artificielles. Le DVD vient faire cette connexion avec la réalité vécue hors de la classe et les apprentissages au sein même de la classe.

L'image mobile devient alors un moyen d'ancrage de la réalité en classe.

Pour créer une méthode d'apprentissage de l'oral à la maternelle, il était alors incontournable alors de passer par les chansons, les images fixes mais surtout mobiles pour améliorer les performances linguistiques des apprenants.

2- Quelles sont les réactions des éducatrices face à l'utilisation de la Technologie en Maternelle?

Les enseignantes de maternelle ont recours fréquemment à la technologie dans les activités scolaires. En effet, l'enfant, avant de rentrer à l'école baigne dans un monde de technologie ; il naît actuellement avec la télévision, les tablettes, les smart phones. Se rapprocher du mode de vie de l'enfant dans l'apprentissage lui permet de mieux comprendre les notions et de mieux les intégrer.

Les enseignantes sont à la recherche permanente d'outils audio et ou vidéo en rapport avec les thématiques travaillées à la maternelle, et c'est l'une des raisons pour lesquelles un grand nombre d'enseignantes adoptent *Palmito* qui propose, à côté de sa pédagogie de projet qui donne du sens à l'apprentissage, un matériel intéressant à exploiter. Beaucoup d'objectifs d'apprentissage sont véhiculés par les chansons, les histoires et les films de la méthode. Cependant l'utilisation de ces outils dans la classe n'est pas gratuite, mais elle est basée sur la construction de situations pédagogiques qui exploitent l'outil en question et le transforment en performances orales.

3- Comment vous pouvez décrire l'importance de l'utilisation de la Technologie avec les petits, selon votre expérience avec les écoles et vos recherches ?

Les enfants apprennent vite avec tout outil technologique. Ils sont fascinés par le rythme et l'image. La demande croissante de nos méthodes très riches en matériel (CD, DVD, Flipcharts pour TBI) prouve l'importance de cet enseignement croisé avec la Technologie.

Cordialement,

APPENDIX H

Interview with Mrs. Marilyn Khalil BouNahed

Interview made through e-mail on July 25th, 2014.

J'ai fait une expérience durant le rituel : j'ai utilisé les chansons en vidéo au lieu que les éducatrices chantent avec les élèves en même temps car durant le rituel traditionnel les élèves étaient perturbés et faisions des manières.

Durant la projection des vidéos les élèves étaient sages, attentifs et ils interagissaient avec les chansons.

Et d'autre coté, les enfants imitent des mouvements lorsqu'ils entendent certaines chansons comme j'enroule le fil (ils tournent les mains), escargot go go (ils rampent)... et quand ils ont vu les chansons vidéos ils ont fait les mêmes mouvements mais plus attentivement.

D'où mes questions :

1- Pourquoi à votre avis les enfants de deux ans présentent un problème de comportement durant le rituel ? (quelles sont les causes qui leur permettent de courir, jouer avec les chaussures, s'allonger par terre Durant le rituel)

30 minutes est une période qui est considérée longue pour des enfants de deux ans pour qu'ils puissent se concentrer et rester assis. Un enfant de deux ans a besoin de changer de modalité. Il ne peut pas rester assis pour 30 minutes sans un matériel et un jouet spécifique. Alors étant désintéressé, il part à la recherche de quelque chose d'autre comme courir, s'allonger au sol....

2- Pourquoi ils étaient attentifs durant la projection des chansons vidéo et les problèmes de comportement ont presque disparu ?

Ils étaient attentifs pour deux raisons: de 1, toute personne a une préférence étant plus visuelle ou plus auditive, donc les enfants qui ont vu les photos et les chansons animées et se sont calmes, ca veut dire qu'ils sont plus visuels qu'auditifs et kinesthésiques

(puisque vous faites aussi les mouvements avec les mains). De 2, les enfants à cet âge, ils ont une curiosité et une attirance pour les couleurs, pour la concrétisation de ce qui est dit, comme un appui visuel sur les mots appris, donc ils comprennent mieux ce qui est appris et ils sont ainsi plus intéressés. Quand il y a un sens donné à ce qui est fait alors il y a un plus grand intérêt et donc ça explique que les problèmes de comportement "disparaissent".

- 1- Pourquoi ils ont imité les mêmes mouvements (tourner les mains, ramper...) lorsqu'ils ont vu les vidéos ?

Parce que c'est un stade normal du développement stade de l'imitation. Et si c'est une imitation d'animaux elle est parfois plus accessible parce que les enfants aiment faire comme les animaux: saute comme le lapin, rampe comme le serpent...

- 4- Comme étant une psychomotricienne quel est votre conseil pour améliorer le comportement des élèves durant le rituel traditionnel ? ou préférez-vous l'utilisation de la technologie (les chansons vidéo) ?

À mon avis, ce n'est pas la technologie qui est la plus importante la, l'important c'est de changer la modalité de travail. Parfois visuel, parfois auditif, parfois kinesthésique de 1 pour stimuler les intelligences multiples qu'on a et de 2 pour capter l'attention de tous les enfants. La technologie peut être visuelle ou auditive ou kinesthésique des fois. C'est un outil mais ce n'est pas la base à mon avis.

De plus, il est important dans les classes un peu plus grande, de travailler en individuel, en binôme et en groupe. C'est un changement aussi dans la modalité de travail.

MARILYN KHALIL BOU NAHED.