Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups

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1. ACKNOWLEDGEMENTS .................................................................................. 5
2. ABSTRACT ..................................................................................................... 6
3. RESUMEN ..................................................................................................... 7
4. INTRODUCTION .............................................................................................. 9
5. JUSTIFICATION ........................................................................................... 11
6. CONCEPTUAL FRAMEWORK ....................................................................... 15
   6.1. Classroom Management ........................................................................ 15
   6.2. Teaching Vocabulary ........................................................................... 17
   6.3. Disruptive Behavior ............................................................................. 20
7. METHODOLOGY ............................................................................................ 23
   7.1. Context .................................................................................................. 23
   7.2. Setting .................................................................................................... 24
   7.3. Participants ........................................................................................... 24
   7.4. Population Impacted ............................................................................. 25
   7.5. Teachers Role ....................................................................................... 25
   7.6. Planning ................................................................................................ 25
   7.7. Implementation ..................................................................................... 27
    Photo No. 1. Activities of Total Physical Response: Simon says .................. 28
    Photo No. 2. Activities of Total Physical Response: Hot potatoes ................. 28
    Photo No. 3. The implementation of visual material: Numbers. .................... 29
    Photo No. 4. The implementation of visual material: Animals ....................... 29
    Photo No. 5. Memory game with vocabulary learned in class. ..................... 30
    Photo No. 6. Flashcards used in the memory game. .................................. 30
    Photo No. 7. Worksheet used for animal’s name and numbers ..................... 31
    Photo No. 8. Worksheet used for matching activity. .................................. 31
| Photo No. 9 | Worksheet used for word search for vocabulary | 32 |
| Photo No. 10 | Worksheet used to write the vocabulary from the city map | 32 |
| Photo No. 11 | Evidence of learners good and bad points according to their behavior | 33 |

8. RESULTS ........................................................................................................... 34
   8.1. Description .................................................................................................. 34
   8.2. Professional growth ..................................................................................... 33
   8.3. Classroom management ............................................................................... 36
   8.4. Personal growth .......................................................................................... 37
   8.5. Students response ....................................................................................... 38
   8.6. Students reactions ....................................................................................... 38
   8.7. Students attitude ......................................................................................... 40
   8.8. Students negative attitude towards the activities ..................................... 41
   8.9. Linguistic outcomes ................................................................................... 42

9. IMPLICATIONS .................................................................................................. 46

10. LIMITATIONS .................................................................................................. 49

11. CONCLUSIONS .................................................................................................. 51

12. APENDIX .......................................................................................................... 53

   In-servers teachers’ interview ........................................................................... 53
   Students’ grammar mistakes ............................................................................. 54
   Lesson Plan #1 .................................................................................................. 55
   Lesson Plan #2 .................................................................................................. 58
   Lesson plan #3 .................................................................................................. 62

13. REFERENCES .................................................................................................... 68
Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups

1. ACKNOWLEDGEMENTS

Through this whole experience as pre-service teachers we have become more aware of the challenges that we will have to face in our professional life, but also we have been learning how to fix and to deal with those professional challenges that emerge when teaching take place in a real context. Moreover, as future teachers we realized what is our role in the society, the education field and in the students’ learning process.

This important goal would not have been able to achieve without the support, advice and guidance received from our families, friends and teachers. But most importantly we want to thank God for permitting us to work and finish this amazing process that makes us grow as teachers to be but also as human beings.

Finally, we want to thank all the people that directly or indirectly helped us in this project, to the Licenciatura en Lengua Inglesa professors who accompanied and strengthen our learning process with their knowledge and guidance; we also want to express an exhaustive thankfulness to our tutor Dolly Ramos Gallego for her persistence, patience and collaboration in the development of this classroom project. Last but not least, to our families who were the promoters and motivators to conclude this project thanks to their efforts, hard work and commitment to make possible the successful accomplishment of this important project to our lives.
2. ABSTRACT

This classroom project meant to implement teaching strategies and techniques to increase the students’ vocabulary knowledge through minimizing disruptive behavior in a second grade course of forty two students from Jorge Eliécer Gaitan School in Pereira. It emphasizes the value of vocabulary in the learning process of a new language, which most of the time it is affected by students disruptive conducts that interferes with the development of the lesson and do not allow the acquisition and practice of the target language.

The project is developed under the influence of some authors specialized in English language education, whose contributions allow us to build a theoretical support and a structured implementation where the results were very significant for the purpose of this work since some important outcomes about teaching vocabulary were grasped in order to improve the implementation of this project. Additionally, the results of applying the strategies and techniques to maximize vocabulary learning avoiding disruptive behavior let us identify what should be done and what not planning language lessons, if it is pretended that a large group recognize how words work in real contexts.

Given the above, it is essential to stress the importance of teaching vocabulary with communicative purposes throughout planning different teaching strategies that engage the students in the classes, making them to be distant from disruptive conducts.
3. RESUMEN

Este proyecto de aula tiene como intención implementar estrategias y técnicas de enseñanza para incrementar el conocimiento de vocabulario en los estudiantes minimizando las conductas disruptivas de cuarenta estudiantes en grado segundo de la escuela Jorge Eliecer Gaitán de Pereira. Este proyecto se enfoca en la importancia de la enseñanza vocabulario en el proceso de aprendizaje de una segunda lengua el cual la mayoría de las veces se ve afectado por comportamientos disruptivos que dificultan el aprendizaje y practica de nuevas palabras, interfiriendo también en el desarrollo del lenguaje de los estudiantes.

El proyecto es desarrollado bajo la influencia de algunos autores especializados en la educación del idioma inglés, cuyas contribuciones nos posibilito crear un soporte teórico y una implementación organizada donde los resultados fueron muy valiosos para el propósito de este trabajo ya que algunos de ellos relacionados a la enseñanza de vocabulario en un segundo idioma fueron tomados durante la implementación de este proyecto para su perfeccionamiento. Además, los resultados de aplicar las estrategias para maximizar el aprendizaje de vocabulario mientras se evitan los comportamientos molestos, nos ha permitido identificar que debe hacerse y que no a la hora de planear clases en otro idioma, si es pretendido que un grupo numeroso reconozca como las palabras funcionan en contextos reales.

Teniendo en cuenta lo anterior, es fundamental resaltar la importancia de enseñar vocabulario con objetivos comunicativos a través de la planificación de estrategias de
Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups

enseñanza que atraigan la atención de los estudiantes en las clases, alejándolos de las conductas disociadoras.
4. INTRODUCTION

This classroom project took place in a public school located in the metropolitan area of Pereira, Colombia in a second grade group with forty two students. This project was developed by two pre-service teachers with the purpose of exploring and contributing with teaching strategies to facilitate the teaching of English vocabulary. In addition, the techniques implemented in this paper allowed teachers control discipline in large groups and avoided disruptive behavior in the classes, those techniques helped to improve the students’ language learning process particularly in the learning of new words.

In the following project, it is explained what and why we chose to work with the teaching of English vocabulary through the implementation of classroom management strategies to avoid disruptive conducts in the classrooms in order to maximize and support the vocabulary learning; we are going to support our thoughts and considerations with suitable points of view from varied researchers from the education field. Then, it is provided a theoretical frame from some authors which contributed strongly to support the three essential concepts of this work; Classroom Management, Disruptive Behavior and Teaching vocabulary, establishing reliable information towards what it was pretended to do in order to impact positively the education field and most precisely the teaching of English as a foreign language. On the other hand, it is also presented how the collection of data worked in the achievement of the classroom project objective based on reflections, observation reports and interviews. In this paper is also set who were the participants of this project giving a deep look towards their context and setting. Additionally, it was included a reflection about the planning and implementation of this project commenting what activities were used and how they worked.
This way, it is also provided an analysis format in which we reflected about different educational perspectives such as professional development, student’s response and linguistic outcomes; as well the previous format give evidence of important information about what limitations affected in the development of this project, what implications and considerations this work brings for the future of teaching and some conclusions that could help to shape a good method of teaching a foreign language.

In the end, this project evidence many valuable conclusions about the implementation of teaching strategies to help teachers in solving difficult situations that sometimes arise in the classroom and affect the learning environment, this document can be as a teachers’ guide to be aware of the students’ needs and to find strategies and techniques to fit those needs.
5. **JUSTIFICATION**

The focus of this classroom project is to know the impact of increasing the range of foreign language vocabulary in primary students through the implementation of classroom management strategies; those strategies also help to avoid disruptive behavior in the foreign language classroom since learners are concentrated in vocabulary learning. The project is implemented with second graders from an elementary public school located in Pereira city in an academic period of the scholar year. In connection with our professional development, this project is focused on maximizing mostly the learning of a foreign language lexicon guiding the foreign language lessons through the implementation of different classroom management strategies. The use of classroom management strategies also allow us to manage another important fact which is common inside the classrooms; the disruptive behavior, which affects negatively the students’ learning process. This project is supported by the use of classroom management techniques such as body language in order to establish a good rapport with the learners and create a positive learning environment in the classroom.

Cameron (2001) expressed that children who are beginners of a foreign language are still building their first language vocabulary, which should be connected with their contextual development; consequently, for planning and teaching a foreign language, English teachers need to take into account the learners’ mother tongue and background knowledge in order to recognize what could work and what could be problematic for children. The author also argues that young learners are capable of learning new language words through participation in classrooms activities, if the activities are centered in what learners can do with it in every session. As beginners, it takes a lot of time to learn new
words; the teachers should work under the use of the same words in the variation of activities to make the process cyclic and thus more affective. This project is thought mostly in the teaching of English vocabulary through the use of classroom management strategies, those strategies refer to activities such as games or seating arrangements where vocabulary would be familiar to learners. Therefore, the lack of teaching strategies is the problematic issue that teachers are currently having in teaching, since teachers are overusing methodologies to guide sessions, and this is leading a decrease in motivation to learn a new language from the students.

Nowadays, public schools in Colombia have foreign language classrooms compound by more than forty students; consequently it represents an overpopulation of learners per classroom, which could affect the learning of a second language since teachers are not prepared to guarantee that the lessons run smoothly. Current teachers should not only be prepared for planning lessons, but they also should be willing to provide clear instructions through the use of different technique such as body language and voice projection since knowing how to manage more than twenty five learners is a challenge which could benefit the students learning process towards a foreign language.

Classroom management is how teachers named those abilities that teachers should improve in class, in order to control large groups and avoid disruptive behavior. In the classroom management area Burden (2004) established that classroom management involves the teacher’s actions to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. Additionally, the author considers that classroom management is the perfect tool to avoid the disruptive behavior inside the classroom given the fact that the techniques and strategies such as using
gestures, signs and tone of voice set the learners in an educational environment where the focus is on acquiring foreign language vocabulary through providing an appropriate input. Exploring different alternatives of classroom management techniques is the key to identify what options are more efficient to work with young learners in their vocabulary learning, since avoiding disruptive behavior in the foreign language sessions it will raise considerably the students jargon.

The other emphasis of this project is the disruptive behavior, which are the actions that hinder the development of the foreign language classes from the teaching point of view. In this proposal, it will be attempted to avoid this problematic situation by applying the concepts about teaching vocabulary and classroom management which allows maximizing the learning process inside the classroom Veiga (2008) describes disruption as the transgression of school rules, troubling learning conditions, teaching environment or relationship with school. The term disruption or disruptive behavior is commonly linked to social relationship abilities, affective adaptation and medical diagnosis. Moreover, the author considered that it is necessary a psychological study of models in disruptive behavior since it will allow the identification of possible indicators considering the troubles that disruptive behavior can cause. On the other hand, the importance of identifying all the factors that cause disruptive actions inside the classes will give teachers the chance of controlling and monitoring effectively the groups, it does not matter the amount of students.

Disruptive behavior are uncooperative actions that hinder the teaching and learning of a new language; doubtless this behavior is the main problematic issue inside the foreign language classrooms inasmuch as it affects the performance of teachers and students in terms of language use. According to Hardy (2015) behaviors impact in the vocabulary
learning process due to it was found in her study that there is a directly relationship between behavioral problems with lower vocabulary output by the students; furthermore the students with behavior problems will have a limited progress even when high participation take place during the classes. How to deal with this difficulty, it is what teachers in development are not prepared to face in their professional career, most future teachers do not know how to manage techniques or strategies to control indiscipline even when the groups are small. One of the goals of this project, it is to provide the most of disruptive behavior situations faced with young learners since it is very important to reflect on what other teachers will have to encounter on a future and it is also important to contextualize them on what actions they could possibly take in order to avoid disruptive behavior in the classrooms and increasing the students’ vocabulary learning skills towards a new foreign language.
6. CONCEPTUAL FRAMEWORK

The purpose of this paper is to provide a solid theoretical reference of this classroom project; three concepts will guide the development of this study. Classroom Management, which refers to the implementation of a set of strategies in order to create a positive class environment in which learning can take place, it will be explored through the contributions provided by Yarbrough (2000), Harmer (2007) and Oliver and Reschly (2007). Additionally, the students’ inappropriate attitude towards language learning lessons will be covered as Disruptive Behavior and it will be explained based on Veiga (2008), Mcphere, Alastair and Craig (2009), and Marais and Meier (2010) ideas on the matter. Finally, Teaching Vocabulary, considering the strategies and techniques used to impact the learning of a foreign language; it will be explained based on the ideas from Harmer (2011), Nation (2001) and Linse (2005). At the end of each theoretical concept, a definition will be presented, and its influence on the research study will be discussed. The concepts mentioned previously are all related to the use of strategies to maximize the language learning of vocabulary, it is expected that the connection of these concepts could foster the creation of new methods and approaches towards the language learning regarding the varieties that education face day by day and the differences between education systems.

6.1. Classroom Management

It is important to highlight that classroom management composes all the aspects that teachers have to practice inside the classroom in order to create a good learning environment. In general terms, classroom management refers to the techniques that teachers
Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups

use for their classes, attempting to ensure that learning and the development of the class is not affected by the students’ behavior.

Based on Yarbrough (2000) in his article about classroom management, he cited Burden (2004) who states that classroom management is one of the most essential skills to become an effective classroom teacher. Teachers, who possess the ability to manage their classrooms, are able to create an environment where learning is the central point. As teachers, it is important to provide learners with a good learning environment in order to develop the knowledge acquired, regarding the subject and improving our teaching abilities; in this case being aware of our own process as teachers and taking feedback of our performances in the classroom.

Bearing this in mind; some authors consider that classroom management refers to the teachers’ roles inside the classroom and events that take place in it. According to Harmer (2007), the author suggests some aspects to take into consideration when teachers are in the classroom. One of the most important aspects related to classroom management it is the teacher’s role in the classroom; the use of the students’ mother tongue in class, how teacher should move around the classroom and how close or far from our students teacher should be. Additionally, the author also mentions the importance that our voice projection has in the classroom since our voice is the first input that our students have from us as teachers. Taking into account the importance of all of the aspects previously mentioned, there are several items which teachers have to consider when they plan their classes as the lesson plan itself of the content and information to be taught is not enough for the development of a class; teachers need to be aware of all of the situations that could affect the class progression. They should also have a plan B in case that any problem arises as
Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups

well as to have different activities to implement in order to have an effective classroom management.

In order to have an effective classroom management teachers have to consider disciplinary aspects. Oliver and Reschly (2007) in their book: Effective Classroom Management states that if teachers aspire to get positive effects or results in their teaching, they have to examine their classroom management skills as well as the disciplinary issues evidenced in their classes. Sometimes, it is not a matter that teachers have to prepare lesson plans taking into account aspects of movement, voice projection, and proximity; in addition it is very important to acknowledge aspects such as the students’ needs and behavior. Teachers must be able to attend the students’ needs in order to support the students’ language learning process; reinforcing new vocabulary as well as implementing enjoyable activities for students and using authentic materials to avoid disruptive behavior.

On the other hand, this concept is relevant for this project since it allows teachers to search and implement all the tools useful to create a good learning environment. The educative environment is very important since subjects such as vocabulary can be learned in a joyful and participative way, allowing students to practice and interact with the language learned through games, activities, etc.

6.2. Teaching Vocabulary

It is important to consider that students regularly need to be exposed to vocabulary while they are learning a new language since they should increase their lexical range identifying how words are used in real life context. For that reason vocabulary learning is an essential part for any language learning process, and its expansion could be successfully
achieved by students according to the strategies managed by their teachers. Harmer (2011) agrees with the idea of exposing the students to how words really work in a natural environment, given the fact that the learning of new lexicon is closely related to how teachers explain those words. Furthermore, it is important to recognize the way in which teachers present vocabulary inasmuch as those strategies should be planned and implemented using real material such as texts and audio to allow students see and listen to words in communication. Regarding the previous considerations related to the teaching of vocabulary, some concepts about reading techniques can contribute to the students’ vocabulary learning. Biemiller (2003) discusses that although there is a high influence of readings in learners’ range of vocabulary, the range attained by the learners is closely related and dependent on their interaction with their parents. In such a way teachers should consider the reading skill in the planning of the classes in order to intensify vocabulary learning through the association of words to real life contexts.

A foreign language can be taught naturally or systematically, both are valid if learners learn how to use words for communicative purposes. According to Nation (2001) vocabulary should be exposed following learning goals, which allow the teachers to use the language as they want to do in their classes. In addition, this strategy supports the teachers to determine how much vocabulary needs to be learned in a course, considering that a language is composed by plenty of words and not altogether can be taught at the same time. On the other hand, it is also thought the query about what words are required to use in another language, highlighting that language learners must have a good knowledge of very large number of words. For this reason, the author proposed to divide the words taught
Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups

According to their frequency with the intention of exposing the learners to the running words in spoken and written texts and thus facilitate the acquiring of plenty lexicon.

Following the ideas about planning vocabulary in the teaching of English, it will be also considered the requirements needed to be successful with vocabulary instruction. As students relate their language learning process with concepts acquired in other contexts, it is significant to mention that teachers must plan vocabulary to be taught based on their students’ needs and the teaching goals. According to Linse (2005), the author considers that students need exposition to direct instruction as a way of exploring vocabulary under formal methods of teaching, in order to recognize meanings such as pre-teaching vocabulary. In addition, it is also recommended to use the indirect instruction, in which teachers use strategies to facilitate the students figure out the meaning of words by themselves. On the other hand, the success of using these two strategies does not rely on how they are used; it also relies on the kind of vocabulary and the contexts that students are exposed to.

The previous discussion about what strategies should be implemented to have an effective teaching of vocabulary provides a lot of significant insights towards what considerations teachers must have at the time of planning a class where the focus is learning new vocabulary. In the learning process of knowing a new language, the students should be familiarized with plenty words and learn how to use them effectively in real contexts; the teachers’ role is to make very pleasant the acquisition of that knowledge through the implementation of varied strategies that allow impacting positively in the students language process, in addition the students will benefit from those strategies since
they are planned considering the students’ needs and teachers goals which motivate students to learn more each time.

6.3. Disruptive Behavior

Disruptive behavior refers to all misbehavior that a person has in a specific moment. According to Veiga (2008), the author describes the term disruption as a transgression of school rules and negative actions performed by the learners which eventually may affect the learning conditions, teaching environment and the students’ relationship in class. As teachers it is important to identify students who exhibit disruptive behavior when it is evidenced in class; in addition it is important to determine all the factors that may be leading the students to perform in such a disruptive way as often disruptive behavior is sternly connected with the students’ age and external aspects that are related to their personal environment.

Taking into consideration the information previously mentioned Alastair et al. (2009) state that disruptive students have become a problematic issue which is extensively recognized in many different educational institutions since this affects directly the development of the lesson and the achievement of the class goals. The authors also mentioned that one of the causes of the students’ disruptive behavior is the social context where they develop their personality, values and behavior; taking as a model what they incorporate from their family, the place where they live and why they bring to school all those aspects to perform in class. However, there is a big problem when teachers cannot identify the reason and origin of students’ disruptive behavior due to the lack of information provided by the school about the students’ context since it may be their context
the reason why students behave in a negative manner and finally affect the development of the class.

Marais and Meier (2010) state that learners who exhibit disruptive and disciplinary problems have grown in an unbalanced environment and it is difficult to control or deal with them during the teachers’ first years of teaching making it a difficult practice for them since they do not have any previous experience in dealing with these kind of disciplinary issues. Furthermore, it is also described that teachers are becoming distressed about the rules that every school implement in their primary courses, and mention that teachers used to consider old methods such as writing notes about the students’ bad behavior as alternative to control discipline issues, nevertheless new teachers actually are creating new ways to deal with the disruptive behavior leaving behind the old methods such as corporal punishment or reports replacing them for games and fun activities.

In this classroom project we refer to disruptive behavior as the attitude that some students have in class and hinder the good development of the lessons and disturb the classmates learning process. This is why this concept is relevant for this project since teachers need to seek, learn and apply new strategies with the purpose of controlling the disruptive behavior inside their classroom to involve students with a positive learning environment.

In the end, it can be expressed that the concepts presented in this document are vital for this classroom project since it allows a discussion about what strategies teachers use in class to maximize the learning of English vocabulary and how those procedures also helped to avoid disruptive behavior. After that, teachers must be aware about their teaching
Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups

process, taking constantly feedback of their classes with the purpose of improving classroom management skills for future, thus improve the disciplinary conditions that make more comfortable the teaching of English vocabulary and raise awareness in the students about learning a new language without needing of interfering and disrupting the classes.
7. METHODOLOGY

This section contains a description of how this project was performed, analyzing the context, setting, participants, design and application. In addition, it also contains some evidences about the implementation process.

7.1. Context

This classroom project was carried out in a public school located in the coffee area of Risaralda, Pereira. This school is called Jorge Eliecer Gaitan. The teaching of English at this school was oriented by the in-service teachers in charge of the groups and whose responsibilities were guiding the entire math’s for the all the primary grades. As well, in the Jorge Eliecer Gaitan School the English subject has not been guided with the use of the standards provided by the National Education Ministry (Guia n° 22).

Giving a brief description about the English curriculum of the school; the school’s schedule for the English class is organized by the teachers dedicating approximately 2 hours per week but these hours were increased given the fact that the pre-service teachers guiding the pedagogical practicum demanded for 2 sessions of an hour each in different days. On other hand, the school has one in service teacher to guide all the subjects in the specific grades. The in-service teachers’ profile can be described as traditional for the English teaching; based on an interview done by the pre service teachers before starting the data collection, it was detected that the in-service teachers did not use any educational principles to guide the English classes since some of them claimed that they did not have enough time to read nor plan their English classes. For this reason it was evident that there was not an inclusion of the standards in the English classes.
7.2. Setting

Based on an observation done by the pre-service teachers in the area near the school, it was possible to arrive to the conclusion that the students’ socio-economic status was low as most of them came from the neighborhoods located near to the school and this area is classified by the Oficina de Planeación as having a low (socio-economic status), where humble families live and which do not have good economical capacity.

This issue could not allow them to be focused on the sessions as the learners usually faced problems such as the lack of food and lack of money for transportation to the school. Therefore, the students did not have enough energy to work in class and they could not be focused on the lesson and when asked by the teachers individually the reason why they were not paying attention to the lesson, the students answered that they were hungry or that their parents could not buy them the materials for the lesson. Additionally, most of the neighborhoods where they came from were places affected by social problems as drug addiction and gangs. Therefore, this situation led to several discipline problems as well as a lack of concentration. Another factor that was evident in these second graders was the fact that some of the students were receiving psychological sessions and familiar therapy and also some were medicated.

7.3. Participants

This classroom project was carried out in a public primary school, the participants of this project were two groups; the first group was two pre-service teachers of the
Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups

*Licenciatura en Lengua Inglesa* from the Universidad Tecnológica de Pereira and the second one was a group of 42 students from the second grade.

7.4. Population impacted

The first group was 2nd graders within an average of age ranging between 6 to 10 years old into a group of 42 students per classroom. The group level was beginners, but they did not exhibit a good knowledge about English as a foreign language on the grounds of the fact that they evidenced a lack of vocabulary related to their environment; vocabulary such as places numbers and colors.

7.5. Teachers’ role

The second group of participants was about two students from the Universidad Tecnologica de Pereira who were developing their Pedagogical Practicum in this school with a second grade. They were in the 9th semester of *Licenciatura en Lengua Inglesa* and by the time this classroom project took place, their roles were as facilitators of the lessons, observers and designers of the didactic unit classes and assessment alternating the roles per class and sometimes per week in order to vary the methods and to develop teaching skills.

7.6. Planning

For this classroom project several factors were taken into account at the time of designing the lessons, all of these considerations were related to the age and language level of the learners, and the materials selected for pre service teachers. Some of these aspects emerged while practitioners were developing the practicum sessions given the fact that it
was required to explore pleasant activities and strategies to create a good learning environment for avoiding disruptive behavior and keeping students focused on most of the sessions. The following were the principles that the pre-service teachers took into account in order to plan and design the lessons.

1. Activities related to total physical response (TPR) were implemented to get students focused on the lesson in order to control disruptive behavior. Based on Slattery and Willis (2001) the total physical response can be used with children of any age or grade since it allows us to wake up or just to change into another activity when students have been doing the same for a long period of time and this allows teachers to keep the students attention in class. However, pre-service teachers need to be careful to not overuse these strategies when facing students with different profiles in order to control the indiscipline acts such as; competition of silence, good or bad points by lines, change bad point for good points.

2. The materials used for the classes were markers, flash cards, speakers and the board. This material was used in order to get students attention and change the traditional method of teaching English. In the article Learning Words by Cameron (2001) the author argues that children need to see the words that they are learning in different context and in different ways; that means oral, written, spoken and with a graphical representation of the word (drawings) as a way to recycle vocabulary.

3. Some activities to settle and stir the students were used in specific moments of the classes, for this reason the pre-service teachers had to look for different activities to try and get students to focus on the activities. Hallowell (2001) states that we have to be realistic about our lessons and take into account two aspect of the lesson that are
settle/stir factor and the involvement aspect which teachers should take advantage of and apply in their case for better results.

4. Voice projection and body language was a key aspect in order to have a better disciplinary control of the group. Brown (2001) states that the teachers’ voice as well as their body language sends the message to the children. He also mentioned that teachers need to be able to make themselves heard by the students who sitting in the back of the room. Hence, pre service teachers had to speak loudly, but they also had to do it clearly since young learners only learn when the message is specific.

5. Different disciplinary strategies were used in order to control discipline inside the classroom, such as: good and bad points for lines and games since it was discovered that teachers can take advantage of games and grouping activities. According to Wright, Betteridge and Buckby (1991) teachers can use games as a way of reviewing or as an instrument in order to make our students practice their knowledge with the games.

7.7. Implementation

In this part the designing of this classroom project will be supported with the evidence that was collected from the practicum sessions in which the language component was included in all the activities planned to be applied in the classroom project sessions in this case teaching vocabulary activities and strategies. The following are the different activities that pre-service teachers applied during their practicum sessions.
1. Activities of Total Physical Response (TPR) used in class:

- Simon says: the students had to obey and imitate the movements of the teachers, in which practitioners presented vocabulary and commands such as: raise your hand, sit down, clap, move around and others.

Photo No.1. Activities of Total Physical Response: Simon says.

Hot potatoes.
- Learning game in which the students had to say a word that they learnt from any previous class, for example, Colors (red, black), Places (school, library and house) etc.

Photo No.2. Activities of Total Physical Response: Hot potatoes.
2. The implementation of visual material into the activities of:

- Numbers: in this topic the learners received an image and they had to join the points and create the number outlined, then they had to write the name of the numbers if they recognized it.

![Photo No. 3. The implementation of visual material: Numbers.](image)

- The Animals: the students had to recognize the animals pasted on the board, and then they had to say it to the teacher and write the names below the image.

![Photo No. 4. The implementation of visual material: Animals.](image)

- Parts of the city: the pre service teachers drew a map on the board and wrote the name of some places; beside the names some numbers were written. The
Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups

purpose of the activity was that the students had an image with a number written and they had to put the image in the right place of the map guided by the numbers.

3. Settle and Stir activities:
   - Pre service teachers presented themselves, then the learners had to do the same exercise (my name is, I’m from, I’m …..Years old).
   - Say aloud the parts of the city, the animals, and numbers (in the memory game).

Photo No. 5. Memory game with vocabulary learned in class.

Photo No. 6. Flashcards used in the memory game.
Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups

- Doing plays: students had to guess the name of animals when other students were making mimic of a specific animal.

- Competition in the memory game: students had to use the vocabulary learnt in class to participate in the game saying the proper names of the animals, colors, places and numbers.

- They had to make a list with the animal’s names.

Photo No. 7. Worksheet used for animal’s name and numbers.

- Coloring and matching animals with their proper names.

Photo No. 8. Worksheet used for matching activity.

- Word search: the students had to look for words that were covered previously in the sessions such as colors, animal, numbers and places.
Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups

![Word Search](image_url)

Photo No. 9. Worksheet used for word search for vocabulary.

- Crossword: using the vocabulary from the city map, the students had to write the name of the place.

![Worksheet](image_url)

Photo No. 10. Worksheet used to write the vocabulary from the city map.

4. Activities with body language: teachers made examples of:
   - The presentation of themselves (name, age)
   - The song about happiness.
   - Imitations of animals in order to get the students to say the correct name.

5. Other strategy: giving the learners good and bad points according to their behavior during the sessions in order to motivate the learning towards foreign language
Photo No. 11. Evidence of learners good and bad points according to their behavior
8. RESULTS

8.1. Description

In general terms, students had a low social-economic status; they live in the area nearby the school, classified as a suburb in the metropolitan area of Pereira city. In this area students are exposed to violence in general such as robbery, family problems and drugs. On the other hand, the learners’ background knowledge was basically focused on the elementary subjects such as Spanish, math and science; even though, they had a serious lack of knowledge in those subjects; it was evidenced that they did not recognized words in the foreign language by their poor knowledge in L1.

About the students’ personalities, it was seen that they had a strong character given the fact that the students argued with every activity that the teacher proposed, and they did what they wanted to do without the teacher’s consent. They also challenged the authority and they were marked by hyperactivity, attention deficit, psychological therapy, and medical prescription. However, half of the group presented normal behavior. Therefore, the students were active participants and they were immersed on the development of the sessions in order to carry out the activities and exercises proposed for the class by the teacher.

8.2. Professional growth

As teachers in development, it is necessary to analyze and describe what worked and what did not work during the lessons where the data collection was carried out; in terms of challenges, material design, activities implementation and lesson planning. In the
practical session, the students showed a set of problems to learn a foreign language. It was very challenging for practitioners to deal with problems such as hyperactivity and attention deficit. In relation to these aspects, the most problematic issue was to manage the students’ behavior, especially when the practitioners intended to give instructions in class. Based on Utley (2002) the way in which students behave has a negative or positive impact inside the classroom on the grounds that learners have a tendency to provoke the teacher with statements such as “Yo no entiendo” “Que hay que hacer” “No me gusta el Ingles” “No me gusta el profesor” “yo se mucho Ingles” and “Yo no hago eso”, they did not develop the activities proposed in class since they were talking, walking and gossiping.

On the other hand, in order to avoid these behavioral problems, many kinesthetic activities were implemented during each session in order to keep the students focused; some activities such as hot-potato, Simon says, and songs were implemented in order to attract the students’ attention back into the development of the classes; these activities worked satisfactorily when the learners were distracted and they did not participate. On the contrary, the activities and exercises that did not work were some worksheets in which the learners had to do matching, coloring and solving of crosswords, given the fact the students complained that they did not like to do the worksheets possibly because the exercise was challenging.

Regarding the material designed and the activities implemented for the sessions, many posters, flashcards, and photocopies were implemented in activities such as matching and coloring; but these activities did not work appropriately, given the fact that the students’ response was negative and they show themselves reluctant to work with these kinds of materials. They liked to work with drawing exercises and word search exercises. According to Leitner (1972) the learner tried to recall the solution written on the flashcard.
If the answer was correct, the learner puts the card in the next group. However, if the students’ answer was wrong, the card was returned to the current group, which means they cannot progress to the next group of flashcards with more complex vocabulary.

Meanwhile, about the implementation of activities, Vygotsky’s (1978) concept of the zone of proximal development is based on the idea that growth is defined both by what a child can do independently and by what the child can do when assisted by an adult or a more competent peer. Therefore, the students were not used to work with the new activities proposed such as coloring, crossword and matching activities. The learners before the practicum had only worked with word search exercises almost all the time, the in-service teacher did not use different activities to work with them. In terms of lesson planning, it is important to clarify that the format used by practitioners to guide the practical sessions was provided by the professors in charge of the practicum. The format fulfilled all the necessities of the practitioner to guide a class. The lesson plan allowed the teachers in development to prepare the sessions and to be prepared to share what it was intended to teach.

8.3. Classroom management

The theory used for the classroom project was based in the concepts studied in subjects such as the professional development course and curriculum design. In these subjects, practitioners covered theory about classroom management, learning and teaching strategies, how to plan sessions and how to teach foreign language words. One of the teaching methods that was applied and worked well was Total Physical Response (TPR); it was used in activities such as Simons Says as warm up since it allows us to keep the
students focused on the vocabulary exposed in class such as verbs and body parts, Asher (1977) states that it is a natural way for learners to learn through teachers commands since it combines speech and actions. And the strategy that we applied and did not work as we expected was to arrange in a different way the students’ desks.

### 8.4. Personal growth

During the implementation of the classroom project, we dealt with several issues that we had never experienced before in the Licenciatura program. Once we had our first practicum class, we had the opportunity to improve our teaching skills such as classroom management, voice projection, working with large groups, etc.; these abilities were improved class by class handling new challenges that affected positively the practitioners’ professional development. In a social view, it is important to highlight that by the time the practitioners start their practicum sessions they should have a minimal knowledge about the population that they are going to impact, for example: age, social status, economic background and learners’ needs. This information could be obtained through observations and polls.

Going deep in the personal growth, the practitioners have improved their self-confidence if they had had contact with the learners, the learners’ family, and their social life. The practitioners acquired significant experience during this project in terms of addressing sessions in front of a classroom, guiding sessions for few children it is not the same as managing forty children between 6 and 10 years old. Taking into consideration our profession, the teachers and practitioners will always have many aspects or factors to improve such as time management, how to address instructions, voice projection, how to establish rapport with learners, or identifying students’ needs. However, the education is
constantly changing and the learners nowadays are more difficult to impact. Also, they develop new strategies to learn and the teachers must be prepared to control all the different characteristics that learner’s exhibit.

8.5. Students’ response

The participants of this classroom project are 2nd graders of the primary school previously mentioned. The group has a total of 42 students, and the average of age ranges between 6 to 10 years old. Additionally, the pupils belong to a low socio-economic status according to the information provided by the in-service teacher in charge. In terms of classroom management and implementation of the activities, the students’ reactions towards English classes were different and varied from time to time, for instance, in the lessons it was challenging to have students focus throughout all the sessions.

During the whole practicum the learners’ reaction towards the activities proposed for the class changed according to the tasks or exercises presented meanwhile their attitude also changed when the teacher or the practitioner required them to do assignments for the upcoming class. If the learners did not want to work with worksheets or exercises they did not hand them in. The students’ attitude presented during the class is much related to the theory by McGrath (1942) where the author states that attitudes are true indicators of behavior and that in general one’s actions are determined by their attitudes.

8.6. Students’ reactions

In 2nd grade two types of attitudes were evidenced. In terms of attitude half of the students showed a positive outlook in their English classes since they developed the
activities such as word searches, they asked the teacher for clarification when they did not understand a word or even the explanation of the instructions of activities and homework. However, the other half of the group presented a lack of positive attitude for the English lessons, they did not do the activities which they did not like such as exercises that involved matching activities; they fought with their classmates or they did other activities as drawing or leaving the classroom. For example, it was evidenced that students went to the back of the classroom and they did not make the passive activities since the activities were not those that the in-service teacher usually proposed (word search). In terms of working with those students who did not enjoy the activities, the teacher provided them with different activities as coloring images related to the lessons’ topic.

On the other hand, the students’ attitude varied according to the activities presented. In the passive activities the participation and work of the students was minimum, while in the active activities most of the learners increased their participation considerably and they worked in all the exercises proposed by the teacher. The teachers’ reaction and attitude towards those students who moved to the back of the classroom was that the teacher tried to change and proposed different activities, but when the students went outside of the classroom, practitioners had to inform the in-service teacher. Despite this, practitioners had to continue with the class in order not to lose the pace of the sessions and to perform the lesson plan as it was scheduled for the classes.

At this point, there are several components to consider when designing a class; in other words, teachers should continuously have a plan B such as taking into account several strategies to implement in the classroom to keep on controlling the behavior of the students. Activities should also be developed and implemented to prepare the students for a course
whether students are more exposed to these strategies or not, the result will be better and they can assimilate and follow the instructions.

Group-work should be designed taking into account the capabilities of the course; teachers should take advantage of these capabilities by designing good sessions and materials to help evolving a good environment to study, while taking care of no over using this technique since teachers also have to provide students with individual work. Teachers and practitioners should always aim to promote the achievement of the skills in their scholars, and they also should exploit their same skills as educators in order to transmit their knowledge to their pupils and make them do more of what they normally are able to.

8.7. Students’ attitude

In general terms, the students’ attitude towards the foreign language was well accepted since it is important that learners show interest in the subject guided. The interest shared by apprentices could facilitate the learning of the subject; additionally, the manner how the lessons are planned and taught by practitioners could be achieved during the course.

Some students were open and willing to participate in the English lessons as they enjoyed attending the classes and participating actively. This was evidenced when they developed the activities the teacher proposed without the need of the teacher to insist. Some of the activities proposed were completing worksheets, drawings, mimicking and doing role-plays. However, the students participated in activities such as which is the animal? Which consisted in imitating an animal through mimicking and the students had to guess which animal it was, only the students who liked English lessons participated in the
activity, they wanted to be volunteers and it was evidenced since they raised their hands in order to participate, they explained activities to their classmates when they did not understand, and some of them screamed out loud when they knew the answer to the questions.

Another activity where the learners were very active was a join point game which consisted of, the teachers asked the learners if they recognized the name of a particular number, then the learners went to the board and joined the points of the number that they said and they had to write the number in words; this activity was used by the teacher since students were learning to write the numbers. Moreover, the students demonstrated that they did not know the quantities and how to write them. For instance, pupils wrote numbers as they pronounced them; as an example: they wrote Juan instead of one.

8.8. Negative attitude towards the activities

In contrast, to the previous situation where students enthusiastically participated in the activities there were other students who did not enjoy them that much. Even though these were isolated cases in which some aspects were evidenced, students did not participate since they were shy and they did not like to participate in front of their classmates given the fact that the apprentices expressed that they did not know English and they did not know how to talk in this language. Therefore, the teacher asked learners why they did not participate in the sessions. Since learners answered that they did not feel comfortable speaking in front of their peers, the learners expressed that they recognized and identified the topics but they did not like to speak aloud in front of others.

The English subject in general and its activities (crosswords, matching) proposed for the sessions did not make students feel comfortable as they expressed things such as “yo
no quiero hacer esto” “esto no me gusta” or they started to draw on their books because they were not interested. This fact showed that the activities were boring for learners since the in-service teacher used to work with word search activities, but learners sometimes enjoyed this activity with preservice teachers because they learn vocabulary such as animals.

The constant change of attitude presented by the learners towards the activities and tasks allowed practitioners to recognize that apprentices did what the teachers asked them to do only because they had to. The learners did not worry about how good the work was handed and what the activities such as crosswords and word-searchers could contribute to the development of their vocabulary. This attitude could be associated with the theory published by Abu-Hilala, Abdelfattahb, Abduljabbarb, Marsh (2013) where they describe that students’ attitude vary in the school and their perception of the value of homework.

In terms of planning, the activities and topics were planned taking into account factors such as students’ needs, age, grade and profile. For that reason, in the planning of the lessons passive and active activities were used; for instance, the passive activities used were: matching the animal with his name and a crossword with the different parts of the city such as bank, school, library and park. In contrast the active activities implemented were memory games with animals and parts of the city; Also hot potatoes with numbers and the mimic “which is the animal?” as a way to recycle vocabulary previously taught. This activity allows the teacher to calm down the students and have a better control of the class; i.e. the students played Simon said or memory games with a particular topic and then they had a word-searcher activity. These kinds of activities were very useful since students with disruptive behavior were busy in the class.
8.9. Linguistic Outcomes

The implementation of this classroom project demonstrated that the practitioners’ work during the practicum sessions supported the learners to reinforce the knowledge previously covered in the English subject in the 1st grade elementary school. Furthermore, this innovation could support and clarify the misunderstandings with the content presented by the in-service teacher during the year in course. In other words the practitioners mixed the students’ previous knowledge with new knowledge to maximize language learning. Referring to the materials designed and implemented, the most useful classroom activities were principally worksheets and images to introduce vocabulary, and some songs which supported the practitioners to engage the learners on the lessons.

Worksheets were passive activities which were used during the practicum in order to allow the practitioners to assess the students in terms of writing. These kinds of activities allowed us to realize that some children had a lot of problems to acquire and to study the foreign language. Some of the problems identified were the lack of attention; this difficulty was identified in an activity in which the learners had to write the parts of the city on the board. Many learners wrote a lot of different words from the required assignments even if the practitioners explained more than twice this activity. This same problem was evidenced in some more activities; more than two explanations were required to explain every activity or task. At the same time, material for active accomplishments such as images, were used for memory games which were about 3 different topics and these images were previously used to introduce new language and to review vocabulary that students had previously seen (animals, colors and parts of the city).
Recycled materials were used in order to support the subject with activities and resources handled in class. The materials used during the data collection were varied during each session and throughout the whole practicum. Additionally, the resources were distinguished for being colorful, well designed according to the kids in terms of: size, wide and simple flashcards or content. On the other hand, the language and vocabulary were simple and accurate to the students’ language knowledge (A1 Principiante-Guia N°22 “El Reto”).

The materials implemented were flashcards, posters, boom box, worksheets, and images; the most of these resources were used and recycled during the whole practicum in order to activate knowledge and promote participation during the sessions. The use of images, flashcards, songs and posters was a successful method to get the students to focus on the lessons and those strategies activated the pupils’ attention in the vocabulary and topics presented. Moreover, the visual methods were considered in order to contextualize the learners, while the songs where used to develop kinesthetic activities by practitioners on the grounds of the fact that the learners in elementary schools are visual learners and they need authentic material according to the theory of learning styles (Fleming's VAK/VARK model).

Moreover, the students’ reactions to these kinds of activities were very acceptable since learners showed that they did not like English as foreign language but they developed the tasks and accomplishments proposed for each session. Even the pupils looked upset during the English lessons, most of the pupils accepted the corrections and feedback given by practitioners in the activities and exercises where they had to share knowledge about the topics presented. Furthermore, Practitioners evidenced that the problems to be focused on the lessons were not only for the English subject; according to the observation made before
starting data collection, in the other school subjects learners did not pay well attention to instructions and presentation of the topics; they were easily distracted even if the practitioners used pleasant materials for the students’ age.

On the other hand, the practitioners sometimes provided explanations in the students’ mother tongue and fifteen or twenty minutes later the learners were once again asking what they had to do. Additionally, in the activity of matching in the snapshot 5 (below) the students were asked to follow a sequence; they had to unite the picture of the animal with the proper name and then they had to paint it with and specific color (green, yellow, blue, etc). However, they first painted the animals with the color that they wanted and then they tried to join the image with the name. As a consequence, it was decided to give students instructions in L2 and L1.

In conclusion, the learners tried to participate actively in the sessions when they found it attractive, but the problem was their lack of attention when listening to explanations and following instructions; sometimes the use of colorful materials and striking activities did not help much to call the students’ attention. All actions, games and materials designed to be carried out in the sessions should be projected and created in order to improve foreign language jargon of the students as well as to cover student’s needs. Teachers should also implement everything that is planned for the sessions in order to distinguish what works and what does not work in to discard all the activities or strategies that do not allow students to shape up their English vocabulary during this project; on the other hand, the implementation of the planned also allows to evidence in the future if learners are acquiring the vocabulary exposed in classes.
9. IMPLICATIONS

Based on the results obtained in this classroom project; we as practitioners will provide some recommendations considering the impact of the practicum and the experience gained throughout the process. Teachers should take into account that when working with large groups and discipline issues the development of the sessions could be affected. Other considerations to work and evaluate in language lessons are professional development, Students’ response and Linguistic outcomes.

1. Professional Development

There are several components to consider at the time of designing a class, due to; teachers should continuously have a Plan B such as several strategies to keep students’ behavior under control inside the classroom. For example, if you are working with a worksheet and some students finish first is convenient to have different activities for those students in order to keep them focused on the lesson and avoid disruptive behaviors, the use of colorful materials and striking activities did not help much to call the students’ attention.

Settle and Stir activities should be developed and implemented to prepare the students for a class. These activities are characterized by involving fun activities or games to calm down and activate students with the language exposed in the sessions. When students are more exposed to this strategy, the students’ will achieve the outcomes progression in terms of vocabulary and they can assimilate and follow the instructions provided by the teachers.

On other hand, Group-work activities should be implemented in order to increase interaction with the foreign language, taking into account that the class does not have a good a proficient language level learners should be allowed to interact due to the fact that
this type of activity facilitates learners’ production. Group work helps teachers to provide learners with a good environment to study; however, teachers should be careful not to overuse this technique as they should also provide students with individual work.

Teachers and practitioners should always promote the use of the skills, in this specific project the use of learners’ basic vocabulary was increased and reinforced mainly in terms of their environment and their previous knowledge of English. As teachers we should also improve our teaching and language skills in order to bring significant knowledge to learners and make them do more than they normally are able to.

2. Students’ response

As teachers, we recommend being observers of our actions in classes in order to measure the students’ response to the strategies developed in class. In the classroom facilitators should go through multiple strategies in order to see what goes well or what does not, what students like and dislike. In addition, teachers should always implement different activities to identify the strengths and weaknesses of the students and thus work around these issues to promote language learning.

3. Linguistic outcomes

All actions, games and materials designed to be developed in the sessions should be projected and created in order to improve foreign language skills as well as cover students’ needs. Teachers should implement everything that is planned for each session in order to distinguish what works and what does not to work so that all activities or strategies that do not allow students to shape up in their language learning process could be discarded.
Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups

Considering that students react directly to the type of activities and materials that the teacher designs and uses in class; it is important to take advantage of the materials such as flashcards, posters and activities like games or competitions for students to promote participation in class and this may facilitate students’ linguistic outcomes since they feel comfortable with the content presented in the class. As teachers it is important to be careful not to overuse the same activities in classes as the students can get tired and lose interest in the activities or probably the whole session, teachers can recycle the material and language (vocabulary) from previous classes given the fact that it allows students language production and can make them use the vocabulary learned in class continuously.

Alternatively, it is proposed for those who like to study about this kind of topics that it is a good idea firstly to complement other works before creating one; there are a lot of works that needs extra information or being updated with different points of view and contributions. The fact of creating a project like this it is to propose new alternatives towards methodologies that can impact a large population.
10. LIMITATIONS

The purpose of this project was to implement classroom management techniques that reduce disruptive behavior as well as to promote vocabulary learning. In our experience as pre-service teachers in this classroom project, there were many challenging situations which interfered with the appropriate development of this project. These situations impeded with the implementation and development of the classes. Furthermore, other aspects were considered as limitations such as the lack of communication with the in-service teacher and the inclusion of the standards in the English as a foreign language lessons.

After starting the practicum sessions we experienced a lot of problems in terms of controlling a large group of 2nd graders; most of the students did not participate and they had different levels in the English language. Our lack of classroom management with large groups did not allow us to have an effective implementation of the activities designed for the foreign language classes, as a consequence a lot of time was wasted trying to develop those activities and making the students participate in class. Additionally, some of the classes finished without the achievement of the correspondent class goals, most of the classes were incomplete and the indiscipline prevailed over the inexperienced teachers.

Two other problematic issues identified were related to the lack of communication among the pre-servers, the in-service teachers and the principal of the school. The first issue was the lack of communication with the in-service teacher mainly in the lessons guided by pre-service teachers in which they included the foreign language teaching standards (Guia N°22-El Reto) provided by the Colombian Ministry of Education as a
guide to plan foreign language lessons in elementary schools. The dilemma was that the in-service teacher asked not to include the standards in the classes because he did not implement it in his classes; therefore, the pre-service teachers had to re-do or reconsider the planning of the lessons by taking out the standard by not complying with the standards established by ministry of education. The second issue was that the principal of the school did not notify pre-service teachers when students did not have to attend to regular classes, as a result many classes were impossible to recover because of time constrain. Due to this issue, a lot of time and money were wasted in transportation and planning the lessons.

In conclusion, it was complex to put into practice all the educational techniques and strategies that we planned to implement in this project since the theory is totally different to the real context, in fact the real context had more challenging situations as it was anticipated. Some of these situations could be anticipated, but most of them were necessary to learn as in the teacher in development process it is necessary to explore how to handle problematic situations and find quickly solutions to solve them.
11. CONCLUSIONS

The conclusions of this classroom project were drawn from the results and analysis of the implementation carried out, in which the focus was our professional development, linguistic outcomes and the student’s response. Some of these perspectives allowed us to reflect about the way this project may contribute to the education field and our personal and professional growth and what learning issues can be approached from the problematic situations dealt with in this classroom project.

The purpose of this classroom project was to increase the vocabulary learning knowledge in primary students through the implementation of several classroom management techniques that also minimize disruptive conducts inside English language lessons. Some of the techniques used to avoid the disruptive behavior were Activities of Total Physical Response (TPR), Settle and Stir activities and body language activities which aid the pre-service teachers to have a good management of the group and to evidence an increase in students’ good behavior and an academic improvement in the students’ grades. In addition, the implementation of these strategies increased students’ participation, their willingness to develop the tasks and accomplished the goals proposed for the classes.

On other hand, from the linguistic point of view this project impacted the students’ language learning process since the learners acquired and learned English vocabulary through the implementation of different teaching strategies to increase lexicon knowledge, some of the strategies were mainly based on the use of authentic material and didactic games with the purpose of recycling vocabulary each time classes took place. Thus, it is
Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups

important to say that this strategy allowed students to have enjoyable lessons improving frequently their vocabulary range about specific topics such as greetings, numbers, animals, colors and parts of the city.

As for the students’ responses to the use of classroom management techniques, their reactions varied for the reason that there were techniques that worked better than others such as group-work. Additionally, all classes showed evidences of positive and negative situations that took place in the sessions such as how the students’ behavior varied when classroom management strategies were implemented, how the students’ language skills with English improved and how learners benefit from the vocabulary learnt when classroom activities took place. The teacher should judge all those concepts and take advantage of all these evidences as much as possible even if they are negative, to identify how those problems can be resolved through planning activities and learning strategies.

Finally, the analysis of the project evidenced that the students were focused, paid attention and participated in most of the classes even though there also were medicated students in the classroom which were high distracting references. They also joined the activities, games and tasks facilitating the learning of new English vocabulary thus there was a nice and safe environment of the class. The previous facts were successfully accomplished due to that the teachers’ desire to implement the strategies to minimize disruptive behavior, which aided to increase the students’ attention using the language learnt in most of the classes, considering the students’ attention spans as a source of learning.
12. APENDIX

1. In-servers teachers’ interview.

Entrevista realizada al director de segundo grado de la Jorge Eliecer Gaitán

RP= Respuesta del profesor

1. ¿Cuántos lleva enseñando?
   PR/ ¿la verdad? Muchos. Ya estoy a puertas de jubilarme me faltan solo dos años.

2. ¿Qué herramientas emplea al momento de planear sus clases o actividades?
   PR/ ninguna por lo general miro que tema tengo que dar lo escribo en el tablero si es vocabulario y uso la misma actividad para enseñarle sopas de letras ya que a los niños les gusta o colorear.

3. ¿Qué sabe usted sobre los lineamientos para enseñar Inglés que están en la guía 23 de la enseñanza del Inglés?
   RP/ no sé nada; como no soy profesor de Inglés no suelo usar ese tipo de guía yo hago lo que puedo y lo que sé hacer con los temas no me apoyo en ningún documento.

4. ¿Qué estrategias suele usar para controlar el mal comportamiento de sus estudiantes?
   RP/ como ustedes se pueden dar cuenta este grupo es muy disperso, numeroso y si a eso lo sumamos que hay niños medicados la verdad es muy difícil controlar la disciplina. Por lo tanto lo único que uso es un pío o poner anotaciones en el cuaderno cuando ellos se portan mal
2. Student’s evidence of grammar mistakes
Lesson plan #1.

<table>
<thead>
<tr>
<th>INSTITUTION:</th>
<th>Jorge Eliecer Gaitán</th>
</tr>
</thead>
<tbody>
<tr>
<td>NAME OF THE PRACTITIONER:</td>
<td>Katherine Mosquera and Jhonathan Pineda</td>
</tr>
<tr>
<td>GRADE:</td>
<td>2</td>
</tr>
<tr>
<td>ROOM:</td>
<td>02</td>
</tr>
<tr>
<td>TIME TABLE:</td>
<td>55 minutes</td>
</tr>
<tr>
<td>LEVEL OF LEARNERS (CEF):</td>
<td>A1</td>
</tr>
<tr>
<td>NUMBER OF LEARNERS:</td>
<td>42</td>
</tr>
<tr>
<td>AVERAGE AGE OF LEARNERS:</td>
<td>7-10</td>
</tr>
</tbody>
</table>

GENERAL DESCRIPTION OF THE CLASSROOM:

- It is a big classroom.
- There are 3 big windows that are along the left wall.
- There is a 1 door.
- There is a big board.
- The classroom has not enough light.
- There are 42 student’s desk and the desk for the teacher.

PROFILE OF THE LEARNERS:

- Previews knowledge about basic vocabulary (Animals, parts of the house, parts of the city, article THE, objects, greetings).
- A1 Level (Guía No.22 Estándares Básicos de Competencia en Lenguas Extranjeras).
- Spanish as mother tongue.
- From a middle and low socio-economical level.
- 3 students that are “desescolarizados” by psychology’s recommendations.
- Some students with low levels of concentration.
- Some learners are authoritarian; they do not follow instructions and confront the highest figure of authority.

**GENERAL OBSERVATIONS:**
We observed just one class of this group, a mathematic and part of Spanish class, and we could notice:
- There are lot students.
- High level of misbehaviour.
- Authoritarian students.
- There is not enough light at the classroom.

**LESSON PLAN**

<table>
<thead>
<tr>
<th>Date of the class:</th>
<th>Class Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, September 24(^{th}), 2013</td>
<td>01</td>
</tr>
</tbody>
</table>

**AIM:**
At the end of the lesson the learners will be able to follow ground rules of the classroom, to know the teachers rules and present their selves.

**Estándares Básicos de Competencias (MEN):**

**Estándar General**
Comprendo el lenguaje básico sobre mi familia, juegos y lugares conocidos; si me hablan despacio y con Buena pronunciación.

**Estándares Específicos**
- Escucha:
  - Entiendo cuando me saludan y se despiden de mi
  - Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.

- Lectura:
  - Identifico palabras relacionadas entre sí sobre temas que me son familiares
  - Relaciono ilustraciones con oraciones simples.

**Indicadores de logro:**
- Reconozco los saludos y las despedidas en inglés.
- Partiendo en las actividades propuestas demostrando que entiendo lo que el profesor me indica.
- Identifico el vocabulario que me fue enseñado en clase.
- Identifico palabras claves que me ayudan a reconocer estructuras simples
Assumed Knowledge:
- Basic vocabulary
- Animals
- Parts of the house
- Parts of the city.
- Article “THE”
- Objects
- Greetings

Materials:
- Markers
- Posters
- Prizes
- Speaker
- Flash cards

<table>
<thead>
<tr>
<th>DAY/STAGE ACTIVITY/TIME</th>
<th>PROCEDURE</th>
<th>TEACHER AND LEARNER ACTIVITY</th>
<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warm Up (7’)</td>
<td></td>
<td>Teachers are going to give students instructions. Raise your hand. Stand Up. Move your body. Stop your body. (During this short period of time while students are still teachers are going to organize students’ chairs). Silent. Sit down.</td>
<td>Students do not understand vocabulary. Teachers explain with body language what to do; if it is necessary use of L1.</td>
<td></td>
</tr>
<tr>
<td>Ground Rules (10’)</td>
<td></td>
<td>One of the teachers is going to present the ground rules, while the other writes them on the board. (Spanish is going to be use if it is necessary to explain the ground rules)</td>
<td>Students’ misbehavior.</td>
<td></td>
</tr>
<tr>
<td>Teachers Introduction (5’)</td>
<td></td>
<td>Teachers are going to do a short conversation in which they are going to greet and introduce their selves (greet, name, age and nationality).</td>
<td>Motivate students with prizes. (candies and extra points to make them pay attention and well behaved)</td>
<td></td>
</tr>
<tr>
<td>Review of</td>
<td></td>
<td>Teacher are going to play a song about greetings; then ask to students which one they</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>greetings (3’)</td>
<td>know; finally, the greetings are going to be written on the board and explain how to use them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review of numbers (10’)</td>
<td>Teachers are going to do a short review of the numbers from 1 to 10 in order to let student be prepare for a next activity. Through the use of poster students are going to match points in order to draw the number.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hot potato game (15)</td>
<td>Teachers are going to ask students if they have played TINGO TANGO and explain that HOT POTATO is the same game but in English. The game is going to be developing by lines horizontally and vertically in order to let students participate as much as possible.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explanation of the homework (5’)</td>
<td>Students are going to paste the ground rules in their note book.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:**

Students are going to paste the ground rules on their notebook and translate them in Spanish. They must study and learn greetings and numbers from 1 to 10

**REFLECTION SESSION:**

What went well? And How do you know that?
What didn’t go that well?
What would you do different next time?

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Lesson Plan #2.

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**UNIVERSIDAD TECNOLÓGICA DE PEREIRA**

**Licenciatura en Lengua Inglesa**

**Guided Teaching Practicum**

**GENERAL PLANNING INFORMATION**

**INSTITUTION:** Jorge Eliecer Gaitán

**NAME OF THE PRACTITIONER:** Katherine Mosquera and Jhonathan Pineda
### Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups

<table>
<thead>
<tr>
<th>GRADE: 2</th>
<th>ROOM: 02</th>
</tr>
</thead>
<tbody>
<tr>
<td>TIME TABLE: 55 minutes</td>
<td>LEVEL OF LEARNERS (CEF): A1</td>
</tr>
<tr>
<td>NUMBER OF LEARNERS: 42</td>
<td>AVERAGE AGE OF LEARNERS: 7-10</td>
</tr>
</tbody>
</table>

**GENERAL DESCRIPTION OF THE CLASSROOM:**
- It is a big classroom.
- There are 3 big windows that are along the left wall.
- There is a 1 door.
- There is a big board.
- The classroom has not enough light.

**PROFILE OF THE LEARNERS:**
- Previews knowledge about basic vocabulary (Animals, parts of the house, parts of the city, article THE, objects, greetings).
- A1 Level (Guía No.22 Estándares Básicos de Competencia en Lenguas Extranjeras).
- Spanish as mother tongue.
- From a middle and low socio-economical level.
- 3 students that are “desescolarizados” by psychology’s recommendations.
- Some students with low levels of concentration.
- Some learners are authoritarian; they do not follow instructions and confront the highest figure of authority.

**GENERAL OBSERVATIONS:**
- There are lot students (especially boys).
- Authoritarian students.
- There is not enough light at the classroom.
- There is a high level of misbehavior; therefore, focus on discipline and students behavior is one of the main objectives in the class.
- To engage students more than few minutes is challenging, they do not focus in anything for a long period.
- Many students scream, hit his or her partner with objects (especially boys), since many of them needs a lot of attention.
- There is a big lack of confidence in many students, some of them do not like speak in front of his or her partners. Some of them need to close her or his eyes, take a deep breath and try to say something even though they are no able to do it and speak in a very low tone of voice.
- There is a seventeen years old girl, who chat most part of the class, and go out constantly to answers calls.

**LESSON PLAN**

<table>
<thead>
<tr>
<th>Date of the class:</th>
<th>Class Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday, September 27th, 2013</td>
<td>02</td>
</tr>
</tbody>
</table>

**AIM:**
At the end of the lesson the learners will be able to recognize and describe people or animals with basic vocabulary such as tall, ugly, beautiful, big, small, thin, and cute.

**Estándares Básicos de Competencias (MEN):**

**Estándar General**
Comprendo el lenguaje básico sobre mi familia, juegos y lugares conocidos; si me hablan despacio y con Buena pronunciación.

**Estándares Específicos**

- **Escucha**
  - Comprendo descripciones cortas y sencillas de objetos y lugares conocidos.
  - Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.

- **Lectura**
  - Identifico palabras relacionadas entre sí sobre temas que me son familiares
  - Razono ilustraciones con oraciones simples.

- **Escritura**
  - Escribo el nombre de lugares y elementos que reconozco en una ilustración.

- **Monologo**
  - Uso gestos y movimientos corporales para hacerme entender mejor.

- **Conversación**
  - Participo activamente en juegos de palabras y rondas.

**Indicadores de logro:**
- Asocio sonidos o descripciones orales con imágenes.
- Participo en las actividades propuestas demostrando que entiendo lo que el profesor me
indica.
- Identifico el vocabulario que me fue ensañado en clase.
- Identifico palabras claves que me ayudan a reconocer estructuras simples.
- Uso mi lenguaje corporal para hacer entender a mi profesor y compañeros de clase lo que quiero expresar.
- Relaciono imágenes, sonidos, palabras y sus significados.
- Participó activamente en la clase.
- Escribo correctamente el vocabulario estudiado en clase.
- Uso correctamente los adjetivos vistos en clase para realizar descripciones cortas de cosas, animales o personas.

**Assumed Knowledge:**
- Basic vocabulary
- Animals
- Parts of the house
- Parts of the city.
- Article “THE”
- Objects
- Greetings

**Materials:**
- Markers
- Posters
- Prizes
- Speaker
- Flash cards

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<th>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warn Up</td>
<td>Some students are going to go in front of the classroom (volunteers) to imitated one animal without producing any sound. Their classmates are going to guess which animal is.</td>
<td>Students do not want participate in order to avoid his or her partners’ jokes. Teachers are going to make an example to motivate students to participate.</td>
<td></td>
</tr>
<tr>
<td>Knowing the animals</td>
<td>Teachers are going to introduce some animals to the students such us cat, dog, and wolf through the use of flash cards and sounds. Students are going to go out to the board and write the name of one animal from the</td>
<td>Students do not want participate. Teachers are going to play “hot potato” I order to pick a</td>
<td></td>
</tr>
</tbody>
</table>
**Implementation of Teaching Strategies to Expand Vocabulary in Disruptive Groups**

<table>
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<tr>
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<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Match the couple</strong></td>
<td>Teachers are going to give to the students a photocopy with the activity about the animals that consist in joining two columns. One with the name of an animal and the other with the picture of an animal. Students, also, are going to paint the pictures of the animal from the photocopy.</td>
</tr>
<tr>
<td><strong>Introducing adjectives</strong></td>
<td>Teachers are going to introduce some adjectives like: big, small, beautiful, ugly etc with some flashcards of famous people; for example, Cristiano Ronaldo, Suso el paspi, and Celia Cruz.</td>
</tr>
<tr>
<td><strong>Drawing my favorite animal</strong></td>
<td>Students are going to draw their favorite animal and they are going to write some description of the animal they draw, using the adjectives studied in class.</td>
</tr>
</tbody>
</table>

**EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:**

Students are going to complete a word search with the vocabulary learned in class.

**REFLECTION SESSION:**

What went well? And How do you know that?
What didn’t go that well?
What would you do different next time?

---

5. Lesson Plan #3.
**INSTITUTION:** Jorge Eliecer Gaitán  
**NAME OF THE PRACTITIONER:** Katherine Mosquera and Jhonathan Pineda  
**GRADE:** 2  
**ROOM:** 02  
**TIME TABLE:** 55 minutes  
**LEVEL OF LEARNERS (CEF):** A1  
**NUMBER OF LEARNERS:** 42  
**AVERAGE AGE OF LEARNERS:** 7-10

**GENERAL DESCRIPTION OF THE CLASSROOM:**
- It is a big classroom.
- There are 3 big windows that are along the left wall.
- There is a 1 door.
- There is a big board.
- The classroom has not enough light.
- There are 42 student’s desk and the desk for the teacher.

**PROFILE OF THE LEARNERS:**
- Previews knowledge about basic vocabulary (Animals, parts of the house, parts of the city, article THE, objects, greetings).
- A1 Level (Guía No.22 Estándares Básicos de Competencia en Lenguas Extranjeras).
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**GENERAL OBSERVATIONS:**
- There are lot students (especially boys).
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behaviour is one of the main objectives in the class.
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- Many students scream, hit his or her partner with objects (especially boys), since many of them needs a lot of attention.
- There is a big lack of confidence in many students, some of them do not like speak in front of his or her partners. Some of them need to close her or his eyes, take a deep breath and try to say something even though they are no able to do it and speak in a very low tone of voice.
- There is a seventeen years old girl, who chat most part of the class.

LESSON PLAN

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<tr>
<th>Date of the class:</th>
<th>Class Number:</th>
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<tbody>
<tr>
<td>Tuesday, October 15th, 2013</td>
<td>04</td>
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AIM:
At the end of the lesson the learners will be able to recognize and describe people or animals with basic vocabulary such as tall, ugly, beautiful, big, small, thin, and cute.

Estándares Básicos de Competencias (MEN):

Estándar General
Comprendo el lenguaje básico sobre mi familia, juegos y lugares conocidos; si me hablan despacio y con Buena pronunciación.

Estándares Específicos

Escucha:
- Comprendo descripciones cortas y sencillas de objetos y lugares conocidos.
- Sigo instrucciones relacionadas con actividades de clase y recreativas propuestas por mi profesor.

Lectura:
- Identifico palabras relacionadas entre sí sobre temas que me son familiares
- Relaciono ilustraciones con oraciones simples.

Escrutura
- Escribo el nombre de lugares y elementos que reconozco en una ilustración.

Monólogo
- Uso gestos y movimientos corporales para hacerme entender mejor.

Conversación
- Participe activamente en juegos de palabras y rondas.
### Indicadores de logro:
- Asocio sonidos o descripciones orales con imágenes.
- Particio en las actividades propuestas demostrando que entiendo lo que el profesor me indica.
- Identifico el vocabulario que me fue enseñado en clase.
- Identifico palabras claves que me ayudan a reconocer estructuras simples.
- Uso mi lenguaje corporal para hacer entender a mi profesor y compañeros de clase lo que quiero expresar.
- Relacio no imágenes, sonidos, palabras y sus significados.
- Particio activamente en la clase.
- Escribe correctamente el vocabulario estudiado en clase.
- Uso correctamente los adjetivos vistos en clase para realizar descripciones cortas de cosas, animales o personas.

### Assumed Knowledge:
- Basic vocabulary
- Animals
- Parts of the house
- Parts of the city
- Article “THE”
- Objects
- Greetings

### Materials:
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<th>COMMENTS</th>
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</thead>
<tbody>
<tr>
<td>Warn Up 5’</td>
<td>First of all, teachers are going to collect students’ notebook of those who had extra homework from the last class because their misbehavior. (A list of ten animals in English) One of the teachers is going to check their notebook, while the other is developing warn up activity. Teachers are going to play a song. While the song is playing students must move, dance, jump or other actions; however, when the song stops, students have to stop their</td>
<td>Students are spread and disorganized. Teachers are going to use voice projection in an activity to catch students’ attention and make them follow orders.</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Duration</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>Hot potato and mimic</td>
<td>In order to make a general review of already taken topic on class. Students are going to play “hot potato” game. Students’ misbehavior. Teachers stop the activity and select the students.</td>
<td>20’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The student who is choose is going to come in front of the classroom and mimic an animal or draw a number in the air with one of his body’s part. His or her classmates are going to guess what he or she is doing. If it is an animal, students are going to describe if it is big, small, ugly, cute, beautiful, tall, small, and what color it is.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Simon says”</td>
<td>Students are going to play “Simon Says” game to organize students to develop the following activity Students do not want participate.</td>
<td>3’</td>
<td></td>
</tr>
<tr>
<td>3’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Search</td>
<td>Teachers are going to give a word search to students about animals and adjectives. First, students are going to stick it on their notebooks. Them with different colors (assigned by the teacher) they are going to paint each word from the word search.</td>
<td>15’</td>
<td></td>
</tr>
<tr>
<td>Recollection of notebooks</td>
<td>Teachers are going to collect students’ notebook in order to check their homeworks, activities and topics viewed in other English classes. Description of an animal (based on the sentence given by the teachers in the last class) The image of an animal drawn by the students. Ground rules stick on the notebook</td>
<td>3’</td>
<td></td>
</tr>
</tbody>
</table>
### Quiz # 1
**animals, colors and numbers**
10’

Teachers are going to do a quiz about animals, color and numbers.

Teachers are going to write on the board sentences that indicates students who to paint the animals on the quiz

- One black cat
- Four yellow dogs
- One blue elephant
- Five green lions

### EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:

Students are going to make description of animals using colors, adjectives and numbers.

Example:

- There are five white and cute cats.
- There are three blond and big dogs.
- There are seven red and beautiful birds.

### REFLECTION SESSION:

What went well? And How do you know that?

What didn’t go that well?

What would you do different next time?
13. REFERENCES

- Abu-Hilala, Abdelfattahb, Abduljabbar & Marsh (2013) Attitudes toward School, Subject Matter Value, Self-Concept and Positive Affect: A Structural Equation Model. (Sultan Qaboos University, King Saud University, University of Western Sydney).


• McGrath, E. (1942) An Investigation of the Attitudes of Elementary School Children Toward Certain Subjects of the Curriculum, Toward Their Text-Books, and Toward Their Teachers. (eCOMMONS - Loyola University Chicago, Loyola eCommons).


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