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grade EFL middle school group

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Index

Introduction	
I Topic of study	
1.1 Nucleus and topic line	14
1.2 Description of the case being studied.....	15
1.3 Purpose of the topic of study	17
1.4 School context	17
1.4.1 Historical background	18
1.4.2 School facilities and equipment	18
1.4.3 Academic Organization	20
1.5 Characteristics of the group	20
1.5.1 Social economic background	26
1.6 What is known about the topic	27
1.6.1 Teaching adolescents	27
1.6.2 Learning environment	37
1.6.3 Classroom management	40
1.6.4 Central questions this study will address	45
II Topic development	
2.1 Class 1 "Describing a superhero"	48
2.1.1 How did the CM techniques impact my groups' academic achievement within the EFL class?	51
2.1.2 What other factors influenced reaching the goal?	52
2.1.3 What advantages or disadvantages emerged in the implementation/development of CMS?	53
2.2 Class 2 "Creating a superhero"	54
2.2.1 How did the CM techniques impact my groups' academic achievement within the EFL class?	57
2.2.2 What other factors influenced reaching the goal?	57

2.2.3 What advantages or disadvantages emerged in the implementation/development of CMS?	58
2.3 Class 3 "Health problems"	58
2.3.1 How did the CM techniques impact my groups' academic achievement within the EFL class?	61
2.3.2 What other factors influenced reaching the goal?	62
2.3.3 What advantages or disadvantages emerged in the implementation/development of CMS?	63
2.4 Class 4 "Medical prescriptions"... ..	63
2.4.1 How did the CM techniques impact my groups' academic achievement within the EFL class?	64
2.4.2 What other factors influenced reaching the goal?	65
2.4.3 What advantages or disadvantages emerged in the implementation/development of CMS?	66
2.5 Class 5 "Likes and dislikes "	66
2.5.1 How did the CM techniques impact my groups' academic achievement within the EFL class?	68
2.5.2 What other factors influenced reaching the goal?	69
2.5.3 What advantages or disadvantages emerged in the implementation/development of CMS?	70
2.6 Class 6 "Prepositions of place "	71
2.6.1 How did the CM techniques impact my groups' academic achievement within the EFL class?	72
2.6.2 What other factors influenced reaching the goal?	73
2.6.3 What advantages or disadvantages emerged in the implementation/development of CMS?	73
Conclusions	75
Bibliography	79

Introduction

This pedagogical essay is about classroom management in middle school classrooms in order to favor an English learning environment. As a teacher trainee myself and through my experience I noticed that even during the best lessons, with the most experienced and talented teachers, there were possibilities of incidents of problematic behavior present. One of the main issues for new teachers as myself is how to deal with inappropriate behavior in the classroom. As a result of these observations, I decided to investigate classroom management strategies to apply in my groups taking into account that students did not carry out the required tasks within the English class.

When a classroom is managed, it creates an environment where students are focused and there is a positive learning environment which creates growth in the classroom. My personal reason as a teacher for selecting this topic was to be able to create a learning environment where my students felt the need to learn, use the language and be engaged in interactive activities. This leads to the general objective of this study which was to implement classroom management strategies to create an English learning environment.

I wanted students to develop an understanding of mutual respect between each other and towards the teacher. This was done by making expectations clear, and providing written rules of how the classroom would be managed taking into account the keys to effective classroom management. Ur (1999), Cowley (2010) and Harmer (2007) pointed out that; organization of procedures and resources, a well arranged classroom environment, monitoring student progress, anticipating and handling classroom problems, and designing an effective learning center proposed are key elements to manage a group.

In order to develop this study it was fundamental to observe the groups that were attended during my practice period. I analyzed the groups, their needs, interests, likes, English level, the way they were used to working, their learning styles, social economic background. This was done in order to plan my classes taking into account all of these aspects. Another fundamental aspect was the

diagnostic exam, which was developed with the head teacher, the test involved reading and grammar skills based on the Plans and Programs 2006 in Foreign Language (SEP), taking into account the expected students' knowledge of 1st grade.

The groups showed to be restless and fearful conduct during the exam, but as long I explained to them the instructions, they got comfortable and trying their best effort to answer what they really knew. The exam took a total of 45 minutes, with 16 reagents. The results of my specific group of study showed that 95% (40 students) of the students were True Beginners and the other 5% (2 students) had A-level. There were two specific students who had the highest score in the exam. Talking with both of them I realized that they had been in private lessons.

On the other hand, the lowest rated students showed interest in acquiring the language "per say" to understand songs, movies and series, as the likes and dislikes survey showed.

In addition, my first teaching practice allowed me to analyze the opportunity areas to work with a specific group, in my case second grade group "B" was the one which I had difficulties due to students were restlessness, since the first day of class students did not pay attention, they did not follow instructions, they were out of their seats, and had difficulty staying quiet while the teacher was talking or teaching the lesson. In this group there were two students which were always making noise and disorder inside the classroom, they created a disruptive atmosphere. However, there was no bullying attitudes noticeable in the classroom, besides they showed solidarity amongst each other, especially in disruptive things.

Talking with other teachers and specifically with the head teacher, I gathered information about the group. They told me the second grade group "B" was one if not the most difficult group to work with due to their classroom management. All of this gathered information; observation, diagnostic exam, teaching practice, led me to detect the area of improvement that I wanted to develop through my practice

periods and my pedagogical essay as I detected classroom management as a need for this specific group of study and I accepted it as a challenge to improve my teaching skills in order to reach specific class goals.

The improvement of classroom management strategies with this specific group of study was fundamental for this research because I was not familiarized with all the theoretical and practical frame of concepts that were involved in order to be able to create an action plan to apply with this group. At first, I researched in the Internet, looking into articles from different reliable sources such as the British Council. In addition, I asked other teachers with more experience than myself who gave me advice about how to conduct my research, also most of them gave me links to articles, PDF books and hard cover books which they thought would help me. In addition, based on the book that teachers recommended, I looked for another references from the same authors and the same title or content.

While I was investigating and reading information, I was creating and structuring an action plan to implement in my practice periods with my study group. I took into account the previously mentioned key aspects to have an effective class. The plan was carried out in the majority of my lessons yet this essay focused exclusively on the analysis of eight classes carried out during the practice period.

Moreover, during this process I faced several difficulties in carrying out and developing my research and action plan. One of them was the school facilities and amount of student. It was difficult to carry out the class with low external noises, since the school was big with 660 students, it was common to hear noises during the whole day. This had an impact in my classes, especially with this group where students had problems concentrating. Another problem was my attitude towards students' behavior. Since the beginning some strategies that I applied were not effective. I got so demotivated that I started to doubt my teaching skills, I had to talk with both the head teacher and my adviser to realize the impact my attitude had on my classes and on students behavior.

Thus, this essay intends to take a close look at my case with my specific group of study dealing with my lack of classroom management skills in class, contributing with the techniques that I applied, and considering if they were effective or not in order for other teachers or teacher trainees could use and take it into account if they had the same problem as I did. During the elaboration of this pedagogical essay, I was able to develop skills that the graduating profile established for future teachers, such as:

- Teacher trainee has a high capacity to understand written material and has a habit of reading; in particular, he critically values what he reads and relates to reality and, especially, to his professional practice.
- Analyzes and solves problems, confronts intellectual challenges and generates its own responses based on its knowledge and experience. As a result, it is able to guide its students to acquire the capacity to analyze situations and solve problems.
- Locates, selects and uses information of various types, both from written sources and from audiovisual material.
- Knows how to design, organize and implement teaching strategies and activities, appropriate to the needs, interests and ways of development of adolescents, as well as the social and cultural characteristics of children and their family environment, so that learners can achieve the purposes of knowledge, skills development and value training as set out in the secondary education curriculum and curricula.
- Recognizes the individual differences of learners that influence learning processes and implements didactic strategies to stimulate them; in particular, it is capable of fostering learning for students at risk of failure at school in particular the information it needs for its professional activity.
- Recognizes the processes of change that adolescents undergo, but distinguishes that these processes are not presented in the same way at all, but in an individual and unique manner. Based on this knowledge, it applies appropriate strategies to address the needs and concerns of its students.

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Chapter I

DEVELOPMENT OF STUDY

I. Topic of Study

During my first practice period I was able through observation to detect a problem with students' behavior and attitudes toward foreign language learning. In combination with my own personal teaching experience it became evident that I needed to work on my classroom management skills. Therefore, this pedagogical essay focuses on the analysis of the application of eight classroom management strategies in specific lessons in order to identify if I was able to apply such strategies so that they could affect positively the achievement of the class goal.

1.1 Nucleus and Topic line

This pedagogical essay is titled "Classroom Management Strategies Applied in a 2nd Grade EFL Middle School Group". And has the objective to see if reaching the class goal was possible or not. It is based on the analysis of my teaching experiences where I focused my study in the application of strategies that could encourage students' behavior in the class by paying attention, following instructions, finishing the task and even encouraging learning to take place.

Taking into account my interest in observing, analyzing and working on students' self-discipline the nucleus of this study is "the didactic competence in teaching the specialty", and the topic line of this essay is "the analysis of the teaching practice". As I implemented and documented specific strategies applied within the English class, it is pertinent to state that this research is based on self-reflection and analysis of my pedagogical actions as an English teacher.

This study took place in a 2nd grade group. The group was chosen as a response to what was observed within the first practice period (August 14th - September 1st 2017). Learners showed different types of behavior in class, at the

beginning of the school year when they met both the head teacher and myself. They were quiet and fearful because they did not know us, but as the days went by they became over confident, talkative, restless and noisy. This caught my attention and contributed to the selection of this topic essay. I also noticed that when students got overtly comfortable and at ease they got restless and their behavior tended to become undisciplined, this provided an additional reason to focus on this topic.

The nucleus and topic line chosen has as the main reference the experience and knowledge learned during the practices in a secondary school. My work with adolescents provided the evidence used to support this essay and was based on the reflection on action in reference with my teaching practice.

1.2 Description of the Case Being Studied

Experts agree that part of teachers' actions involve classroom management (Marzano, 2003; Marzano & Marzano, 2003). Classroom management is important in schools especially in middle high school when students are more likely to experience declines in their academic achievement. According to Erikson (1963), the adolescence stage is a difficult time when they start to develop and become responsible. He further says that students at this stage usually get confused about their place in the world. Erikson (1963) states that this is why teachers should be effective at classroom management: they should apply reasonable and consistent disciplinary policies and also communicate clear expectations for behavior among students. This is a detected need in my students that directly affects their learning process, because if they did not pay attention they could not carry out the task. If they do not comply with the class activities their learning could be hindered and the evident result in not reaching the class goal.

Therefore, the importance of my teaching competence and use of classroom management strategies in order to implement them to help students reach the class goal is the main objective of the evidence presented in this essay.

Observation, in my case, was the main source used for choosing my group of study. I practiced with four groups (B, C, D and F) which helped me to have a critical reflection on the development of strategies and activities which could help students meet their academic needs in a secondary school. It provided me with a realistic context and a point of view about the English subject and the way to manage a class that includes adolescent students.

I detected this topic as a need in all my groups in general but more so in 2nd grade group “B”. During my observation period I started noticing how in general groups were rowdy, noisy, disorderly and disruptive and the study group at times seemed inclusively uncontrollable or ungovernable. Besides, an interview with the head teacher and comments/observations made during CTE helped me detected that 2nd grade group “B”’s attitudes during class affected their development and learning process. Their misbehavior, undisciplined attitudes and chaotic or disorganized environment was an unfavorable forecast. This led me to research different classroom management strategies that could help me to manage the class.

This struggle was observed when students showed different attitudes with the activities carried out. When they were motivated, focused and disciplined they participated, finished their work on time and would pay attention. On the other hand, when they were demotivated, restless, distracted and undisciplined they would not pay attention and the group in general caused noise and the lesson was not finished on time or as planned. There were other tools to collect data about the group level, interests and needs. In order to be able to actually teach and for learning to take place something needed to be done to get students into a compliant respectful working mode.

1.3 Purpose of the Topic of Study

The main purpose of my topic of study is to implement classroom management strategies in order to favor an English learning environment and my secondary purpose was to increase my didactic competence in teaching the English language with adolescents. It was necessary to identify differences in learners' academic performance after having implemented specific classroom management strategies and by doing so initiate learners as well as my own awareness of the importance of creating and fostering a learning environment.

In order to reach the purposes of this essay I had to reflect on the topic of study which was chosen as a result of an important influential learning factor identified as my area of opportunity in the real learning context within my teaching practice in which I would have genuine contact with students of secondary school. I recognized the importance of classroom management in the learning process of a foreign language through the application of specific strategies focused on classroom management. By carrying out this study I intended to provide evidence that groups with the appropriate classroom management strategies could have an effective learning environment which as a result could influence the language learning process.

1.4 School Context

The context of the school takes an important role in the teaching and learning process because it is an external factor that can either favor or impede students' progress. Being aware of the learners' social and economic context is also one of our responsibilities, as to be conscious of the probable reasons behind adolescent behavior or reactions. The awareness of learners' context offers a perspective on what kind of situations teaching takes place in and how it should influence what we teach and how it is taught.

The Middle School “Escuela Secundaria General 21 de Marzo de 1806” is located in San Luis Potosi State in Soledad de Graciano Sánchez municipality, in Lazaro Cardenas Street #2500 with Zip code 78340. (Appendix A) It is some blocks away from Rio Verde Road and Ricardo B. Anaya Avenue, near the (ITSLP) Instituto Tecnológico de San Luis Potosí as a reference.

According to (INEGI) Instituto Nacional de Estadística y Geografía the neighborhood in which the school “Secundaria General 21 de Marzo de 1806” is located and categorized within a lower middle socio-economic status and with an average rate of crime. Near the school there is a grocery store, there is an OXXO ©, a pharmacy, a stationery store, a kinder garden, a University and there is also a night club. There are several event halls and food stands with accessible prices, it had effect in my students as they had access to materials to use in class.

1.4.1 Historical Background

According to the information provided by teachers, the principal and the vice principal, the school was founded in 1986, in response to the need for a school, in the non-urban area Genovevo Rivas Guillen. The adolescents had their first classes provided by only one teacher. As a result, the construction of the school began. Under the supervision of Juan Ramos Gaytan with a bachelor’s degree in secondary education who was the first principal in charge of this project.

The school began by providing the service to only two groups which became the first graduated generation in the year 1988. However, while the first generation was attending classes the school building was in construction. When the construction was finally over, Arturo Herbert with degree on secondary education with specialty in Spanish was assigned as the new principal and Abraham Alzamora Zurita with degree in secondary education as the new vice principal. The

school's name "21 de Marzo de 1806" came from a unanimous agreement organized by the principal, the name became homage to honor one of the historically important presidents of Mexico, Benito Juarez Garcia (1857-1872).

Gloria Flores Olvera with a bachelor's degree in secondary education with a specialty in mathematics and with a master's degree in educational development became the principal in 2012 and Benacio Lovera Moreno with title of Mathematics teacher the vice principal are currently still carrying out their positions at the school. Both the principal and vice principal report that they have continued working on transforming the school abiding by the school's mission to provide an educative service of high quality standards for students. The school celebrated its 32nd anniversary on October 5th 2017, which was celebrated in the school by students, teachers and staff.

1.4.2 School's Facilities and Equipment

The school itself has the adequate equipment to provide a good service, such as electricity, water, drain system, internet and telephone services (for teachers and administrative personnel). Nevertheless, the school does not have signs such as in the case of evacuation routes, emergency exits, civil protection, or points of emergency.

The school is made up of 18 classrooms, each one is equipped with a teacher's desk, whiteboard, bookshelf, and students' desks, in some cases classrooms have an interactive board, projector and computer, but not in all classrooms which affects the development of the class because not all teachers are able to use videos or power point presentations. There is also an area designated for physical education classes and other specific events like soccer games. The civic area is used for events organized by the school such as official

ceremonies each Monday, celebrations like Mother's Day or students' day, among others.

It also has four restrooms in which there are special bathrooms for teachers, a teachers lounge with a refrigerator and microwave that teachers may use to have their breakfast, offices for administrative staff, a laboratory for science practices, a library which has several books of a variety of genres that students are able to use (not only the SEP books) and a multimedia classroom. There are a total of 18 computers and a projector (which most of the time is reserved by other teachers and is difficult to book for the English subject), a classroom for social work and three classrooms for the prefects of each grade. It also has special classrooms for workshops which are electricity, clothes designing, shorthand typing, computer class and welding. These spaces are used two hours per week in order to complement students' education and better equip the alumni with the basic knowledge to face the social demands of our society.

1.4.3 Academic Organization

The school currently offered morning shift, from 07:30 am to 13:40 pm. The school has eighteen groups, six groups of each level which are from letter A to F. There are 660 students, which ages ranged from 12 to 16 years. The school has a principal and a vice principal, five secretaries, three monitors (one for each group) a social worker, three janitors, one laboratory worker and thirty six teachers which teach the different subjects of the syllabus. In reference to the English subject, there is not a specific committee; there are just two teachers in charge of this academic area.

1.5 Characteristics of the Group

During the initial school year board meeting Consejo Técnico Escolar (CTE), aspects, methods to grade students, strategies to improve their reading mathematical skills, as well as strategies to apply in order to improve students' behavior were addressed. In the first two weeks of the students' school year several diagnostic institutional exams were applied besides my own designed survey to collect data with reference to my learners' interests, attitudes and language level (Appendix B).

In order to identify the students English level, a diagnostic exam (Appendix C), was designed considering the participation of both the head teacher and myself. We took into account the contents previously covered within the lessons. This exam was applied to the four groups in order to have a general perspective of the schools English level but the results that I specifically considered and described are exclusively of the group this essay focused on. The test involved reading skills and grammar, and was based on the SEP plans and programs 2006 in Foreign Language. My specific group of study 2nd grade group "B" seemed to be restless and fearful during the exam, but as soon as instructions were carefully explained in L2 using mimicry to let students get the meaning and to become comfortable or less uneasy. They took 45 minutes in total to answer the exam which included a total of 25 items.

The 2nd grade group "B" was made up of 40 students: 22 girls and 18 boys, ranging from 12 to 13 years of age. Based on the diagnostic exam, 95% of them were at a True Beginner level; the other 5% had an A- level. There were two students who had the highest score in the exam (Student-A 15 correct answers out of 16 and Student-B 10 out of 16). While interviewing both of them I discovered that they had been taking private classes during a year and a half in the afternoons in order to improve their English level.

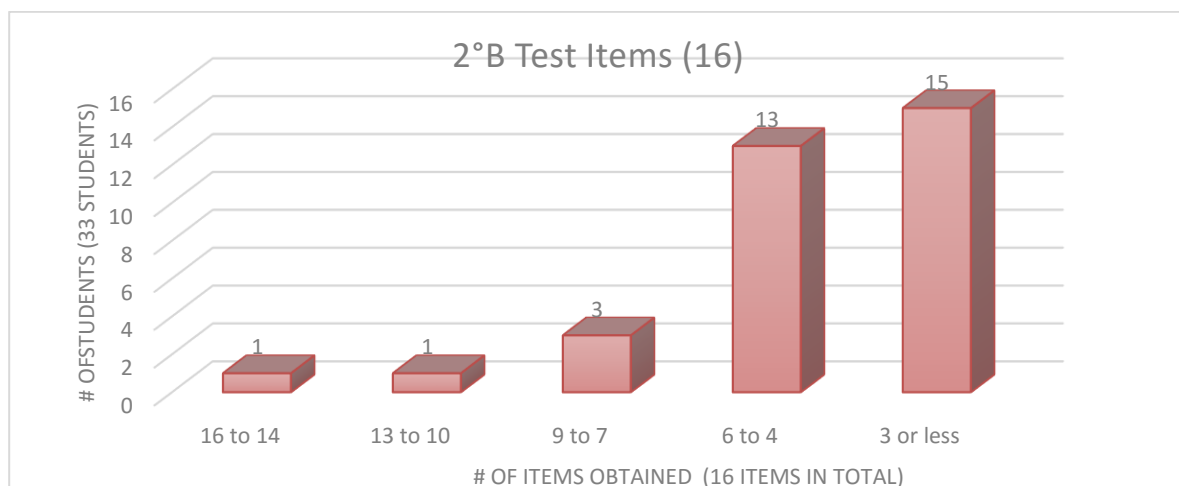


Chart 1. Results: Diagnostic Exam

My personally survey was elaborated in L1 in order for students to be able to answer. This instrument was elaborated and implemented to gather information on learners' interest, opinion with reference to the use of L2 and their learning preferences. The results showed that they enjoyed listening to music, spending time in social media and watching movies or TV series. 30% (12 students) of them reported enjoying watching TV series and 60% (24 students) listening to music in English in order to improve their level as they liked to hear the original voice of the actors, and they enjoyed music in English even if they would not understand the song, they reported they would look for the lyrics and subtitles, they considered this as a strategy to learn new vocabulary and to listen to the correct pronunciation.

With reference to the English subject, the survey showed that most of them thought learning English is difficult and the most difficult part is learning grammar and writing something in L2. They also reported considering difficulty to use the correct pronunciation. Besides these beliefs, the majority of them expressed their idea that English was an important communication tool to meet people all around the world and different countries.

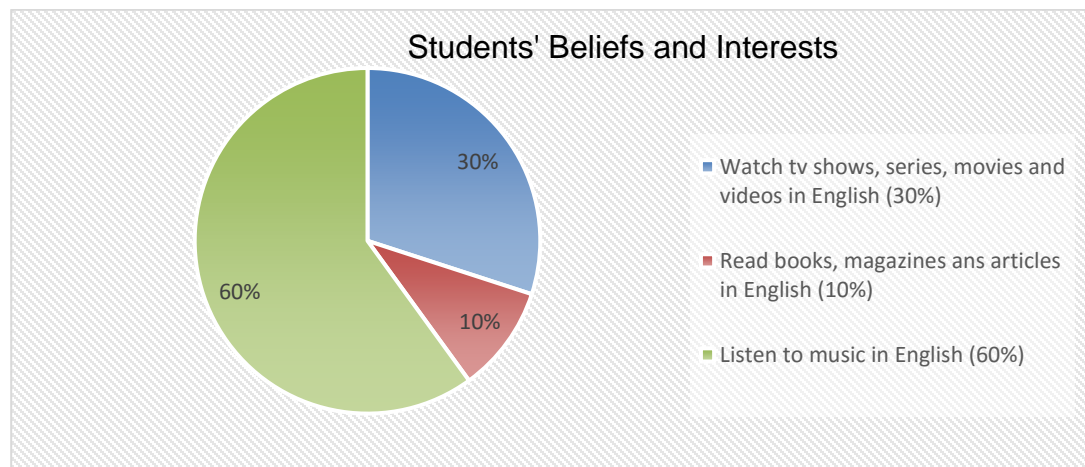


Chart 2. Survey Results to: Students' Beliefs and Interests

It was important to know the relevance of the results of students' interests because it helped to me to identify which kinds of material I had to use in class, such as audios, music and videos in order to get students attention and involve them in the topic and class. Also, by knowing their beliefs about the language and aspects that they found to sustain the idea that it is difficult to learn English, I became aware of the importance of explaining to them the goal of each lesson, the relevance and use of the topic in their daily lives.

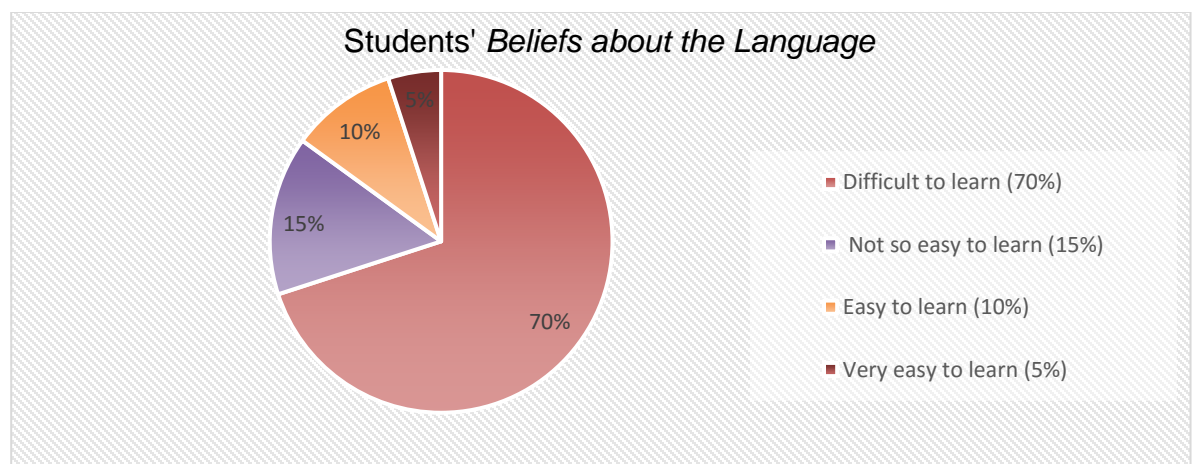


Chart 3. Survey Results: Students' Beliefs about the Language

Regarding students' learning styles, 35% (14 students) of the group reported having a better understanding and learning in the English subject working

in teams and 25% (10 students) making projects. Based on the results I noticed that students were work better and actively in activities in which they had to work in teams or pairs.

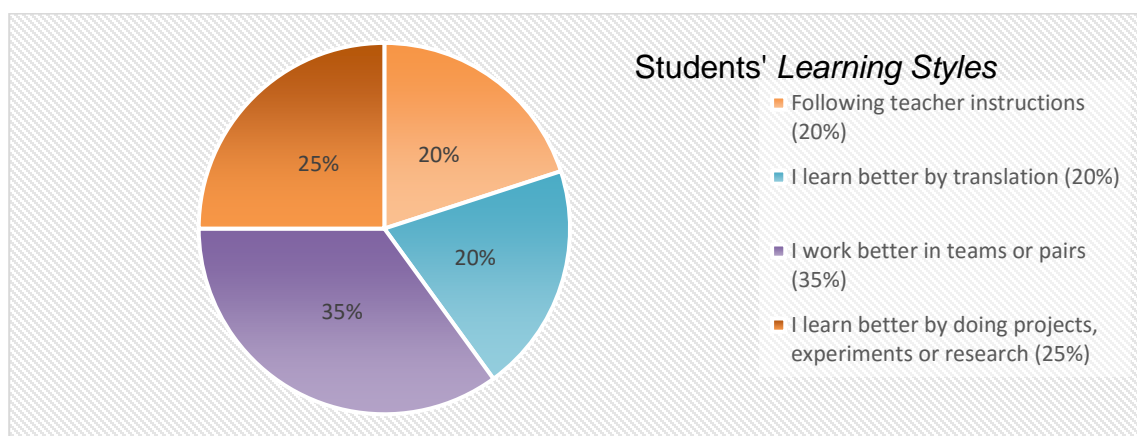


Chart 4. Survey Results: Students' Learning Styles

Students expressed that their goal for the English class at the end of the year is to improve their speaking and writing skill to express their ideas in L2, and they stated considered their strongest ability to be reading. This information helped me in my lesson plans to implement speaking and writing activities because they wanted to improve these abilities.

According to the VAK (Visual, Auditory and Kinesthetic) test (Appendix D) applied by each group tutor with the purpose of knowing students' learning style, the results showed that 60% (24 students) tended to be visual, 15% (6 students) tended to be auditory and the other 25% (10 students) had a more kinesthetic tendency, the results gave me the basis to focused my lesson plans taking into account students learning styles and develop activities based on it. Emphasizing on the term tendency (*visual*), as most students if not all used 2 or all 3 channels as a means of input but showed a greater dominance in one or another, which in this case was visual, I took this into account in the lesson plans by selected visual

materials to apply in class and activities which involves visuals to take into account their learning style.

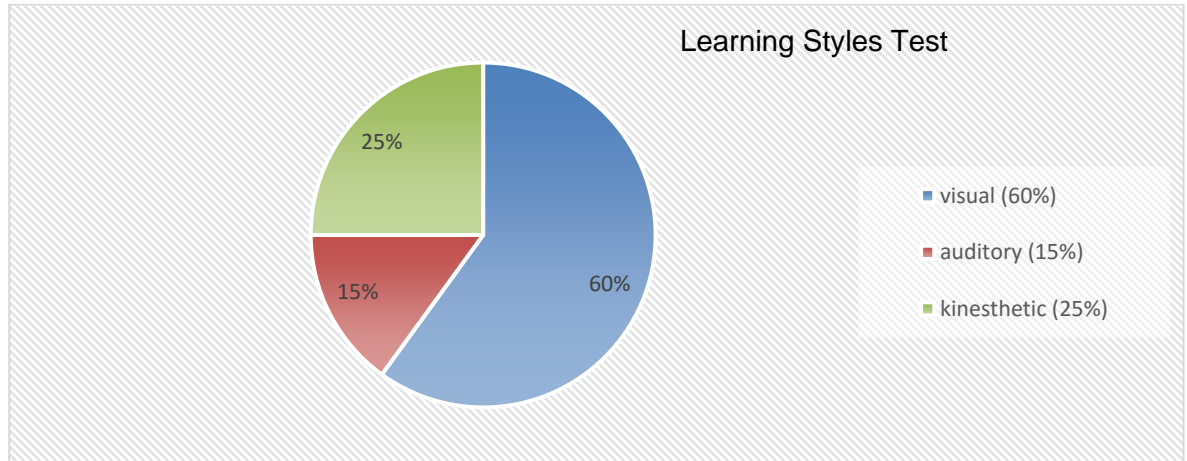


Chart 5. Results on: Learning Styles Test

With reference to students' behavior, at first they seemed to be participative and very active most of the time, but once I began to teach, the group showed a different essence or attitude towards the lesson and to myself. Talking about their behavior they became restless, talkative, noisy, disrespectful and ungovernable. On the other hand, they seemed to be supportive among themselves and there was no bullying noticeable in the classroom. They were participative, but were reluctant to speak in English because they were afraid to make mistakes and lose face in front of the class. However, they were interested in learning the language to understand songs and movies. Most of them were able to understand instructions and commands in English. There were 2 boys who made noise and would create disorder inside the classroom, but they would initially start to work when I asked them to, and they enjoyed activities in groups and where they could get together and mingle.

With reference to the study groups' schedule, (Appendix E) the group had one class before break on Monday, another one after the break on Thursday and the last one at the first hour on Friday. The groups EFL schedule seemed to be a

learning influential factor. In the hour before break they would at times be restless and impatient to go out and have lunch. Within the lesson after the break they would easily get distracted, they would bring food to the classroom, so the teacher had to be aware if they were eating something. As they had just come back from having their meals many of them asked for permission to go to the bathroom because they would not go in their break, this affected the class development as students got easily distracted all the class because they were full of energy, and they wanted to continue gossiping with their pairs, chatting, eating and playing, so it gets difficult to catch their attention and focus on the class and on the task.

1.5.1 Social Economic Background

The results to the test applied to students and parents with reference to social economic background (Appendix F) designed by the social worker showed that most of the students had a medium economic status. However, there were some students who had a lower social economic level and whom were also facing their parents' divorce which affected their cognitive development and this showed in both their behavior and grades. Furthermore, most of the students live with both parents in a functional family; other students live with their mother or father as a result of a divorce. In addition, most of them had medical services and 10 out of 40 showed medical issues and visual problems.

This is relevant due to the fact that students which had a single parent family or a step family showed attitudes that affected their cognitive development and their conduct in the school and classes, and their behavior or interactions with their pairs. Knowing their economic status was important because it allowed me to be conscious about the materials student could bring for class as well as the limited access to internet in order to research or do homework as well as projects.

1.6 What is Known about the Topic

This specific chapter is tended to define the key concepts related to this essay, before go deeply into the questions intended to analyze the action plan designed to attend the problem detected in my 2nd grade group, it is important to define the key concepts which are going to be seen throughout this essay.

1.6.1 Teaching Adolescents

As an EFL teacher in Secondary Education it is important to know about teaching adolescents. It is if not the most important aspect to point out that this specific study took place within a middle school which directly deal with teens. Here is why the relevance to knowing about this period of life and how to deal with teenagers was crucial in my teaching practice as I was going to practice my teaching skills and knowledge with real persons.

For an inexperienced or beginning teacher, classroom management may be much more central to teaching compared to life-long experienced ones whom have developed the skill to manage the group and be able to control students' behavior in class and during the learning process. As Marzano (2003) defined the skill of managing a classroom and group also demands a teacher to be well aware of and understand what psychological and developmental level his/her students are at. The adolescence is a period of life between childhood and adulthood. Even though, it is not feasible to establish an exact age, the World Health Organization points out that it goes from 10 to 19 years old. It is characterized by the important changes that take place during this stage such as physical, neurodevelopmental, psychological and social.

When working with adolescents it is important to know the stage they are facing, the different changes they are facing as well and the possible actions that

teachers should take into account when working with teenagers. Due to the fact that by knowing these factors we were able to know why they acted the way they did and how to help them to face these stages and which strategies to apply in order to improve their behavior.

As marked by Maier (2011), adolescence is a stage in which teenagers are in the search of their identity and a need for self-esteem and the need to feel good about themselves, valued and approval, in this time a lot of crucial changes occur in young life. Adolescents are pursuing a learning goal. Maier also postulates that emotional changes are key factor in characteristics of adolescents. Adolescence is a period when teenagers are going through so called “emotional storm”. Parents and teachers may observe aggressive behaviors and some discipline problems in which they become irritable and moody.

As noticed by Ur (1996), teenagers have a reputation for being the most difficult learners. Although their potential is bigger than the young children, they seem to have lack of motivation. It takes a lot of time for the teacher to gain their trust and respect.

Harmer (2007), also asserts that teacher’s job is to provoke adolescents’ engagement with interesting, relevant and involving material to use in class, bolster their self-esteem, while taking into account their need for identity. Adolescents must be encouraged to respond to the activities based on their own thoughts and experiences. Taking into account Harmer’s idea, the classes with this specific group should take into account their interests, context, with attractive material which covers their visual learning style, and activities that foster their creativity, imagination and autonomy in order to improve their self-esteem.

On the one hand Harmer (2007), mentions that adolescents are usually seen as problem students because of their marked search for identity and need for self-esteem. Furthermore, it is common to hear that discipline is one of most common problems in teenage classes; therefore teaching adolescents can be

perceived as a big challenge. On the other hand Ur (1999), claims that the learning potential of teenager students is great. So, teen classes can be also considered among the most interesting. However, the author mentions that adolescents are the most difficult learners to motivate. Thus, it is essential to recognize what relevance motivation has in learning EFL.

Harmer's ideas were more congruent with my group of study, because talking with other teachers they tended to talk about this group with negative comments, like they were a problem, they were undisciplined, they were restless and noisy, they do not care about learning, school or classes at all. By observation, I detected problems with the classroom management strategies or the lack of strategies that could help students be more focused in the class.

As I noticed that all the teachers including my head teacher had several problems controlling the group and maintaining discipline, they wanted to be out of their places, chatting and playing, they do not care about the class or what the teacher was talking about. This was especially evident in classes after or before the break and the last classes, when they showed restless attitudes towards learning. I decided to look for strategies focused on classroom management.

When teaching adolescents it is also important to recognize not only the developmental changes in teenagers. It is also important to know the physical changes and, social development and emotional changes they face in order to be able to understand them and to be able to deal with students in this stage.

The American Psychological Association (2016), describes that the physical changes that heralded adolescence are development of breast, the deepened voices, first menstrual period; are the most visible and striking markers of this stage. However, these changes are just a fraction of the development process that adolescents experience. Their developing brains bring cognitive skills that enhance their ability to reason and think abstractly. In addition, they are developing emotionally by establishing a sense of whom they are and who they want to become.

Talking about changes in this stage, the American Psychological Association (2016) also mentions the different changes that adolescents go through in this stage: physical development which involves puberty, sexual development, physical appearance, body image, physical activity, weight and eating disorders. Cognitive development which involves moral development and learning disabilities. Emotional development which refers to identity, self-esteem, emotional intelligence, gender differences and sexual orientation. And social development which refers to peer relationships, sexual behavior, family relationships and school development.

It was important for me to be aware and informed about the changes in the brain that adolescents face in this stage in order to anticipate their possible reactions to our actions and understand their reasons to behave in certain way. I decided to look for information in different sources to being aware of these changes and to consider those factors when students misbehave and anticipate their actions towards my classes or actions during class in order to develop an appropriate course of action.

According to the Academy of Child and Adolescent Psychiatry (2016), studies have proven that adolescents' brains continue developing through this stage. Scientist have identified a specific region of the brain called amygdala which is the responsible for immediate reactions such as fear and aggressive behavior. However, the frontal cortex which is the area in charge of reasoning before actioning develops later in adolescents. Therefore, adolescents are more likely to act on impulse, misread or misinterpret social cues and emotions, get into accidents of all kinds, get involved in fights and engage in dangerous or risky behavior; and less likely to appropriate behaviors.

In this specific group of study there were three students that showed aggressive and impulsive attitudes. They tended to face teachers without thinking of the consequences. They let their impulses and emotions take control of the situation, and it was shown when they carried out their actions, what they did and

the consequences. They showed confused and regretful attitudes, they also tended to get involved in fights with other students of other groups.

In addition, it is also important to be aware of the internal factors that guide adolescent's actions and behaviors through the cognitive development. Armstrong (2016), asserts that adolescents' actions are guided more by the emotional and reactive amygdala and less by the thoughtful, logical frontal cortex, also exposure to drugs and alcohol during the teen years can change or delay these developments due to the fact as they are more driven by the amygdala's function.

He explains that the prefrontal cortex is the area responsible for planning, making decisions, setting priorities, forming strategies, and inhibiting impulses and inappropriate behavior, and as adolescents are still strongly influenced by their amygdala these rational thinking characteristics come much harder for them. It was a specific student in this group, which I had the opportunity to talk with and I noticed that were problems in his house, which affected him in their scholar development, also in a specific class a teacher detected a rare behavior in that student, due to investigation and talking to he, it was discovered in his backpack a can of clay and thinner with which he gets high, I noticed immediately that his behavior in class was obviously affected by this fact.

As Armstrong (2016), explains, adolescents can reason, make decisions, plans, and engage in other rational modes of thought and behavior as well as adults (ages 15–16), but only under “cold” cognition conditions—not under “hot” cognition contexts in which emotions or peer influences are key factors, this distinction is significant because most of an adolescent's life is spent in circumstances involving “hot” cognition contexts. However, adolescent decision-making, reasoning, planning, and other forms of deliberative thinking do not function as optimally as the thought processes of adults in social contexts involving strong feelings, adolescents may be more emotionally reactive and less capable of relying on rational faculties and it is showed in their behavior.

As teachers, we tended to notice whether students feel motivated or engaged in the class, so it is important to know the process that adolescents face when dealing with rewards or punishments and the risks they may take in order to feel the pleasure of winning. Also, we have to appreciate and being aware teenagers' passion, idealism, exuberance, creativity as a positive contribution to the betterment of our society and to the future. In my specific group of study it was evident in most of the students a lack of motivations both external and internal as their behavior showed attitudes that showed they were not motivated to learn in class or work during. Their attitudes towards the activities showed that besides the external motivation teachers provided, their internal motivation to learn and improve their education was not enough.

Armstrong (2016), mentioned that when adolescents received a large reward, the nucleus accumbens (an area in the brain associated with reward, pleasure, motivation, and reinforcement learning) responded more dramatically than in children's or adults' brains. Teenagers may be willing to take those big risks for big rewards, especially when they are in the presence of their peers which is a big influence for them, since they are neurologically primed to experience "the thrill of victory and the agony of defeat" more deeply than adults or children. Due to this fact in the classes I opted to apply a reward strategy in which I gave them a ticket (false money) each week if they had all the week's assignments, at the end of the month they used the money they gather to buy in a mini grocery store I brought to the class, they bought chips, soda, candy; as a reward of their job in class and dedication.

As previously established and considering that this pedagogical essay is directly working with adolescents and everything this implied. Motivation is a factor we cannot overlook. As key element in teaching adolescents is motivation that is implicitly linked with classroom management. It is a major factor in language learning, it is also an important contributor to language achievement. However, especially in adolescents which are in their searching for identity there are students

unmotivated to follow the lesson, wherefore teachers should be able to motivate them and engage them in the lesson. As Harmer (2007), defines it as the internal drive which pushes someone to do things in order to accomplish something.

Motivation is not an isolated term, it is related to classroom management since the fact that inspired students are engaged in class and as it was previously mentioned it contributes to learning environment. According to Ur (1999) if the class is stimulated to learn it is more likely to be easy to manage. Motivation is considered the key element in learning process. Moreover, a lack of inspiration in students is the main obstacle that teachers had to face every day not only in English subject also in other subjects. In addition, problems with students' behavior and lack of participation are linked with lack of motivation in students.

In the group I choose, I identified a need of stimulation in the classroom specially talking about the English subject, the survey I applied showed their beliefs about the language, they believe that learning English is difficult which influenced their intrinsic motivation in the class and it was showed in their behavior. Many reluctant students have received the message that they are poor students, as a result, they feel frustrated, inadequate, confused, or even ashamed.

Motivation is one of the important factors (if not the most important) in language acquisition. As Gardner (1985), defines this inspiration to learn a second language as the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity. Motivation provides learners an aim and direction to follow, without desire to learn, it is very difficult for students to obtain an effective learning. He also mentions it as the combination of attempt plus desire to obtain the aim of learning the language plus favorable attitudes toward the language.

Various authors agree that motivation is strongly related to achievement in language learning, Brophy, Brown, Ur and Dörnyei (1999). They also mention that

motivation cannot be developed in a difficult classroom, and teachers should create an effective learning environment for their learners. In addition, there are some key factors of motivation as: positive attitude towards L2, the enjoyment of learning and external pressures which play an important role.

If a learner has enough motivation he or she will be able to accomplish a learning of higher scale. The main idea of motivation is catch students attention, curiosity and interest to canalize their energy towards learning. Furthermore, they state that motivation is not measurable, so we cannot surely answer how important motivation is for success in language learning, compared to, for example, language aptitude. Though identifying specific behavior which can cue motivation or demotivation will be reported within the lessons descriptions. Therefore, it is usually said that when a person is intrinsically motivated, he acts due to the satisfaction, entertainment or challenge that the activity provokes in him. It was showed during some classes that students were motivated as they were interested in the topic and the way it was approached based in their interests which caught their attention. In addition, their behavior was improved during the class, the participation increased and most of them worked actively.

Before trying to apply any kind of strategy which can help motivate students to use the language, it is necessary to know what kinds of motivation exist, and what extent they are accessible to teacher influence. There are two kinds of motivation: *intrinsic* and *extrinsic* motivation.

Another kind is known as amotivation. Noels and her colleagues (2000) cited in Dörnyei (2005), define it as “a lack of motivation caused by the realization that ‘there is no point...’” (p. 78). Individuals might not show either intrinsic or extrinsic behaviors because of their low or null level of motivation towards any activity. For example, from an educational perspective, amotivated student would not find any benefit from developing the activity he is asked to do. For this kind it was a specific student in the group of study which was amotivated to participate,

interact work or behave in class, as Noel said, he was always asking me what was the point in completing a task if he was not going to use the language, even if his classmates were excited in the class or with the topic, he does not care about it.

Ur (1999), claims that the first two types of motivation play an important role in the classroom and both are, in a part accessible to teacher influence. “Most good teachers seem to accept that it is their responsibility to engage learners, and invest quite a lot of effort in doing so” (Ur, 1999: 277). Nevertheless, Harmer (2007), affirms that real motivation only comes from the students themselves, so teachers, at the end, can merely support and guide them. He also mentions that conditioning is the result of a three-stage procedure: stimulus, response, and reinforcement. Even though more recent learner-centered approaches have disputed reliable arguments against behaviorism, it nowadays still continues playing an important role in motivation.

Taking into account the relevance of both kinds of motivation previously mentioned I decided to focus on extrinsic motivation, due to the fact that intrinsic motivation in my case was difficult to be developed as the time of practice period and in the lack of information about their personal lives, likes, experiences and motivations, that is why I decided to implement in class strategies to improve their extrinsic motivation, like choosing topics based in their interest and context, adapted material and by selecting contents according to their level.

Brown (2007), states the term of reward, which is based on Skinner’ view as follows: “Human beings are universally driven to act, or “behave,” by the anticipation of some sort of reward—tangible or intangible, short term or long term—that will ensue as a result of the behavior” (Brown, 2007:58).

Extrinsic motivation, according to Ur (1999), is the motivation that is derived from external incentives. Prizes, grades, money among others are common extrinsic rewards. So, individuals’ performance is a response to an external stimulus: they would complete a task in order to receive something rather than because of the utility of the task itself. In my specific group of study, based in the

investigation made in this document I decided to apply rewards in class as a stimulus to increase students extrinsic motivation in the class, the reward I decided to implement in class was the use of "money" which were fake money that I gave them at the end of the class only if they had completed the task, they behave in the correct way, and if they paid attention to the class. With that money, at the end of the month they could buy several things (as chips, sodas candies.) that I took to classes as a mini grocery store.

On the one hand, Kohn and Brown (2007) claimed that rewards provoke a loss of interest in whatever it was rewarded for. From his perspective rewards only motivate students to get rewards rather than truly encourage them to learn or grow from that he/she is being asked to do. Conditioning by rewards can lead students to become dependent on them, which can provoke them the habit of developing any activity they are asked to do only with the intention of getting a reward which reduces intrinsic motivation.

I thought at first to promote extrinsic motivation seemed to be counterproductive, we have also previously established that as a result of the stage in which the specific study group is in reinforcing extrinsic motivation could actually be favorable for the purpose of this study.

The key objective of English education in secondary school according to Plan de Estudios Educacion Basica (SEP:2011) is for students to get the necessary knowledge to engage in social practices with written and oral language to interact with native and non-native English speakers by means of specific competencies with the language. This entails using activities that involve the production and interpretation of spoken and written texts (of a familiar, academic and literary nature) so students will be able to satisfy basic communication needs in different every day, familiar, and known situations.

The purpose of English language teaching for Cycle 4 in Basic Education (1st, 2nd and 3rd grades of Secondary school) is for students to consolidate their proficiency in English in basic communicative situations and develop specific

competencies particular to social practices of the language within a range of communicative situations, in which they understand and produce, in general way, oral and written texts about different topics (SEP).

1.6.2 Learning Environment

Learning environment is important for both teachers and students as it is important to take it into account to accomplish the purpose of ELT; everything from the color of the walls, arrangements or seating affects the way students learn. It concerns the classroom's physical environment, the social system, the atmosphere, norms and values.

Firestone, and BBC (2010), defines learning environment as the physical, psychological and instructional atmosphere in class which is vital in classroom to students' success in their learning process. In addition, is vital to student success and impacts students in many ways. A negative setting affect students in many ways, such as low achievement, poor behavior, anxiety, or even depression.

As Firestone (2003), asserts successful classroom design needs to balance between the teaching methods and learning styles that take place in class. Combining learning and teaching helps to create a space that facilitates both the student and the teacher and creates a learning experience. A positive learning atmosphere means that students feel comfortable, has a sense of rapport with their teacher and peers, and believes they can be successful. In this sense classroom setup or arrangement has an influence in the development of classroom environment. In order to create it for the class, I decided to accommodate the chairs in horse shoe, in order to change the routine, I consulted with other teachers to paste in the wall the ground rules and some posters in order to students can see them and learn the language in an undirected way, also the graphics of their improvement in classes.

Cox (2009), mentioned that classroom setup is important because it is essential of classroom management to support both teaching and learning. The physical atmosphere of the classroom can prevent behavior issues as well as promote and improve learning. In addition, studies show that the physical arrangement of the classroom can affect both student and teacher behavior, and that a well-structured classroom management plan of design has the ability to improve learning and behavior.

We previously point out the relevance that a learning environment had in a classroom and the many factors that it implies, and also we established that learning environment not only and merely refers the physical environment. Much in the same sense Heick and Firestone (2003), suggested characteristics of a Highly Effective Learning Environment which involves students centered classes, value students questions over answers, had established clearly rules and consequences, use a variety of models in class, persistent assessment, authentic, transparent and never punitive, provide enough opportunities for practice, organized spaces and arrangements foster interactive patterns, being aware that teachers are role model in classroom and being clear and consistent about what is expected for students by models.

Therefore, we see that the learning environment is both the physical and physiological space that teachers create for students in order to improve their learning process and foster healthy attitudes towards learning. A stimulating environment has a direct impact in students learning process because engaged students with the learning environment are known to be more receptive. Using strategies in class is important to benefit the learning environment in the classroom, taking into account the importance of learning environment to create a space in which learning take place and to establish a classroom management routine, as an EFL teacher it is important to have several ranges of strategies to

apply in the classroom especially when talking about classroom management, therefore it is a need to clearly understand what a strategy is.

Korpershoek, Harms, Boer, and Doolaard (2014) define classroom management strategies as tools that teachers can use to help in the creation of an environment, and there are ranging forms of activities to improve teacher-student relationships including to rules to regulate student behavior.

As Linsin (2011), asserts strategies refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning. They pointed out 3 definitions of strategies which are: firstly strategy as a top management of great importance to organization, secondly strategy as a basic directional for making decisions, defining purposes and missions, at last strategy as necessary actions to realize directions. Therefore, it is important to distinguish between behavioral strategies to implement among students and strategies to improve a learning environment and in which I will focus.

I previously defined the key concept which this pedagogical essay tends to focus on, classroom management is a fundamental aspect to develop the class and creates a learning environment in which effective teaching and learning occurs. Classroom management certainly involves discipline, control and punishment. Taking into account that discipline is linked to classroom management I intended to implement within my practice proactive approaches which instead of waiting for problem behaviors to occur, decrease problems with behavior and promote positive behavioral choices in the classroom which are: have a routine in place for EVERYTHING and practice procedures, have a very SIMPLE positive whole-class reinforcement system and use individual modification plans for students with behavioral issues, make general rules and consequences, and enforce them in ways that are appropriate for individual learners and make a clear connection between the way THEY behave and the way the TEACHER behaves.

Furthermore, it was previously established the impact that learning environment has on classroom management and students behavior, and based on Heick and Firestone (2003), suggestions of a highly effective learning environment I intended to focus on the following ones: rules and consequences clearly defined, assessment is persistent, authentic, transparent, and never punitive, constant opportunities for practice, organized spaces and cooperative learning arrangements referring to interactive patterns and seating arrangement, teacher is a role model in classroom and being clear yet consistent

As was mentioned in this chapter working with adolescents is difficult as they are in a stage in which they are looking for their identity and with a need for self-esteem and the need to feel good about them, valued and approval. Having in mind that learners in this stage are pursuing a learning goal. That is why teachers' job is to provoke adolescents' engagement with interesting, relevant and involving material to use in class taking into account their need for identity.

Working with adolescents and all that this stage implies motivation is a key factor to work on. For previous reasons, I tried to motivate students in an extrinsic way by applying a behaviorism and motivational strategies which were focused on creating a positive environment.

1.6.3 Classroom Management

We can clearly understand why Classroom Management is essential in all teaching contexts, but what is it exactly? What does this imply?

Classroom management refers to "the wide variety of skills or techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and productive during class"(Glossary of Education Reform, 2014).

When classroom management strategies are executed effectively, teachers minimize those behaviors that impede learning for students, while maximizing the

behaviors that enhance learning. In addition, the Glossary of Education Reform (2014) states that classroom management includes everything that teachers may do to facilitate and improve students learning such as behavior, environment, expectations, materials or activities. It is important to emphasize that classroom management involves several aspects to be taken into account to foster learning in the classroom, it does not only focus on behavior or discipline.

Through observation, I detected in the 2nd grade group “B” misbehavior concentrated on attitudes in class, not only in English, it happened in all the classes, teachers tended to talk about that common issue looking for strategies to manage the group. However, none of the teachers had achieved this goal. As a need in this group I detected it was important to apply strategies to improve classroom management seeing their learning process was affected, as well as the environment and their motivation, that is why I decided to be focused on this issue and looking for solutions. As Rabadi and Ray (2017), state that being with a group of misbehaving adolescents with different temperaments, interests, and skills is a challenging task for teachers, this is when classroom management takes place.

Sanchez and Ur (1999), agree that in classroom management teachers should be consistent with enforcing classroom rules, providing engaging tasks that are not too difficult or too simplistic, treat everyone equally and praising learners. In addition, Harmer (2007), stated that for managing classroom in an effective way, teachers should be able to handle a range of variables which consist of organizing classroom space, students’ working, and classroom time. Taking into account Harmer’s idea. since the beginning of practice period I established with the students the ground rules in a colorful poster with illustrations that called out their attention and which was placed next to the blackboard in order to they were able to see it, as well as they remembered the consequences of not following that rules.

Taking into account the survey applied, I approached the contents based in their common interest in order to catch their attention and engaged them in the class. Moreover the activities were challenging in order to improve their self-

confidence, time controlled and sometimes the activities were in teams in order to improve the coexistence among them, but that activities were monitored all the time in order to prevent misbehavior attitudes.

At the first practice period I had the belief that classroom management only implies that students had to be in complete silence and in their sites all the time, I was not taking into account all the elements that classroom management implies, as motivation, environment or strategies. As many authors agree (Brophy, Good, and Sanchez, (2011), classroom management also involves teachers beliefs in the sense of how they view discipline, the pace of the class, the classroom environment, class structure. Based on the theory I decided to take into account these elements in my lesson plan in order to improve classroom management, I do not let my beliefs took the control of the situation and interfered with my action plan to manage the group.

Having already defined which involves classroom management and its relevance in class I will define another concept which many authors such as Ur, Radaby and Ray (2017) linked to classroom management: Discipline

Cambridge University Press dictionary and Desautels (2018), defines discipline as training that makes students more willing to obey or more able to control themselves, often in the form of rules and punishments and as a proactive action before problems arise as an opportunity to problem solve. It provides guidance, enhances communication and embraces natural communication. Discipline is an element of classroom management that needs a proactive rather than a reactive behavior. In the group of study there were punishments applied as well as rewards as I previously mentioned, the punishments were not to give false money to those students that did not work or participate in class, also if they were extremely noisy the punishment were extra homework for all of them, and for those who said bad words the punishment was to pay \$5 pesos to the head teacher to buy markers or material for students. I noticed that students tended to behave better than the first week since punishments were applied.

Ur (1996), argues that although the immediate responsibility for maintaining classroom discipline is the teacher, the main aim is to reach the point where the learners take on and share this responsibility. The way to do is first to get them used to the feel of orderly classroom process, then to begin to share decision-making based on this gradually. Several weeks after being established the ground rules I reviewed them with students, but this time making with them agreements about them, one of the ground rules was about brought the homework on time, the punishment were a report if they do not did homework.

This time, with students, the agreement was to apply a strike to each student if they did not bring homework, and at the 3rd strike it will a point less. I decided to involve students in this step as a result of Ur's idea and also to make them feel important and that their opinion was taken into account. Discipline is an important factor in classroom management which involves both teachers and students that helps the teacher to establish routines, to prevent bad behavior and situations before they happen.

In addition, by establishing the agreements it was easier to manage the group as they remembered the consequences they propose, when I entered to the class they knew that they had to be in their sites, and that when I said good morning means that the class started and they should be paying attention, it was useful because I wasted less time in making them to pay attention or calling their attention and I have much more time to spend in the task.

One of the most important aspects in CM and as many experts agree is that teachers be able to apply and manage strategies. In classroom management it is important to have specific strategies to implement in class. Johnson (2016), asserts that establishing an effective plan for classroom management has to begin at the start of school, but it does not end there, throughout the year, teachers have to be consistent and persistent in that plan. That is why I decided to look for

strategies to manage the group instead of just being calling their attention all the time of just applying punishments all the time, I wanted to apply strategies to improve their behavior towards class in a way that they did not notice it.

It is important for teachers to be aware of the importance and the impact of CM has on classes in order to create the conditions that students need to learn and an environment in which learning can take place. That is why I decided to select CM strategies to apply in my group of study, based on the necessity detected in this specific group in behavior and attitudes towards learning in all the subjects.

On one hand I decided to apply behavioral strategies based in students' needs detected. Behavioral strategies refer to those strategies which are plans of intervention to prevent behavior problems such as disruptive and disrespectful students for example; behavioral strategies can also help students to control their behavior. In order to run a well-disciplined classroom based in some authors Cowley, Harmer and Finley (2017), suggestions I decided to choose their recommended strategies to put into practice with my groups of study which are: learn to read and respond , wait for silence which involves wait to give instructions or start the class until students are completely silent and focused on teacher, assessing what students have said and responding appropriately, self-awareness, use of cues, give them the choice by stating the required behavior and making clear the positive effects of benefits of abide what teacher ask as well the consequences of refusing to comply, moving around the classroom, put myself in their shoes, use of rewards and sanctions, keep consequences as minimal as possible when a rule is broken and establish the ground rules.

On the other hand, I decided to apply strategies to improve learning environment which is an important factor to take into account in classroom management and which I detected was necessary to improve in this group, taking into account several authors (Cowley, Harmer and Finley, 2017) suggestions in order to create and promote a learning environment in class which foster students

learning process towards the language. They suggested: set targets and time limits, use visual prompts to aid students understanding, giving instructions, create lesson stages, use different seating arrangements, establish routines and rehearse transitions.

In order to encourage student's self-discipline and classroom management environment I applied the following strategies in class.

- ✓ Wait for silence
- ✓ Make use of cues
- ✓ Use of rewards and sanctions or punishments
- ✓ Establishing rules
- ✓ Giving learners autonomy (choice)
- ✓ Setting targets and time limits
- ✓ Making learners aware of the relevance of what they are learning
- ✓ Making/ designing activities which are challenging but achievable

These strategies were chosen through research due to the fact that many authors as Cowley, Ur, Rabadi, Ray, Albe and Linsin (2017) all agree on the key strategies used to encourage classroom management. I consider and taken into account what would be more useful in my teaching practice.

The previous pages have shortly defined what classroom management is, its importance, what it entails and how it could be dealt with.

1.6.4 Central questions this study will address

The coming after chapter aims at answering specific questions. These questions helped in the focus of this study and avoided me from deflection:

1. How did the Classroom Management techniques impact my groups' academic achievement within the EFL class?

2. What other factors influenced reaching the class goal?
3. What advantages or disadvantages emerged in the implementation/development of Classroom Management Strategies?

CHAPTER II

II. TOPIC DEVELOPMENT

In this chapter I am going to describe six particular classes where I used classroom management strategies. The questions that this chapter intends to analyze and answer to describe my experience applying classroom management strategies and how those strategies helped to me to reach the objective of this topic of study. Moreover, this chapter is determined to aboard the several factors that influenced the learning environment as well the advantages and disadvantages I faced during this process.

This chapter is the reflection of the experience in my academic training to become an English teacher. In this part of the essay, each selected class will be described, within the description the specific strategy or strategies I used will be indicated as well as its description. Furthermore, there will be an account of the class I will analyze my lessons attending three questions referencing classroom management strategies.

These strategies were chosen due to the fact that many authors Cowley (2010), Ur Penny (1999), Rabadi, Ray (2007), Alber (2015), Linsin (2011), Linsin (2017) all agree on the key strategies used to encourage classroom management.

I am going to describe how students reacted to these strategies based on the observations done in my journal, the observations done in my head teacher's journal, observation formats and assessor observations, all of this by describing specific lessons during my four practice periods.

2.1 Class 1 " Describing a Superhero"

1st Practice Period, Lesson #1 Date: Monday September 25th 2017 Topic: Describing People.

Lesson's aim: By the end of this lesson students should be able to describe people by mentioning simple physical characteristics (tall, short, medium height, slim, overweight) (Appendix G)

In the Warm Up stage I introduced myself with students for the very first time formally, I mentioned them my name, my profession and what I was doing with them in my practice periods. Also, I gave them the name tags (Appendix H) in order to identify them by their names and make them feel they are important for me. As Thornes (1998) asserts Ground rules are fundamental to order in the classroom, and order in the classroom is essential if effective teaching and learning are to take place.

That is why I gave students the rules of the class using a poster (Appendix I) in plenary we discussed what they understood by each rule, the implications and sanctions of breaking those rules. I established in the rules that they had to ask for permission or to solve a doubt in English. In order for students to use the language little by little, due to the fact that they were not accustomed to using the language in the classroom, in order to improve this I wrote on the blackboard short sentences they could use like:

- ✓ May I go to the bathroom
- ✓ May I come in
- ✓ How do you say _____ in English/Spanish?
- ✓ What is the meaning of.....?

This made students aware about the importance of the language in the classroom and take them away from their comfort zone.

In the presentation stage I explained that people could be described by the way he or she looked (physically or non-physically). In order to elicit students I used a bond paper (Appendix J) with appearance vocabulary. I wrote in the blackboard sentences like.

She is _____

She has got _____

She is wearing _____

With different colors, in order for students to notice the structure and differences, those questions were answered by students based on my appearance. After students answered the questions I hung on the board a poster (girl and boy superheroes) and asked students to brainstorm to describe the characters they saw.

I noticed that this was not the way to work with participation that I have to establish because they all they wanted to answer without raising their hand. All of them spoke at the same time, so it was difficult. I made students aware of the rule of raising their hands to speak or participate, also that if they spoke without the teacher giving them the opportunity to speak could result in a consequence of a point less in the grade. Even if they were motivated to answer and participate which was good in the class it had to be a way to work on participation in order for all students to have the chance to participate and be heard.

In the practice stage I gave students a worksheet (Appendix I) in which they had to write three sentences to describe the character physical appearance using the keywords given in the box (were 2 different worksheets to change characters). While they were answering I wrote three 3 sentences describing Iron Man in order for students to be able to compare what they wrote with my example. I noticed that students were involved in the class and with the topic because it was a class based on their interest like super heroes.

I realized they were motivated and they wanted to participate. According to Penny Ur (1999) if the class is motivated to learn it is more likely to be easy to manage, and it was showed in their behavior. In this class they were less restless and talkative rather than in observation. Also, as the VKA test showed I had the

opportunity to corroborate that most of the students were visuals due the fact that they were engaged with my posters and visuals.

In production in pairs students had different pictures about a movie character (Appendix K) to describe it to each other using adjectives seen before. They were sitting back to back with a partner. One student described his/her picture (paper shouldn't be disclosed) and the other one was listening and drawing a picture on his notebook. After that they switched roles. While they finished each other showed their drawings in order to check if they will be able to understand the character that was described.

To close the class as warm up I read aloud sentences about a specific character and students have to guess the character. Some students were selected by Hot Potato to describe a character from his worksheet to classmates guess who was she/he was describing. I integrated hot potato as a game in order to catch students' attention and motivated them. It was noticed that they enjoyed games and activities out of routine.

2.1.1 How did the CM techniques impact my groups' academic achievement within the EFL class?

In this class I had to use the first recommendation which is *establishing rules*. I decided to implement this strategy at the first class in order to students get familiarized with the rules since the beginning of the practice period. I pasted a poster on the blackboard with the rules expected in the class. However, I decided to give students the rules again in the marking criteria in order to make them aware of the rules and the consequences to break them.

In the marking criteria talking about behavior it was a 10% in their final grades. In order to have that point in their grades they do not have a report with me. The way to have a report was to have 3 attentions call or wake-up call. The ways to get an attention call were:

- ☐ Being out of their site
- ☐ Being disrespectful with teacher or classmates
- ☐ Eating in class even gum or popsicles
- ☐ Screaming or talking aloud
- ☐ Not paying attention when teacher was explaining the topic or giving instructions.

I realized that this strategy worked, not only in the fact that students were more quiet and less restless, also because they were working and trying to finish the work on time in order to be able to go to their workshops on time. Especially in this group students tended to be out of their sites all the time without paying attention to what was I explaining and eating in classroom, also several students were disrespectful with their classmates making laugh at them when making a mistake. These were reduced a 60% in this class since I make them aware all the time how many attention call each one had.

2.1.2 What other factors influenced reaching the class goal?

There were factors besides classroom management and students' behavior that influenced reaching the class goal, one of those factors was the time, because it took to long by establishing the rules which took time of class and because of that the class was not finished at it was planned. In addition, the presence of the head teacher in class influences in the development of the class as the students were distracted by her presence and asking her questions not related at the class work like their notes, how it will be graded the subject or even personal questions which influenced the pace and time of the class.

The lack of motivation in the student was also an important factor in students which impede reaching the goal, even if the topic was approached based

in their interest, their lack of motivation as a result of being one of the first classes made students not aware of the purpose of the topic and the use of it in their daily lives.

They took longer to complete the task as a result of not paying attention to the class since the beginning when I was explaining or eliciting the topic, and they did not understand what to do as well because they did not pay attention to the instructions as well. In this practice period the teachers were applying the SISAT test which implies taking some students away from class to apply this test, which also was a factor that impedes reaching the class goal as it take time of the class.

2.1.3 What advantages or disadvantages emerged in the implementation/development of Classroom Management Strategies?

In this specific strategy the advantage was that students at the first attention call were quiet and paying attention trying to avoid the second one. Even those students which were the most noisy and restless during my classes became participative, quiet and hardworking making aware their classmates that they have to pay attention and be quiet, so this strategy worked for me in my classes especially in this group in which there have been several problems in behavior.

An advantage was that students reminded each other about the rules and the consequences when other misbehave or did something that was not permitted in class, specially to the ones which were more problematic to work with and those who does not care about the class.

One of the disadvantages this specific strategy had, was that some students were reluctant to apply and accept the rules, moreover they invented new things to do in class in order to misbehave but in a way avoiding the consequence established in the rules because they did several things that were similar to the prohibitions in the rules but not in the same sense, as an example one student was being disrespectful with another student, but he was being rude with a pencil, so he

was pretending that was telling strong language with his pencil instead of his partner.

In addition, another disadvantage was that the classroom was used by all the subjects teachers, what made me difficult to maintain the rules in the place I wanted, several time the rules were removed by other teachers which students took as a signal of being able to break them.

2.2 Class 2 " Creating a Superhero "

In 1st Practice Period, Lesson #3 Date: Monday October 2nd 2017 1st Topic: Describing People.

Lesson's aim: By the end of this lesson students should be able to create and describe a superhero by mentioning his characteristics (physical and non-physical appearance) and abilities using modal verb can. (Appendix L)

In the warm up stage after greeting students I showed them a flashcard (Appendix M) with the names of the colors. They had to say the name of the color and not the color of the word. I applied this activity in order to students be focused and concentrated in the class due the fact that this activity required concentration. On Mondays the class was before break, so they are anxious and excited to go out, so I had to look for strategies to calm them down and catch their attention to be attentive in class.

As Cotter (2014), asserts warm ups raised energy levels and also produced relaxed atmosphere, less inhibited students and created a positive atmosphere to practice and experiment with the language to gets students into "English mode".

In the presentation stage I reviewed the modal verb can, eliciting students that CAN is used to express ability, actions that we can do and cannot do. After that I gave students a reading (Appendix N) about superman in which he was

describing himself physically, personally, and his abilities with some blanks in which they are going to fill using adjectives and character traits seen before. I asked students to notice the modal verb underlined. I read the text aloud once and when I finished I ask students about a general idea. After that I ask students to repeat after me the reading. I realized that students were attentive because the reading was about something they were interested.

I design a reading about superman because it was the premiere of the movie Justice League, and it was expected students were excited about it, so the activity catches their attention and they were interested in the topic. As Harmer (2005) also asserts that the teachers job is to provoke adolescents engagement with interesting, relevant and involving material to use in class, bolster their self-esteem, while taking into account their need for identity.

During practice stage students were working in couples. Students had to imagine they were a superhero, then they had to ask their partner about abilities they would like to have and how they like to be physically and wrote their ideas in form of sentences in their notebooks (Appendix O) taking the reading as an example. The main idea of this activity was in order to students get ideas to create their super heroes.

Besides the comments of other teachers about students working in teams I decides to put into practice their ability to work in couples and to analyze the way in which they worked and their behavior working with others. In this activity I formed the couples by giving them a piece of paper with different colors, each one picked a piece and get together with the student which had the same color, in this way I was sure that students which are always talking or making noise get together in this activity.

Here I implemented the strategy of set things target limits and time. I established how much time they had to carry out each activity and also I was making emphasize about how many times they had left to accomplish the activity. Also, when giving instructions to students I tried to be clear and divide my

instructions step by step in order to students did not get confused. As Harmer (2007) asserts it is better to keep giving a simple and logical thing. It is also necessary to check whether the students have understood or not.

In production stage students created a superhero in a worksheet (Appendix P) in which they drew their character and described the superhero physical appearance, personality and abilities using the structures and vocabulary seen in previous classes in order to use their schemata about topics previous seen. Also, I wanted to allow students to use their creativity, and they were able to express their ideas, likes and dislikes.

During the whole activity while students were creating their superheroes I was monitoring the activity in order to check that students were effectively working and on the task without being doing others things out of English class, also to provide help to those students which asked me for help or those which looked confused about what to do as the strategy of Movement stated (Harmer, Jeremy 2007) every teacher has their own way to take a look to their movement. Nevertheless, moving around the classroom to some extent is regarded as the most successful way to do.

I noticed by students reactions and their worksheets that they were very creative and that they liked to express themselves by drawing, and realized that when I reinforced their work with comments like "good job, you are excellent in your drawing, you are so talented, you did an excellent job, you have no mistakes" they looked proud and were happy of what they did. Harmer (2005), states that the adolescence is a stage in which teenagers are in the search of their identity and a need for self-esteem and the need to feel good about themselves, valued and approval.

2.2.1 How did the CM techniques impact my groups' academic achievement within the EFL class

In this lesson I applied the recommended strategy of *setting targets and time limits* due the fact that students took too long doing the activities even if I made them aware of the time left to finish. That is why when I asked students to write on a piece of paper 5 proposes to get better or improve the classroom environment and to students behave in the expected way they proposed to listen to music in class. I decided to accept this proposal and used it in my class as a time target. I choose several songs in English according to the topic, so when students were working on a specific activity the song was reproduced and they had until the song finished to complete the task. I noticed the noise in class reduced due the fact that students were paying attention to the song and in a hurry to finish until the song finished.

In addition, most of the students during previous classes were using head phones so with this strategy they did not use them because they were already listening to music. I designed activities which were challenging but achievable for students due the fact that I noticed the worksheets or activities I had planned where easy for students, especially those with the highest English level because they finished the activities even before I gave the instructions and that made them bored when their classmates were doing the activity they already finished. They took the same time in the activity as their classmates due the fact that the activities where according to their level.

2.2.2 What other factors influenced reaching the class goal?

The principal factor that influenced in reaching the goal in this lesson were instructions, due to the students were not paying attention when I was explaining the steps to follow before working in teams, they just wanted to gather around and not to listen what was I saying, that was a key factor because I had to explain the

instructions several times until the students had to know what to do, in this class after 3 explanations I decided to write the instructions in the blackboard by steps, so students were able to see them each time they wanted or had doubts about what to do.

Another factor that influenced was working in teams, because students wanted to be partnered with friends and they had a clear idea about which students they do not want to be partnered with. However, by giving them the colored papers to form teams they had no choice to choose teams, so they had to work with the classmates with the same colored paper, this way the most reluctant and unquiet students were in separated teams and they worked better, even if they were talking to each other they were working on the task and doing what I asked for. Also, before working in teams I established that if they did not work the activity could be cancelled and they could work individually.

The motivational factor influenced a lot in this class due to the fact that students felt confident and accepted because they were praised for their creativity and skills in their final jobs in creating a superhero. It showed in their faces how proud they were when they received positive comments about their amazing jobs. This activity increased their intrinsic motivation which helped reach the class goal. However, it was still a problem that students were reluctant to use the language. I tried to help the entire class speaking in L2, but they were frustrated because as they said they did not understand what I was saying, so they gave up and started to do other things or to talk with their partners.

2.2.3 What advantages or disadvantages emerged in the implementation/development of CMS?

One of the biggest disadvantages implied to this strategy of setting target and time limits was when I decided as I previously mentioned to use songs as a way of chronometer to take the time of the tasks, the students wanted specific songs, not the ones I reproduced to them. So they were complaining all the time.

When I accepted to reproduce a song they choose, but it resulted in a mess because they all just wanted to sing and dance out of their places without working on the assigned task. However, after this experience I established with the students that the song I choose was the one they would listen and not another one, and if they did not like it we would omit the music in class, so they decided to accept the song without resisting.

An advantage to this strategy was that students work in time without taking longer in the activity, they knew how much time they had so they worked actively, also because they wanted to hear music, as they knew if they did not work the music would be omitted in several classes. So they worked as fast as they can to finish before the song ended. Furthermore, the material applied was a tool to increase students' motivation, due to students used their imagination to create their superheroes and the positive comments made about their jobs made them feel proud and confident in their skills.

2.3 Class 3 " Health problems"

In the 2nd practice period in the Lesson #2 Date: Thursday November 16th 2017 Topic: Health and the Body.

Lesson's aim: Students should be able to describe and identify health problems (Appendix Q)

In the warm up stage students played hangman in the blackboard using vocabulary previous seen about body parts in order to activate students' schemata.

After that as a strategy to control the participation in class I gave students a card with a sad face in one side and a smiley face in another (Appendix R). All students used the sad face at the beginning and while they were participating according to the topic of the class, they could change or turn it around their face

into a smiley face. It allowed me to notice the students which had already participated and gave the chance to other students to speak and participate. Their participation increased and this was showed at the end of the period in their participation as in the list (Appendix S).

In the pre listening stage I showed to students flashcards with symptoms and diseases (Appendix T) in order to they match the meaning of the word by seeing the image, also I elicit vocabulary about what they could express how they feel and to say they were sick (I feel, I have) as I previous taught and as my head teacher said students were visual, so it was easy to catch their attention with visual material and engaged them in class.

During the "while listening" stage I gave students a worksheet (Appendix U) with a conversation between 2 friends with some blanks about diseases and symptoms. After students checked for first time the conversation I asked them to brainstorm ideas about what the audio was about. I reproduced the audio (Appendix V) once in order for students get a general idea about what the text was about. Audio was played twice in order for students to fill the gaps with the answers; students compared the answers in pairs. As it was needed the audio was reproduced a 3rd time. The answers were checked in plenary, students changed their notebooks in order to co-evaluate their work.

After that I elicit students the following questions

TT: How does Sam feel?"

Sts: He feels terrible

TT: What's wrong with Sam?

Sts: He has a headache, earache....

TT: What does Helen suggest/recommend?

Sts: Stay in bed, go to the doctor

TT: How do you express a suggestion?

Sts: Why don't you, you should etc.

In the role play stage by pairs students acted out the script of the audio previous seen. After that I pasted on the blackboard a bond paper which had some remedies to diseases, in order students to identify them. I decided to apply the role play because I wanted students to use the language due the fact that I identified students were reluctant to speak in L2 by the fear to lose face in front of their classmates, pronounce incorrectly or make a mistake.

To close up the class I collected notebooks for mark students work and provided feedback. As there were 3 students which were the most restless in class I decided to talk in private with each one of them in order to analyze the way in which they behaved.

2.3.1 How did the CM techniques impact my groups' academic achievement within the EFL class?

In this class the strategy I used was *the use of cues*, in the class I gave students a sad face, each time they participated they turned the face which showed a smiley face, this gave me the chance to control the participation by noticing which students did not participate in class, also to choose different students that the regulars ones which always participated. I noticed that students got enthusiastic and interested in getting a smiley face, they wanted to participate to change their face and this motivated them to speak in L2. This strategy also improved students' motivations in both extrinsic and intrinsic way seeing that students wanted to participate to feel proud having a smiley face to have classmates and teacher acceptance.

The participation increased with this strategy and it was shown in the list and in their final grades, in addition their jobs improved and their behavior improved

too, since the students pay attention to the class and the examples given, in order to be able to solve the exercises in a correct way and participate in class to be able to change their faces into a smiley one. Moreover, the responsibility was improved in students due to the smiley face has to be clean and as I gave them to them in order to the participation be count, if they lost or if they messed up the face, their participation will be not taken into account, so they became responsible for their faces.

2.3.2 What other factors influenced reaching the class goal?

One of the factors in this class that influences reaching the class goal was that all of them wanted to participate, so the time of participation take longer, however I decided to accept their participation as they were using the language in the classroom, and they did not do that before. In this specific class students were quiet and paying attention, it was because of the use of visual material taking into account their learning styles.

In this class the head teacher was checking students notebooks, so she was calling specific students during the class, this factor influenced that some students were distracted when head teacher asked for his classmates. However, this factor did not impede the goal being reached. In addition, I decided to change students' sites, in order to separate the misbehaved students and let them be in front of the class paying attention. This change made the student knew that I was paying attention to them and their behavior even if I was looking at the blackboard.

As they previously seen symptoms and sicknesses, when I showed them flashcards I activated their previous schemata in the topic, with was a factor that allow the class objective were reached as it was planned, due to the students were able to use the modal verb should and created sentences given pieces of advices and suggestions in a medical context.

2.3.3 What advantages or disadvantages emerged in the implementation/development of CMS?

One of the advantages of this strategy was that students were motivated to participate in class using the language in class, forgetting about the fear to use the language in class in front of their classmates, also if I corrected them they did not feel ashamed or embarrassed, they did not even notice when I corrected them. Moreover, an advantage was the motivation that the faces implied in the students, as all of them wanted to have a smiley face, so they were paying attention to the class and the topic in order to be able to participate without mistakes. It was refreshing saw students with a challenging attitude among others trying to win the participation.

However, this strategy had the disadvantage that some students lost face and they became restless to do another one, so they became noisy in classes and reluctant to participate. This attitude affected other students which became restless and felt ashamed of having a sad face, so most of them at the last practice period did not use their faces anymore in classes. It was showed at the end of the school year that the students' participation decreased in most of the cases.

2.4 Class 4 " Medical prescription"

In the 2nd practice period in the Lesson #4 Date: Thursday November 23rd 2017 Topic: Giving advice for health problems

Lesson's aim: Students should be able to produce a medical prescription using should/not and must/not. (Appendix W)

As a warm up I passed out a word search (Appendix X) which students must complete by rows, the first student had to found a word and pass it to the student in the back until all words were found. The words on the word search were related to diseases. The row which finished first, will had an extra point in participation in

order to motivate students to complete the word search also to engage students in the topic and activated their schemata.

In the presentation stage students listened to a doctor giving some advice to a patient (Appendix Y) students had to complete the medical prescription according to the audio. I reproduced the audio once in order for students get a general idea about what the text was about. The audio was played twice in order for students to fill the gaps with the answers. After those answers were checked in plenary, students were asked to change notebooks in order for students to co-evaluate their work.

In the practice stage students had to answer a worksheet in which they had to match each advice with its disease, answers were checked in plenary and co-evaluated. During production stage students produced a medical prescription for a friend. During this activity I was monitoring the process in order to solve doubts and to check that all students were on task.

Finally, in the warm up stage students played "say goodbye" in which I threw a ball to nominate a student. Then they chose a student that had to say what he/she learned in that class.

2.4.1 How did the CM techniques impact my groups' academic achievement within the EFL class?

The strategy that I implemented at this class was "*wait for silence*" which was about waiting until students were quiet and paying attention to me to start to give instructions, if students were distracted I would get quiet and wait until they were in silence and paying attention. If I noticed students unquiet and restless during instructions they were asked to repeat the instructions previously explained. Cowley (2010), states that this strategy involves waiting to give instructions or start the class until students are completely silent and focused on teacher.

However, I noticed this strategy "wait for silence" was not effective since the fact that when I was in complete silence waiting for them to get quiet in order to continue the class they did not care about me being quiet, actually they took advantage of this and started to get restless and spoke louder in class. I spent and lost much time trying to this strategy worked out but it does not happen, that is why I decide to change the way of applying this strategy looking for a way to make it works in further lessons.

In my point of view this was because the students' actions in the stage of adolescence are guided more by the emotional and reactive amygdala and less by the thought, logical frontal cortex which is the area responsible for planning, making decisions, setting priorities, forming strategies, and inhibiting impulses and inappropriate behavior as Armstrong (2016), asserts.

2.4.2 What other factors influenced reaching the class goal?

As the strategy "wait for silence" did not work I decided to change students' arrangement into horse shoe, which helped me to maintain them focused on the topic. Since I was standing up in the middle of the horse shoe, I was able to look at all of them, they felt intimidated by this fact and behave in a better way than before.

The main goal was achieved since the fact that students were able to create and write their medical prescription and share the information with classmates to use the language. By using their previous knowledge it was easier for them to complete the task, also in the way there were places they helped each other when had problems in vocabulary or grammatical structures. Moreover, the head teacher was involved in this class since she noticed students were restless and talkative, they were in this mood since this class was after the break. They entered to the class full of energy and with desire to talk to each other and still eating and playing. However, this not interfered with the class goal, just the time of each activity was reduced to complete all the lesson plan stages.

2.4.3 What advantages or disadvantages emerged in the implementation/development of CMS?

This strategy did not had advantages rather than showing me that it did not work with this specific group of study, and also motivated me to look for other strategies to implement with them. Moreover, the head teacher had to intervene in the situation and calling out students for their rude attitude towards me and my lesson.

One of the disadvantages that this strategy implied were that I lost several minutes of class staying in silence letting the students be quiet and paying attention which never happened. They saw that I was quiet and with a serious face waiting for them to be quiet, however they continued with the noise and talking each other. In addition, students were able to notice my desperation as they were not in silence paying attention and they take advantage of this situation to be restless and make funny about me. However, when they noticed I was taking points off from the list as a consequence they behaved in the expected way, even more when I changed the arrangement of the class.

2.5 Class 5 " Likes and Dislikes"

In the 3rd practice period in the Lesson #4 Date: Monday January 22nd 2018
Topic: Shopping and Clothes

Lesson's aim: Students should be able to identify and label clothes and express their likes and dislikes (Appendix Z)

In the warm up stage I aware students about the class rules in order to they remembered them and the use of teacher cards, which will work as traffic light, this thought the use of emoji in order to students realized what was expected to be

done. For example an emoji rising her/his hand is expected for participation, a pair of emoji talking is expected to students interact or work in teams, etc.

In this class I decided to apply the strategy of *make learners aware of the relevance of what they are learning*, as Bentley (2015), explained some of its benefits: how it motivates learners by arousing their curiosity; and how it develops subject and language competence simultaneously, along with cultural awareness, and critical and creative skills. I choose this strategy in order for students to realize the importance and usage of the content in their real lives, this allowed students to pay attention to the topic and the vocabulary that they considered will be useful for them.

In the pre-listening stage I introduced the topic and taught basic vocabulary as:

“Today I’m wearing ____” (point to visible clothing.) “Who else is wearing [a sweater]? Who else is wearing ____?”

“This is a skirt.” I also questioned about comprehension (Is this a red skirt or a blue skirt? Do we wear shorts when it’s hot or cold? Are these sandals or gloves? What are these?)

I also presented students flashcards about clothes (Appendix AA), students were chosen to pass in front of the class and separate the clothes into categories (men and female clothes), and they had to copy the vocabulary in their notebooks. When they finished copying the vocabulary, I gave them a worksheet (Appendix AB) in which they matched each clothe with its name.

During *while listening stage* students heard a conversation (Appendix AC) in which two friends were in a clothes store, students had the script to with some blanks, while I reproduce the audio once in order for students got a general idea about what the text was about and I asked them what they understood from the audio. The audio was played twice in order for students to fill in the blanks, and to compare the answers in pairs and changed notebooks in order to co-evaluate their work. (Students needed the audio reproduced a 3rd time).

In the post-listening stage, students by pairs roleplayed the script of the audio previous seen. When the finished, in pairs they had a chart in which they had to check next to the item clothes each girl of the audio likes, while I was monitoring the whole activity. As wrap up, I collected students' notebooks to check all their previous work.

2.5.1 How did the CM techniques impact my groups' academic achievement within the EFL class?

In this class the strategy I used was *making the students aware of the relevance of what they are learning*, for the implementation of this strategy, at the beginning of the class I told the students aloud the main aim of the class, and told them the use of the topic in their real life by giving them examples of the vocabulary usage. The objective was achieved due to the fact that was showed they understood the topic in the activities applied. Talking about behavior in this class, they were quieter than the last classes, I believed as a result of the impact my attitude had, with my tone voice, using tons of body language, right posture, hands out of my pocket and facial expressions.

In addition, I decided to apply the strategy *give students the choice*, in order to students decide whether to work or not in the classroom to develop their autonomy in class to help students develop the capacity to make choices for themselves and for them to understand their learning interests, capacities or strengths in the content, I noticed that students were aware of the positive and negative consequences of their choices, due to the fact that students did not work, do not have the work checked by both, the head teacher and me, and they already knew that having all their work checked counted in their final grade.

As Cowley (2010) mentioned when we apply this strategy, we have to establish students that essentially are two choices: either the students do as teacher ask, or they accept the consequences for not to do it. WE have to make

their choices and consequences simple and clear to prevent misbehavior escalating. It encourages students to consider change their negative behaviors, to avoid consequences in the future.

“The choice helps you depersonalize a range of tricky situations, because it puts responsibility in the hands of the student. It is up to her to decide how she wishes to behave, and which consequences she is willing to receive. Your role is that of ‘police officer’”

(Cowley, Sue. 2010, pp. 45)

2.5.2 What other factors influenced reaching the class goal?

One of the factors in this class that influences reaching the class goal was my attitude, presence and body language because I had to have a teacher attitude, professional and knowing what I was expecting from students. In addition, they saw I was a professional, focused on my teaching and decided about what I expected of them to do, but must importantly to behave in class. I thought this little change had an important impact in their behavior.

Making students aware of the objective of the lesson made students aware of what is expected for them to do and the learning objective, it encouraged a routine in which they knew that if the objective was not achieved they could not go out for their break, or in other hours, they could have extra homework. In addition, students were quiet and paying attention, it was because of the use of visual material taking into account their learning styles.

Another aspect that influenced reaching the goal was on students working in teams, as I previously established each team to save time I had the control of which student work with whom, and prevent exaggerated misbehavior in the group,

accompanied by monitoring to pay attention to all the things that happened around myself and all the noises surrounding me.

In this class I decided to established new rules focused on students expected behavior with each consequence of failing, this time I do not take into account their opinion because I wanted them to be aware of the sanctions. When certain students started to misbehave or being disruptive I called him/her name asking something specific about the class and topic in order to get students attention and made them aware that I was looking at them checking misbehavior.

2.5.3 What advantages or disadvantages emerged in the implementation/development of CMS?

One of the advantages of this strategy *make students aware of the relevance of what are they learning* was that by knowing the objective of the class, students were aware of what was expected for them to do in the class, in addition they recognize the use and application of the content in their real life. To support this strategy I wrote in the blackboard the aim of the lesson to students can saw it and remembered it. In addition, I established rules in class for the objective, if they did not finished the task on time or reached the goal, they could have extra homework, or will lost 5 minutes of break time.

The advantage of the strategy *give them the choice* was that students decided rather to work or not, but being aware of the consequences (good and bad ones) of what they have decided, this helped me to be focused on the students who really wants to work and prevents me from being tired of trying to convince restless students to work, this strategy gave them more autonomy and responsibility for their choices.

However, this strategy had the disadvantage that some students decided not to work during class, even if it involves had extra homework, so they became

noisy in classes and reluctant to do the activities, they were not interested in the activity and distracted other students from the task which affected other students.

2.6 Class 6 " Prepositions of Place"

In the 4th practice period in the Lesson #5 Date: Thursday March 1st 2018
Topic: House and Home

Lesson's aim: Students should be able to produce a short text by describing it. (Appendix AD)

In the warm up stage students played hangman. They had to guess the correct room of a house (kitchen, living room, etc.) as a review of previous classes in order to students remember the vocabulary. In this class I decided to apply the strategy of *use of sanctions and punishments*, as Cowley (2015), explained sanctions give us a way of getting our students to stick within the boundaries we have set. I decided to establish some rules with its respective sanction, focused on students' behavior, even if I had already established those rules, based on Cowley (2010) suggestions, I decided to call on my students several times to make sure they were listening in order to do not assume students heard and understood at first time.

In the presentation and practice stage I provided a cup and a sticker to each student. They had to listen to the instructions and put the sticker in the correct position. (i.e. Up, Down, next to) (Appendix AE). When finished students solved a worksheet and write the correct word according to the preposition (Appendix AF).

To explain prepositions of place I used drawings so students noticed where a cat was placed and relate the new vocabulary with the image, I decided to use images as the fact that most of the students were visual rather than auditory, it worked because the cat caught their attention. My big mistake was that I allowed

students not only to copy the vocabulary but also to talk about it, which made me lose a lot of time that could have been used effectively in class.

During production stage students worked in pairs. They had to describe the differences between 2 similar pictures (Appendix AG) and wrote sentences about them. At the end in wrap up, I asked about students' work. Then students delivered their notebooks.

In this class also applied the strategy of *rewards*, due to students got a reward or stimulus when they gather all the week work stamps in their notebooks, on Fridays, when I checked notebooks, the students which had all the stamps had an extra point in the participation list which was part of their final grade. In addition I decided to reward the students which had all their stamps at the end of the partial with a bag of sweets and grocery food.

2.6.1 How did the CM techniques impact my groups' academic achievement within the EFL class?

In this class the strategy I used was *the use of rewards sanctions and punishments*, for the implementation of this strategy during the class I reminded students about the rules previously established in the marking criteria about the "attention call". In this class the students were paying attention and focused on their tasks, even if they were talking it was tolerable noise inside the class. It did not affect the fact that students were talking because they were working on the task, and most of them were talking about the topic or explaining each other the instructions.

Since the fact that they knew the consequences of not finish the task on time, they were working even in teams or pairs, helping each other in order to finish and do not get scolded and avoid punishment. This improved students' academic level in this subject and also students actually understand the topic and the purpose. On the other hand, students were wanted to finish their task, not only

in order to avoid the punishment but to be able to obtain the participation point reward.

As my adviser pointed out in my observation format (Appendix AH) was an improvement with reference to classroom management, but I had to continue working on the class pace, as I mentioned, sometimes students got easily distracted even if they were working.

2.5.2 What other factors influenced reaching the class goal?

One of the factors in this class that influences reaching the class goal was my attitude in which I am still working on since the first class, this time I got focused on addressing students individually and as a group. My energy was better since the fact that I noticed I had to work on it. This time I was conscious that I was the teacher and the one in charge in the group and the responsible to create the appropriate learning environment to increase students' behavior.

One of the most important factor that helped me to reach the goal was the head teacher, as she was always supporting me in my decisions with my group of study, she never challenged me or take away my authority at that moment as the teacher in charge of the group, she reinforced my authority with the students that allows me to make decisions and implement strategies without fear, I was confident because I knew she was supportive and that she was always telling me the truth about my teaching practice with her feedback and advises.

2.5.3 What advantages or disadvantages emerged in the implementation/development of CMS?

One of the advantages of the strategy *use of rewards, punishments and sanctions* was that using sanctions students they knew what the rules were, and they did not want the sanction they got for breaking them, so they were working focused on the task, even if they were talking, they tried to avoid all the things that

they knew would provoke a sanction. Talking about rewards, the most noticeable advantage was that motivation in students increased since they felt important and capable when they finished all the tasks on time and even more when they got the extra point.

However, this strategy had a disadvantage; students took this strategy as if I was trying to suppress their freedom or their autonomy to working in the way worked better for them. In addition, in use of rewards, the disadvantage was that students got accustomed to work just in order to get the extra point, not for the interest of learning, some students in order to finish on time only copied their classmates work. These actions made me question the actual benefits of this last classroom management strategy. Although these events did take place the overall conduct was improved and the work was accomplished. Yet, I most point out that this was the most effective strategy I must not solely rely on it within future classes. This is because I feel it is the teachers' responsibility to help students become more conscious of their actions and not simply respond to positive or negative reinforcement.

Conclusions

Working with adolescents gave me the opportunity to notice several aspects that affected directly and indirectly students' behavior in class, such as learning environment, motivation and discipline. After my first practice period, and having analyzed the observation, diagnostic exam, and head teachers experience and opinions, I concluded that my class was the worst I had ever had, because I was not prepared enough with strategies to control the group or to improve my classroom management. I was not aware of the importance of classroom management strategies, but through research and through the development of my pedagogical essay, I realized the importance that this factors plays in students learning processes.

Through my research I was able to select specific strategies based on experts opinions such as Cowley (2010) and Harmer (2007) complemented by my perception taking into account the information I gather on the students. This allowed me to consider the best strategies to implement in my group of study and the ones that I carried out in the whole practice period.

The strategies; wait for silence, make use of cues, use of rewards/sanctions, establishing rules, giving learners autonomy, and setting targets/time limits made learners aware of the relevance of what are they learning. Although at the beginning they were not effective, since I was not experienced enough to carry them out in an effective way. My inexperience and lack of research made the strategies unsuccessful. However, as I was reading books and several authors, as well as obtaining experience, especially with this group, I was able to develop strategies in a way that impact in students' behavior. The selected CM techniques had an impact in my group's academic achievement within the EFL class since as the students behaved in a less noisy and restless way, they were able to focus on the task, and pay attention to the instructions and the topic in order to finish the task and reach the class objective.

Through the analysis of my pedagogical essay and the questions that this document attended the first question allowed me to conclude that in this specific group by establishing ground rules and its consequences/sanctions and rewards, students were motivated in the task and in finished their work in order to avoid the punishments or gain the reward. They had the choice to work or not to work in class.

This way they developed their responsibility and autonomy of their choices that would affect or improve their academic progress. At the begging of each class students became more aware the main aim of the lesson, this way students realized the importance and use of the topic in their real life situations, which was related to their interests and likes in order for them to find a way to use the language outside the classroom.

I decided to create additional activities that attended the needs of students that had a higher level. These activities were more challenging than the activities of the rest of the group. This allowed students to keep working on the task without finishing before their classmates and feeling desperate because they had finished and their pairs had not. Using this technique these students improved their English level in a higher way than the other students.

The second question allowed me to identify my attitude as one of the most important factors that influenced reaching the class goal. It affected the way that I carried out the strategies, and the energy and motivation at the moment I applied and their success. Since my motivation and confidence in my teaching skills improved it was easier for me to manage the group and reach the main aim of each class. In addition, my head teacher was a factor that influenced in reaching the class goal since she was always supporting me and helping me in all my decisions and choices in this group, reinforcing my authority in front of the students and making them know that even if she was in the classroom in the classes I was in charge.

The third question allowed me to see the advantages and disadvantages that emerged in the implementation and development of these strategies. One of the most noticeable disadvantages was during the implementation of the strategy use of rewards, considering that students became restless to work without a prize, if they did not have a reward, they did not work in class, that is why I decided to give students less rewards in order for them to participate and work in class for their own without conditioning them. Another disadvantage that I notice was that the waiting for silence strategy made students want to waste time distracting each other and not focusing on the task at hand because they were not receiving an immediate consequence.

The advantages were that by establishing ground rules and their consequences students started to become more autonomous in the classroom, they decided whether to work or not to work in class knowing the consequences of their actions, in this way students were more participative and working on the task trying to avoid unfavorable grades or results.

During this whole pedagogical essay process I was able to identify my weaknesses such as lack of motivation, improvement of my teaching skills as well as my English level, my need to study the topics that I had not researched enough, and my problem dealing with classroom management. I also identified my strengths which were my patience dealing with difficult situations and students to try strategies several times even if at first they had not work effectively. My creativity to adapt and elaborate material that engaged students based on their interests was also improved. In addition, being open to accept feedback even if it was not easy for me to hear and to apply these advices in my classes in order to accomplish the objective.

Through the major in the different subjects such as adolescents development, teaching practice observation, cognitive development in adolescents, that I were taught, the teachers gave many lectures that were useful to develop strategies to implement in class and to create my lesson plans and to focus my teaching in order to help students in their learning process. The lectures I analyzed

during the major helped me at the end to choose my topic of study and gave me a huge range and variety of text to use and bibliographical support.

The subjects previous mentioned helped me to identify the adolescents behaviors, their cognitive process and all the changes (physically and psychological) they have to face in this period in which they get confused and with changes in their emotions. This helped me to identify strategies to apply in order to favor their learning process.

Moreover, I was able to identify my opportunity areas based on the graduating profile. Some of these were researching in the topic of CM, so I could implement all the knowledge I had acquired in my teacher journey, as well as being able to use all the resources at my disposal to improve my professional teaching skills. I was also able to recognize the differences of each student which influenced their learning process and based on this applied didactic strategies to stimulate and motivate the learners. In addition, I want to be able to design, organize and put into practice strategies and activities adequate to students' needs, interests and their growth as adolescents, taking into account the context, the social background and the cultural environment. All of this in order for students reach the purposes established in the SEP plan and programs 2011.

Now that I have already researched classroom management, I realized that in order to CM to work effectively I need to keep students engaged and motivated within the class. Since I notice this aspect come to me the following aspects that would be interesting answer and research about.

1. How can I engage students in the class when they have different levels of English?
2. How can a teacher keep activities interesting for students and not making them so easy?

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APPENDIX

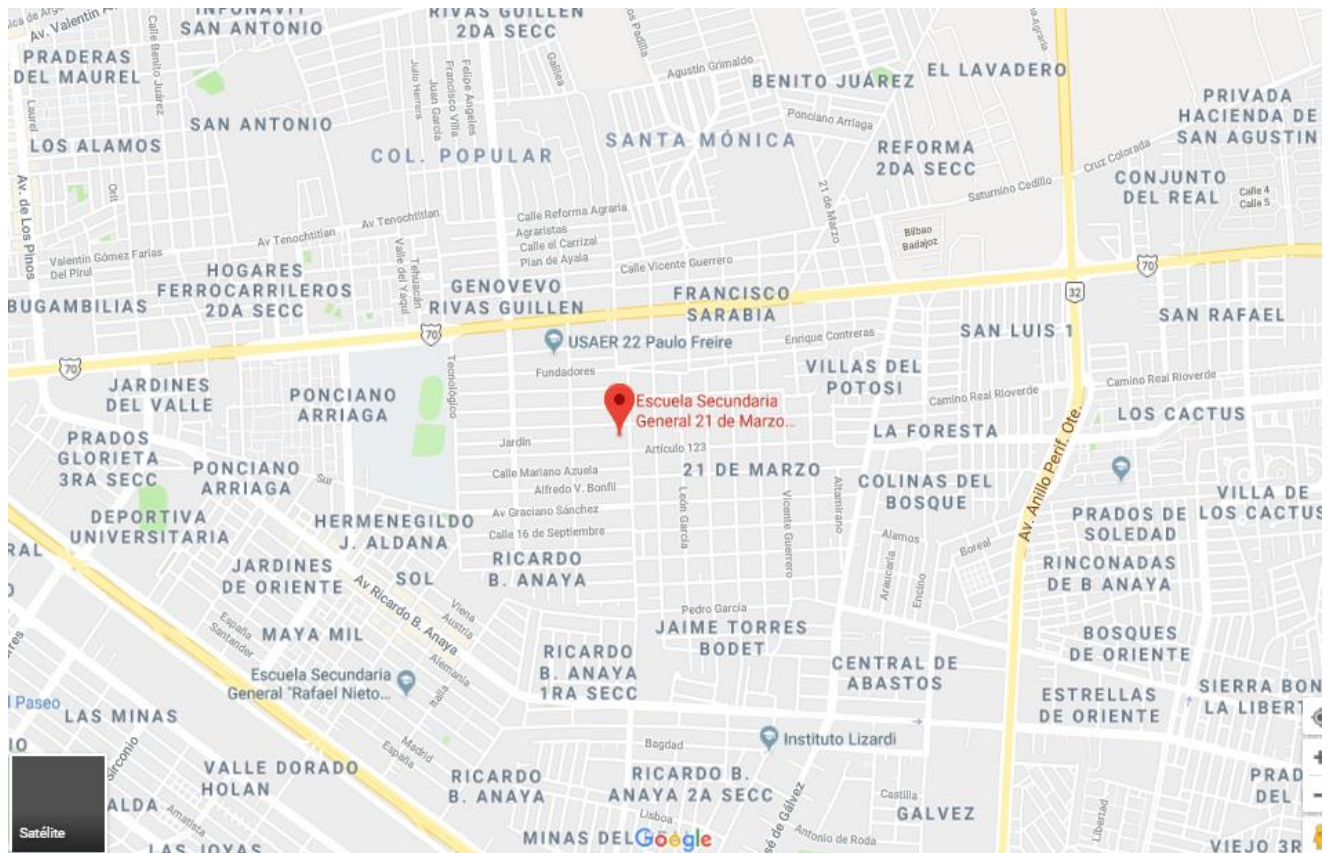
APPENDIX A

Social backwardness

Source: Google maps

Taken from Google Maps:

<https://www.google.com.mx/maps/place/Escuela+Secundaria+General+21+de+Marzo+de+1806/@22.1497685,-100.9375891,15z/data=!4m5!3m4!1s0x0:0x8329c1f26c84b23e!8m2!3d22.1495917!4d-100.930185>



APPENDIX B

Survey about oral participations, learner beliefs systems and learning styles.

Source: Own elaboration

Questions taken and adapted from Richards, J., & Lockhart, C. (1994). Focus on the learner. In *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press.

Vianey Fraga Lara

Nombre: _____

Edad: _____ Grado y grupo: _____ Sexo: F M

Subraya la respuesta que mejor te describa

1. ¿Has estudiado Inglés fuera de la escuela?
Si, si has estudiado ¿durante cuánto tiempo?
 - a) De 1 a 5 meses
 - b) De 6 meses a 1 año
 - c) Más de año
2. ¿Qué actividades te gusta realizar en tu tiempo libre?
 - a) Ver televisión
 - b) Escuchar música
 - c) Leer
 - d) Navegar en redes sociales e internet
3. El idioma inglés es...
 - a) Un idioma muy difícil de aprender
 - b) Un idioma más o menos difícil
 - c) Un idioma fácil de aprender
 - d) Un idioma muy fácil de aprender
4. ¿Cómo consideras el idioma inglés y su enseñanza?
 - a) El idioma Inglés es mucho más difícil de aprender que otros idiomas
 - b) La parte más difícil sobre aprender Inglés es la gramática
 - c) Inglés es el idioma más importante del mundo
 - d) No me interesa aprender Inglés, no encuentro su utilidad en mi vida
5. ¿Cómo percibes a los hablantes del idioma Inglés?
 - a) A los americanos no les importa si cometes errores cuando hablas Inglés
 - b) Hablar inglés te ayuda a conocer gente de todo el mundo
 - c) La gente que habla Inglés es muy amigable y respetuosa
6. ¿Cuál consideras que es la mejor forma de aprender inglés fuera de la escuela?
 - a) La mejor manera de mejorar mi Inglés es viendo programas de televisión, películas videos en ese idioma para mejorar mi listening
 - b) Es bueno leer revistas y artículos en Inglés para aprender vocabulario nuevo
 - c) Escuchando música en Inglés se puede aprender pronunciación y nuevo vocabulario
7. ¿Cuál consideras que es el rol del maestro de inglés dentro de clase?
 - a) El maestro debe enseñar gramática

Vianey Fraga Lara

- b) El maestro debe enseñar el idioma mediante juegos y actividades dinámicas
 - c) El maestro solo debe guiarse con un libro y hacer traducciones
 - d) El maestro debe corregir los errores y dar información para mejorar
8. ¿Qué actividades de clase consideras útiles para que tengas un mejor aprendizaje del idioma?
- a) Cuando el maestro me da instrucciones aprendo mejor
 - b) Prefiero aprender haciendo algo en clase
 - c) Trabajo mejor cuando lo hago con otros en equipo
 - d) Me gusta trabajar en clase haciendo experimentos o proyectos
9. ¿Cómo consideras que debe ser tu actitud en clase?
- a) Respetuoso y participativo
 - b) Callado y en silencio siempre atendiendo las indicaciones
 - c) Respetuoso pero con una actitud positiva
10. ¿Cómo consideras que son tus habilidades aprendiendo inglés?
- a) no soy bueno aprendiendo otro idioma, no puedo obtener el lenguaje naturalmente
 - b) recordar vocabulario es fácil para mí
 - c) no me siento cómodo cuando tengo que hablar con un nativo americano
11. ¿Cómo deberías sentirte para poder lograr un aprendizaje significativo en clase?
- a) Entusiasmado y feliz
 - b) Angustiado y temeroso
 - c) Triste y aburrido
 - d) Despreocupado
12. ¿Cuáles son las metas que esperas lograr en la clase de inglés?
- a) Hacerme entender hablando y expresar mis ideas en Inglés
 - b) Ser hábil en escritura en el idioma Inglés para expresar mis ideas
 - c) No estoy interesado en leer solo en hablar inglés
 - d) Me gustaría saber inglés para entender las películas y música en este idioma
13. Mis habilidades en inglés son:
- a) Leer
 - b) Escribir
 - c) Hablar y expresar mis ideas
 - d) Identificar lo que otros están diciendo mientras escucho

Vianey Fraga Lara

14. Pon una palomita en las actividades que disfrutas hacer en clase

<p>Concrete:</p> <ul style="list-style-type: none"> ○ Me gusta aprender mediante juegos ○ Me gusta aprender mediante el uso de imágenes, películas y videos ○ Me gusta trabajar en parejas o equipo 	<p>Analytical</p> <ul style="list-style-type: none"> ○ Me gusta estudiar la gramática ○ En casa me gusta aprender mediante el uso de libros de inglés ○ Me gusta que el maestro me ayude a encontrar y corregir mis errores
<p>Communicative:</p> <ul style="list-style-type: none"> ○ Me gusta aprender viendo y escuchando a hablantes nativos ○ Me gusta aprender hablando con mis amigos en inglés para expresar mis ideas ○ En casa aprendo viendo en la televisión programas y series en inglés 	<p>Authority oriented</p> <ul style="list-style-type: none"> ○ Me gusta que el maestro me explique todo ○ Me gusta tomar notas en mi libreta para recordar la información ○ Me gusta basarme en los ejercicios del libro

15. Cuando me comunico con otros en inglés es importante.... (Palomea las respuestas que mejor te describan)

<p>Memory</p> <ul style="list-style-type: none"> ○ Crear mapas mentales ○ Aplicando imágenes y sonidos ○ Haciendo repasos ○ Usando respuestas físicas 	<p>Cognitive:</p> <ul style="list-style-type: none"> ○ Practicando ○ Recibiendo y enviando mensajes ○ Analizando expresiones ○ Tomando notas ○
<p>Compensation</p> <ul style="list-style-type: none"> ○ Adivinando ○ Buscando sinónimos 	<p>Metacognitive</p> <ul style="list-style-type: none"> ○ Relacionando conocimientos nuevos con lo ya aprendido ○ Estableciendo metas ○ Evaluando mi aprendizaje
<p>Affective:</p> <ul style="list-style-type: none"> ○ Escuchando música ○ Premiándome por mis logros ○ Hablando sobre mis sentimientos con otros 	<p>Social</p> <ul style="list-style-type: none"> ○ Haciéndome preguntas ○ Cooperando con otros

APPENDIX C
Diagnostic Exam
Source: Own Elaboration
-ESC. SEC. GRAL. “ 21 DE MARZO DE 1806”

DIAGNOSTIC EXAM ENGLISH SUBJECT 2nd GRADE

Name: _____ Group: _____

Instructions: WRITE "LOVE 😍😍", "LIKE 😊", "DON'T LIKE 😞", OR "HATE 😡😡" IN THE BOXES.

1. I eating Pizza on Saturdays. 😊😊
2. My sister tidying her room. 😞😞
3. These men working on Sundays. 😞
4. My niece reading adventure books. 😊

Instructions: CHOOSE THE BEST ANSWER, A, B OR C.

1. Harrison Ford is a famous actor. He in many popular movies.

A) has been appearing B) has appeared C) appeared

2. Mr. Jones planning to retire. He at Bow Valley College for a long time.

A) has worked B) had worked C) works

3. Every morning I go to the window and open the to let in the light

A) fresh air B) curtains C) box

4. We wear a in hot weather

A) scarf and gloves B) t-shirt and gloves C) sweater and jeans

5. These pants are too I need a larger size

A) jacket B) small C) extra- large

Instructions: LOOK THE MAP AND COMPLETE THE DIRECTIONS, USE THE WORDS GIVEN IN THE BOX

FT	LE
RAIN	T
UT	O
CROSS	A
GHT	RI

0 to

1

2

3

4

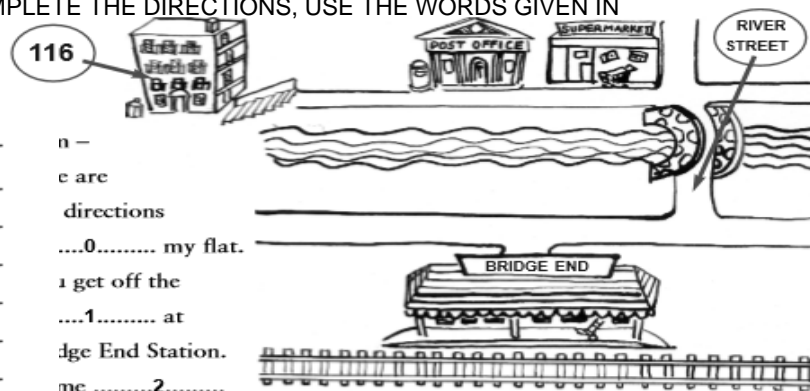
5

6

7

n -
e are
directions
.....0..... my flat.
I get off the
.....1..... at
dgc End Station.
me2.....
he station, and turn3..... . Then turn4..... into River
Street and go5..... the bridge. There's a supermarket on the
.....6..... . Turn left, and walk7..... the river for 200 metres.

The map shows a route starting from a flat (marked with a house icon) and going to a supermarket (marked with a shopping bag icon). The route is as follows:
1. From the flat, go straight to 'BRIDGE END' station (marked with a train icon).
2. From 'BRIDGE END' station, turn right into 'River Street' (marked with a river icon).
3. Cross the bridge over the river.
4. Turn left and walk along the river for 200 metres to reach the supermarket.
A compass rose indicates North (N), South (S), East (E), and West (W).



APPENDIX D

VAK questionnaire results

Source: Escuela Secundaria General 21 de Marzo de 1806

Test para determinar el Canal de Aprendizaje de preferencia

Lynn O'Brien (1990)

Lea cuidadosamente cada oración y piense de qué manera se aplica a usted. En cada línea escriba el número que mejor describe su reacción a cada oración.

Casi siempre: 5 Frecuentemente: 4 A veces: 3 Rara vez: 2 Casi nunca: 1

1. Puedo recordar algo mejor si lo escribo
2. Al leer, oigo las palabras en mi cabeza o leo en voz alta.
3. Necesito hablar las cosas para entenderlas mejor.
4. No me gusta leer o escuchar instrucciones, prefiero simplemente comenzar a hacer las cosas.
5. Puedo visualizar imágenes en mi cabeza.
6. Puedo estudiar mejor si escucho música.
7. Necesito recreos frecuentes cuando estudio.
8. Pienso mejor cuando tengo la libertad de moverme, estar sentado detrás de un escritorio no es para mí.
9. Tomo muchas notas de lo que leo y escucho.
10. Me ayuda MIRAR a la persona que está hablando. Me mantiene enfocado.
11. Se me hace difícil entender lo que una persona está diciendo si hay ruidos alrededor.
12. Prefiero que alguien me diga cómo tengo que hacer las cosas que leer las instrucciones.
13. Prefiero escuchar una conferencia o una grabación a leer un libro.
14. Cuando no puedo pensar en una palabra específica, uso mis manos y llamo al objeto "coso".
15. Puedo seguir fácilmente a una persona que está hablando aunque mi cabeza esté hacia abajo o me encuentre mirando por una ventana.
16. Es más fácil para mí hacer un trabajo en un lugar tranquilo.
17. Me resulta fácil entender mapas, tablas y gráficos.
18. Cuando comienzo un artículo o un libro, prefiero espiar la última página.
19. Recuerdo mejor lo que la gente dice que su aspecto.
20. Recuerdo mejor si estudio en voz alta con alguien.
21. Tomo notas, pero nunca vuelvo a releerlas.
22. Cuando estoy concentrado leyendo o escribiendo, la radio me molesta.
23. Me resulta difícil crear imágenes en mi cabeza.
24. Me resulta útil decir en voz alta las tareas que tengo para hacer.
25. Mi cuaderno y mi escritorio pueden verse un desastre, pero sé exactamente dónde está cada cosa.
26. Cuando estoy en un examen, puedo "ver" la página en el libro de textos y la respuesta.
27. No puedo recordar una broma lo suficiente para contarla luego.

228. Al aprender algo nuevo, prefiero escuchar la información, luego leer y luego hacerlo.

229. Me gusta completar una tarea antes de comenzar otra.

330. Uso mis dedos para contar y nuevo los labios cuando leo.

331. No me gusta releer mi trabajo.

332. Cuando estoy tratando de recordar algo nuevo, por ejemplo, un número de teléfono, me ayuda formarme una imagen mental para lograrlo.

333. Para obtener una nota extra, prefiero grabar un informe a escribirlo.

334. Fantaseo en clase

335. Para obtener una calificación extra, prefiero crear un proyecto a escribir un informe.

336. Cuando tengo una gran idea, debo escribirla inmediatamente, o la olvido con facilidad.

Resultado del Test del Canal de Aprendizaje de preferencia

Cuidadosamente transfiera los resultados en cada línea

1. _____	2. _____	4. _____
5. _____	3. _____	6. _____
9. _____	12. _____	7. _____
10. _____	13. _____	8. _____
11. _____	15. _____	14. _____
16. _____	19. _____	18. _____
17. _____	20. _____	21. _____
22. _____	23. _____	25. _____
26. _____	24. _____	30. _____
27. _____	28. _____	31. _____
32. _____	29. _____	34. _____
36. _____	33. _____	35. _____
Total Visual: _____	Total Auditivo: _____	Total Kinestésico: _____

Total Visual: _____

Total Auditivo: _____

Total Kinestésico: _____

Total de las 3 categorías: _____

Convierta cada categoría en un porcentaje:

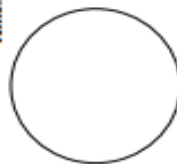
Visual = $\frac{\text{puntaje visual}}{\text{Puntaje total}}$ = _____ %

Auditivo = $\frac{\text{puntaje auditivo}}{\text{Puntaje total}}$ = _____ %

Kinestésico = $\frac{\text{puntaje kinestésico}}{\text{Puntaje total}}$ = _____ %

Haga un gráfico de su perfil

Visual _____ %
Auditivo _____ %
Kinestésico _____ %



Classroom Management Strategies Applied in a 2nd Grade EFL Middle School Group

ESCUELA SECUNDARIA GENERAL " 21 DE MARZO DE 1806" ESTILOS DE APRENDIZAJES DEL 2° B

CICLO ESCOLAR 2017 -2018

No.	NOMBRE DEL ALUMNO	VISUAL	AUDITIVO	KINESTÉSICO	ESTILO DE APRENDIZAJE PREDOMINANTE
1	ALMENDAREZ MUNIZ JOSE JUAN	36	31	41	KINESTESICO
2	ALVARADO GOVEA JENNIFER DENNIS	40	38	30	VISUAL
3	AMAYA BAEZ OSWALDO	32	40	20	AUDITIVO
4	ANDRADE MARTINEZ OSCAR IVAN	30	36	24	AUDITIVO
5	ARIZAGA VAZQUEZ JENNIFER GUADALUPE	38	33	21	VISUAL
6	BRAVO GUTIERREZ DANIEL ALEJANDRO				KINESTESICO
7	CASTILLO ANAYA MIRIAM GUADALUPE	28	34	38	KINESTESICO
8	CHAVARRIA CRUZ AARON	41	33	23	VISUAL
9	CORDERO CASTRO ESMERALDA RUBI	37	33	29	VISUAL
10	CORTEZ VAZQUEZ EVELYN JOHANA	45	35	34	VISUAL
11	DAVALOS HERNANDEZ CRISTINA JANETH	38	33	33	VISUAL
12	DE LA TORRE FRANCO ALAN	39	38	43	KINESTESICO
13	DE LA TORRE MORALES CARMEN ALONDRA	31	34	27	AUDITIVO
14	ESCALANTE AVITU ANDREA KAROLINA	44	30	34	VISUAL
15	GARCIA CASTILLO FRANKLIN JOSUE	34	26	23	VISUAL
16	GARCIA TORRES JOSE ANTONIO	43	32	29	VISUAL
17	GONZALEZ GARCIA ALEJANDRA JOCELYN	35	32	37	KINESTESICO
18	GONZALEZ HUERTA ANA KAREN	43	42	22	VISUAL
19	GUEVARA AVILA ARACELI	45	30	37	VISUAL
20	GUZMAN GOVEA DIEGO	32	33	25	AUDITIVO
21	HERNANDEZ GUZMAN JOSÉ ALBERTO	35	29	32	VISUAL
22	LOPEZ HERNANDEZ FRANCISCO MISAEL	39	35	40	KINESTESICO
23	MARTINEZ GALVAN CRISTHIAN	50	41	39	VISUAL
24	MENDEZ BELTRAN VIOLETA NOHEMI	47	45	52	KINESTESICO
25	MENDOZA GUEVARA SILVIA YADIRA	49	40	29	VISUAL
26	MONREAL CERDA DIEGO	39	37	30	VISUAL
27	ORIZA LOPEZ GERMAN EDUARDO	36	36	37	KINESTESICO
28	PALOMO ORTIZ MAURICIO	31	29	26	VISUAL
29	RAMIREZ GRIMALDO KAREN LILIANA	46	34	26	VISUAL
30	RIOS HUERTA EVELYN DANAE	36	41	36	AUDITIVO
31	RIOS HUERTA JOCELYN DAFNE	43	40	33	VISUAL
32	RODRIGUEZ HERRERA RAMSES ISRAEL	35	40	36	AUDITIVO
33	SALAS PALAFOX MAURICIO ALEJANDRO	39	36	45	KINESTESICO
34	SANCHEZ URTADO GABRIELA	40	38	46	KINESTESICO
35	SANTOYO TORRES MIA MONSERRATH	31	39	24	AUDITIVO

ESCUELA SECUNDARIA GENERAL " 21 DE MARZO DE 1806" ESTILOS DE APRENDIZAJES DEL 2° B

CICLO ESCOLAR 2017 -2018

No.	NOMBRE DEL ALUMNO	VISUAL	AUDITIVO	KINESTÉSICO	ESTILO DE APRENDIZAJE PREDOMINANTE
36	TUDON ORTIZ DANIELA ESMERALDA	42	40	32	VISUAL
37	VAZQUEZ GÓMEZ PAOLA MONSERRAT	36	39	50	KINESTESICO
38	VEGA LOPEZ ANA PAULINA	38	36	26	VISUAL
39					
40					

VISUAL	20
AUDITIVO	7
KINESTÉSICO	11
TOTAL DE ALUMNOS:	38

NOMBRE DEL PROFESOR QUE APLICÓ:

ESTILOS DE APRENDIZAJE



Appendix E
School Practice Schedule
Source: Own design


SCHEDULE


21 DE MARZO DE 1806 HIGHSCHOOL

♥ Yurytsi Vianey Fraga Lara

<u>Hour</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
07:30 to 8:20					
08:20 to 09:10	2°C	2°E	2°C		2°D
09:10 to 10:00	2°B	2°C		2°E	
10:00 to 10:20	B	R	E	A	K
10:20 to 11:10	2°E			2°B	
11:10 to 12:00		2°D			2°B
12:00 to 12:50	2°D				
12:50 to 13:40					

Appendix F
Social Economic Background Survey
Source: Escuela Secundaria General 21 de Marzo de 1806

 SECRETARÍA DE EDUCACIÓN DE GOBIERNO DEL ESTADO
DIRECCIÓN DE EDUCACIÓN BÁSICA
DEPARTAMENTO DE EDUCACIÓN SECUNDARIA
Esc. Sec. Gral. "21 de Marzo de 1806"
CENTRO DE TRABAJO 24DES0057A



ENTREVISTA CON PADRES DE FAMILIA

Fecha: _____

Datos personales del alumno (a)

Nombre completo: _____
Fecha de nacimiento: _____ Grado: _____ Grupo: _____
Lengua materna del alumno y de los padres: _____
Domicilio: _____
Teléfonos de contacto (agregue al menos tres y parentesco): _____

PARENTESCO	NOMBRE	CEL. PARTICULAR	TEL. CASA	TEL. TRABAJO

Información de la familia:

Nombre del padre: _____ Edad: _____
Vive: ☐ SI, ☐ NO. Escolaridad: _____ Ocupación: _____
Ingreso mensual aproximado: _____ Horario de trabajo: _____
Dirección del Trabajo: _____
Nombre de la madre: _____ Edad: _____
Vive: ☐ SI, ☐ NO. Escolaridad: _____ Ocupación: _____
Ingreso mensual aproximado: _____ Horario de trabajo: _____
Dirección del Trabajo: _____
Tel. del trabajo: _____ Tel. celular: _____ Tel. de casa: _____

Hijos (completa los datos, señalando si alguno no vive en casa)

	NOMBRE	EDAD	ESTUDIOS
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

Otras personas que vivan en casa:

	NOMBRE	EDAD	PARENTESCO
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____

¿Qué recomendaciones tienen para mantener motivado (a) a su hijo (a) en la escuela? _____

¿Qué tanto participan como padres en la educación de sus hijos (as)? ¿Asisten frecuentemente a la escuela? ¿les gusta participar activamente en actividades escolares? _____

Ocio y tiempo libre

¿Qué hace su hijo durante su tiempo libre? _____

¿Cómo ocupan el tiempo en familia? (televisión, afición común, excursiones, juegos de mesa, conversar, etc.) _____

Expectativas

¿Cómo se imagina a su hijo en diez años o más? _____

¿Qué le gustaría que hiciera su hijo cuando fuera adulto? _____

¿Hasta que nivel le gustaría que su hijo estudiara? _____

¿Quiénes en la familia han alcanzado este nivel de estudios? _____

Valoración de la conducta de su hijo(a)

Ámbito escolar

¿Cómo es la relación con sus compañeros?

___ Excelente. ___ Buena. ___ Regular. ___ Mala. ___ Pésima.

¿Cómo es su relación con sus maestros?

___ Excelente. ___ Buena. ___ Regular. ___ Mala. ___ Pésima.

¿Cómo es su conducta en relación a las instalaciones y materiales del salón?

___ Excelente. ___ Buena. ___ Regular. ___ Mala. ___ Pésima.

¿Cómo es su conducta en relación a las normas y reglas?

___ Excelente. ___ Buena. ___ Regular. ___ Mala. ___ Pésima.

¿Cómo es su relación de convivencia?

___ Excelente. ___ Buena. ___ Regular. ___ Mala. ___ Pésima.

¿Qué actitud toma en relación a la realización de sus tareas?

___ Excelente. ___ Buena. ___ Regular. ___ Mala. ___ Pésima.

Ámbito familiar

¿Cómo es su conducta en relación a su padre?

___ Excelente. ___ Buena. ___ Regular. ___ Mala. ___ Pésima.

¿Cómo es su conducta con relación a su madre?

___ Excelente. ___ Buena. ___ Regular. ___ Mala. ___ Pésima.

¿Cómo es su relación con sus hermanos?

___ Excelente. ___ Buena. ___ Regular. ___ Mala. ___ Pésima.

¿Cómo es su conducta con relación al cumplimiento de las responsabilidades que tenga en casa?

___ Excelente. ___ Buena. ___ Regular. ___ Mala. ___ Pésima.

¿Cómo es su relación a las normas de convivencia establecidas?

___ Excelente. ___ Buena. ___ Regular. ___ Mala. ___ Pésima.

¿Algún comentario o preocupación adicional que quisieran compartirme como familia? _____

Situación familiar

¿Ha vivido algún acontecimiento que pueda haber influido, especialmente en la vida de su hijo/a (enfermedades, muerte de algún familiar, ausencia del padre, dificultades económicas, separación o divorcio de los padres...)? _____
 ¿Cómo te imaginas a tu hijo cuando sea adulto? _____

Relaciones familiares

En cuanto a la educación de su hijo/a, ¿Están ambos de acuerdo, padre y madre de lo que tienen que hacer? ☐ SI, ☐ NO. ¿Por qué? _____
 ¿Qué pautas educativas se siguen en relación a las buenas y malas conductas: premios, castigos, elogios, diálogos, comentarios, etc.? Escribe cual o cuales utilizan: _____

¿Qué actitud hay en la familia respecto a su hijo/a? (sobreprotección, exigencia, resignación, frustración, ansiedad, indiferencia, comprensión, aceptación o rechazo, etc.) Escribe cual o cuales utilizan: _____

Observaciones médicas

Padece alguna enfermedad física o psicológica relevante: ☐ SI, ☐ NO. Cual: _____

¿Suele ausentarse a la escuela a causa de ello? ☐ SI, ☐ NO. Tratamiento: _____

Historia de desarrollo del alumno (a)

Embarazo: ☐ Planeado. ☐ Deseado. ☐ Normal. ☐ No deseado. Otro: _____

Parto: ☐ Normal. ☐ Cesárea. Con problemas: ☐ Si. ☐ No. ¿Cuáles? _____

Lactancia: ¿Tomo pecho? ☐ Si ☐ No. ¿Cuándo lo dejo? _____

¿Tomo biberón? ☐ Si. ☐ No. ¿Cuándo lo dejo? _____

¿Gateo? ☐ Si. ☐ No. ¿A qué edad? _____

¿Ha sido intervenido quirúrgicamente? ☐ Si. ☐ No. ¿De qué? _____

¿Presentas algún problema físico, de salud o alegría? ☐ Si ☐ No. Mencione: _____

Enfermedades que ha padecido: _____

¿Le han realizado a su niño alguna detección? ☐ Visual. ☐ Auditiva ☐ Bucal

☐ Ortopédica postural ☐ Nutricional ☐ Otro (especifique): _____

Posee cartilla de vacunación: ☐ Si, ☐ No.

Edad de control de esfínteres: ☐ Diurno. ☐ Nocturno.

¿Va solo al baño? ☐ Si ☐ No ¿Causa? _____

¿Cuántas horas duerme el niño? ☐ De día. ☐ De noche.

Personalidad del alumno (a)

Alegre	Dependiente	Cariñoso	Perseverante	Agresivo
Independiente	Triste	Inconstante	Tímido	Nervioso
Tranquilo	Resignado	Sociable	Organizado	Seguro
Desorganizado	Obediente	Se aísla	Desobediente	Comunicativo

Otros que no estén incluidos en la lista: _____

Experiencias escolares

¿Cómo le ha ido en la escuela a su hijo(a) hasta este momento? _____

¿Podrían compartirme algunas experiencias positivas y negativas de su experiencia escolar? _____

Appendix G
Lesson Plan Class 1, Describing a Superhero
Source: Own Design



BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN EDUCACION SECUNDARIA
CON ESPECIALIDAD EN INGLÉS



Topic:	Describing People (Superhero)	Lesson number: 1	Date: Monday September 25 th 2017	
Main Aim of the lesson:	By the end of the lesson, students will be able to..... Students will be able to describe people by mentioning simple physical characteristics (tall, short, medium height, slim, overweight, etc)			
Assumptions:	Sts..... Learners are able to use their creativity and express their ideas in L2			
STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION	ANTICIPATED PROBLEMS AND SOLUTIONS
Warm up 5 min Aim: To activate students and make that uses their previous knowledge about action vocabulary and parts of the body	<p>I will introduce myself with students for the very first time formally, I will mention them my name, my profession and what I was doing with them in my practice periods.</p> <p>Also I will give them the nametags (Appendix 1) in order to identify them by their names and make them feel they are important for me.</p> <p>I will give students the rules of the class using a poster (Appendix 1.2) in plenary we are going to discuss what they understand by each rule, the implications and sanctions of breaking those rules. I will establish in the rules that they had to ask for permission or to solve a doubt in English. In order for students to use the language little by little, due to the fact that they were not accustomed to using the language in the classroom, in order to improve this I wrote on the blackboard short sentences they could use like:</p> <ul style="list-style-type: none">✓ May I go to the bathroom✓ May I come in✓ How do you say _____ in English/Spanish?✓ What is the meaning of.....? <p>This will make students aware about the importance of the language</p>	Nametags (Appendix 1)	Whole group T-C S-S-S	<p>Problem: Take much time doing the warm up. Solution: Put an alarm from the cellphone to know when the activity finishes.</p> <p>Problem: Students don't want to participate in the game and they don't want to do the actions. Solution: Teacher do the actions to in order to put the example to Ss.</p>

Classroom Management Strategies Applied in a 2nd Grade EFL Middle School Group



BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN EDUCACIÓN SECUNDARIA
CON ESPECIALIDAD EN INGLÉS



Presentation 10 min	<p>In the presentation stage I will explain that people could be described by the way he or she looked (physically or non-physically). In order to elicit students I am going to use a bond paper (Appendix 1.3) with appearance vocabulary. I will write in the blackboard sentences like.</p> <p>She is _____ She has got _____ She is wearing _____</p> <p>With different colors, in order for students to notice the structure and differences, those questions will be answer by students based on my appearance. After students answer the questions I will hang on the board a poster (girl and boy superheroes) and asked students to brainstorm to describe the characters they saw. (Appendix 1.4)</p>	<p>Bond paper (Appendix 1.3)</p> <p>Superhero flashcards (Appendix 1.4)</p>	<p>Whole group S-S-S T-S</p>	<p>Problem: Sts don't have previous knowledge about verbs in simple past or simple past structure. Solution: Ask them to check their notes and write key words.</p> <p>Problem: Sts don't want to participate or to talk in English. Solution: Chooses the Ss to participate and ask the S want he/she wants to express and help him/her.</p>
Practice 15 min	<p>In the practice stage I'm going to give students a worksheet (Appendix 1.5) in which they had to write three sentences to describe the character physical appearance using the key words given in the box (2 different worksheets to change characters). While they answer I will write three 3 sentences describing Iron Man in order for students to be able to compare what they write with my example.</p>	<p>Worksheet (Appendix 1.5)</p>	<p>Individual work T-C T-S S-S-S</p>	<p>Problem: Ss don't work or they don't know the structure of the description that the T asks. Solution: Read with them and ask in plenary what words they don't understand, and write them on the board.</p>
Production 15 min	<p>In pairs students will have different pictures about a movie character (Appendix 1.6) to describe it to each other using adjectives seen before. They will be sitting back to back with a partner. One student describe his/her picture (paper shouldn't be disclosed) and the other one will be listening and drawing a picture on his notebook. After that they switch roles. While they finish each other showed their drawings in order to check if they will be able to understand the character that was described.</p>	<p>Pictures (Appendix 1.6)</p>	<p>Individual work S-S-S T-S</p>	<p>Problem: Students don't understand the instruction, they don't want to participate or they make much noise inside the classroom. Solution: Explain twice the instructions and use body language, if they don't want to participate make them aware that if they don't cooperate there will</p>
Wrap up 5 min	<p>To close the class as warm up I will read aloud sentences about a specific character and students have to guess the character. Some students will be selected by Hot Potato to describe a character from his worksheet to all of classmates guess who was she/he describing</p>	<p>Ball</p>	<p>Whole group T-C S-S-S</p>	<p>Problem: Take much time doing the wrap up. Solution: Put an alarm from the cellphone to know when the activity finishes.</p>

Appendix H

Students nametags

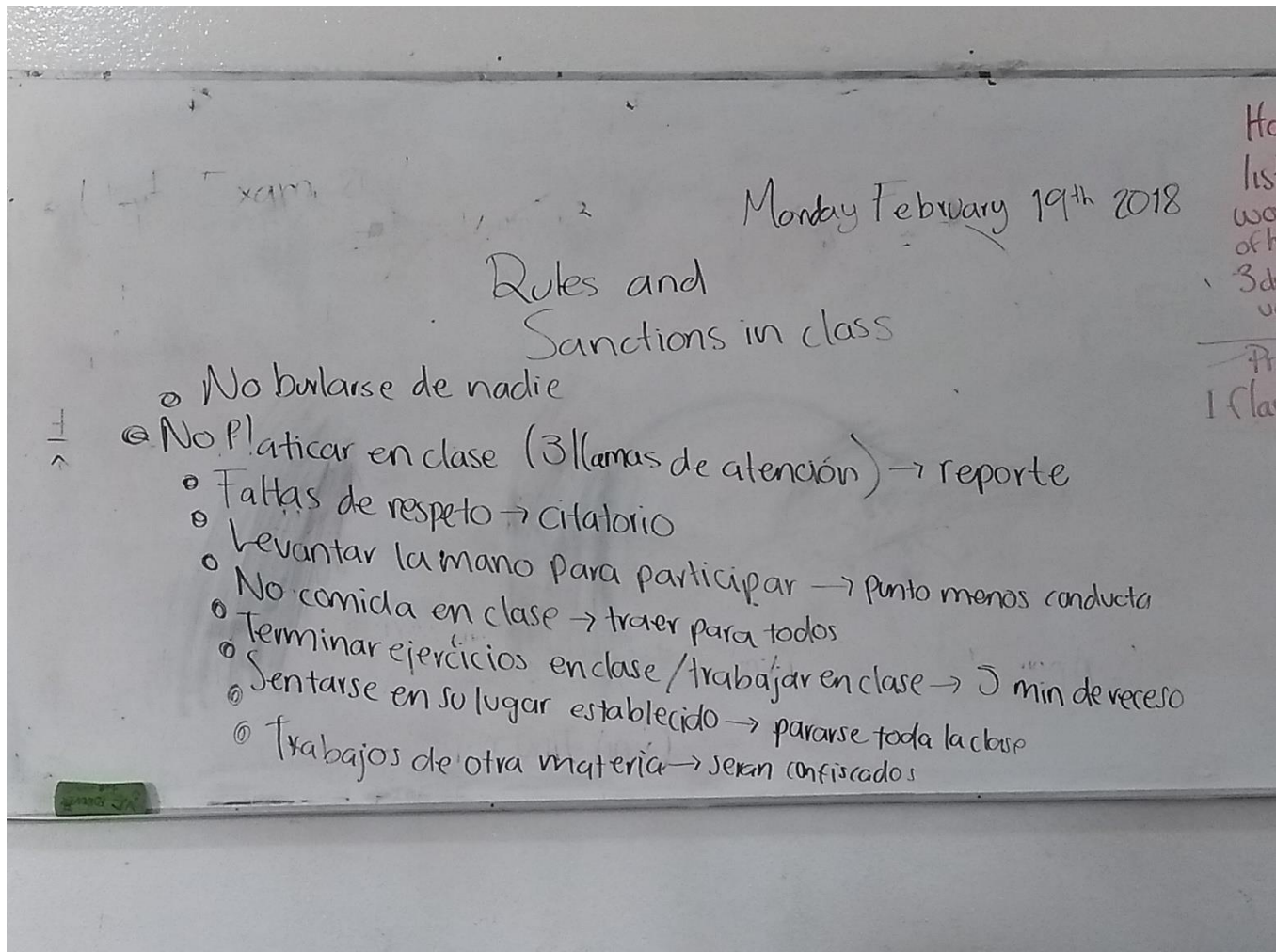
Source: Own design

Images Retrieved from:

https://www.google.com/search?tbs=sbi:AMhZZitr9PDSO7aBWks5F9AH_182Joz-EmxMS4LQD0y_1t9y-WjfZ3rIGfanOEd3Oxmo3QrO5Ng2zuXxp8-uZVLwdKcD6GqUWqO36JMqvyC_19ghJsVAKDH_1Xfg12ADXIZ24VzAnqwcxnf3Gn6iwhhFDqgB59r00yxTe6GMO5nHQP7oHcwnr73OVERMxUAvBvdc9ld82AWjyPfhZjr9HI250xn4cMBEDFAH7KCvplsSXYlba2cdeBCdcdp1b421NCL-nW-HH5T_1WaalEHRLfcFhGygXJ9ZH6KHqwpgyZzpZveVxiMxUdAwfRNh7OC_16R_1Jxix6rVLcxjI&hl=es-419



Appendix I
Classroom Rules
Source: Own design



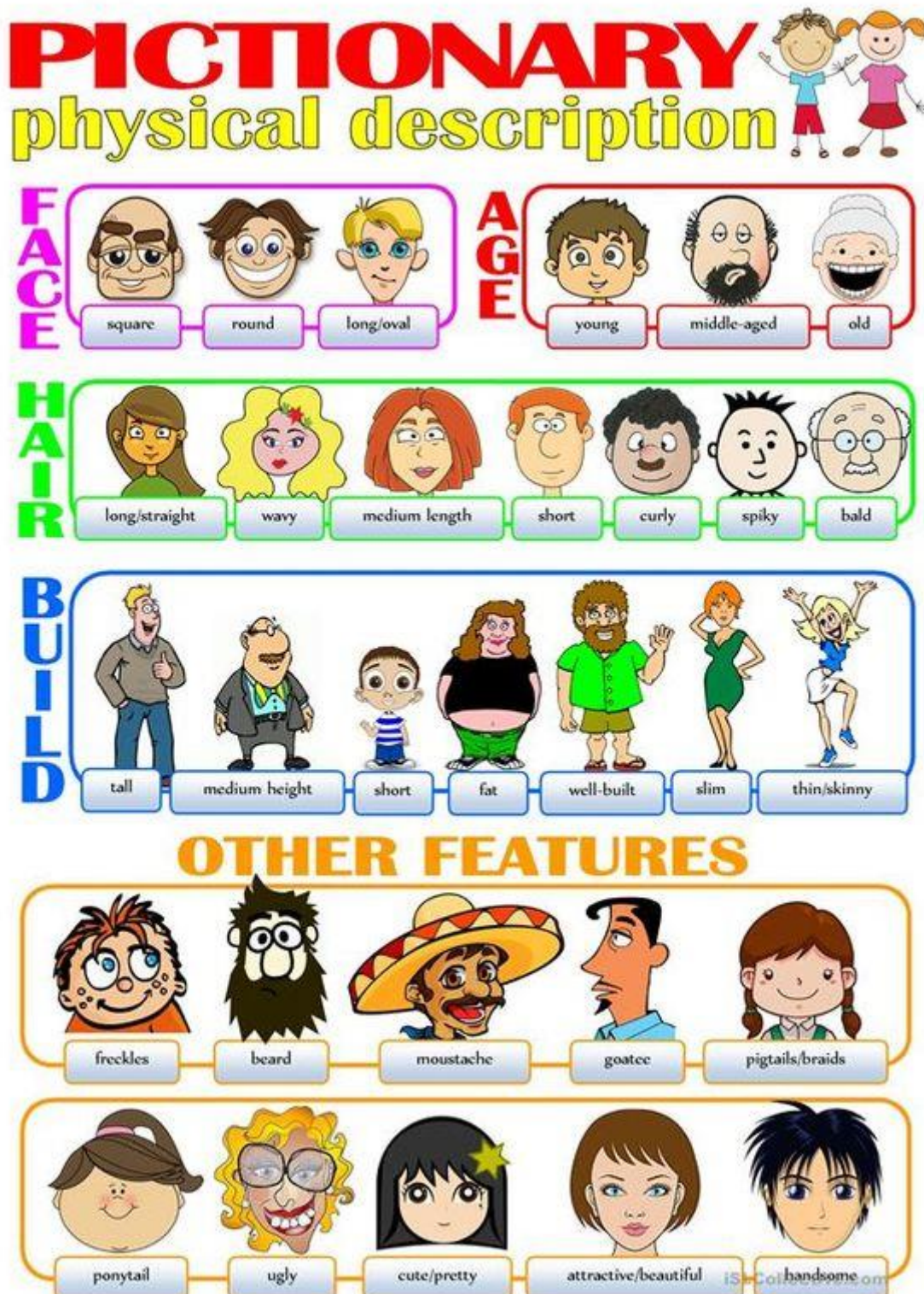
Appendix J

Physical appearance bond paper

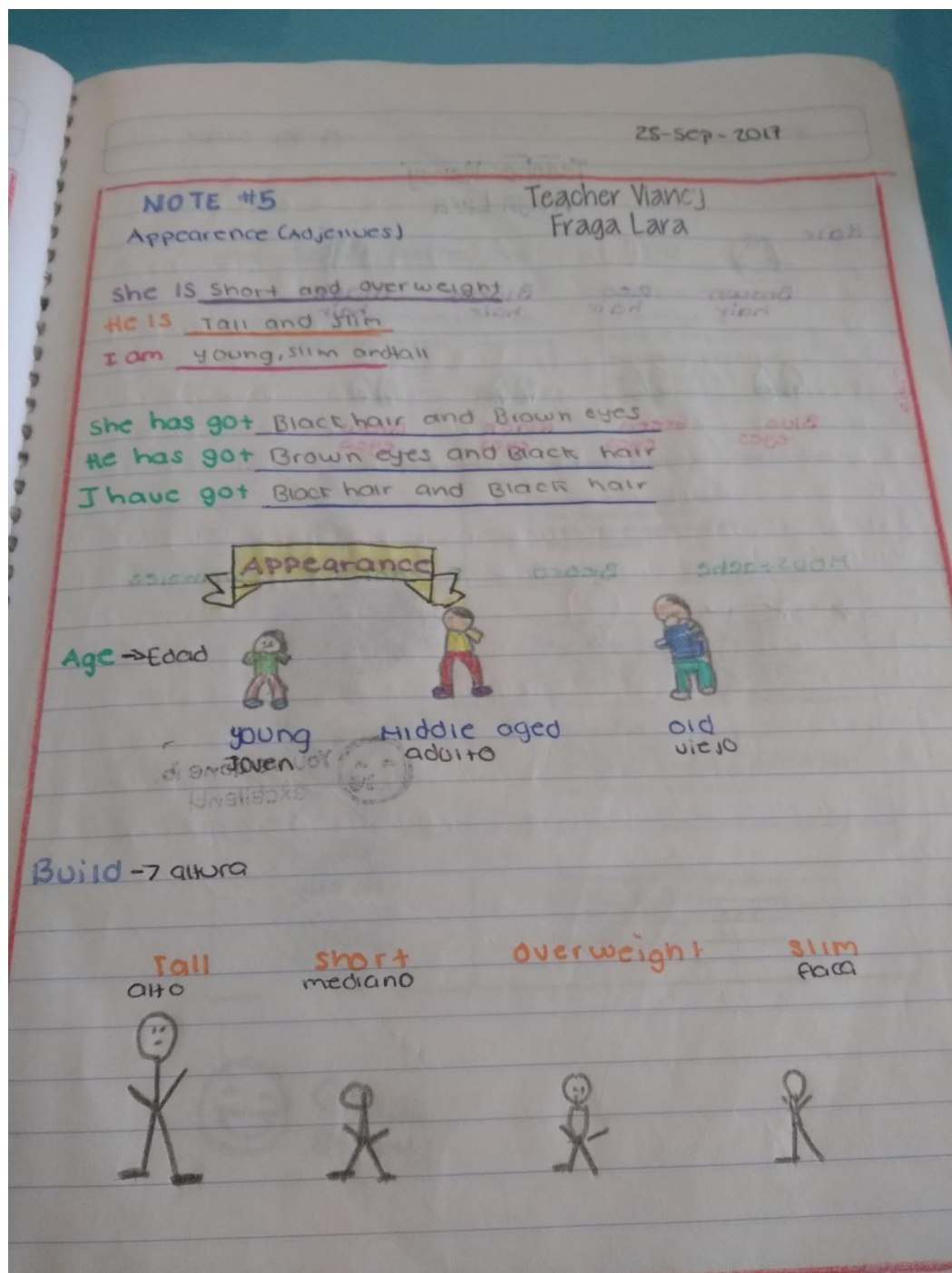
Source: Google

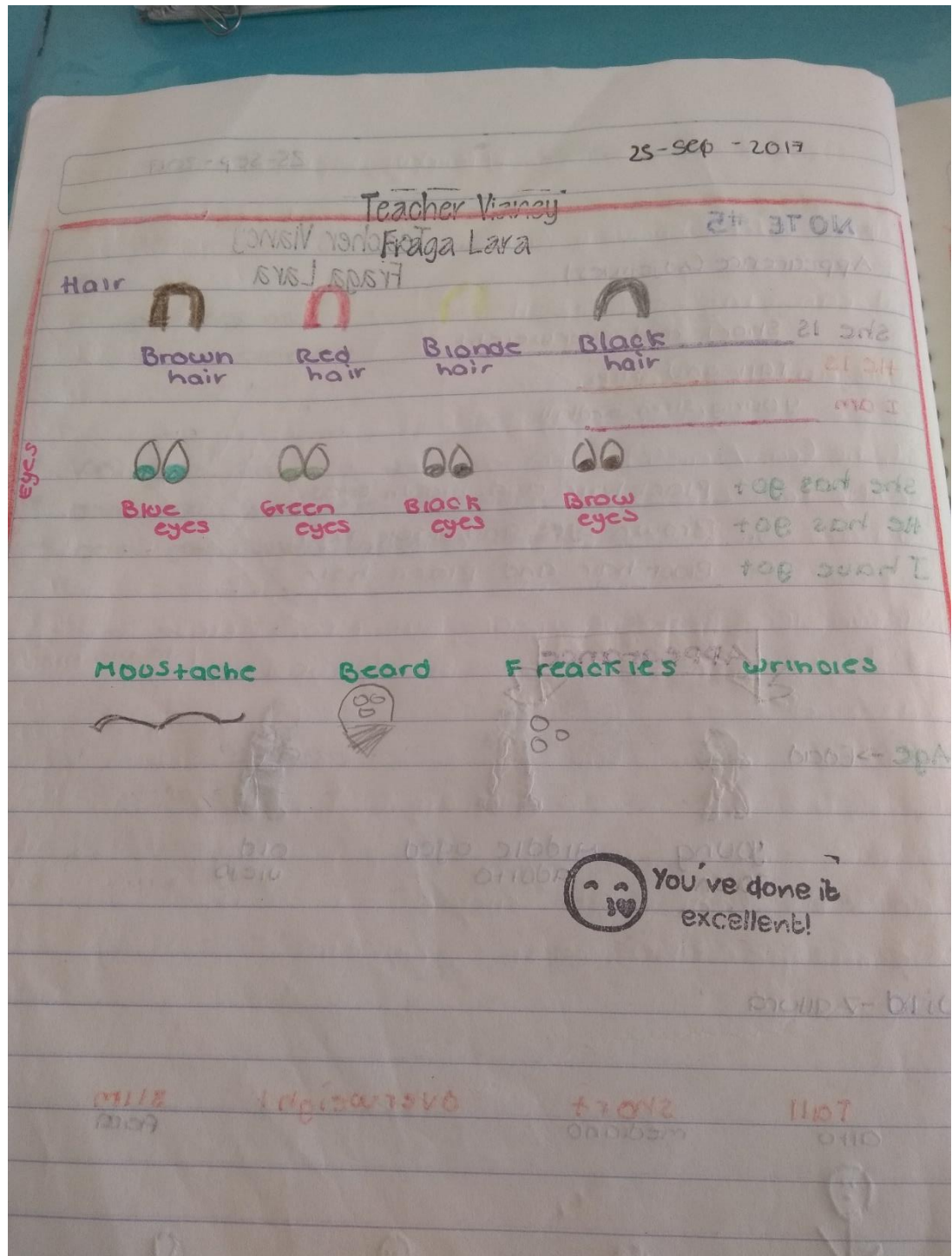
Image used to inspire the bond paper:

<https://www.pinterest.com.mx/pin/68257750590604300/>



Appendix J
Physical appearance students notes
Source: students notebooks





Appendix K
Superhero posters

Source: Google

Images retrieved from:

https://www.google.com/search?rlz=1C1AZAA_enMX746MX746&biw=1366&bih=657&tbm=isch&sxsrf=ACYBGNTD4GRFDVd9_YwxJdU4M6e_9yo8Kw%3A1579280466700&sa=1&ei=UughXtiyKpDQtAXlulL4AQ&q=avengers+superheroes&oq=avengers+sup&gs_l=img.1.0.0.l10.2970.4048..5538...0.0..0.237.1049.0j4j2.....0....1..gws-wiz-img.....35i39j0i67j0i131i67.Sp7N9Bvhl0E#imgsrc=oGvQ0qNyGnTlvM:



Appendix L
Lesson plan Class 2 Creating a Superhero
Source: Own design



BENEMERITA Y CENTENARIA ESCUELA NORMAL DEL ESTADO
LICENCIATURA EN EDUCACION SECUNDARIA
CON ESPECIALIDAD EN INGLÉS



Topic:	Describing People (Creating a Superhero)	Lesson number: 3	Date: Monday October 2nd 2017	
Main Aim of the lesson:	By the end of the lesson, students will be able to create and describe a superhero by mentioning his characteristics (physical and non- physical appearance) and abilities using modal verb can.			
Assumptions:	Sts..... Students will be able to use and comprehend common cognates which will aid their learning process.			
STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION	ANTICIPATED PROBLEMS AND SOLUTIONS
Warm up 8 min Aim: To activate Ss and reactivate Ss English previous knowledge.	In the warm up stage after greeting students I will show them a flashcard (Appendix 3.1) with the names of the colors. They had to say the name of the color and not the color of the word. I decided to apply this activity in order to students be focused an concentrated in the class due the fact that this activity required concentration, also because on Mondays the class is before break so they are anxious and excited to go out in break so I had to look for strategies to calm them down and catch their attention to be attentive in class.	Color flashcard (Appendix 3.1)	Whole group T-C S-S-S	Problems: Students don't understand the instruction, they don't want to participate or they make much noise inside the classroom or start to make other things while they're standing up. Solution: Explain twice the instructions and use body language, if they don't want to participate make them aware that if they don't cooperate there will be a consequence, if they make much noise and start doing other things, I have to monitoring them walking around the classroom.
Presentation 12 min Aim: Students will be able to identify modal verb Can to express	In the presentation stage I will review the modal verb can, eliciting students that CAN is used to express ability, actions that we can do and cannot do. After that I'm going to give students a reading (Appendix 3.2) about superman in which he is describing himself physically, personally, and his abilities with some blanks in which they are going to filling using adjectives and character traits seen before. I will ask students to notice	Modal verb reading (3.2)	Whole group	Problem: Sts do not have previous knowledge about modal verbs Solution: Ask them to check their notes and write key words, also a brainstorm could be helping.
abilities	the modal verb underlined. I will read the text aloud once and when I finished I ask students about a general idea. After that I ask students to repeat after me the reading I decided to design a reading about superman because it will be the premiere of the movie Justice League, and I expect students are excited about it.			
Practice 10 min Aim: Students will be able to describe a superhorse physically	During practice stage students will be working in couples. Students have to imagine they were a superhero, then they had to ask their partner about abilities they would like to have and how they like to be physically and write their ideas in form of sentences in their notebooks (Appendix 3.3) taking the reading as an example. The main idea of this activity was in order to students get ideas to create their super heroes. I will form the couples by giving them a piece of paper with different colors, each one picked a piece and get together with the student which had the same color in this way I will be sure that students which are always talking or making noise get together in this activity.	Students notebooks (Appendix 3.3)	Individual work T-S S-S-S	Problem: Ss do not know how to express their ideas or which vocabulary use. Solution: Monitoring the activity and try to help students with their doubts. Problem: Ss don't understand what they have to do and they don't finish the worksheet. Solution: T has monitoring them and gives them time limit.
Production 20 min Aim: To make students interact each other and use their previous knowledge in adjectives.	In production stage students will create a superhero in a worksheet (Appendix 3.4) in which they drawn their character and will describe the superhero physical appearance, personality and abilities using the structures and vocabulary seen in previous classes in order to use their schemata about topics previous seen. I choose this activity in order to able students to use their creativity, ideas, likes and dislikes. During the activity I will be monitoring the activity in order to check that students will be effectively working	Superhero worksheet (Appendix 3.4)	Pair work T-C S-S	Problem: The time might be an obstacle to achieve the proposed goals and the students have not had a strong background in previous courses. Solution: Use the interests to maximize the learning opportunity, to get their attention and show a real interest in the students learning. In order to motivate them. Model the instructions and the procedure of the activity in order to avoid Spanish as much as possible.

Appendix M
Colors Activity Flashcard



Source: Google

Images retrieved from:

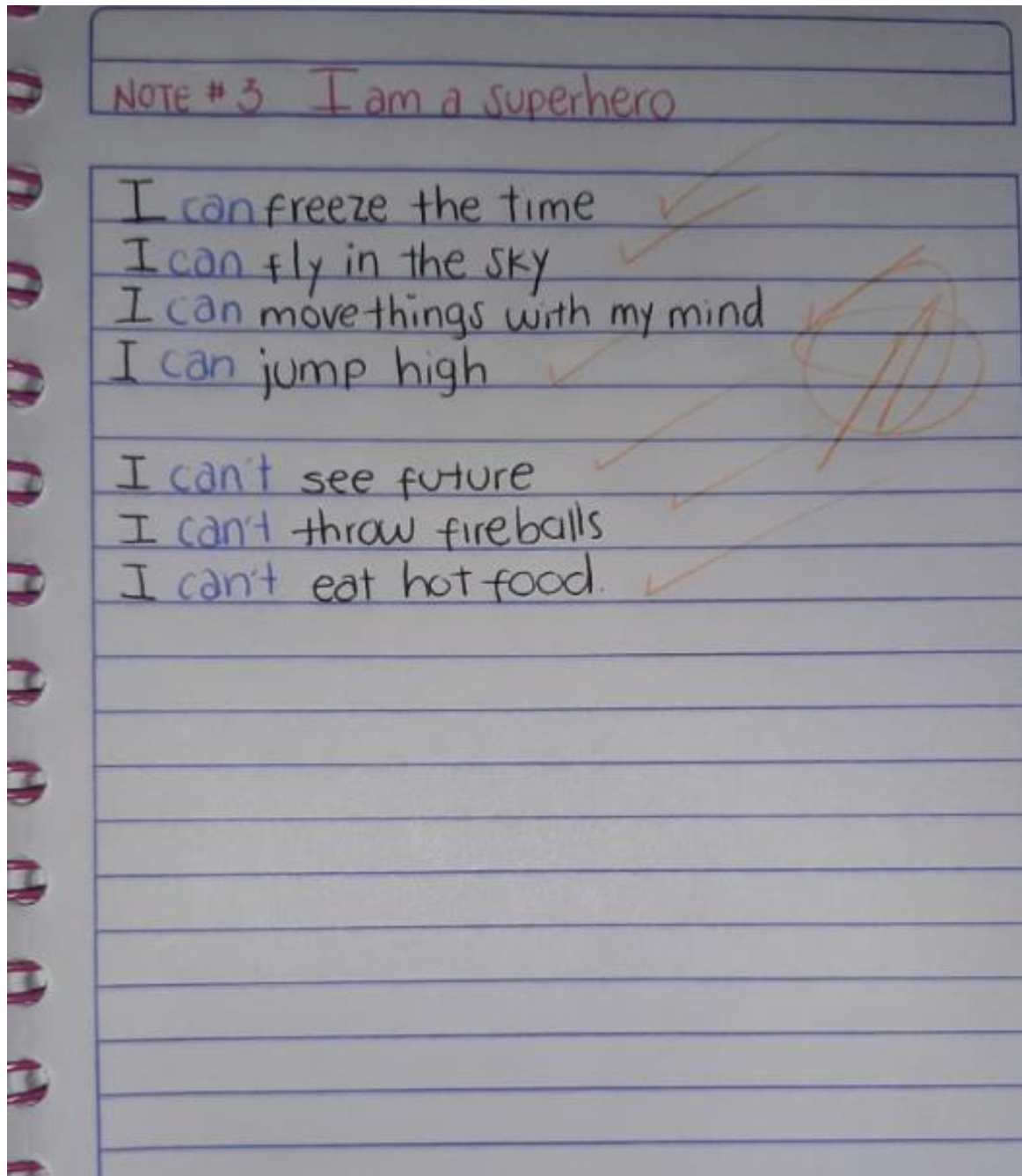
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Appendix N
Superman Reading
Source: Own design
Images retrieved from: Google

SUPERMAN	SUPERMAN
<p>Hi!</p> <p>My name is Clark Kent, better known as superman, I'm 29 years old and I'm from the planet Krypton. I have got _____eyes and I've got _____black hair. I'm _____ and well-built. I have many superpowers to allowed me to help people and overcome villains.</p> <p>I <u>can</u> load heavy things with my super strength, I <u>can</u> blow out air at freezing temperatures and I <u>can</u> fly. Also, I <u>can</u> see things with my x-ray vision, I <u>can</u> hear at long distance with my super hearing and I <u>can</u> run faster with my super speed, also I have invulnerability to non-magical attacks. But I don't have powers when I'm near to green Kryptonite.</p> <p>I'm _____, trustworthy, _____, _____, intelligent and polite.</p>	<p>Hi!</p> <p>My name is Clark Kent, better known as superman, I'm 29 years old and I'm from the planet Krypton. I have got _____eyes and I've got _____black hair. I'm _____ and well-built. I have many superpowers to allowed me to help people and overcome villains.</p> <p>I <u>can</u> load heavy things with my super strength, I <u>can</u> blow out air at freezing temperatures and I <u>can</u> fly. Also, I <u>can</u> see things with my x-ray vision, I <u>can</u> hear at long distance with my super hearing and I <u>can</u> run faster with my super speed, also I have invulnerability to non-magical attacks. But I don't have powers when I'm near to green Kryptonite.</p> <p>I'm _____, trustworthy, _____, _____, intelligent and polite.</p>
	

Appendix O
Students sentences about being a superhero
Source: Students notebooks



Appendix P

Create your superhero worksheet

Source: Pinterest

Worksheet retrieved from:

<https://www.pinterest.com.mx/pin/287597126175340284/?lp=true>

App. 3.3

Name _____

Character Profile

Character's Name:
Luigi ✓

What is the character's personality?

- He is shy ✓
- He is funny ✓
- He is Honest ✓
- He is adventurous ✓
- He is helpful ✓
- He is intelligent ✓
- He is generous ✓

What does the character look like?

- He has got: ✓
- Brown hair ✓
- Mustache ✓
- Blue eyes ✓
- He is: ✓
- Tall ✓
- Young ✓
- Slim ✓

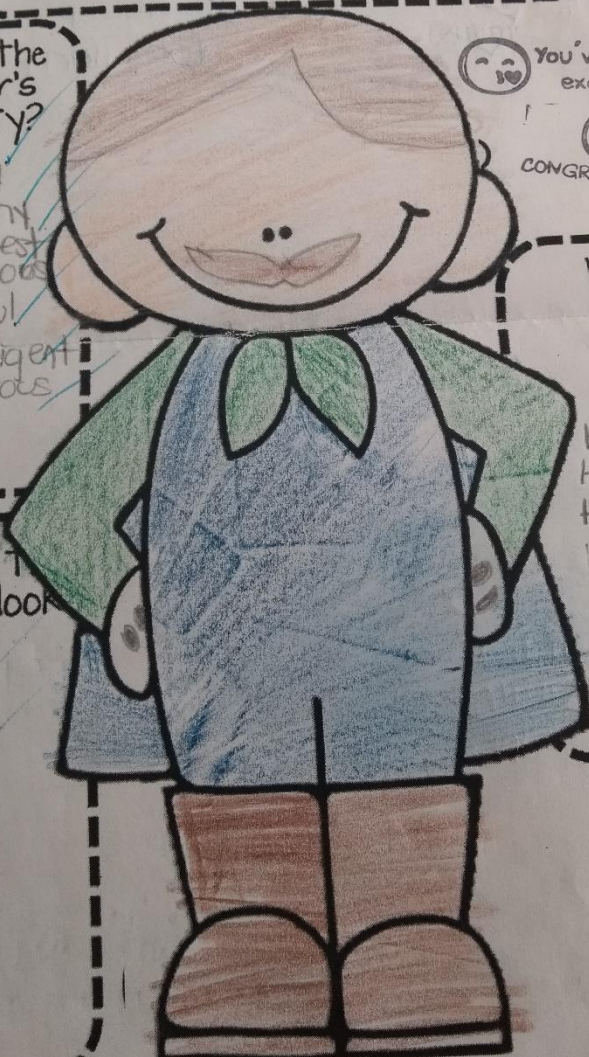
What does the character do?

- He can work ✓
- He can play ✓
- He can help ✓
- He can ✓

You've done it excellent!

CONGRATULATIONS

Teacher Vianey
Fraga Lara
© Sarah K



Appendix Q
Health Problems Lesson Plan
Source: Own design



Topic:	Health	Lesson No.	3rd
Aim of the Lesson:	By the end of the lesson students will be able to describe and identify health problems		
Date:	November 16 th 2017		

STAGE/TIME	PROCEDURE	SKILL	MATERIAL	INTERACT.	PURPOSE	ANTICIPATED P. S.
Warm-up (8 minutes)	In the warm up stage students will play hangman in the blackboard using vocabulary previous seen about body parts in order to activate students' schemata. After that I will give sts a card with a sad face in one side and a smiley face in another (Appendix 4.1). All students used the sad face at the beginning and while they are participating with participation according to the topic of the class, they could change or turn it around their face into a smiley face.	speaking	Faces (Appendix 4.1)	T – C	To engage students	Problem: Students would make noise. Solution: T stops the activity and continues with the next one.
Pre- Listening (12 minutes)	I will show to students flashcards with symptoms and diseases (Appendix 4.2) in order to they match the meaning of the word by seeing the image, also I will elicit vocabulary about how they feel and to say they were sick (I feel, I have).	Listening Speaking	Flashcards (Appendix 4.2)	T-C	To present the topic and elicit students	Problem: Students do not want to participate. Solution: Teacher chooses a student by list number.
While- Listening (10 minutes)	I will give students a worksheet (Appendix 4.3) with a conversation between 2 friends with some blanks about diseases and symptoms. After students checked for first time the conversation I will ask them to	Writing	Worksheet (Appendix 4.3) Audio (Appendix 4.4)	T-C S,S,S	To give the opportunity to use the language	Problem: Students would take much time. Solution: T gives them time limit.

Classroom Management Strategies Applied in a 2nd Grade EFL Middle School Group

	<p>brainstorm ideas about what the audio was about. I reproduced the audio (Appendix 4.4) once in order for students get a general idea about what the text was about. Audio will be play twice in order for students to fill the gaps with the answers; students will compare the answers in pairs. If will be need the audio will be reproduce a 3rd time. The answers will be check in plenary, students will change their notebooks in order to co-evaluate their work.</p> <p>After that I will elicit students the following questions</p> <p>TT: How does Sam feel?"</p> <p><u>Sts</u>: He feels terrible</p> <p>TT: What's wrong with Sam?</p> <p><u>Sts</u>: He has a headache, earache....</p> <p>TT: What does Helen suggest/recommend?</p> <p><u>Sts</u>: Stay in bed, go to the doctor</p> <p>TT: How do you express a suggestion?</p> <p><u>Sts</u>: Why don't you, you should etc.</p>					
Role Play (15 minutes)	In role play stage by pairs students will roleplay the script of the audio previous seen. After that I will paste in the blackboard a bond paper which had some	Speaking	Notebook	S,S,S	To integrate the knowledge and use it	Problem: Students do not know what they have to do. Solution: Teacher gives 2 more examples.

	remedies to diseases, in order students to identify them.					
Wrap-up (5 minutes)	To close up the class I will collect notebooks for mark <u>students</u> work and provided feedback.	Speaking	Notebook	T-C	To consolidate the lesson	Problem: Ss might make disorder. Solution: T will regulate the classroom.

Appendix R
Smiley and Sad Nametags
Source: Google



Classroom Management Strategies Applied in a 2nd Grade EFL Middle School Group

Appendix S
Participation List

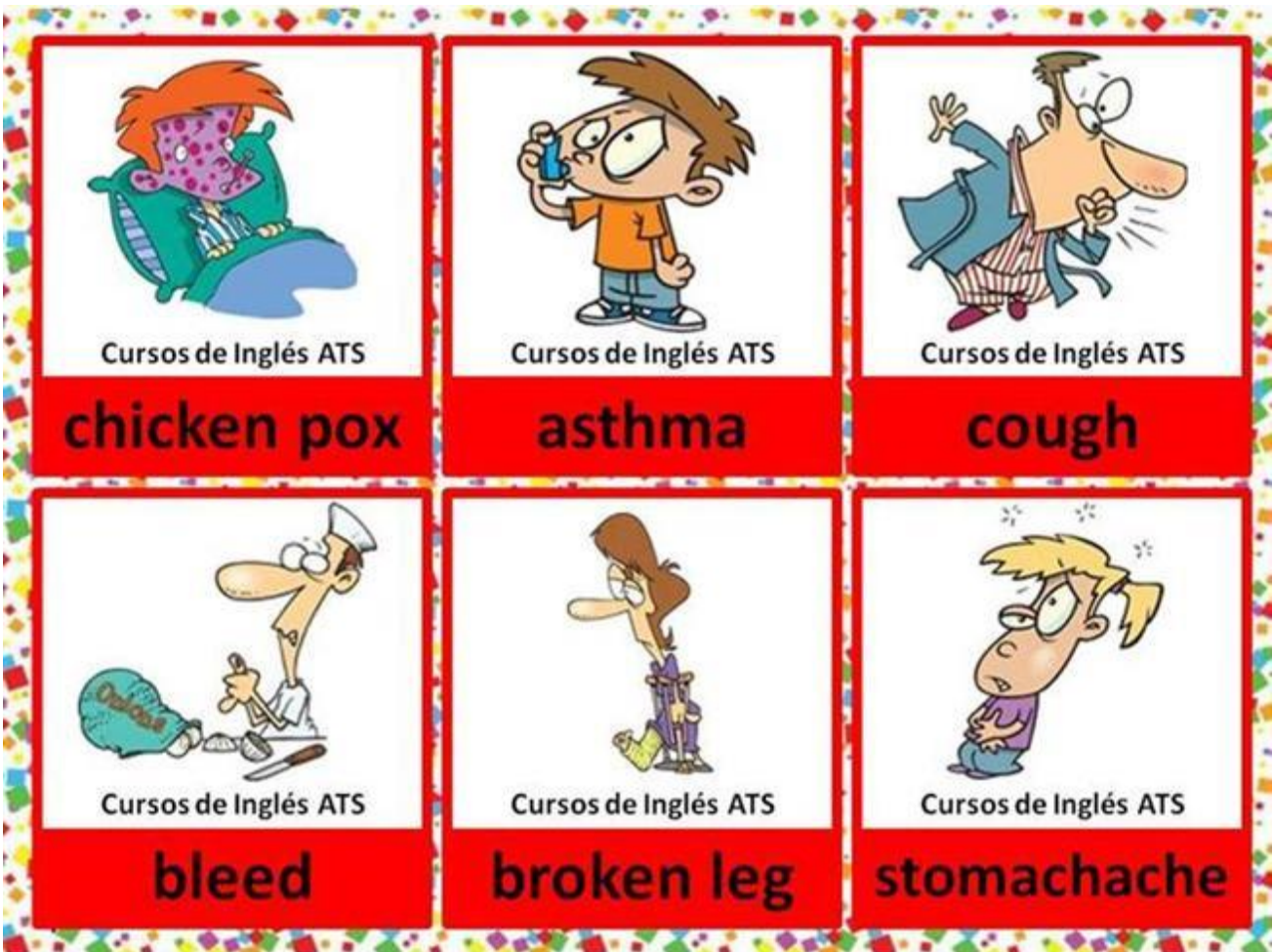
Source: Escuela Secundaria 21 de Marzo de 1806

AREA DE DESARROLLO CLUB / AMBITO		NOMBRE DEL PROFESOR														
N°	NOMBRE DEL ALUMNO	ASISTENCIA Y PUNTUALIDAD														
		02/04	03/04	04/04	05/04	06/04	07/04	08/04	09/04	10/04	11/04	12/04	13/04	14/04	15/04	16/04
1	AGUILAR SALAZAR MARITZA															
2	FLORES ALVAREZ NORA ELIA															
3	FRANCO MARIELA															
4	GUERRERO GARCIA DUVAN JOSE MANUEL															
5	HERNANDEZ CASTILLO PAULINO															
6	MARTINEZ CONTRERAS JOSE ARMANDO															
7	MENDEZ ELIAS HECTOR MANUEL															
8	NAVA ROSAS MIGUEL ANGEL															
9	ORTIZ CISNEROS VICTOR MANUEL															
10	PEREZ LOPEZ RAUL ALBERTO															
11	REYNA JIMENEZ CARLA DANIELA															
12	ROCHA TORRES YURIDIA															
13	RODRIGUEZ RODRIGUEZ JUAN															
14	SALDANA ACOSTA IRAM DE JESUS															
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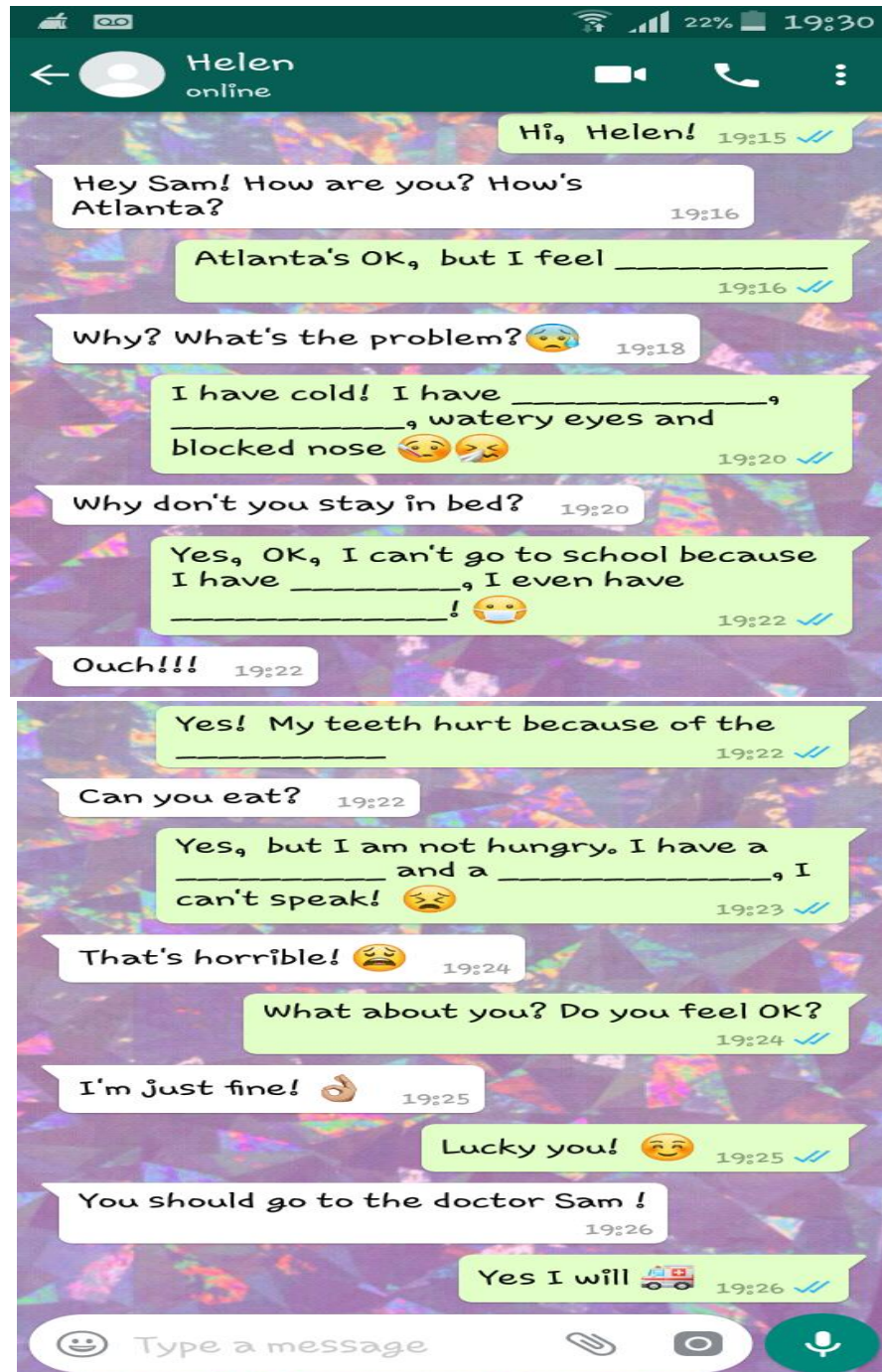
Appendix T
Symptoms and Diseases Flashcards

Source: Google

Retrieved From: <http://www.authorstream.com/Presentation/cursosdeinglesats-2006890-flashcards-health-problems/>



Appendix U
Conversation Worksheet
Source: Own design
Applicatio Used: Whatsapp



Appendix V
Conversation Audio Script
Source: Own design
Applicatio Used: Whatsapp



Appendix W
Medical Prescription Lesson Plan
Source: Own design

Topic:	Health	Lesson No.	4 th
Aim of the Lesson:	By the end of the lesson students will be able to produce a medical prescription using should/could and must/may.		
Date:	November 23 rd 2017		

STAGE/TIME	PROCEDURE	SKILL	MATERIAL	INTERACT.	PURPOSE	ANTICIPATED P. S.
Warm-up (8 minutes)	I will give students a word search which they will have to complete by rows. Each student will have to find a word and then passed to another student. The words will be related to diseases. The first row finish will have an extra point.	Reading Speaking	Word search (Appendix 4.1)	T – C	To engage students	Problem: Students make disorder. Solution: T stops the activity and continues with the next one.
Presentation (12 minutes)	Students will listen to a doctor giving some advice to a patient (Appendix 4.2). Students have to complete the medical prescription (Appendix 4.2) according to the audio. Instructions: • Listen to the doctor. • Write the disease. • Complete the medical description.	Listening Writing	Audio Worksheet (Appendix 4.2)	T-C	To present the topic and elicit students	Problem: Students do not want to participate. Solution: Teacher chooses a student by list number.
Practice (10 minutes)	Ss will have to answer a worksheet in which they have to match each advice with its disease. (Appendix 4.3). Instructions: • Read the advice. • Match them with the pictures.	Read	Worksheet (Appendix 4.3)	T-C S,S,S	To give the opportunity to use the language	Problem: Students will take much time. Solution: T gives them time limit.
Production (15 minutes)	Ss will produce a medical prescription for a friend. T shows an example. Instructions: • Make teams of 2. • Write a medical prescription for your friend. • Let's see an example.	Writing	Worksheet (Appendix 4.4)	S,S,S	To integrate the knowledge and use it	Problem: Students are distracted. Solution: Teachers monitor classroom.
Wrap-up (5 minutes)	Teacher will ask students about what are the new words they have learned in this	Listening	Notebook	T-C	To consolidate the lesson	Problem: Ss do not want to participate.

	lesson. Then teacher will collect students' work and notebooks. Instructions: • What did you learn today? • Give me your medical prescriptions and your notebooks please.					Solution: T will choose a student by list number.
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Appendix X
Health Problems Word Search
Source: Pinterest

Retrieved from: <https://www.pinterest.ie/pin/692498880175529614/>

HEALTH PROBLEMS VOCABULARY WORD SEARCH PUZZLE
Find and circle the words in the word search puzzle and number the pictures

x	j	i	y	i	t	e	c	n	b	t	s	z	g	e
y	l	f	t	z	p	k	o	j	h	o	e	t	m	d
y	c	d	o	k	g	i	u	z	o	a	q	n	l	
c	u	a	w	b	b	x	g	w	u	t	r	j	z	s
x	t	j	f	x	r	a	h	m	z	h	a	c	n	o
p	k	o	s	t	o	m	a	c	h	a	c	h	e	r
o	b	m	r	m	k	v	b	t	e	c	h	o	b	e
s	r	j	u	d	e	w	a	q	a	h	e	f	r	t
l	o	n	n	n	a	g	c	m	d	e	k	e	u	h
r	k	e	n	g	a	f	k	e	a	c	p	v	i	r
u	e	r	y	g	r	u	a	a	c	o	t	e	s	o
p	n	h	n	c	m	p	e	s	h	i	r	e	a	
l	l	j	o	f	l	u	h	l	e	d	d	o	p	t
i	e	e	s	s	h	f	e	e	w	b	o	r	v	l
j	g	s	e	p	w	q	k	s	o	r	n	q	j	l

1. backache
2. fever
3. toothache
4. measles
5. cut
6. sore throat
7. stomachache
8. headache
9. cold
10. earache
11. bruise
12. runny nose
13. flu
14. cough
15. broken leg
16. broken arm

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Appendix Y
Script doctor giving advice to a patient
Source: Own design

Script:

Doctor: Good afternoon Mr. Mendoza. What's the problem?

Sergio: Oooh! well doctor, I don't know I feel terrible! I drank cold water yesterday and now my nose is runny all my body hurts and I can't stop saying "Achoo".

Doctor: Hmmm... Ok I see. Mr. Mendoza you have the flu. I recommend you take an aspirin for 3 days. Also... You should drink a lot of liquids or hot tea. You shouldn't eat ice cream. You should stay in bed and you shouldn't do too much exercise.

	PATIENT'S NAME	Sergio Mendoza	AGE	13
	ADDRESS	Durango 815 col. popular		
	PHONE NO.	8 11 11 11	DATE	December 5th


Sickness: _____

You should/ shouldn't drink a lot of _____ or _____

You should/ shouldn't eat _____

You should/ shouldn't stay _____







You should/ shouldn't do too _____



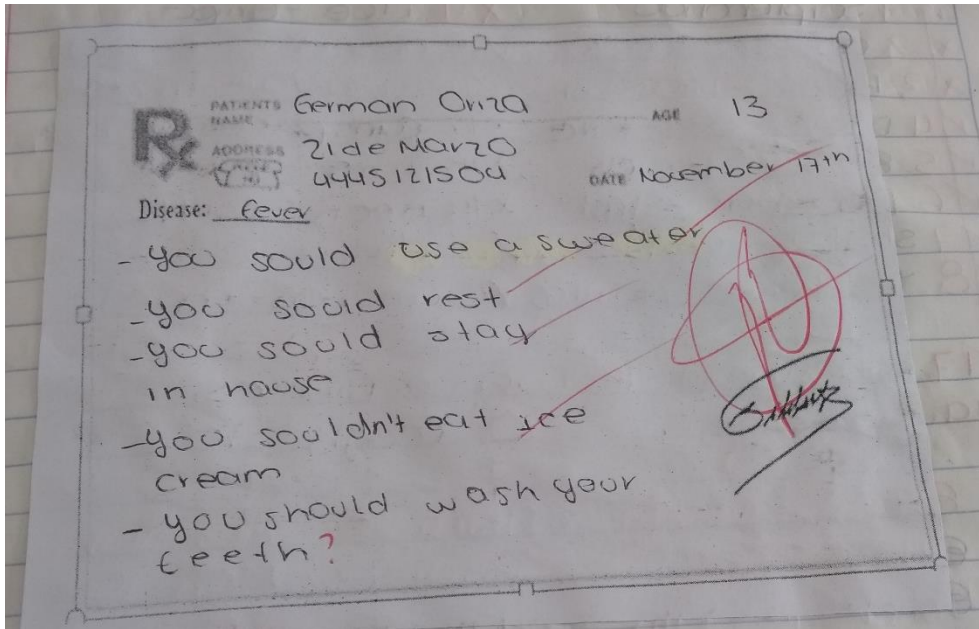
Appendix Z
Match the disease worksheet
Source: Google

Retrieved from: <https://en.islcollective.com/english-esl-worksheets/vocabulary/health-and-going-doctor/diseases/18307>

Match

	•	•	Stomachache	•	•	He should take an aspirin
	•	•	Headache	•	•	He should take a pill
	•	•	Sore throat	•	•	He shouldn't leave heavy things
	•	•	Backache	•	•	She shouldn't eat too much ice cream
	•	•	Fever	•	•	He should use an ice pack on legs
	•	•	Pain in legs	•	•	He should take medicine and go to bed

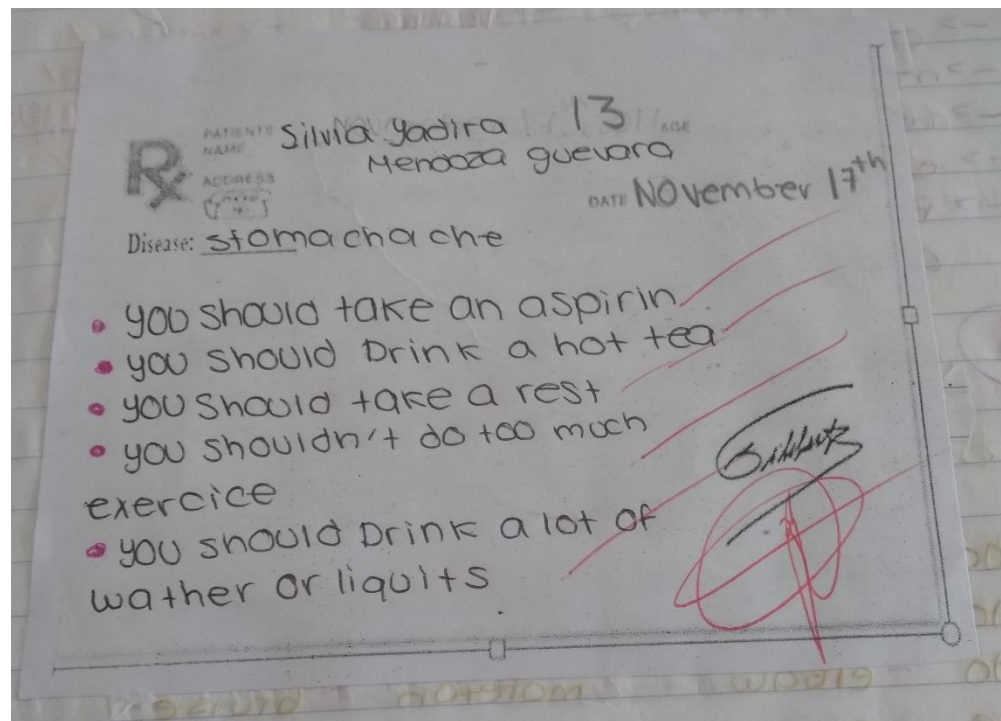
Appendix AA
Medical prescription for a friend
Source: Own design
Retrieved from: Students notebook

A hand-drawn medical prescription on a piece of paper with a border. It includes a large 'R' symbol, patient information, a list of instructions, and a signature.

PATIENT'S NAME: German Ortiz AGE: 13
ADDRESS: 21 de Marzo 4445121504 DATE: November 17th
Disease: fever

- you could use a sweater
- you could rest
- you could stay in house
- you shouldn't eat ice cream
- you should wash your teeth?

[Signature]

A hand-drawn medical prescription on a piece of paper with a border. It includes a large 'R' symbol, patient information, a list of instructions, and a signature.

PATIENT'S NAME: Silvia Yodira Menozza Guevara AGE: 13
ADDRESS: DATE: November 17th
Disease: stomachache

- you should take an aspirin
- you should drink a hot tea
- you should take a rest
- you shouldn't do too much exercise
- you should drink a lot of water or liquids

[Signature]

Appendix AB
Likes and dislikes lesson plan
Source: Own design

Topic:	Shopping and clothes	Lesson number: 4rt	Date: January 22 nd 2018
Main Aim of the lesson: By the end of this lesson: Students will be able to identify and label clothes and express their likes and dislikes			

STAGE/ AIM / TIME	PROCEDURE	MATERIAL	INTERACTION	ANTICIPATED PROBLEMS AND SOLUTIONS
Warm Up 7 MIN To activate <i>stx</i> and activate previous schemata	Teacher will greet to students and the students in charge of gave nametags is going to do it. T will make <i>stx</i> aware about the class rules and the use of teacher cards, which will work as traffic light. T is going to use <i>emojis</i> in order to <i>stx</i> realize what is expected to be doing. For example an <i>emoji</i> rising her/his hand is expected to <i>stx</i> participate, a pair of <i>emojis</i> talking is expected to students interact or work in teams, etc. Also T is going to give <i>stx</i> a smiley face in one side and in the other side a sad face. All students will have a sad face at the beginning, as they will participating they will change their face to a smiley face, in order to recognize which students has already participated, for this there will be a student in charge of writing in the list the points for participation.	Nametags Traffic signs Faces (Marzano, Marzano, & Pickering, 2003) (Gavin, & Wnacki, 1996; Emmer et al., 1980) Concepts: *Classroom management *Rules, procedures and routines *Expectations *Responsibility of their behavior	s-s-s s-c t-c	P. Students don't understand the instruction, they don't want to participate or they make much noise inside the classroom or start to make other things while they're standing up. S. Explain twice the instructions and use body language, if they don't want to participate make them aware that if they don't cooperate there will be a consequence.

Pre listening 10 min To introduce the topic.	T will introduce the topic and teach basic vocabulary: "Today I'm wearing ____" (point to visible clothing.) "Who else is wearing [a sweater]? Who else is wearing ____?" Hold up other sample clothing, and say "This is a skirt." Then T will ask comprehension questions (Is this a red skirt or a blue skirt? Do we wear shorts when it's hot or cold? Are these sandals or gloves? What are these?) T will present students flashcards about clothes. T will ask students to pass in front of the class and separate the clothes into categories (men and female clothes). <i>Stx</i> will be asked to copy the vocabulary. T will give a students a worksheet in which they have to match each clothe with its name	Flashcards (App 1.1) Worksheet (App 1.2) (Harmer Jeremy, The practice of <i>english</i> language teaching, 2007, pp. 178, 186) (Scrivener Jim, Learning teaching, 2005, pp. 98-100) Concepts: *Visual aids *Flashcards, Cards *Eliciting students	S-S-S T-C S-S	P. <i>Stx</i> may not remember previous knowledge about verbs S. Ask them to check their notes and write in the blackboard key words. P. Students won't understand instructions in English. S. Repeat multiple times and say the instructions at a slower pace.
While listening 11 min To engage <i>stx</i> use their imagination and their previous knowledge	<i>Stx</i> will hear a conversation in which two friends are in a clothes store. T will give the script to <i>stx</i> with some blanks T will reproduce the audio once in order for <i>stx</i> get a general idea about what the text is about. T will ask students what they understand from the audio. Audio will be played twice in order for students to fill in the blanks, <i>stx</i> will compare the answers in pairs (If <i>stx</i> need it will be reproduced a 3 rd time) Answers will be checked in plenary, <i>stx</i> will be asked to change notebooks in order to co-evaluate their jobs.	Script and audio (App. 1.3) (Scrivener Jim, Learning teaching, 2005, pp.178-180) (Gower Roger, Teaching practice: handbook for teachers in training, pp 171-175) Concepts: *Evaluation *Co-evaluation *Use of audio *Listening skill *Listening activities and approaches	S-S-S S-S	Students may not understand the instructions. S. Explain twice the instructions and use body language, if they make them aware the advantages of the exercise. P. Recorder don't have the necessary volume, not all students can hear S. Use teacher voice to read the conversation instead the audio in order to students could listen

Classroom Management Strategies Applied in a 2nd Grade EFL Middle School Group

<p>Post listening 10 min</p> <p>To consolidate the knowledge acquired and develop students listening skills</p>	<p>By pairs sts will roleplay the script of the audio previous seen.</p> <p>By pairs T will give sts a chart in which they have to check next to the item clothes each girl of the audio likes</p> <p>T will be monitoring the activity</p>	<p>Chart (App 1.4)</p> <p>(Harmer Jeremy, The practice of english language teaching, 2007, pp. 352)</p> <p>Concepts: *Monitoring *Maintaining discipline *Pair work *Role-play</p>	<p>S-S-S</p>	<p>Students may not understand the instructions. S. Explain twice the instructions and use body language, if they make them aware the advantages of the exercise.</p>
<p>Wrap Up 8 min</p> <p>To consolidate, tie up loose ends</p>	<p>T will check notebooks and will collect the name tags.</p>	<p>Sts notebooks</p> <p>(Harmer Jeremy, The practice of english language teaching, 2007, pp. 379-382)</p> <p>Concepts: *Evaluation</p>	<p>S-C S-S-S T-C</p>	<p>P. Sts makes jokes and laughing when a classmate makes a mistake S. Make aware sts that will be consequences in their notes by their behavior.</p> <p>P. Sts may not want to speak in English. S. Make them feel comfortable during the activity.</p>

Appendix AC

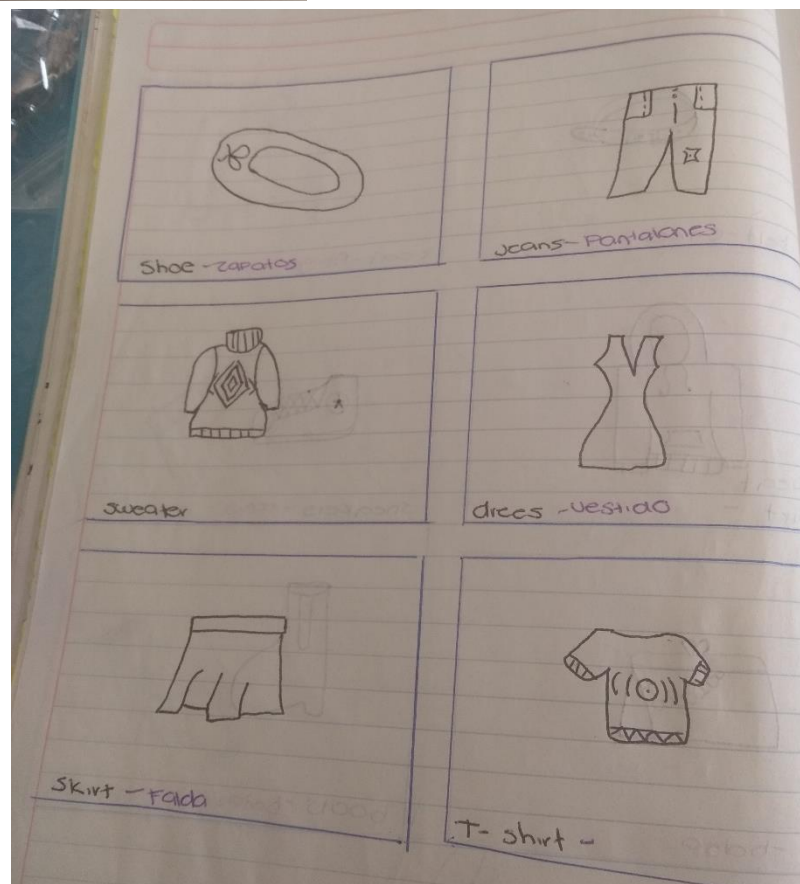
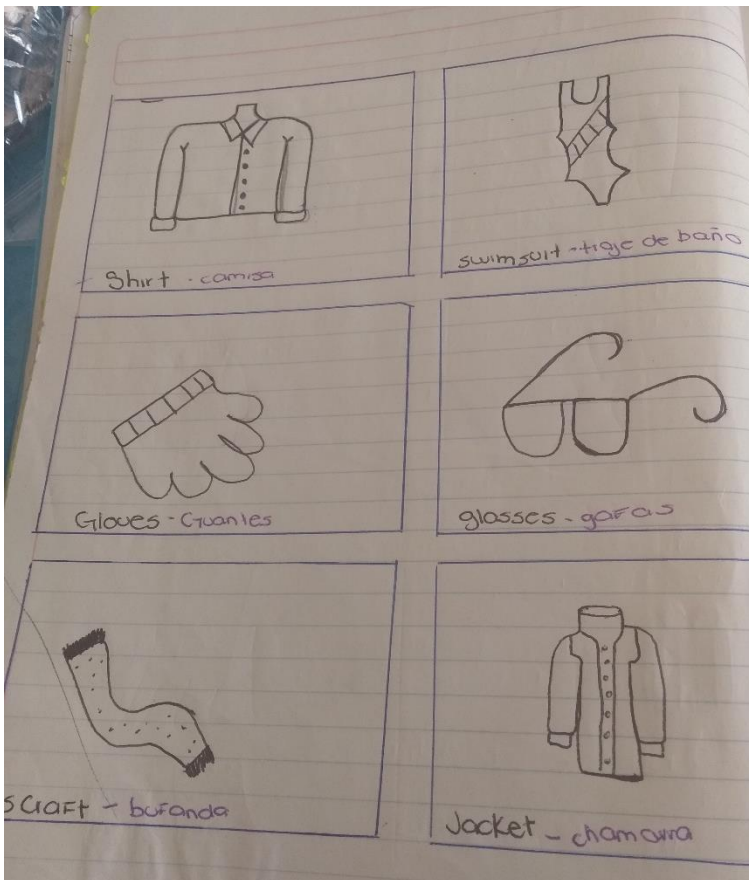
Clothes flashcards

Source: British Council

Retrieved from: www.britishcouncil.org/learnenglishkids



Classroom Management Strategies Applied in a 2nd Grade EFL Middle School Group



Appendix AD
Clothes Matching Worksheet
Source: Kid Pages

Retrieved from: <https://www.kids-pages.com/folders/worksheets/Clothes/page13.htm>

Clothes Matching

Match the words below with the right images, by writing down the correct number into the circle :

1. bathrobe 2. coat 3. dress 4. pajamas 5. boots 6. pants 7. sandals 8. shirt 9. socks 10. skirt 11. overalls 12. sweater 13. swimsuit 14. hat 15. shorts 16. slippers 17. high-heel shoes 18. scarf

Appendix AE
Audio Script likes and dislikes conversation
Source: Own design



<p>Nadia: Hey Sam! These jeans are fantastic, and this sweater is beautiful.</p> <p>Samantha: Hmmm... I don't like them. I prefer that long dress and purple jeans. I love the different colors.</p> <p>Nadia: I don't like them; they are too colorful for me.</p> <p>Samantha: <u>Ughhh</u>... that red t-shirt is horrible! Those jeans are ugly too.</p> <p>Nadia: Yes they are terrible, but I like this blue sweater and I love these sandals!</p> <p>Samantha: Why don't you buy them?</p> <p>Nadia: They are too expensive! Do you like them?</p> <p>Samantha: Not really. What about these yellow clothes? I don't like the style.</p> <p>Nadia: I do, they are cool! But I hate that skirt over here! <u>Ughhh</u></p> <p>Samantha: Do you? I love it!</p>	<p>Nadia: Hey Sam! These _____ are fantastic, and this sweater is beautiful.</p> <p>Samantha: Hmmm... I don't like them. I prefer that long _____ and _____. I love the different colors.</p> <p>Nadia: I don't like them; they are too colorful for me.</p> <p>Samantha: <u>Ughhh</u>... that red _____ is horrible! Those _____ are ugly too.</p> <p>Nadia: Yes they are terrible, but I like this blue _____, and I love these _____!</p> <p>Samantha: Why don't you buy them?</p> <p>Nadia: They are too expensive! Do you like them?</p> <p>Samantha: Not really. What about these _____ clothes? I don't like the style.</p> <p>Nadia: I do, they are cool! But I hate that _____ over here! <u>Ughhh</u></p> <p>Samantha: Do you? I love it!</p>
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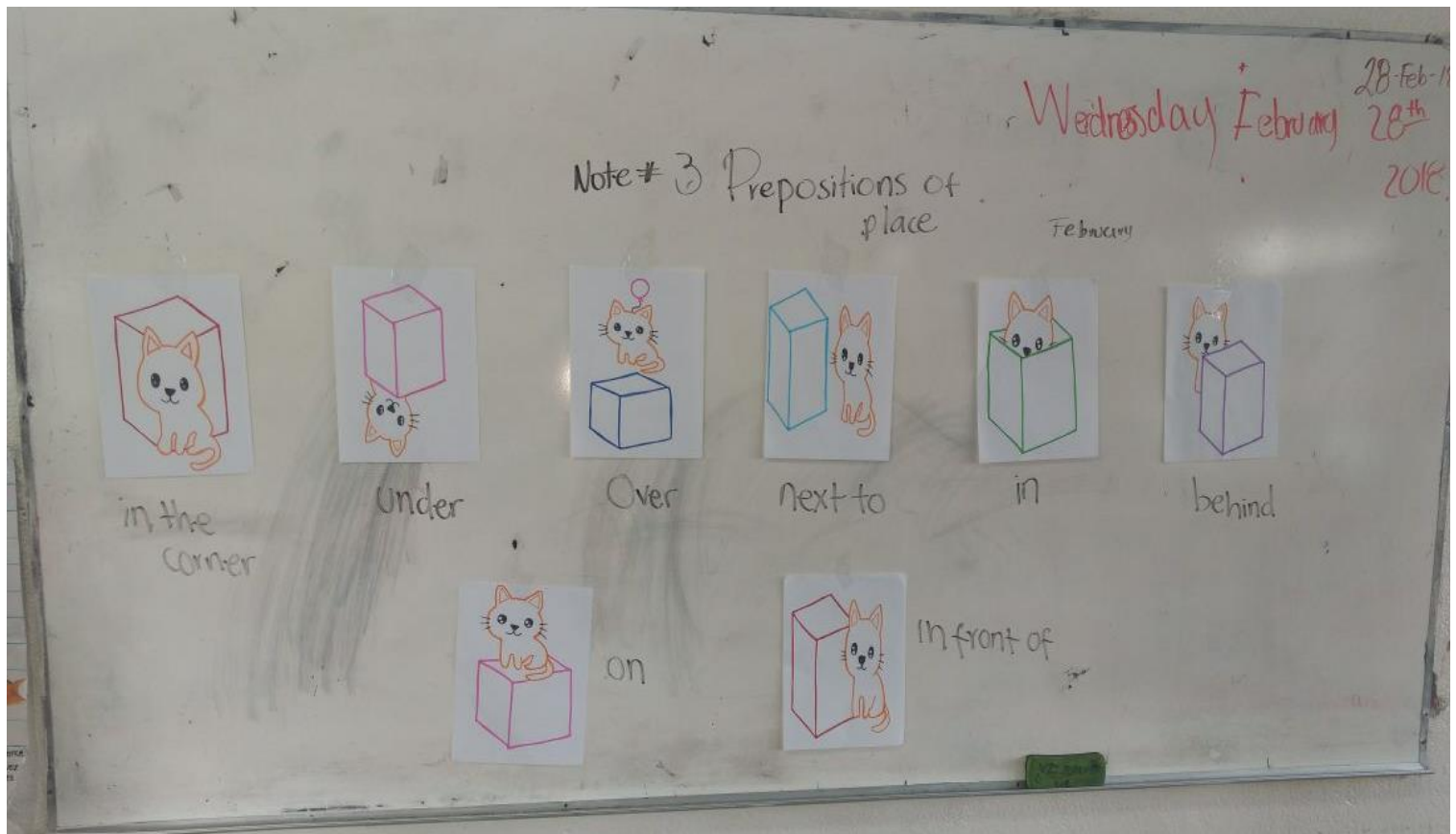
Appendix AF
Prepositions of place lesson plan
Source: Own design

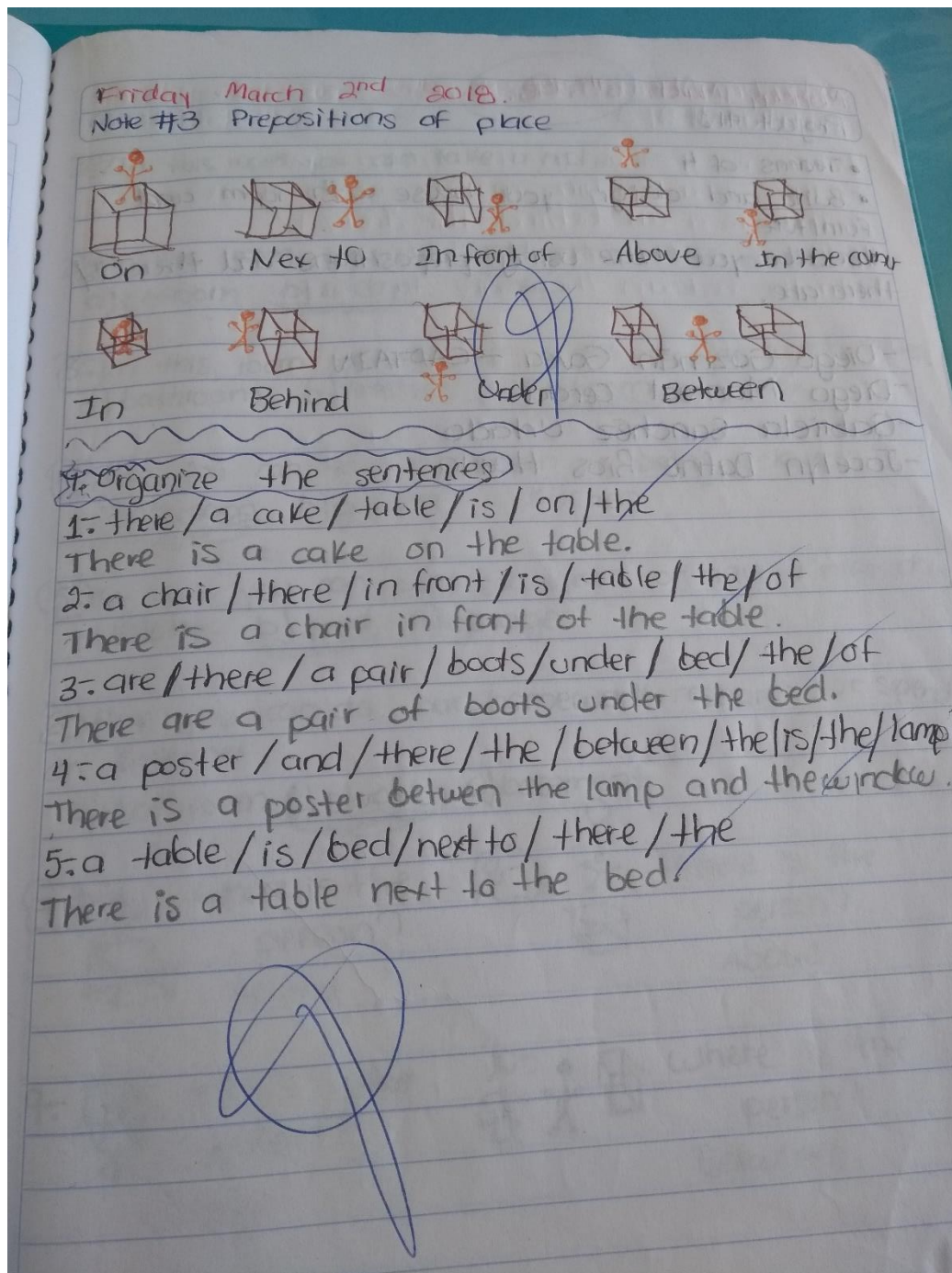
Topic:	Prepositions	Lesson No.	5 th
Aim of the Lesson:	By the end of the lesson students will be able to produce a short text by describing it.		
Assumptions:	Students know how to describe the position of an object.		

STAGE/TIME	PROCEDURE	SKILL	MATERIAL	INTERACT.	PURPOSE	ANTICIPATED P. S.
Warm-up (8 minutes)	Students will play hangman. They have to guess the correct room of a house (kitchen, living room, etc.) Instructions: <ul style="list-style-type: none"> ➢ Let's play Hangman. ➢ Guess the correct name of the word. ➢ You have a participation point. 	Reading	Whiteboard	T – C	To engage students	Problem: Students do not understand what T says. Solution: Use more mimic and use simple language.
Presentation/ Practice (22 minutes)	T will provide a cup and a sticker to each student. They have to listen to teacher's instructions and put the sticker in the correct position. (i.e. Up, Down, next to). Then students have to solve a worksheet and write the correct word according to the preposition. Instructions: <ul style="list-style-type: none"> ➢ Listen to me. Put the sticker in the correct position. ➢ Now, solve the worksheet. Look at the picture and write the word. 	Listening Writing	Cup Sticker (Appendix 5.1) Worksheet (Appendix 5.2)	T-C	To present the topic and use the language	Problem: Students make too much noise. Solution: Teacher will stop the activity until the group is in silence.
Production (15 minutes)	Students have to work in pairs. They have to describe the differences between 2 similar pictures and write sentences about them. Instructions: <ul style="list-style-type: none"> ➢ Work in pairs. ➢ Look at the pictures. What are the differences? ➢ Write the sentences behind the pictures. 	Writing	Pictures (Appendix 5.3)	S,S,S	To integrate knowledge and use it.	Problem: Ss might not understand what they have to do. Solution: Make two more examples.
Wrap-up (5 minutes)	T will ask about students' work. Then students will deliver their notebooks. Instructions: <ul style="list-style-type: none"> ➢ Who wants to participate? ➢ Read your work. ➢ Give me your notebooks. 	Speaking	Notebook	T-C	To consolidate the lesson.	Problem: Ss would get distracted. Solution: T will apply sanctions.

Appendix AG
Prepositions of place flashcards
Source: Own design

Idea retrieved from: <https://www.shutterstock.com/es/image-vector/preposition-place-illustration-cute-raccoon-box-1390804904>





Appendix AH
Prepositions of place worksheet
Source: live worksheets

Retrieved from:

[https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_\(ESL\)/Prepositions_of_place/Prepositions_of_place_rd1522zh](https://www.liveworksheets.com/worksheets/en/English_as_a_Second_Language_(ESL)/Prepositions_of_place/Prepositions_of_place_rd1522zh)

PREPOSITIONS OF PLACE

I True or False.



- | | | |
|--|------|-------|
| 1.- The radio is in the table. | TRUE | FALSE |
| 2.- The telephone is behind the plant. | TRUE | FALSE |
| 3.- The book is on the table. | TRUE | FALSE |
| 4.- The lamp is under the sofa. | TRUE | FALSE |
| 5.- The TV is front of the sofa. | TRUE | FALSE |
| 6.- The clock is on the books. | TRUE | FALSE |
| 7.- The bike is behind the sofa. | TRUE | FALSE |
| 8.- The rug is under the table. | TRUE | FALSE |
| 9.- The pillows are in the sofa. | TRUE | FALSE |

Appendix A1
Pictures to create sentences
Source: Google



Appendix AJ
Observation Format Filled by my Adviser
Source: Practice Jornal
Format: Own Design

Trainee Name: Vianey Fajal Lara
Mentor's Name: Ximara Carrillo
Date: March 1, 2018

Check the statement that you consider appropriate to your criteria

Clearly Evident Evident Some Evidence Little or no evidence/Needs work

The Lesson Showed...				
Flexibility and ability to adapt to students needs and interest		✓		
Lesson development and flow <u>Extremely slow</u>				✓
Monitoring of students work and providing support where necessary	✓			
Involving different students in the activities		✓		
5. Stating of activity/tasks- post the day's schedule /objective		✓		
6. Pace and timing of activities				✓
Physical organization		✓		
Control and handling <u>Doing better</u> ✓		✓		
The teacher with students...				
Organizes and prepares in advance	✓			
Gains students attention when required		✓		
Ensures students quickly on task		✓		
Marks/checks roll <u>has 2 sts helping out with this</u>	✓			
Distributes and collects materials efficiently		✓		
Gives clear instructions in the target language, making sure the majority are actually paying attention to instructions				✓
Ensures appropriate noise level				✓
Encourages off-task students to return to set task		✓		
Deals with interruption		✓		
Efficiently moves students from one task to the next				✓
Interacts pleasantly and courteously with students	✓			

Classroom Management Strategies Applied in a 2nd Grade EFL Middle School Group

12.	Effectively manages classroom talk			✓	
13.	Stops inappropriate students behavior Focus more on positive behavior than negative one (praise good behaviour/misconduct)		✓		
14.	Checks that students understand task(s) or instructions		✓		
5.	Refers to behavior plan when needed	Not needed			
6.	Allows take-up time and offers choices	Not needed within this lesson			

Observations:

There is improvement with reference to classroom management, though now working on your pace should also help you keep sts on track and avoid them from getting easily distracted. Your levels of energy have raised (specifically when addressing sts individually)

Mentor Trainee

Continue this and even more so when addressing the whole group. Remember! Your lesson begins as soon as you walk into the classroom! ✓