EFL Teaching in the Chilean Classroom through the usage of Interactive Methodology

Trabajo de tesis para obtener el título de Profesora de Inglés para enseñanza básica y media

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“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.”

Albert Einstein
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Daniela Figueroa

It was a couple of years ago, shorter now than it seemed, in a classroom there was a young woman who believed in her dreams. For the grateful words that you are about to be told began with the first day I attended to my lessons back then. Now, you've probably wondered how I could accomplish this challenge, a career is a result of much hard work and hands from beautiful people who contributed in different ways in my path of training as a teacher. Should I start with Miss Estela, Efíra and Beba, for the support during all these years, which have enriched my performance as student and human being. I would like to thank my aunts as well, Vilma, Mónica and Sonia for lending me the technical support and patience, allowing me to use their computers and internet when I needed them. For being the most important educator and the fundamental pillar of my life, I would like to express my immense gratitude to my mother Mirna, whose wholehearted encouragement and love have been cardinal during this process. Finally, Thank you God, for giving me the strength and having made this dream come true.

Cristina Márquez

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ABSTRACT

The complexity of teaching English as a foreign language makes the usage of interactive methodologies relevant due to the fact that it provides educators with different methods to teach English as non-native language. The purpose of this investigation is to find out if teachers make use of Interactive methodologies when giving their English lessons, and what the students’ opinion is regarding their educators’ way to make the language more appealing to them. In order to come up with responses to these inquiries, an investigation was made. The methodology applied was the Correlation method which allows analyzing and contrasting the information collected by means of two surveys. The outcome of this investigation has revealed that teachers apply diverse teaching techniques to meet the interest of their learners. Even though, the greatest weakness seems to be the absence of games in the English lessons, it is recommended to carry out further researches on the matter, and therefore to have a proper explanation about teenagers’ behavior towards the English classes in the Chilean classroom.

Keywords: foreign language, interactive methodologies, English lessons, correlation method, teachers, learner, English language, Chilean classroom.
I. INTRODUCTION

English is the Language for Communication all over the World, knowing English is a necessity for every single person. In other words, it is used to communicate with people from different countries and cultures. This is why it is so important to study how non-English spoken countries manage to promote the English learning in their population, and what the differences between English learning according to the place where they are learning the language are. There are two different ways in which people learn this Language, depending on the place they live; some of them learn English as a second Language (ESL) and some other people learn English as a Foreign Language (EFL). In Chile, it is possible to see that English is learnt as a foreign Language. This means that as a non-English spoken country, students are exposed to English speaking just inside the classroom. Thus, English teachers are the only source of communication students have to accede to the language. However, it is commonly known that students constantly use Spanish during their English classes.

This is the reason why the Chilean government has implemented programs for English teaching since 5th grade of primary education to 4th medio of high school education. Moreover, in 2012 the ministry of Education released a new curricular proposal in order to include students of the first cycle from primary education in the English learning process. Each program contains the learning objectives and outcomes that students should be able to reach every year after finishing all the units. It is worth mentioning that it also includes the Cross-curricular objectives that students should develop during the English lessons. The Program presents the sequences and manners in which contents ought to be taught in the classroom. For instance, it could start with simple isolated vocabulary to complete sentences and ideas, until students are able to write complete paragraphs. English, as any other subject in the Chilean Curriculum has got a minimum amount of hours per grade; nevertheless every school is able to make the decision of doing the minimum amount of hours or increase the quantity of them.

As it was mentioned before, English in the Chilean Classroom is first taught by means of isolated vocabulary and short phrases. This is the first contact that students have with the English Language, during the second cycle of primary education, which comprehends 5th grade to 8th grade. The ministry of education, through the programs for English teaching, demands teachers to put more emphasis on reading and writing skills, letting listening and speaking as a second priority. Even though, the natural way in which people learn their native language at first is by
listening, then you repeat what you are able to listen, afterwards you are taught to read and write. Nevertheless, in Chilean Classroom most of the English teaching is done through readings and writing. A remarkable proof of this situation is related to the kind of evaluation that educators do when they are testing students’ knowledge of the English Language, being this by means of written tests, instead of evaluating their speaking abilities.

Another characteristic of the Chilean Classroom is related to the little or no importance students give to the learning of English; most students ask themselves why they are learning English, and what the purpose of learning a foreign language is if they are still struggling to improve their native language. Even if they wait for an answer, they do not get that. Besides, activities usually are not attractive for them and these activities have no connection with students’ reality, as a result, students lose every small interest in learning the English language. Therefore, it is educators’ responsibilities to provide students with proper answers about the importance of Learning English, which has turned itself into a tool for their future in this globalized world.

Hence, teachers should provide students with different opportunities to trust in their abilities to learn a foreign Language, and include activities and contents related to learners’ context; moreover, there should be a variety of activities to allow students to keep their concentration. This is where the importance of interactive methodology relies, in the teacher providing students with the possibility to work in different kind of activities.

Classroom interaction management is interpreted as an essential tool to deal with affective factors. It seems that stimulating abilities such as being able to listen to the other, express opinions, discover meanings, interpret situations, think creatively and to make deductions and inferences in relation to language items and themes presented in class would be a way to help learners get used to expressing their thoughts.

Interactive methodologies refer to all the teaching techniques that involve the participation of both teachers and learners. It is especially important that teachers try to encourage students into a process of active learning, through innovative activities and strategies in the classroom. The main purpose is to engage, empower, and motivate students to learn. The idea is to create classroom opportunities where students can simulate, discuss, and debate content. Interactive teaching methodologies involve a development of an environment where students feel secure expressing their ideas. In other words, it is fundamental that the students could really feel that
their values and comments about a certain topic are part of an important source of new information. That is why the teacher must facilitate the student’s reflection on what they learn, creating an appropriate learning environment. It is also possible to relate interactive methodologies with constructivism learning theory, due to students need to be engaged in the activity in order to assimilate a meaningful learning experience.

Taking into consideration the Chilean classroom reality, several drawbacks can be found, for instance, the amount of students inside and the lack of English lessons per week. However, some innovative strategies can be applied according to each group or grade according to a careful usage of the educational curriculum and the way to teach. Is it necessary for the students? Does it make any sense to them? Is it meaningful to their personal lives? The key of an effective teaching lies in the application of the appropriate strategies and methodologies that teachers are able to provide in their working performance. That is the reason why teachers need to re-think about their teaching and reconsider if it is necessary to change the way they do. Time goes by with a different rhythm, thus traditional education becomes old-fashioned and unattractive for this new kind of learners.

Teachers should provide the students with opportunities to trust their own abilities to learn a foreign language from the very beginning of the course. Having students working with topics they are familiar with and would be able to talk about in their first language may do this work. This way, if we think of elementary school students, they should be able to speak about topics for kids in the English Classroom.

The investigation will be divided into three parts, the theoretical framework, the methodological framework and the analysis of study. The theoretical framework will be separated into three different parts, the English Language in the national curriculum, the learning of English as a foreign language and Interactive methodologies in EFL teaching.

The first part, it corresponds to the English language in the National Curriculum what means that the focus will be in the treatment of the English Language in the Chilean Curriculum throughout the pass of the decades. There will be a description of the study programs for each grade, how the English contents are treated and the programs created to reinforce the teaching of English.
The second section, it will be the chapter learning English as a foreign Language, where learning theories that influence the learning of a second or foreign language of Authors like Piaget and Vigotsky will be described. Another important aspect of this chapter will be the influence of Motivation in the learning of a Foreign Language.

The third Chapter will deal with the Interactive Methodologies in the EFL classroom, how each interactive methodology works, and their usage in a real classroom. Another point included in this chapter is the usage of ICT’s as part of the application of interactive techniques.

The fourth part of this research to be presented is the methodological framework where there will be an explanation of the analysis process, the method chosen to analyze the information as well as the institutions participating in the study. The advantages and drawbacks of the investigation will be explained as well.

The last part of these findings will be the analysis of data made with the information collected. The information will be presented into two parts, the first part will include the exploration of results will be made per each grade and each educator, and the second part will consist on the comparison and contrast of information collected in different grades from different Educational Institution to compare their results.
1.1 Objectives

General Objectives

To determine if the Interactive Methodologies are applied in the Chilean Classroom and the influence in students vision of the English Class.

Specific Objectives

- To examine the Study programs provided by the Ministry of Education.
- To look for different Interactive Methodologies.
- To analyze the results to observe if English teachers apply Interactive Methodologies in the English Teaching Process.
- To analyze the results of the survey to observe students opinions in relation to their English lessons.
- To describe the differences of opinions among students from different grades and educational institutions?

1.2 Research questions

1.- How effective can interactive methodologies be in the Chilean Classroom?

2.- Do teachers use Interactive Methodologies?

3.- Are students fond of Interactive activities?

4.- What methods are appropriate to provide a feasible results in the analysis of the study?
II. THEORETICAL FRAMEWORK

CHAPTER ONE: THE ENGLISH LANGUAGE IN THE NATIONAL CURRICULUM

2.1 The Specifications of the National Curriculum

In the Chilean context, English Language is recognized as a foreign language owing to the fact that it is not used for communicating in daily activities. The inhabitants and students do not have other access to this language apart from the classroom. This is the reason why, it represents a great challenge for teaching, either in relation to the methodologies or the motivation for learning it. Several studies show that context is crucial in the learning and teaching process. In other words, taking into consideration the context, the teacher has to choose the most appropriate methodologies. The Chilean curriculum is focused on the Communicative Language Teaching; this means that an English lesson is not seen just as a list of grammar contents, but also as a tool
for interacting. The topics of the units should be interesting for the students in order to engage them to learn this language. This curriculum pays special attention to the four skills for the students to communicate effectively in different situations and purposes.

For the first levels of the English language, it is expected that the students comprehend five hundred words in the oral and written texts; they should include vocabulary of frequent use and common expressions related to the topics of their environment (home, family, school). The main purpose is that students are able to communicate ideas about different topics. Another important aspect about this curriculum is the use of ICTs in the classroom in order to reinforce the four skills. In the case of listening comprehension, the provided materials (recordings and videos) or websites are a great support for the students to develop this skill through dialogues, songs, stories or news among others.

The Ministry of Education has assigned a specific amount of hours for the English classes that the schools should do as a minimum every week, they assigned the hours from 5th grade to 4th medium, and nevertheless the schools have also included a minimum amount of hours for the first cycle of Primary education which comprehends 1st to 4th grade. The specification of hours is included here:

- 1st to 4th grade of Primary School: 2 hours per week
- 5th and 6th grade of Primary School: 2 hours per week
- 7th and 8th grade of Primary School: 3 hours per week
- 1st and 2nd Medio of High School education: 4 hours per week
- 3rd and 4th Medio of High School education: 3 hours per week
- 3rd and 4th Medio of technical High School education: 2 hours per week

Each educational institution is free to do the amount of hours assigned by the Ministry of Education or add more hours per grade. In this point, one of the strongest differences between Public Schools and Subsidized Schools relies, the amount of hours of English classes in subsidized Schools is bigger than the amount of hours that Public Schools devote to English Classes.

Specifically, these curricular bases are oriented to the achievement of two levels. Level A2 corresponding to a superior elementary level, and it is used as a reference for eight grade.
Level B1 is related to an inferior intermediate level, corresponding to the minimal level that fourth graders should achieve.

2.2 English in the Chilean Classroom

English is worldwide known as the Language for Communication; people working in business all over the world, manage to have a good English level in order to communicate with people from other non-English-speaking countries and people from Spoken Countries as well. Another important aspect of the English Language is that it allows tourist to visit places all over the World, due to the fact that it is possible for people to communicate in English as it is a requirement for most people working in Tourism to have a Conversational level of English. The two aspects mentioned before have made the authorities in our country realize about the importance of teaching English at schools and encouraging Students to learn the Language.

Regarding the Teaching of English in the Chilean Classroom it is important to mention that, English is Learnt as a Foreign Language due to the fact that in Chile it is learnt mainly in the Classroom because the whole population speak Spanish so there are few spaces where Chilean learners of the English Language are able to practice English.

According to Crystal (2003) who quotes Krashu (1992), there are three different ways how the English Language is spread in the World.

Firstly, the “inner circle” where the English is the Native Language and the countries are those where most of the population communicates through the English Language.

Secondly, the “Outer Circle” where the people live in Countries like India, Singapore, and Nigeria used to be part of the British Empire, and English being a primary language during the Colonial period, lost the status. In these countries a huge part of the population learn and speak English as a second Language; they have more opportunities to practice English outside the Classrooms than in countries where people learn English as a Foreign Language (EFL).

Finally, the “Expanding Circle” made up of countries having no English Colonial past. In these countries English is learnt as a Foreign Language. Chile belongs to this group of nations where English hours inside the classroom have increased. Another Characteristic of people living and learning English in this country is that they have little or no contact with Native Speakers and the only opportunities to use the Language are provided by the teacher in the classroom.
Along with that, Chilean students make little effort to be proficient in the Language. Moreover, as Chile is surrounded by non-English Speaking Countries, most students feel that there is no need to learn English at all if they are not going to travel to an English speaking-country or work in an area where they have to speak English.

Another drawback in the Chilean Classroom is the usage of course book whose contents are not meaningful for students for two main reasons; firstly, these have not been modified for almost a decade and the readings and secondly, topics treated most of the time are not meaningful to students.

2.2.1 Characteristics of the Chilean Student

The educational community is a group of people that are involved in school issues. The main purpose of the Educational community is to link the Institutional Project (PEI) to the rules of co-existence established for the internal rules. The education Community is constituted by students, parents, professionals of education, school assistants, teaching teams, committee and the founders. The aim of the existence of this group is to contribute to the training and accomplishment of the learning of all the students that take part from that educational institution. “It is supposed to encourage the spiritual, ethical, moral, affective, artistic and physical development of the student.”¹ For this, the government has considered that Primary and Secondary school compulsory. That is why the state ought to finance a free educational system, in order to ensure the access to school for all the Chilean people.

Chile is one of the countries where there is a high percentage of variability in the performance at schools. These variations are explained by the difference among institutions and the socio-cultural origin of the student. At the same time, the high social and geographical stratifications, besides the entrance examination by private and subsidized schools; most of the Chilean educational institutions are characterized by the high level of internal homogeneity, related to the social levels of students (Taut & Escobar, 2012).

First and Second Cycle of primary school.

It lasts eight years. The Primary school is divided into 2 cycles: First cycle from first to fourth grade, and Second cycle from fifth to eight grade. Primary school is the educational level that is fundamentally focused on the development of the progress of the personality of the students, and their abilities for active integration to their social environment, through the learning of the minimal compulsory contents, which are determined by the law, and to continue with the traditional educational training process. In Chile, English studies at schools are compulsory from 6th grade of second cycle (11 years old) with 3 pedagogical hours per week. Nevertheless, it is necessary to start the learning during the previous years of the children, adding more hours of their English lessons per week.

**Third cycle**

High school is the educational level that pays attention to the people who have completed the first and second cycle of primary school. Its main objective is to endeavour the students to achieve the minimal contents with the help of the systematic educational process. Students from high school are supposed to improve themselves in terms of individual aspect and assume responsibility on their commitments towards the family, the community, the culture and the national development. High school is divided into 3 areas:

- The Scientist-Humanist area is focused on the deepening of the areas of the general formation related to the personal interest of the students.
- The Technical-Professional elective course is oriented to the training of specific abilities and specialties, allowing students graduation in several economical sectors, according to their own interest.
- The Artistic elective course, this area is designed for those students who desire to graduate in a specific branch of Arts.

On the other hand, this teaching allows students to be able to continue with the traditional educational process by means of superior education or to incorporate themselves to the labour force. (Ministerio de Educación, 2009)

According to the results of the official test called SIMCE applied on 2012 to 186.385 students in Chile, 82% of the seventeen-year-old of them do not understand or read the English
language. The study threw lights on the huge difference in their performance in this foreign language depending on the social level of the students. SIMCE of English, is a test in which the reading and listening comprehension are tested in order to certify the minimal contents of this language, granting an international certificate, however the required scores were just achieved by 18% of the students who took the exam. According to the results, 86% of the student of low social level failed the exam, while 3% of the students of a high social level did not achieve the certificate. After the results of the SIMCE, the minister of Education, Carolina Schmidt said that “Nowadays, the vast difference that exists in the learning of English among the social levels, tells us that to learn English language in Chile is a privilege for those who have more resources, and that is an unacceptable reality.” It is important to mention that it confirms that there is a serious breach between private, subsidized and public schools. From one hundred schools with the best scores, 99 are private and one subsidized, which means that public schools are out of achieving appropriate scores in the SIMCE test. According to the results only “18% of the students of third medio showed a good performance in English reading and listening comprehension, and this belongs to a 31.854 students whose level of English language is certified.”

2.3 English through the Educational Reform.

In order to provide a clear view of how the learning of the English language is part of the Chilean National Curriculum, it is necessary to mention two relevant aspects related to the origins of English as a subject at school. First of all, Formal Education as such was first inserted in 1813, when the Government ordered that in every place of Chile where there were more than 50 people living in the same place, there should be a school financed with the money of the community (Elacqua, 2011). Since 1813 to 2013 many educational reforms have had a part in Chilean Educational History; as a result the Chilean Education has been in a process of continuous transformation. Secondly, English was first taught in the different schools in Chile, as a tool to increase the possibilities to make economical interchanges with other countries that do not speak the same Language that Chileans speak.

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3 Ib.
Before speaking about English in the Chilean Classroom, it is necessary to go back to the beginnings of The Chilean Educational System. As it was mentioned before, the first schools in Chile were founded in 1813, The Instituto Nacional among them. However, it was not until 1833 when the Constitution established that the Education of people was a responsibility of the government thus, education should be public. Since 1842, The Universidad de Chile was in charge of monitoring The Chilean Education. By 1972 and 1974 the government passed laws related to free education paid by the government, being education allowed and guaranteed to men only, until the ending of the 19th Century, when education for women was taken into consideration.

During the XX Century, significant reforms were passed, in 1920, it was stated that the compulsory primary education should last 4 grades, from 1st grade to 4th grade. In 1925 the Constitution recognizes the right of a free teaching style. On the first part of the twentieth century, there was an increment in the amount of high school institutions all over the country. The English Language had not been included as a subject in the Chilean Classroom yet; it was not until after the Second World War when the USA became the most powerful economy around in the world, when countries all over the world started giving importance to the learning of English as a Foreign Language.

Between the years 1964 and 1970, there was a reform whose strongest goal was to expand the access to education for people; moreover, during this period the years of compulsory education were extended from 4 years to 8 years of primary education. High School Education was divided into two sections, the scientific humanist and technical education. During this period English started to be taught at schools, nevertheless it was not stated in the National Curriculum, neither in the program. Moreover, French was also taught at Schools, each school could decide on teaching either Languages, or each of them.

In 1980, the Chilean Government implemented a compulsory teaching program of two foreign Languages, which were English and French for 7th and 8th grade, Nevertheless the modality did not allow a teaching of quality. So, in 1984 the Ministry of Education decided to reduce the compulsory teaching of two foreign Languages into one compulsory Foreign Language. This decision benefitted English, for the reason that many schools decided to teach English instead of French.
In 1999, the reform granted only one compulsory language to be taught from 5th grade to 1st medio. Even though the Ministry of Education did not mention the Language schools were supposed to teach it made the decision to promote the English Language due to the fact that the teaching and learning of this Language was beneficial for the pedagogical program. Between 1999 and 2002, the struggle between English and French to become the official language to be taught at schools, continued until 2003, with the creation of the English Opens Doors Program, what meant that English has become the official Language to be taught at schools. The government chose English for the reason that this Language was the International Language to communicate and it was the Official Language of the USA, and that country is nearer to Chile than France.

In this way the Chilean government followed the same pattern of other Latin American countries which had decided to teach only one Foreign Language; therefore, all countries ended up choosing English.

Since 2003, the English Language has become more important every day, The Ministry of education has increased the amount of hours per grade, and English became compulsory for: 5th grade, 6th grade, 7th grade, 8th grade, 1st medio, 2nd medio, 3rd medio, 4th medio, the Ministry of Education also created a program for students from 1st grade to 4th grade. English is taught in every school in our country, either public or private school.

The ministry of education usually updates the programs according to the students needs adjusting them to the demands in order to reach proficiency in the Language. The ministry of Education also takes SIMCE test every year in order to test the level of students in different subjects, English included; the results of this test provides MINEDUC with the information related to the proficiency of Chilean students in the English Language.

2.4 Syllabus

The Ministry of Education designs a syllabus for each grade, in order to establish the contents students should learn during each grade. All syllabi have got different sections in common; the first part is a general introduction to the syllabi; the contents are similar in all the course.
Then, all programs include the objectives of the program that students are expected to achieve during the year, and the learning objectives they are expected to achieve per unit, each syllabus also states the Cross-curricular or attitudinal objectives that students should develop in English classes. The most extended part of each syllabus is the description of each unit with its corresponding Lexical and Morphosyntactical contents, as well as the focus that each skill should receive during the revision of each unit. In the last years, the Ministry of Education has incorporated units where there are activities recommended through the learning process.

The programs are designed as a guideline for teachers; the syllabus represents the orders of how the contents should be developed every year. In fact, every time a teacher plans a lesson, the teacher should include the learning objectives presented in the corresponding syllabus.

The educational program also provides advices of how Teachers should develop every class, those are tips for the development of the class, stating that they ought to;

- Speak 100% in English
- Do a revision of the previous class before the beginning of every class.
- Use images related to students reality to make a connection with students lives.
- Provide students with opportunities to communicate.
- Activate integrated skills in the classroom.
- Follow a routine, first the beginning, mark transitions and then feedback.
- Include a variety of activities during every class.

In order to get familiar with the way the curricula is organized; a general view of each syllabus will be presented.

**Syllabus proposal from 1st grade to 4th grade.**

During many decades English was taught without any syllabus, until the program were created with the purpose of guiding teachers in their labor as educators; at the beginning English was taught mainly in High School education and 7th and 8th grade of primary education: afterwards English was added to the curriculum of 5th and 6th grade, for the reason that, the sooner a person starts studying a language, the easier it will be to learn that language. Even though Chilean students starts their English classes at a young age, the results are not positive; In 2012, the Ministry of education decided to generate a proposal for classes of the first cycle of
primary education; this program consists of 4th different syllabus, one per each grade. The intention of the Ministry of Education is to provide students of different social status access to English as soon as possible to get better results in future tests.

English is the Language to communicate around the world, so in order to be in the level to other countries around the world; Chile needs to improve its policies if the nation wants to improve the English proficiency level of their population. Most of the Chilean people are not interested in learning English, owing to the fact that the majority of Chileans do not consider that English is going to be helpful in their future.

As a result of all the situations mentioned before, the new proposal has been placed at schools little by little. A brief summary of each proposal will be presented to provide a comprehensible idea of the aims of the program.

Proposal syllabus 1st grade.

The first contact of students of first grade with the English Language is meaningful for it will be the first time they listen to English in a real context, so it will depend on the teacher and the strategies used during the class the reaction students may have in relation to the language. It is the introduction of the English Language to little kids who have never had English before. This is why the syllabus advises teachers to help students get familiar with the English language by using songs riddles and games during the lesson.

Each unit of the syllabus was designed with a purpose, and specific contents were included per each unit:

Unit 1: In my classroom

In this unit Students will have to learn vocabulary useful for their everyday lives; the vocabulary will be related to school supplies, colors, numbers and greetings first contents to be taught in an English class with beginners). Students should be given the opportunity to learn these contents by singing and playing games in a dynamic way. Other contents will be useful to engage students in short dialogues, with questions like what is your name? and expressions such as My name is...
Unit 2: My family and me

In this unit Students will have to learn vocabulary to identify members of the family, parts of the body and some physical characteristics to do small descriptions, they will reinforce the numbers from one to ten; at this point students should start practicing their writing in English. They should also practice the pronunciation of short phrases as well as the learning of verbs used in everyday conversations.

Unit 3: What’s the weather like today?

In this unit, students will have to learn vocabulary about seasons, clothes and animals they know (farm animals); apart from that they will have to learn the days of the week. Teachers should present the alphabet to their students and they should learn to use morphosyntactical phrases such as They are and Where is the...?.

Unit 4: Happy birthday!

In this unit Students will have to learn vocabulary about food and toys and they will have to write small descriptions of personal objects. Students will have to learn vocabulary useful to speak about birthdays, also some qualitative adjectives to describe objects and situations.

All the units agree that the best way to introduce vocabulary and practise English with small kids is by means of songs and games allowing students exercise on the English language, thus getting involved in the learning process with the help of appropriate strategies that motivate the students to learn through innovative methodologies to develop a topic. This grants children to be engaged in a significant environment to make use of the new language in terms of vocabulary, fixed expressions, grammar and pronunciation.

Throughout the whole year, the students are expected to achieve specific abilities or learning outcomes, such as:

a) Oral comprehension of simple texts such as rhymes and chants.

b) Practice oral expressions through the use of chants, songs and dialogs.

c) Write short phrases and description by following examples.
At this stage of learning, the role of the teacher can play a meaningful role in the learning of the students. Teachers must be supportive with students, but at the same time must encourage students to use English as often as possible.

Concerning the cross-curricular objectives, students have to develop some important attitudes in two different areas of their lives, when learning English in the Classroom and in their everyday lives. Students should be able to value their context and reality; they should have a positive view about themselves and trust on their capacities to learn a language as well as developing the ability to work in couples and reach purposes. It is also important to encourage students to express their opinions, even though they are small children.

Proposal syllabus 2nd grade

The purpose of the syllabus for second medio is to go on with the contents students learnt in first grade, so it is important to make students remember previous knowledge. The students are expected to use their previous knowledge to understand the main ideas of short text. The idea is to increase the knowledge and use it in different activities.

Unit 1: At the Zoo

In this unit students will learn the numbers from 11 to 20, they will have to learn action verbs such as jump, walk, climb and talk, and adjectives such as fast/slow, fat/thin. With regards to morphosyntactical contents, students should be able to use phrases like They are, They are not.

Unit 2: My house

In this unit students should be familiar with members of the family, and vocabulary they learnt in 1st grade. in order to understand and speak about house and activities you can do inside the house. By the end of the unit students should be able to describe their favorite place in the house; to achieve their goal, they will have to learn the prepositions of place in/on/under, parts of the house, furniture and shapes. Students have to learn how to make short questions as well such as: Where are you from?.

Unit 3: I want to be a…

In this unit students are expected to learn vocabulary about people and the environment vocabulary, about activities people do at the moment of speaking, about places the students
usually know or see and occupations. Students are expected to be able to ask and answer questions about peoples activities and places where they live. As a way to communicate they have to know what questions they should make and how to answers these questions. The questions are: *Who are they?*, *What is she doing?* and *Where do you work?* Students should also review the expression: *I want to be a…*

**Unit 4: Delicious Food**

In this unit students are expected to speak about food and food descriptions, making use of their previous knowledge; students will have to speak about people’s humor and feelings. Students should also become familiar with common expressions used to speak about things they can give and receive. Students will be asked to express their food preferences and last but not least vocabulary related to Easter celebration, with lexis such as related *angry/bored and hot/cold*.

All in all, the activities and contents in second grade aim to reinforce those contents the students learn in first grade; the contents are linked so the children have the opportunity to remember what they did last term; as they continue their learning process, students are expected to accomplish a series of learning objectives. Firstly, the learning outcome related to reading and listening require students to comprehend short oral texts, understand and the main ideas of written texts. Secondly, speaking and writing skills require that students express food preferences and participate in dialogues. At this stage, students should be able to follow examples and write short sentences.

In relation to cross-curricular objectives, students should develop values during English lessons. Educators should develop positive attitudes about themselves, be confident about their abilities to learn a new language, work in groups and last, to value the diversity of people and cultures.

This syllabus presents more vocabulary, and students are supposed to interact more during the English classes.
Proposal syllabus 3rd grade

The syllabus for 3rd grade follows the same patterns as the program from 1st and 2nd grade; the idea is to improve gradually the English level of students in a progressive process, which consists of keeping the previous knowledge and linking it with the new learning. The idea in this level is to increase the level of interaction among students.

Unit 1: My Clothes

In this unit students should do more speaking activities, participating in dialogues with their classmates and the teacher monitoring them. Students should be able to listen and read songs, understand short stories and do drawings. During the lesson students should learn vocabulary related to clothes, reinforce parts of the body, colors and months of the year. In order to build dialogues they can practice dialogues with phrases like: What’s your name? My name is; How old are you?; I’m ... years old; When’s your birthday?... What is she wearing? She is wearing...

Unit 2: The Natural World

In this unit students will have to develop short dialogues; they will have to do dialogues about pets, and animal life; therefore, students will have to learn vocabulary related to animals, and the adjectives to describe animals, and parts of the body. In this unit students will have to learn about abilities and things that the animals can do and can’t do. The interactions in the dialogues can have the following interventions: do you have a pet? Yes’ I do/No, Can you jump? Yes, I can/No.

Unit 3: My house

In this unit students should be able to describe places in the house, and objects inside the house. But, first they should learn vocabulary about parts of the house, furniture, prepositions of place in order to build those dialogues; there are also helpful questions in order to build the speaking activities. Some useful phrases to use in dialogues are: Where is the ball? _ The ball in on the kitchen, Where are the books?; The books are in the library. The purpose of the
vocabulary and morphosyntactical structures is to ask for information about items, ask for elements in the house and the positions of those elements.

**Unit 4: Food**

In this unit, students should participate in dialogues and conversations about food and food preferences, in order to produce this kind of dialogues. Students will have to learn vocabulary related to meals, food, drinks and questions to use in the dialogues such as *What do you want?* *What do you like?* *What food do you like?*, incorporating specific phrases when speaking about preferences, such as *I like, I don’t like, I want…, My favorite food is…*

The syllabus for third grade counsels teachers to include a bigger amount of speaking activities in comparison with the other study program. This one invites teachers to prepare their students to participate in dialogues during each lesson and encourage them to speak in English without fear. Concerning the learning objectives, students are expected to comprehend the message of the oral and written text, reproduce dialogues, songs, phrases and sentences, recognize vocabulary, express preferences and describe the location of products.

In relation to the cross-curricular objectives that students should develop in 3rd grade, it is relevant to mention that they are still developing their personality, so it is important to have a positive view of themselves, and trust on their abilities to learn a language. Students should develop group work skills in order to accomplish the entire task assigned, and be positive when doing different assignments.

To conclude, the proposal of the Ministry of Education has got a sequence between one syllabus and the other, the first one starting with simple vocabulary and short phrases and, the third one having got recommendations with more interventions for dialogues and topic to cover in this kind of activity. There is a big focus on the proper use of vocabulary and how the speaking activities should be developed. In this way the syllabus offers plenty of examples of how to start using speaking activities in the classroom.
Proposal syllabus 4th grade

This is the last syllabus of the proposal made for the first cycle of primary education; this program follows the same pattern as the three previous syllabuses. Students will have the opportunity of using the knowledge that they have learnt in previous years as well as enhancing their use of English in different activities; as for teachers, they may continue using songs, rhymes and dialogues to make students speak English in the class, including other techniques for the same purpose too.

The Syllabus of 4th grade is subdivided in four different units; each unit has got different contents to reinforce, and different purposes.

Unit 1: How do you feel?

In this unit, students should learn vocabulary related to illnesses or diseases, actions, and instructions in the class. In order to compliment the lexical content, students must get familiar with expressions related to health (How do you feel?), and expressions to offer advices (You should eat healthy food).

Unit 2: The City: Means of transportation and occupation.

In this unit, the main topic is means of transportation in the city and some occupations. The purpose of the unit is to continue improving the Speaking skill, in order to reach Language proficiency. In this unit students will be taught how to ask and give directions, as well as ask and answer for location. To ask for directions they should use words like: Excuse me, where is the post office? How do you go to the Park? How can I get there?

Unit 3: What Sport do you do?

In this unit, students will be asked to learn vocabulary related to places where you can practice sports, recreate physically and acquire proper sporting equipment. It is also expected that students use the language to express their likes and dislikes, besides expressing subjects related to sports and topics about sports. In this unit students will learn to speak about routines and the frequency in which they do different activities.
**Unit 4: Let’s Celebrate**

In this Unit students will have to learn vocabulary related to celebrations, including birthdays. Students will be asked to do role plays and read dialogues. Students will have to learn how to express time and dates, at the same time; they will have to know how to ask for dates and celebrations. Some useful questions for students in this unit are: When’s your birthday? What’s the date today? What’s the weather like today?; students should be able to provide an answer for each of these questions, speak about past tense, and express past events, give information about the atmosphere and the environment and recognize different words from the vocabulary learnt.

This unit analyzes different aspects present in the life of students’ everyday, so it becomes easier for them to use the language if they use the same vocabulary in Spanish. Throughout the development of the units they are expected to achieve Learning Objectives, according to different tasks that they have to accomplish. First students should be able to get specific information of the texts, comprehend oral and written texts, and identify main ideas of an oral and written text. On the other hand, Students should be able to produce dialogues, ask for the time and give the time.

Regarding the cross-curricular objectives, the teacher should teach students the importance of loving themselves and believe in their abilities, besides the importance of collaborative work in a group. Students at an early age need to learn about the importance of values for life, how values help people to be better human beings.

This proposal is well organized; as it was release in 2012, there are no proofs to certify if this is positive or negative at schools; the time will tell if the classes for small children are proper or not and it will also clarify if the level of Chilean students has improved by the year 2020. There are many reforms and innovation to do in the Chilean educational system, nevertheless, every innovation takes some time before it is truly applied. The proposal of syllabus for the first cycle of primary education seems very complete, the time will tell if it is suitable for the Chilean Classroom or not.

**Syllabus 5th Grade**

The course of 5th grade is the first official syllabus designed for courses due to the fact that the ones designed for 1st, 2nd, 3rd and 4th grade are curricular proposals. They have not been truly used in all schools as the other ones.
The syllabus on 5th grade focuses on the introduction of the English Language to Students; this is the first time they are going to have English as a subject in their lives, so all the contents and concepts taught to these students must be incorporated in a meaningful content. The use of images and videos is very important at this stage because students must get familiar with the concepts before they do a reading activity; or a listening activity, it is the teachers’ responsibility to contribute with an introduction to every reading or listening activity.

The contents designed for 5th grade are related to the surroundings of the students; the contents are divided into 4 units and each one focuses on one aspect of the students’ life. These units are:

**Unit 1: My world** is a unit coping with contents related to the members of the family, the schools supplies students usually use at school, the places they usually visit or places where they live every day and last but not least the subjects they have at school.

**Unit 2: The Place where I live** is a unit dealing with the parts of the house, the things you can find in a house, and a description of a house.

**Unit 3: What we eat?** is a unit concerning contents such as, meals, different foods and descriptive adjectives as good and bad to speak about food.

**Unit 4: What’s the weather like?** is a unit enhancing vocabulary related to weather, seasons and expressions to refer about weather and seasons.

As it is possible to notice, the syllabus follows a sequence in the organization of the contents, first you can find aspects of the students’ daily life, and then they will learn about aspects related to the world where they live. The unit aim is to put students in a context, so they may feel encouraged to learn English.

The Learning objectives of the unit help the student to get general and specific information from a test and a listening activity, and communicate using daily vocabulary. Students are expected to express preferences, give instructions, and describe places in written and oral English. The resources that can be used in the lessons with 5th grade can be short readings, songs, daily expressions and dialogues.
Regarding the Cross-Curricular objectives, students should develop interest in their own reality as well as other realities and cultures, show a positive and self care, respect other people lives and realities and last but not least, the importance of working hard to achieve their goals.

The syllabus of 5th grade takes care of important aspects of teaching English to beginners; it outstands important contents for students as well as the usage of the English Language inside the Classroom. The classes are supposed to be spoken in English only. At this point reality differs from the syllabus for the reason that most of the time the classes are spoken in Spanglish, English and Spanish.

**Syllabus 6th Grade**

The syllabus of 6th grade follows the sequence started in 5th grade; in this grade the contents are related to the nearest context of students, so in 6th grade students will learn everything found in the world. The educator may be able to use images, and videos to introduce contents to provide students with a previous knowledge before a reading or listening activity. It is important to integrate the four Language skills in the Classroom, connect them. Even though they already had English before, they are still beginners so guided activities are really important for these students; they need to know that they are not alone in their learning process.

The contents treated in this unit are related to the world where students live; the contents are also divided into 4 different units, which will be explained as follows:

**Unit 1: Food and Health** is a unit dealing with contents related to food and every day activities that help people to have a healthy life.

**Unit 2: Around town** is a unit with vocabulary of places in the city, and occupations; it also includes indications of time and dialogues, for asking and giving information of how to get to a place.

**Unit 3: The Natural World** is a unit enhancing actions in the past, animals and adjectives to describe animals, antonyms such as *large – small* and adjectives to describe personality.
**Unit 4: Let’s Travel** is a unit that attempts to introduce vocabulary of means of transport and places, in order to complement the vocabulary the unit also includes adjectives to describe places, and useful lexis to speak about travel such as *travel by, go camping*.

In this syllabus, there is also a sequence in the development of the contents, from the nearest context to the general context. The topics treated in the syllabus are meaningful for students, they are able to use the language in their daily lives and share their comments with their classmates during English lessons.

In relation to the learning objectives, students are expected to recognize vocabulary and types of interactions in listening activities. Students are expected to differentiate sounds and words, contextualized phrases and understand main ideas. Students are presumed to get general and specific information in a text. In relation to speaking and writing, students are expected to express abilities, necessity, quantities and past events; students are also supposed to describe people personalities.

The Cross-Curricular objectives for 6\textsuperscript{th} grade are similar to the ones in 5\textsuperscript{th} grade; students should develop interest in the world around them; they should respect other peoples cultures and identities; students should learn to praise themselves as individuals and the importance of working hard to achieve their goals.

The syllabus for 6\textsuperscript{th} grade is an extension of the units treated in 5\textsuperscript{th} grade; the idea is to add more vocabulary to the lessons, and the readings may be a little bit longer. It is relevant to give students the opportunity to interact with their classmates and practice the contents they are learning.

To conclude, it is relevant to mention that the methodology to teach 5\textsuperscript{th} and 6\textsuperscript{th} grades are similar, as well as the focus is given on the skills. First, the usage of images, and vocabulary to make connections, before giving students reading and listening activities. In both grades students work in reading and listening comprehension and the usage of questions to get general and specific information. In both grades, it is helpful to include ludic activities as well as dialogues and songs; what may change between both classes is the amount of words or interactions from 5\textsuperscript{th} grade to 6\textsuperscript{th} grade. Teachers may use songs and rhymes to develop speaking activities. In both classes, teachers should guide students in every activity till they feel confident enough to do the activities on their own.
Syllabus 7th Grade

In 7th grade students are expected to keep an improvement in the English Language, but there are some changes regarding the teaching of students from 5th and 6th grade, with students from 7th grade; the teacher does not have to use as many images and flashcards as in the previous classes. The methodology changes with students from 7th grade, they have to use the language they are learning more for the topics included in the lesson are different as well as the Cross-Curricular objectives that they should develop during each lesson.

The syllabus of 7th grade is divided into 4 different units, and different topics are treated. The units included in the syllabus are the following.

**Unit 1: Friends** is a unit concerning vocabulary related to places, free time activities and qualitative adjectives; students should develop the ability to speak about the activities they do in their free time and describe people.

**Unit 2: Sports and Sports Events** is a unit sorting out interrogative phrases, expressions of time, vocabulary related to sports such as swimming and climbing, and sports events like Football World Cup.

**Unit 3: People, places, customs, and traditions in my country** is a unit handling with irregular past verbs, prepositions of place and movement, and vocabulary to describe people.

**Unit 4: Environment and its care** is a unit that copes with vocabulary to speak about the environment such as atmosphere and climate, and verbs to speak about the environment such as pollute and destroy.

In relation to the learning objectives, students are supposed to recognize vocabulary of free time activities and adjectives to describe people in a listening or reading. Students are also presumed to recognize expressions of time, reason and causes. In relation to speaking and writing skills, students are expected to describe past events, describe people, and describe actions in the past. Students are required to express abilities, conditions and future actions. Students are expected to do dialogues of 6 interventions.

Regarding Cross-Curricular objectives, the students of 7th grade are intended to develop confidence in themselves and be positive about life. They should value the importance of
expressing their opinions feelings and experiences, know and value their history, their nation and their culture as part of their identity.

The topics treated in 7th grade are related to students’ preferences and their culture and environment; these units help them to identify, build their identity and reinforce it. The use of language is bigger than in 5th grade and 6th grade; they are expected to produce longer sentences and ideas using English in the classroom. They have to interact with each other, and the educator has to diminish the English speaking period during the lesson to let students more time to express themselves in the foreign language.

**Syllabus 8th Grade**

The syllabus for 8th grade is the continuity of 7th grade; the kind of topics treated are similar to the ones presented in seventh grade, as well as the learning objective and the kind of vocabulary that these students should develop. The focus of the contents familiarizes students with the world they live in, the cultures and the customs, and promotes identity, even though if they are different to Chilean idiosyncrasy. Through the contents students will learn about addictions and how to be aware of the dangerous things existing in their world.

The Educational program presents four different units, each one presenting a different topic; some of them have been treated in 7th grade but more information and contents have been added in the units, as follows:

**Unit 1: Character and famous places** is a unit that works with adverbs and expressions of time, adjectives to describe physical characteristics of people and vocabulary about countries and nationalities, and/or professions and occupations.

**Unit 2: Addictions and Self-Care** is a unit that deals with adjectives to describe physical characteristics, food, and healthy habits such as *keep fit and exercise regularly*, and addictions like *alcoholic and workaholic*.

**Unit 3: Life in other countries and Communities** is a unit that deals with comparative adjectives and vocabulary related to customs, as rituals and local culture.
Unit 4: Traditions, popular music and literature in other countries is a unit that deals with vocabulary related to music genres, musical instruments and types of literature; apart from this vocabulary they will also review linking words to join phrases and ideas.

The Learning receptive objectives that the students of 8th grade should achieve by the end of the year are:

a) Identify general and specific information in a written text,
b) Recognize vocabulary and phrases in listening activities.

The learning productive skills students should be proficient at are:

a) Describe people
b) Detail past moments and possibilities or abilities of people in the past, and
c) Express possession of objects.

In relation to the Cross-Curricular Objectives, Students should develop communicative abilities in order to be able to express ideas, opinions, feelings and experiences, as well as to know and value the history of their country, recognize the importance of Chilean symbols and the influence in the identity of people as Chileans. Students should develop confidence in themselves and be positive in life. When students learn to praise themselves, they will understand the importance of life.

The contents of 8th grade are proper for their age; these contents also allow students to express about controversial topics as addictions, which have become a big problem in society nowadays. Furthermore, they are connected with the topics reviewed in 7th grades as the students become familiar with what is happening in the world, the other cultures, the customs and their culture. Young students sometimes forget how important it is to value their nation and the history of Chile; they show little respect for the work ancestors did in order to build the nation where they are living today.

The main idea is to develop the principles in the students of 7th and 8th grade in order to prepare them for their life as adults by reinforcing them with the help of the national curriculum. These two syllabuses do not have activities like the ones of 5th and 6th grade.
Syllabus 1st medio

The Syllabus of 1st medio is similar in structure to the educational program of 7th and 8th grade, even though the contents are different, and the students are in High School education; the contents in this level are related to teenage life; and everything about their life, the unit will help teenagers to know themselves better, and to respect their classmates ideas and behavior.

The syllabus for 1st medio is divided into 4 different units related among them, all of them are linked to teenage life and lifestyles so it should be entertaining for them to go through those topics and speak about them. The unit has been sequenced in the following way.

Unit 1: People and popular place among young people is a unit that deals with adjectives to describe personalities, and adjectives to describe places like amazing and interesting, vocabulary introduced and centered on famous people and places and attractions.

Unit 2: Sports and Healthy life is a unit handling vocabulary associated to sports, food and meals.

Unit 3: The life of young people in other countries is a unit that discussing word stock pertaining young life.

Unit 4: Exploring other cultures is a unit sorting out lexis connected to music, traditions and Literature.

The Learning objectives for the students of 8th grade attaining listening activities are:

a) Identify physical descriptions and expressions of preferences in listening drills,

b) Get general and specific information in reading texts.

And in productive skills such as writing and speaking:

a) Use the language more than just learning how to write it, and

b) Express predictions and possibilities, together with future plans.

Regarding, the Cross-Curricular Objectives, students should develop certain values while doing the English subject, such as:

a) Develop their abilities to express opinion, feelings and experiences.
b) Reinforce self confidence and

c) Be positive about life.

d) Become familiar with Chilean history, traditions and the patrimony of the Nation.

Throughout the development of the year students will learn to know themselves as individuals, they will be able to express their opinions about topics they usually comment in their daily life, and to use complex vocabulary and longer sentences when speaking.

Syllabus 2nd Medio

The syllabus of second medio is focused on the development of the language in the classroom; the contents are related to the development of technology and how the inventions and technology have changed students’ lives.

The curriculum in 2nd medio is subdivided in four different units, facing different topics each of them.

Unit 1: Sports and hobbies is a unit analyzing lexicon related to sports such as surfing and swimming. It also includes adjectives to describe activities, and linking words to connect ideas and phrases.

Unit 2: Technology and technology innovations is a unit considering word stock corresponding to technology like e-mail, message and vocabulary related to invention and inventions.

Unit 3: The world around me, personal relations and social network is a unit that copes with lexis pertaining personal relationship like friendship, going out with someone, and social networks such as e-mail, interact and chat. In this unit students also have to express obligation, and opinions using phrases like: In my opinion, or I believe.

Unit 4: Means of Communication and ways to communicate. This unit scrutinizes vocabulary concerning means of communications like sitcom, movie, tv program and ways to communicate such as books, newspapers, and comic. Students also have to express wishes and gratitude.

The learning objectives that the students of second medio have to accomplish by the end of the year are focused on two main parts, first the receptive skills where students are expected to:
a) Identify general and specific information in a written text,
b) Recognize words and phrases in listening activities.

In relations to the productive skills students are required to:
a) Express wishes, obligation and opinions, and
b) Describe activities.

Concerning the Cross-Curricular Objectives, students are expected to develop important values during English lessons. It is important to help students develop the ability to communicate their ideas, opinions, feelings and experiences; students should also value the history of Chile and the traditions of the country and last but not least, the importance of developing self confidence and a positive view of life.

**Syllabus 3rd Medio**

The syllabus of English for third medio is different from the curriculum analyzed before; first of all, it is important to mention that this syllabus was last updated on 2001, so teacher have to be careful with the topics they choose to teach, for the reason that some of the topics may not be proper for students nowadays. Secondly, the book is divided into two different units, and each unit has got modules, the first unit has got 10 modules and the second unit has got 8 modules. This aspect is also different from other syllabus; the purpose of this it is to offer teachers, many options at the moment of teaching, the teacher may focus on the modules that are proper for the type of students he/she has in the Classroom. The students can be from a technical, humanistic and or scientific school, so if the module is related to job interviews or curriculum vitae, an English teacher in a class of technical high school can spend a longer time doing this sort of activities. On the other hand, the teacher from a humanistic and scientific high school can devote more time to modules like I have a Dream: Martin Luther King, where the contents are related to other subjects.

The syllabus provides recommendations for each unit. The educators should follow those recommendations in order to cover the program successfully.

**Unit 1:** It consists of 10 modules; during the development of the unit the teacher should include 12 texts. The texts should not be longer than 1000 hundred words; the purpose of each unit is to
increase 100 words of vocabulary at least. Regarding grammatical contents, during this unit, the teacher should focus on those contents that students did not learn well from 1\textsuperscript{st} medio and 2\textsuperscript{nd} medio, as well as those contents that may be difficult for the group of students. Students should do diverse activities; and the speaking activities should be guided.

**Unit 2:** It consists of 8 modules, including at least 5 texts per ability, the texts should be about topics relate to students contexts and today’s world. The texts should be about 1000 words. In relation to the grammatical contents, the teacher should teach students about phrasal verbs, modal auxiliaries and conditional phrases, and regarding to the lexical contents, students are expected to increase their vocabulary by learning more than 150 words during this unit.

In relation to the Learning objectives, students should be able to get main information from a written text and a listening material; students should also be able to recognize speakers by listening to a conversation. In relation to productive skills, students should be able to express their ideas and emotions; they should be able to describe people and places, interchange information by means of dialogues, and increase the vocabulary from 1300 words to 1600 words.

Concerning the cross-curricular objectives, Students are expected to develop critical thinking; they should be able to value themselves as individuals, they should be able to respect themselves and their environment; they will also learn about ethics.

The curriculum of 3\textsuperscript{rd} medio is out of date, even though the Ministry of Education tries to include both areas of high School instruction, due to the fact that the areas of interest of teenagers have been changing in the last decades, and the topics aim to teach teenagers interesting things; moreover, it would be better if there were different syllabuses for technical high School Education and a syllabus for Humanistic and Scientific High School Education.

**Syllabus 4\textsuperscript{th} Medio**

The syllabus for 4th medio was last updated in 2001; it is similar to the curriculum for 3rd medio in the presentation of contents and the way how contents should be covered by teachers. This program is as useful for teachers of Humanistic and scientific high School as it is for
Technical High School Classes. The Ministry of Education advises teachers to put emphasis on the topics they are teaching. The Cross-Curricular Objectives are similar for classes in 3\textsuperscript{rd} and 4\textsuperscript{th} Medio, as they have almost the same age and interests they should be given the same values during their English Lessons. Apart from that students should be given support to deal with the activities; the activities should be guided in order to provide students with the confidence enough to be able to work on their own, and do presentations in front of the class when necessary.

The Syllabus of 4\textsuperscript{th} medio is divided into two major units, as it happens with 3\textsuperscript{rd} medio; each unit has got a defined amount of modules covering different topics for different situations, and connected to different subject.

**Unit 1:** Teachers should include at least 10 representative texts, one per each topic. It is important to include the four language skills in every class; they should be related throughout the development of the lesson and not used in isolation. This topics should be suitable to High School students. As it happened in the syllabus of 3\textsuperscript{rd} medio, this one also recommends teachers to choose to teach those contents that are harder for students to use.

**Unit 2:** Teachers should include at least 8 texts with vocabulary and Morphosyntactical sentences more complex than the ones present in texts of 3\textsuperscript{rd} medio and Unit 1 of 4\textsuperscript{th} medio. The texts should be about 1000 words; the goal is to reach a vocabulary of 2000 word throughout the year. An important task in this unit is the elaboration of Curriculum Vitae.

The Learning Objectives for students in 4\textsuperscript{th} grade are related to reading comprehension of texts through scanning and skimming; regarding listening, students will be able to identify the kind of speakers and the message of the oral text, as well as words and phrases that are representative of the unit. Concerning speaking and writing, students should be able to write curriculum vitae; they should also be able to give their opinions and ask for opinions.

With regards to the Cross-Curricular objectives, it is important to mention they are very similar to those of 3\textsuperscript{rd} year. Students should reinforce students with self confidence, work on their self esteem, and develop critical thinking. Students should learn to have their own opinions about life and their environment, spread on values such as responsibility, perseverance and creativity among others.
All in all, after reviewing the syllabuses, there are some similarities among them and there are also some differences between them. First of all, 5th and 6th grade have got the same cross-curricular objectives and the advices to present different subjects are similar; the same happens with 7th and 8th grade, 1st and 2nd medio and 3rd and 4th medio. Regarding 3rd and 4th medio, the Ministry of Education should update the syllabus, and make it more proper for students nowadays; it would be important if the Ministry of Education could do some work on a syllabus for each area of technical careers, so teachers would not have to prepare everything from scratch.

2.5 English Opens doors

The English Opens doors program was created in 2003 with the purpose of supporting Chilean English Teachers in their praxis; at the same time, it is an opportunity for Chilean Students to have the opportunity to communicate with a Native Speaker who is required to do several activities with the students; as they speak little Spanish, students have to do their best to understand what they want to communicate in English.

According to the Ministry of Education the mission of the English Opens Doors Program is:

“To improve the level of English of students from 5th to 12th grade, through the definition of national English learning standards, a teacher training strategy, and classroom support for Chilean teachers of English.” (Ministry of Education)

Through the usage of English Opens Doors program, the government expects to reach the levels they have determined for each segment of Students. Students from 5th grade to 8th grade are expected to reach an A2 level according to the Common European Framework; students from 1st medio to 4th medio are claimed to reach a B1 and teacher of English in Chile are presumed to have a B2.

Native Speakers who come to Chile go to Public Schools and subsidized Schools in this way students with fewer hours of English at School have the opportunity to have real access to practice their English. The main focus of having Native Speakers in the Chilean Classroom is to improve the Listening and Speaking Skills
Another way in which this program supports Chilean Students in their improvement of the Language is by providing Teenagers with interest in Learning English the opportunity to participate in the Winter Camp and Summer Camp, instances where they have the opportunity to learn English by means of Interactive Activities in an Environment less formal than the Classroom.
CHAPTER TWO: THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE

2.6 Elements influencing the learning of a Foreign Language

Learning a foreign Language may be difficult for different reasons, being one of the most important is the lack of practice of the language outside the language classroom. There are different factors or elements influencing the English Language learning; as a result some students may succeed and some other may not be able to learn the language. With the areas such as cognitive, affective and social dimensions of Language Learning, other aspects are related to the curriculum, teachers’ and students’ factors.

There are some details that can be controlled and others which cannot be controlled. In other words, internal and external factors affect foreign language learning. Each of them can affect how a person acquires the language. The most common drawbacks are:

- Students’ Age: It is worldwide known that children can learn a language faster than adults, nevertheless in Chile, most Children have English as a compulsory subject in 5th grade when they are 10 or 11, so it becomes harder to learn the language with the passing of time. Language learning starts at the very beginning, children at a short age internalize
the language; on the other hand, adults have to make a huge endeavour and spend more time to learn the same language.

- Personality features: The language acquisition lies in the individual characteristics of the learner together with the proficiency and the time spent to learn; if a learner is shy, then the learner will have problem in his/her performance.

- Motivation: The motivation of students to learn a foreign Language can be essential; a motivated student will do his/her best in all activities and tasks, on the other hand, a student without motivation will not show interesting in participating in the class.

- Submersion Context: It is related to the learning of the system of communication in speech and writing that is used by people of a particular country or area.

- Immersion Context: It is related to the people learning a foreign language and the difficulties that this situation represents to achieve proficiency in the language when there are few opportunities to have meaningful practice of the Language.

**Role of Input**

This is one of the most important aspects of Language Learning; most authors agreed that learners need to practice English in and outside the classroom. The same happens with the practice of listening and reading; learners should be able to practice the language outside the classroom as well. As much input in the language learning process, the faster for the students to grasp the contents, and the improvement will increase as well.

2.7 Relevant Language Learning Theories for EFL teaching

It is a fact that strategies and methodologies for teaching a foreign language to children between five and twelve years old differ from the ones used for teaching teenagers. The students of first to fourth grade are truly interested and motivated to learn. They are always enthusiastic about the new things, and they rapidly get involved in the lessons. Young learners enjoy the
challenges and they are open-minded. All this requires certain teaching abilities and strategies, due to teachers not only need to comprehend how children acquire knowledge and how they can connect it with their own world in order to make sense, but also to manage the language correctly; and to know about its teaching and learning process. (Ministerio de Educación)

According to Piaget⁴, the child is in a constant interaction with the world, solving problems presented by the environment. The learning occurs when the child develops actions for solving those problems; in this way he or she begins to construct knowledge in an active way by experimenting, discovering and modifying his or her previous thinking in order to incorporate the new ones. In the classroom, students should be exposed to activities with concrete materials, because they need opportunities to solve situations. (Ministerio de Educación)

Piaget says that the goal of education is to create men who are capable of doing new things and not simply repeating old-fashion patterns; this means that they should be creative, innovative and discoverer. Another objective of this kind of education is that the students are able to develop critical thinking, instead of accepting everything they are exposed to the greatest danger today is the over exposition of stereotypes, slogans, and the collective opinions that are presented by the media. What students and teachers have to be able to do is to refuse that, and criticize facts as individuals, in order to distinguish what is right and what is wrong. Thus, the English classroom needs active pupils capable to find out by themselves; they should be able to know, recognize and understand something, especially what is not obvious, together with get an idea or a belief that is based on various pieces of evidence which are not always detectable. This is the main idea of Piaget’s education style, involving innovation and verifiability on the part of the learner. It is important to know that there is a huge difference between ‘given knowledge’ and ‘knowledge constructed’ by the learner. What Piaget encourages is the last one, the knowledge constructed by the student. (Kausar)

“One important generalization of Piagetian theory is the role of the teacher. In Piagetian classroom the teacher is responsible for providing a rich environment for the spontaneous exploration of the child. A classroom filled with interesting things to explore

and encourage students to become active in the construction of their own knowledge through an experience that encourages ‘assimilation’ and 'accommodation’.”

This means that in Piagetian’s classroom, students should be provided with diverse opportunities to construct knowledge for themselves and ICTs are appropriate resources to do it. Here we can find multimedia, videos task, listening, among other supporting materials that the teacher is able to provide in the learning environment. Some of these sources could be really unsophisticated or simple, however according to the teacher’s effort they can be truly useful for the learning activities in order to get the students involved in the class. It is actually not necessary a classroom full of fast computers, laptops, informatics in general to make it attractive enough. Nowadays, educators can take help from the ‘anchored instruction’ inspired by Piaget. This means that teachers need to use a sort of ‘anchor’ in order to catch the student’s attention. This could be, for example, a story, adventure or anecdote including a problem or a riddle to be solved; in this way, teachers are able to arouse an interest in their children. Ideas can be taken from different kinds of sources, as traditional books, tales, encyclopedias or the internet. For instance, in the case of a language classroom, the students are asked to look at a picture and describe what happens in it; they would be perfectly capable to continue the story, adding extra information. At this level, educators need to pay attention to the zone of proximal development of the different children, for this, it is possible to scaffold the teaching and learning by giving hints or clues. The most important work for teachers is that they need to listen and take into account to every child’s thinking and ideas. In this way they could help them individually as needed. (Kausar)

“A great contribution of Piaget to the theory and practice of education was his view of the child as an active constructor of his own knowledge, as an independent discoverers and explorer. The implication of this is that initiative and self determination of the child as a learner should not be hindered by educational instruction.”


6 lb.
In other words, Piaget is one of the pioneers when we talk about constructivism, due to he could detect a drawback in the teaching style or training. Throughout the course of his studies he developed a theory centered in the student and his or her experiences.

**Piaget's Key Ideas**

- **Adaptation:** The act of adapting to the world by means of assimilation and accommodation.

- **Assimilation:** This is related with the process of taking material into their mind from the environment, which may mean changing the evidence of their senses to make it fit. In other words, in the assimilation process occurs an addition of new elements to the previous schema of the person.

- **Accommodation:** It refers to the process by which the person modifies his or her schemas, in order to incorporate new elements to that cognitive structure. Note that assimilation and accommodation go together: you can't have one without the other.

- **Classification** The ability to group objects together according to the same characteristics.

- **Class Inclusion** This is related to the understanding, in other words, more advanced than simple classification.

- **Conservation** The realization that objects stay the same.

- **Decentration** The ability to move away from one system of classification to another one as appropriate.

- **Egocentrism** The belief that you are the centre of the universe and everything revolves around you: the corresponding inability to see the
world as someone else does and adapt to it. Not moral "selfishness", just an early stage of psychological development.

- **Operation** The process of working something out in your head. Young children have to act, and try things out in the real world, to work things out: older children and adults can do more in their heads.

- **Schema (or scheme):** The representation in the mind of a set of perceptions, ideas, and/or actions, which go together. In other words, the cognitive structures.

- **Stage:** A period in a child's development in which he or she is capable of understanding some things but not others.

According to Vygotsky, development and learning occur in a social context. Children learn while they are interacting with adults or other mates, and they are able to accomplish higher achievements with their help than by their own. The child is an active trainee in a world full of people; who have an important role at the moment of learning by means of tales, conversations, questions, games or actions. During this interaction, language will be a fundamental tool for opening new opportunities to develop activities and organize information through the use of words and symbols. (Ministerio de Educación, 2012)

“In order to determine what causes egocentric talk, what circumstances provoke it, we organize the children’s activities the same way Piaget did, but we added a series of frustrations and difficulties. For instance when a child was getting ready to draw, he could suddenly find that there was no paper, or no pencil of the color he needed. In other words, by obstructing his free activity we made him face problems.” (Kausar)

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The speech serves a very important function when children get over a drawback at the moment of speaking and it is referred to as ‘the higher mental processes’. For Vygotsky, there are two types of mental processes: Lower and Higher mental functions. The lower mental functions are those natural functions which individual were born with and they are genetically determined. The behavior of this function is limited by what a person can do. In relation to the higher mental functions, it is crucial to say that these are acquired and developed through the social interaction. As the individual is inserted in the society with its own culture. The higher mental functions are measured by the culture. The knowledge is the result of social interaction; in this way the people acquire consciousness about themselves and learn the use of symbols, which allows the students to think in a more complex way. For Vygotsky, the more social interaction you have, the more knowledge and opportunities to act you get, in this way, the higher mental functions are being developed.

According to this perspective, an individual is a cultural being and the higher mental functions are developed. At first, these psychological abilities are shown in a social environment; and in the second moment, the individual aspect with its social phenomena, that is, the attention, memory and the formulation of concepts, which are progressively owned by the person. 8

Vygotsky includes the ability to plan, evaluate, memorize and reason; these are developed in cultural and social interactions, since the child is born. “Language does not simply reflect or represent concepts already formed on a non verbal level. Rather it structures and directs the processes of thinking and concept formation themselves.”9 He establishes that before being conceived as an internal process, any mental function goes necessarily through an external social stage, known as internalization.

Vygotsky explains that the child is able to group and classify items accordingly. Here, the child would be exposed to experiences and be able to solve problems, developing logical and analytical thinking skills. In the formal operational stage children are presented with opportunities to enlarge their analytical thinking through activities and projects without solutions, in order to discover them.

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Lev Vygotsky puts great emphasis on language. He understands that language is not just a deal of expression, but it is related with thought. In this way, that is the main principle of this Socio-cultural theory, the development of the language, for its importance in terms of cultural beliefs and value system. Vygotsky also indicates that humans may have “built in basis, rules and constraints about language that restrict the number of possibilities considered. A child thinking regarding these language constraints is very important in language development.”  

In contrast to Piaget’s point of view, Vygotsky indicates that speech development moves from social speech to inner egocentric speech. In other words, children are active learners especially in a social interaction; teachers play the most important role, because they are responsible to build conductive environment in the form of classroom, and we can find a sort of triangle relationship:

a) teacher and students on the whole
b) teacher-student relationship at the individual level
c) student-student relationship

These three kinds of relationship inside the classroom, together with an appropriate environment created by the instructor; support to produce proficient learners. (Kausar)

The social factor plays a very important role at the moment of learning a new language, especially because the students are exposed to these three different kinds of communication. The result of these kinds of interaction is an effective communicative classroom.

It is worth mentioning that another author mentioned by the national curriculum is Brunner. He states that language is the most important tool for the cognitive development. Adult learners use it for interacting as mediators between the world and children, and for helping them to solve problems. The teacher supports the students, this creates a sort of scaffolding, in order to develop an specific task or domain a concept that the child is not able to solve o finish by her/his own, due to it could be beyond their his/her knowledge or abilities. In the language

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teaching, the scaffolding is built, for example, with forms and daily routines. Through this, the new language makes sense in the student in an active way. This could be developed from the previous or familiar experiences; this is what permits them to incorporate new elements of language (Ministerio de Educación, 2012):

1) Pre-perceptive stage: The subject is expecting a specific situation, influenced by the intellectual or motivational structures.

2) Reception of the information

3) Evaluation of the perceptive hypothesis, in which the subject judge the adjustment according to his/her previous expectations and the received information.

Bruner was a pioneer in terms of cognitive psychology. This began through his own research when he began to study sensation and perception as being active, rather than passive processes. Bruner made a huge effort for demonstrating the influence that the cognitive and motivational variabilities in the perception. From this point of view, it is possible to distinguish the levels in the perception.

According to Bruner a theory of instruction has to cover the following conditions:

a) Take into consideration the personal factors of the students together with the interest, curiosity, and the wish to learn.

b) The topics of study must be appropriate for the student’s level. The topic needs to be according to the level of development of the student.

c) The teacher ought to achieve that the students are conscious about the importance of their endeavors for accomplishing their goals. The knowledge of the results has to occur at the moment that the problem is being solved. In this part the reinforcement, the feedback is crucial. If it is not coming at the right moment, it will be useless.
d) The learning for discovering is the only type of learning that is able to inspire self-confidence. This kind of learning gives the students an external motivation.

e) The school should carry out an appropriate and balanced educational work, this means that the students can be able to develop an intuitive thinking, this allows teaching the child a fundamental structure of a topic, and then he/she will be able to develop an analytic reasoning. This sort of knowledge is enhanced by means of art and poetry. (Aramburu, 2004)

It is possible to see the importance of the personal interest of the students, because this is going to help the students to have their own motivation for learning. This is fundamental at the moment of learning a foreign language, due to children could feel that they do not enjoy the English lesson or just they do not have a personal and significant reason for learning an EFL. Thus, Bruner suggests that educators need to be capable to apply eye-catching activities that engage the students and encourage them to be part of an active learning process.

Other author considered in the curriculum is Brown. He states that the teaching of a language for children should consider the following aspects:

a) **Intellectual development:** In this stage, children think in a concrete way, that is why any abstract explanation about the language is not insure to be retained. Grammar rules should be avoided in this level.

b) **Time of attention:** Children are capable to have more extensive spaces of time paying attention in front of interesting, defiant and funny activities. For this the activities need to be immediately eye-catching, diverse and the teacher must present the contents in a very enthusiastic manner by using supporting material and sense of humor.

c) **Stimulating the senses:** Kids need to participate in different sort of activities apart from the ones related to visualizing and listening. Tasks in the classes need to incorporate movement, acting and games in order to involve the
students in manual projects which help the child to internalize the language in a natural way.

d) **Affective factors**: Young learners could also be inhibited; they are very sensitive to their classmates’ opinion in relation to the use of oral language. Educators ought to create an environment of respect and confidence in the classroom by giving support and inviting the students to go beyond.

e) **The use of authentic and significant language**: Boys and girls will be able to use the language in a concrete way, but their learning will be more effective if the English foreign language teaching is based on a context. The teacher should present familiar situations and keep a whole language to emphasize the integration with their abilities. (Ministerio de Educación, 2012)

The last authors mentioned by the national curriculum are Curtain and Dahlberg. They say that it is a fact that young learners are capable to acquire languages when the teachers consider them not just as a receptor of vocabulary or information, but as constructors of meaning and knowledge.; instructors that apply the use of the new language instead of the mother tongue, and elaborate their lesson plans trying to incorporate every aspect of the language. The importance of communicative context in the classroom is that they are meaningful and motivating for the students, if they are presented, for instance, as games, tales, routines, celebrations or plays in which the grammar is supported by the use of the language in a natural process. Curtain and Dahlberg (2009) state that

“Second-language acquisition theory, learning styles, multiple intelligences, brain research, cognitive psychology, and information about cognitive and educational development all contribute to a greater understanding of languages and learners.”

Others important qualities that English teachers should present in their performances is the ability to offer experiences that show students to other cultures and frequently evaluate the learning, as well as providing the corresponding feedback in terms of progress of their use of the

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language. It is worth mentioning that a good teacher includes activities that are intrinsically defiant, taking into consideration the particular characteristics of the children, according to their age and abilities (Ministerio de Educación, 2012):

“Information in these areas is always evolving and is subject to new questions and interpretations as our understanding of human development and the mind continues to change and grow.”

Finally, they explain that trainers should frequently promote the use of the new language, including concrete experiences supported by visual aids, manual projects, etc; educator have to consider the diverse learning styles of their students, incorporating homeworks and tasks that involved physical activities in the lesson plans. (Ministerio de Educación, 2012)

“Thematic teaching is an approach to curriculum development and classroom planning that can help the teacher capitalize on the information we have about learners and their wonderful diversity.”

According to Curtain and Dahlberg (2009), it is possible to conclude that they make an emphasis on an active learning, trying to cover a holistic aspect in the students, and also asking for develop a whole language teaching skill in the educators, in order to get as result a meaningful and significant learning.

Taking all this authors into consideration, it is presented what teachers should improve in their performance and what the government should provide the educator in order to enhance the English Foreign Language teaching in the Chilean classroom. Nowadays, trainers are asked to encourage the children by means of visual aids, listening and above all, ICTs, due to current youth and childhood are exposed to the very beginning to technologies, so they are actually native of this digital age.

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14 ib.
2.8 Characteristics of teachers’ training style

According to the Teaching Theoretical Framework\(^\text{15}\), teachers are, first of all, educators who are completely engaged to the student training. It is supposed that teachers are truly involved as individuals in their job, with all their abilities and values in order to achieve a great performance in teaching. This is the only way that the interrelationship between them and the students is feasible of being carried out, making the teaching labor irreplaceable. The Chilean Framework recognizes the complexity of the process of teaching and learning; as well as the cultural contexts in which they occur. For all this, it is important to consider the level of knowledge and competences teachers have. One of the most difficult aims is the creation of an appropriate environment for the learning – teaching process to occur. However; teachers are also supposed to be responsible for the improvement and achievement of the students. (Ministerio de Educación, CPEIP, 2008)

Teachers have a crucial role as they have to endeavor the demands of the educational reform, in order to improve the learning process in all the students. Some researches demonstrate that the performance of the teachers, among others, is a fundamental factor, having a very high incidence in the accomplishment of the students. Thus, what teachers should know and be able to do is crucial in the opportunities of learning that the students will have. Teachers must share professionalism in order to project in the society an appropriate image; this will help educators and people will appreciate their heritage of knowledge and experiences. Professionalism also represents a requirement of responsibility about their practices in the society. (Ministerio de Educación, CPEIP, 2008)

On the other hand, in an interview made to a Margarita Valle, Headmaster of the Career of English Pedagogy at Universidad Mayor, by Univeria, she said “English teachers are not qualified for teaching the language\(^\text{16}\), she explained that teachers are not prepared enough about the English language, and they do not have the elementary tools in order to guarantee the conditions to carry out the teaching-learning process in a correct way. For this, it is possible to understand that ICTs are important at the moment of adapting the methodologies for the needs


and requirements of the XXI Century. In terms of what the educator could do, it is feasible to go back to this situation; the expert mentioned before suggested that every teacher should reflect on their weaknesses, and seek to improve communication with their students, by asking exactly what they learn during the class. (Universia, 2013)

Another important aspect to take into consideration is that the distribution of teaching and learning hours is overwhelming; the main idea is that students have enough time to assimilate the contents of the class without forgetting their extracurricular activities. Valle also mentioned the relevance of English language as a tool for inserting the students in the labor market. From this point of view, she explained that the management of this language clearly extends the opportunities for getting a job, although our country is still late in relation to the professional demands in other parts of the world. (Universia, 2013)

2.9 Students’ attitude towards learning a foreign Language.

Taking into consideration the current Educational need of learning English, It is relevant to mention that in Chile students count on 3 o four hours per week for this class. The artificial environment for learning English and the few opportunities to practice the language in a place outside the school do not collaborate in this process. This one is not just a product, but also an internal process of the individual, and there are other different factors that affect learning. English is very important around the world and has been included as a subject in the plans of the educational system. This program responds to certain student’s necessities, for instance: Communication in English and access to different sources of information or knowledge written in that language.17

Despite that English Language learning is promoted in Chile during the school education, not all the students are able to use it clearly. It is very common to find out people that know or try to talk to the visitors. It is recommended that the visitor tries to speak some words in Spanish,

in order to make himself/herself comprehensible in a better way, Chilean people really thanks the endeavour, because of their lack of conversational abilities\(^{18}\) (Chile's Official website).

The Chilean Government should state clear goals, which should be focus on the acquisition of the English language, taking into account the mistakes committed in the past so these are not repeated in the future. The plan must be consistent and realistic; all aspects would be taken into consideration. To do this, teachers need to foster their confidence and desires in order to become highly-trained English Foreign Language teachers. It is a fact that if the teacher enjoys the class as an instructor, the students will feel pleased to participate in the class with a strong sense of belonging. The contents that are presented by means of innovative methodologies create an appropriate atmosphere for the interchanges of knowledge and information in relation to the teacher and students; in other words both would be able to become good cultural informants (Nakamura, 2005).

In order to provide the proper environment for learning, as to call learners attention, the educator has to appeal to the students’ attitude, so they will do their major effort to achieve a goal. If the teacher wants to achieve a change of mind in students’ attitude towards English, first of all, it is necessary to know what Attitude is. Attitude has been studied as a crucial factor inside the Teaching-Learning process. An attitude corresponds to an internal acquired state that has influence on the selection of the personal action towards things, ideas, places and events. These attitudes represent a disposition that could be positive, negative o neutral; one of these will govern the action of the student.\(^{19}\) Thus, attitude is defined as:

“A cognition, often with some degree of aversion or attraction (emotional valence), that reflects the classification and evaluation of objects and events. While attitudes logically are hypothetical constructs (i.e., they are inferred but not


objectively observable), they are manifested in conscious experience, verbal reports, overt behavior, and physiological indicators.²⁰ (Encyclopædia Britannica, Inc., 2013)

In other words, it is a favorable or unfavorable evaluative reaction toward something or someone. Attitude is also related to an expression of the feelings, beliefs or intended behavior. It is a natural and spontaneous reaction to something. It is composed by three main aspects:

- **Cognitive**, related to thoughts, ideas and beliefs. The cognitive part also involves the stereotype, so the students make an automatic association even if they really like the English lessons or not.

- **Affective**, connected to feelings and emotions that are evoked. Thus, the disposition or tendency to act in a certain way is proportional to the particular process of the individual. For example: the feeling of fear, sympathy or hate. According to this, there are possibilities that students may get a bad feeling or a happy memory of the English learning.

- **Conative**, it is related to the behavioral aspect, the disposition of the learner to act in a specific way. In this aspect, it is necessary to appeal to the desires of students to study English, involve students in the English lessons, so they act the way the teachers expects them to act.²¹

The lack of internal and external motivation affects the students’ learning of the English language; it is why teachers are supposed to increase student’s awareness about the motivation. For this, the teacher needs to create activities that are connected with their interests and learning style, in order to make the motivation even more effective. Here, it is where the educator plays the main role as an English Foreign Language teacher, owing to the fact that the professional has all the needed tools for accomplishing an appropriate motivation, together with a

²¹ Retrieved from https://www3.nd.edu/~rwilliam/xsoc530/attitudes.html - on 12 Sep 2013
significant learning\textsuperscript{22}. This means that a huge part of the motivation lays on the teacher, however it is a shared responsibility, depending on both sides.

Another fundamental aspect to take into consideration is the relevance of the teacher’s particular training style and performance; thus,

“We reflect teachers tend produce reflective students. Enlightening student teachers with a reflective and transformative learning attitude enables them to become more reflective learners, and consequently they can translate their received knowledge into more meaningful actions in EFL class in their teaching practicum and thereafter”\textsuperscript{23} (Nakamura, 2005)

For this, there are four steps to make an English Language teaching successful and attractive for students:

a) Encourage, to persuade somebody to do something by making it easier for them and making them believe it is a good thing to do.

b) Enrich, to improve the quality of something, often by adding something to it.

c) Enjoy, having something good that is an advantage to you.

d) Enlighten, to give somebody information so that they understand something better.

These four components can transform the traditional language classroom into more delightful language community and work place, it could include language home as well. Furthermore, in the process of the teacher’s transformation with a reflective point of view, the learning will take part of the high skills of the human reasoning (Nakamura, 2005). So, students will be involved in the lessons and they will be motivated to learn.

According to the Curricular Bases\textsuperscript{24} the students should demonstrate curiosity and interest for knowing their own reality along with other cultures, in order to value their country and extend their knowledge of the world. According to Ministerio de Educacion (2012), “the objective of the subject is that the students actively get involved in the topics presented in the syllabus with readings and listening activities. For these objectives there are specific suggestions

for example: to express their opinions and establish a connection with their experiences and personal interesting.”

This means that the English language lesson will be useful and meaningful for the students if they are able to recognize a relation with their particular situation; in this way if the teacher is able to connect the lesson with their previous experiences, the contents of the EFL teaching will make sense for them.

It is important to mention that the scholastic abilities are not the dominant aspect when we talk about learning a foreign language. It is also crucial that the students show a positive attitude toward themselves and their faculties for learning a new language.

“The objectives of the subject promote self-confidence, because the action of expressing in a foreign language implies the endeavour of getting over the inhibitions that the use of a different language, other than their mother tongue could generate.” (Ministerio de Educación, 2012)

Additionally, this subject is in favor of self-confidence through the recognition and the communication of the proper ideas, experiences and interests as the learning objective suggests. In the case of the Chilean students, it is possible to realize that there are students who are really worried about speaking English; they consider that they are not capable to strike up a conversation and get shy at speaking or even pronouncing some isolated vocabulary. In other words, the students should be able to be confident towards themselves and their knowledge about the English language. It is relevant due to the student needs to feel secure at the moment of having a spontaneous talk, however, it is possible to see that there is a huge fear to face in terms of speaking abilities due to the problems with these are word order or pronunciation. Despite the minor drawbacks that beginners may have, they could get over it, affecting their performance.
2.10 The Importance of motivation to teach and learn English as a foreign language.

Every class is different from the other, for that reason, each group of students may have a different reaction when learning a foreign Language. Therefore, the reasons for learning EFL also changes. It is in the middle of the learning process, when teachers ask themselves about the importance of the role of motivation to teach a new language in the classroom, and how motivation can be used as a tool or resource to engage students in their learning process. Although, teachers have to bear in mind the characteristics of each group of students.

However, in order to determine the importance of motivation to teach English as a Foreign Language, it is relevant to be familiar with the concept of motivation first; according to Gilakjani, Leong and Sabouri (2012) who quoted Williams and Burden (1997) described motivation as “A state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort.”\(^{28}\) (p.1) so motivation is a state where a person feels the need to act in a specific moment and for a specific reason.

Another definition of motivation provided by Gilakjani, Leong and Sabouri (2012) mentioned Gardner (1985) who says that “motivation is a combination of effort plus desire to achieve a goal plus favorable attitudes towards the goal to be accomplished”\(^{29}\) (p.1); regarding this definition, motivation is the desire to achieve a goal and the aspects that may allow a person to accomplish it.

Authors emphasize the need for a person to achieve an objective, this is the reason why someone decides to act, and this desired result appeal to the inner force of every human being to do every possible effort to aim their wishes.

All in all, motivation can be one of the key elements when teaching English as a foreign Language, for the reason that motivated students will be eager to learn the language. Nevertheless, it is not clear the process teachers should follow in order to spread enthusiasm in

\(^{28}\) Retrieved from [http://www.mecs-press.org/ijmecs/ijmecs-v4-n7/IJMECS-V4-N7-2.pdf](http://www.mecs-press.org/ijmecs/ijmecs-v4-n7/IJMECS-V4-N7-2.pdf) - on 9 September 2013

\(^{29}\) Ib.
the English Classroom and which would be the proper method to increase motivation, taking into account the background of the students and their realities.

Gilakjani, Leong and Sabouri (2012) who cited Gardner (1985) provide a view of the elements required to have motivated students in the classroom:

“To be motivated, the learner needs to have something to look forward to, a purpose related to goal or objective. This objective would be learning a foreign language. There must be something that the learner wishes to accomplish or gain, being the target language the vehicle to attain it. The learner's reasons for another language could vary from achieving a sense of success, fulfill other's expectations or being able to buy a new car through getting a better job due to command of the target language.”30 (p.2)

According to Gardner’s view, if a teacher desires to have motivated learners, then it is his/her duty to set the goal for every lesson; so learners know why they need to learn an specific content, and how this content is going to be beneficial for them in the future. This goal is presented to students beforehand, and by using this method students are aware of the necessity of doing different tasks. All this process follows a simple rule stated by the philosophy “A means to an end”, which is essential to do a small action in order to achieve a major objective; in this case a teacher sets a goal to engage students in the classroom activities, nevertheless the major objective is to make students participate during each lesson, and let them be aware of their importance to conclude successfully every class.

Motivated students are ideal learners due to the fact that they endeavor themselves to make all possible efforts to succeed; they become familiar with their objectives as they know what the goal is, and activities are meaningful for them. This kind of learner will acquire knowledge from their favorable outcomes and failures, appreciating both of them as part of life,

he/she also help other by using previous experiences and will be able to lend a hand to others to achieve goals (Dörnyei, Z, 2001)\textsuperscript{31}.


- The Language Level: At this grade, motivation can be subdivided into integrative and instrumental motivation; in this level motivation is only related to the language itself.
- The Learner Level: At this rank, motivation is related to the language learners and their experiences, the necessary aspects to help students achieve their goals and develop self confidence.
- The Learning Situation Level: In this level the enthusiasm is associated to extrinsic and extrinsic motives. In the case of intrinsic motives, the teacher should take into account the syllabus, the methodology used to instruct learners and the kind of activities and materials used to teach them. Therefore, all of these aspects have to be related with one another. In the case of extrinsic motives, all motivational aspects are related to the teachers’ characteristics, and how these attributes cause an influence in the learning process and motivational strategies used to encourage students to learn. The characteristics of the groups of learners are also relevant at this level.

As it is possible to observe through these levels, the way motivation is applied in the learning area will vary according to the characteristics of the environment and the ones of the people involved in the educational process itself.

All of these aspects mark the significance of Motivations to teach English as a Foreign Language In the Chilean Classroom, because students in an EFL Classrooms have experiences that show different disadvantages in contrast to a ESL classroom where students have the opportunity to interact in English in the classroom and outside the classroom, as the language is relevant in their background, students feel the need to do their highest effort to succeed in their language learning. On the other hand, EFL students only have the opportunity to practice English

\textsuperscript{31} Retrieved from \url{http://www.mecs-press.org/ijmecs/ijmecs-v4-n7/IJMECS-V4-N7-2.pdf} - on 9 September 2013
inside the classroom due to the Language is not widely spread in their country or context that surrounds them. At this moment of learning, the teacher has to give emphasis to all the aspects that may be helpful to have a proper environment for teaching. By using students’ motivation and desires, the teacher can appeal to the students’ inner force, and their desire to learn a language by using tools appealing to the students likes such as music, videos and topics interesting for them.

2.10.1 Approaches for generating Motivation

Rost (2006)\textsuperscript{32} presents three levels of motivation when speaking about language learning area. These levels represent steps of motivation that a teacher can use in order to motivate students; the author says that at this point the teacher may become a motivational teacher. These are:

**The First Level of Motivation: Finding Learner’s Passion.**

The first step to activate motivation in students is to identify their passion, what moves students hearts and makes them happy. If the educator wants to succeed the best method is by linking the contents with the learner’s interests. The things that passionate a person, are those that make them do a bigger effort, the aspects of their lives that learners really value. When the teacher appeals to the students’ passion, then he is attracting their most deeply emotions. So, this does not mean that students will love English, nevertheless, in this motivational process; the most important objective is to help students to connect English with their passions.

One way of integrating students’ passions is by allowing students to include their interest in the classroom. Different techniques can be applied; the first one mentioned by Rost (2006) is called *hot elements*, the students could be allowed to introduce things important for them in front of the class, objects such as music, movies, and books among others. Through the usage of this method, students get to know more about other classmates, and at the same time, learn English by speaking about topics meaningful for them. Some other useful methods are: allow students to recommend songs, videos and current topics. They may prepare presentations about characters they like, the use of folders to keep track of their learning process and activities are also practical.

\textsuperscript{32} Retrieved from http://www.mecs-press.org/ijmecs/ijmecs-v4-n7/IJMECS-V4-N7-2.pdf - on 9 September 2013
When the learners realize of the importance of their preferences for the development of the lesson, then students understand that they are not just students but people learning a language, the motivational process allows both the teacher and learners to develop commitment.

**The Second Level of Motivation: Changing Learner’s Reality**

The reality of EFL learners makes their progress in the proficiency of a L2 really hard for the reason that the amount of hours of instruction is not enough, even though they are not able to practice outside the classroom due to the lack of people speaking the foreign language. The biggest problem is the lack of real interaction, and the quality of the language practice. As there are few opportunities for students to practice the language, it is the teachers’ job to help students find opportunities to learn outside the classroom.

The teacher can provide learners with tools such as: language learning websites, videos of quality, and other ICTs resources, even a small quantity of texts available for learners. The use of games, worksheets and crosswords are beneficial.

The teacher can devote some additional time to guide learners in the selection of additional material, changing the reality of learners with these simple steps is as meaningful as covering the contents of a syllabus.

**The Third Level of Motivation: Connecting to Learning Activities**

Rost (2006) says that “connecting refers to the engagement of intention, attention, and memory in the activity itself.”³³; he also mentions that teachers should be able to come up with ways to connect students with the activities, nonetheless, this is the point where most teachers fail. Rost (2005) presents some connecting principles that can be useful in order to create effective material. The connecting principles are:

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• **Use of personalized warm ups:** These are activities that are used to start a lesson, they can also be called ice-breakers due to the fact that the purpose of this kind of activities is to call students attention, to get students involved in the classroom.

• **Vivid and Tangible Learning activities:** Use of topics that are meaningful for students, at the same time, make use of visual aid and games, the aim is to engage students’ attention. Come up with different activities involving all kind of learning styles as well as multiple intelligences.

• **Include all learners:** Make all students participate during the development of each lesson, leaving students aside is the worst mistake a teacher can carry out throughout the period of classes. It is important to assign role to learners such as helpers or group leaders, allowing them to do pair and group activities as a way to include all learners in the lesson.

• **Include inductive learning in lesson:** Present students the opportunity to develop their deductive skills, so they can grasp the Morphosyntactical contents in a lesson without the need of explaining grammar points, vocabulary, etc. Provide students with the possibility of thinking about the subject, analyze the contents. Even though it is easier to use direct presentations to teach students, it is more meaningful to permit learners discover the contents on their own.

• **Provide Feedback:** In every step of language learning, the educator should verify if students are learning. And last but not least, if the students have actually improved, the teacher should praise and congratulate them for their progress.

All three levels correspond to the moment of generating motivation; they are all between one another, however some of them are easier to apply than others; the first level is the starting point to enhance motivation in the English classroom. And the other levels should follow the first one.

Apart from the approaches to motivate students, there is another aspect to take into account when speaking about Motivation, that there are two types: Integrative motivation and Instrumental motivation. In other words, there must be coherence in the procedure in order to
catch the trainee’s attention. The levels are related to a sequence, this means that it is needed to have a particular order and which lead to a particular result, in this case enthusiasm, stimulus and initiative. For this, students should know and comprehend the reason why they do something in order to behave in a particular way, this is known as motivation.

2.10.2 The difference between Integrative and Instrumental Motivation.

The difference made between Integrative and Instrumental Motivation was made by Gilakjani, Leong and Sabouri who cited Gardner R.C. and Lambert. W (1959), that describes the influence of most L2 research. Researchers such as Brown (2000) and Gardner (1985) have divided motivation into two types: Integrative motivation and Instrumental motivation. Nevertheless, it was this previous author who devised specific characteristics for both types of motivation. Gardner R.C. and Lambert. W (1959) stated that:

a) “Integrative motivation refers to language learning for personal growth and cultural enrichment, that is the learner desires to learn a language to integrate successfully into the target language community;

b) Instrumental motivation: as arising out of a need to learn the L2 for functional or external reasons. These include the achievement of goals, utilitarian purposes for learning such as passing exams, financial rewards, furthering a career or gaining promotion.”

In other words, Integrative motivation is the individual desire of a person to learn a Language to be able to integrate himself or herself into the spoken community of the Language. Instrumental motivation is the personal need to learn a language in order to achieve other goals such as job promotion or better opportunities of work. Both types of motivation can be inclusive, so if a person is learning it is because he/she wants to join a spoken community, the person can also be able to get a job by knowing the language, and vice versa. The significance of both types will depend on the situation or context of learners.

35 Ib.
Another way to classify motivation was presented; it is also divided into two types: Intrinsic and Extrinsic motivation.

2.10.3 The difference between intrinsic and Extrinsic Motivation.

Gilakjani, Leong and Sabouri (2012) mentioned Dömyei. Z (1998) who defined both types of Motivation as follows:

a) “Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable and satisfying to do.

b) Extrinsically motivated learners are those whose actions are carried out to achieve some instrumental end, such as, earning a reward or avoiding a punishment.”

In other words, intrinsic motivation is related to the entertainment and satisfaction of the learner while doing different activities, extrinsic motivation is connected to the desire to reach a major achievement by learning a foreign Language.

To conclude, motivation is what moves a person to perform an action in order to achieve a goal. As a result, motivation is decisive in every day teaching EFL in the classroom; for the reason that if students are motivated to study English, then they will do their best to learn the language. There are different kinds of motivation such an intrinsic and extrinsic motivation. There are different ways to carry out motivation in the classroom, on one side, some aspects are influenced by internal factors of the classroom environment, the background of the students and the characteristics of the country or city where the Language is being taught. Every person has motivation, nevertheless it is teachers’ responsibility to direct learners motivation to the English learning.

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CHAPTER THREE: INTERACTIVE METHODOLOGIES IN EFL TEACHING

2.11 Interactive Methodology in teaching English as a Foreign Language.

The teaching of English has become important all over the world, and Chile is not an exception; the teaching of English has got two different names that represent the way students learn the English Language according to their environment. English is considered as a second Language when the learner is studying a Language and is surrounded by people who can speak the second language. On the other hand, English as a Foreign Language is learnt by students in a context where they have few opportunities to practice the language effectively. In this kind of realities the role of the teacher is important, as it was mentioned before, because the teacher is the person in charge of motivating the students.

Regarding the methodologies, there has been an evolution throughout the language teaching; the methodologies used in the learning and teaching have suffered some modifications
as well. During the first years of language teaching, the procedure used by most teachers was the grammar translation method.

“According to the grammar-translation method the language is a synthesis of words arranged in sentences according to different rules of different languages. Students were supposed to learn words and grammatical rules and construct sentences based on these. The words were grouped in lists and the rules were memorized in a strict order. This system of learning a language was very rigid. By using this method, students were not able to embrace the variety and richness of the spoken language. When the student was faced with the real spoken language, quite different from the artificially built sentences he had been accustomed to, he was at a complete loss.”

Through the usage of this method, students were supposed to memorize grammatical structures and construct sentences following those structures, they were forced to learn information by heart with no meaningful contents and background. On the contrary, when the learners had to speak, they faced bigger difficulties as they did not devote time to practice the language orally. As a result new methodologies were introduced in the world of Language Teaching.

The main objectives of these techniques were focused on the written language. One of these approaches was the analytical method led by Wolfgang Radke (1571-1635), which consisted on giving input to written texts and teaching words and rules. Throughout the application of this method, students were taught in a sequence, first they were introduced written text and then the grammatical aspects of the language. This technique avoided memorization and put more focus on the analysis of texts. The Analytical method marks the prelude of a new era in language learning and teaching, nonetheless it was just the beginning of a continuous improvement in the teaching of English as a Second and Foreign Language.

The following technique introduced by Cormenius (1592-1671) that is regarded as the father of mother Education, was called the Intuitive method that consisted on the usage of

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different element around the learner to make the understanding of the new language easier. Cormenius believed that the teaching of a second or foreign language should be as similar as the instruction of the native language or mother tongue. This was the first approach that mentions the importance of the context in the language learning; it also emphasizes the significance of the way we learn the native language in the acquisition of a second language. These ideas are praised in our language teaching nowadays, every time a teacher designs a lesson, the teacher should take into account the context of the learner as well as the characteristics of the acquisition of his mother tongue. This means, that as in every native tongue, people first emphasize on listening and speaking skills first; this should be the method people are to follow when learning a foreign language.

As time went by, new methods were introduced during the following centuries; one of those techniques was introduced by Joseph Jacotot, a French professor that presented bilingualism as a viable method to teach a foreign Language. The method consists on reading a text on two languages, the mother tongue and the foreign language. He considered that this was the best way to learn a tongue.

Nevertheless, Francois Gouin, a professor of Latin in the nineteenth century mentioned the lack of methodological approaches of the era; he experienced the failure of previous theories when he went to study German and realized that memorizing vocabulary and grammar was useless. In the search of a better method, the Gouin series arise; this method pointed out that the learning of a tongue starts by developing the listening skills. The first contact with a foreign language should be by hearing the speech. On the contrary to previous methods, that used to emphasize reading, this technique focuses attention on listening. As people use complete utterances and paragraphs to convey their ideas, it is necessary to know how to express thoughts and not isolated words. Grammatical contents and vocabulary should be taught by using complete sentences and ideas in listening activities.

In the second half of the nineteen century, during the Reform Movement, another Methodology was introduced, known as the Direct Method, a technique that emphasized the importance of the development of the spoken Language. Harold E. Palmer put emphasis on the
oral skill; this was considered the “Oral method”, his lessons were developed through the usage of dialogues and related oral text.

Little by little, and by means of new reforms at schools, the mother tongue was left aside and the classes started to be on the target language. The focus on the sounds and pronunciation changed the perspective of how language proficiency should be developed.

As pronunciation gained importance, grammar rules started losing importance, getting a secondary role in the language learning process. By 1878, the direct method was applied by M.D.Berlitz and later on at the beginnings of the twentieth century the approach was introduced in many schools. This approach has received different names such as: Reform method, new method and oral method (Taralunga Tamura, Elena. (2006)).

Each one of them are part of the whole process that Language teaching has gone through in order to improve the techniques used when giving lesson in a language, after the different processes and methodologies developed in the instruction of languages, there is a new movement that comprises different methodologies, this is called interactive methodology, applied in different countries around the world in the process of teaching English as a Second and foreign Language.

The Chilean National Curriculum presented different objectives in each unit; these objectives are influenced by different approaches belonging to interactive Methodology. According to the study programs these techniques put emphasis on the development of communicative skills, and complemented themselves with other approaches. The most meaningful aspect of these techniques is to provide learners with the opportunity to communicate in the classroom with their classmates in a meaningful and contextualized way. Learners of a Foreign Language should be able to develop all four Language skills (Reading, listening, writing and speaking), the reinforcement of all language skills at the same time, it is known as the practice of integrated Skills.

Along with this it is important to that the National Curriculum includes the following approaches of the interactive Methodology:
• Communicative Language Teaching: This focus considers that the strategies can be adapted in a way that can be applied with different classes. These approaches aim to help people to communicate, and to develop proficiency in the language. The most important aspect of this method is to develop the knowledge of the English Language to Communicate.

• Natural Approach: Emphasis in the understanding of the language, the importance of vocabulary and the supporting material for the lessons.

• Cooperative Language Learning: Focus on the importance of the interactive nature of the language

• Content-Based Instruction: The language is a means useful to communicate ideas and to acquire information from the environment.

• Task Based Language Instruction: The progressive improvement of the language by means of different tasks that complement the contents.

• Total Physical Response (TPR): This approach is applied in children mostly due to the fact that it focuses on the physical movement of the body, and the management of stress that promotes and facilitates the learning of a language. Nowadays, this approach is applied in different classrooms with small students.

• Global Language: Development of the language as a whole, integrating four language skills and each of the parts of the language.

All of these approaches aim to develop Language in an Interactive way, that is why they are part of what is worldwide known as Interactive methodology. Each Approach has got its characteristics’, so if a teacher is going to apply any of these methods then he/she needs to get familiar with the procedure and how each of them works in the classroom. In this chapter, there will be a description of the main characteristics of each the proposals the ministry of Education has included in the study programs. Educators will get familiar with each approach by isolation;
in this process they can identify how each method work, the routes and main characteristics of each method.

2.11.1 Approaches of Interactive Methodology in the teaching of English as a Foreign Language.

In this part of the chapter, all the Approaches regarding Interactive Methodology will be presented in order to make clear what Interactive Methodology is, moreover, each approach will also have information about the introduction of the different techniques in the world of teaching and learning. The first Interactive methodology that is going to be presented is The Communicative Language Teaching.

**Communicative Language Teaching**

The communicative Language Teaching gives emphasis on Language as a mean to communicate with people. One of the most important goals of this methodology is to accomplish improvement at the speaking level. The importance in this theory relies on the ability to communicate ideas, to convey a message, and to know the language perfectly. The teacher should allow students to have enough time to interact during the class. The amount and the variety of speaking activities are relevant, owing to the fact that if there are many kinds of speaking activities, with different strategies, then learners will be more eager to participate in the class. According to this method, grammar is secondary in importance, first speaking practice and then grammar rules.

Koji Nakamura (2004) quotes Richards and Rogers (2001) who presents the following principles of Communicative Language Teaching:

- Learners learn a language through using it to communicate.
- Authentic and meaningful communication should be the goal of classroom activities.
- Fluency is an important dimension of communication.
- Communication involves the integration of different language skills.
• Learning is a process of creative construction and involves trial and error.”  

This principle represents the essence of this technique, taking into account the importance of practicing the language in order to improve it, the integration of different language skills and the most important trial and error; learners should not stop trying because of their difficulties when using the language, but work hard in their learning process.

Regarding this matter, Koji Nakamura (2004) also quotes Richards and Rogers (2001) by saying that the goals students should achieve when experiencing Communicative Language Teaching are:

– To provide opportunities for naturalistic second language acquisition through the use of interactive pair and group activities
– To provide opportunities for learners to develop successful learning and communication strategies
– To enhance learner motivation and reduce learner stress and create a positive affective classroom climate”  

The goals presented by Richard and Rogers (2001) point out to collaborative activities in the classroom in order to achieve the same objectives; it is about providing learners with the opportunities to practice the language with their classmates because they have the same aims regarding language learning. When using this method inside the classroom, the teachers attempt to improve students’ communicative skills, as this is the focus of language learning in the XXI Century.

This theory meant a complete change in teaching methodology due to the fact that all previous methods emphasize reading and writing mostly, moreover, students were requested to learn grammatical structures by heart.

2.11.1.2 The Natural Approach.

Following the example of the Communicative Language Teaching Method, The Natural Approach was also included as a technique to develop communicative skills, according to the ministry of education in their proposal for 1st grade to 4th grade the Natural Approach put emphasis in the comprehension of the Language, emphasizing on the significance of vocabulary to grasp the main ideas of a conversation or a written text and the use of material to support it.\(^{40}\) According to the view presented in the study programs of English for the first cycle of primary education, who quoted Krashen and Terrell in Richard and Rodgers (2001), “is important for students to have a connection with comprehensible input, and meaningful information about different topics and interesting situations of the daily life that allows teachers and students to develop a motivational and relaxing environment for learning.”\(^{41}\) This method focus attention on the importance of vocabulary to comprehend a message, if learners do not know the meaning of words then they will not be able to truly understand the message the other person is trying to convey. In addition, the educator should include several topics in the classroom; those subjects should be related to daily life situation providing an atmosphere about real situation spoken in the classroom.

2.11.1.3 Cooperative Language Learning.

Cooperative Language learning also known as Cooperative learning focus on the need to interact in every language, this means that the necessity for every person in the world who is learning a verbal expression. The ministry of Education (2012) quoted Brown (2007), who remarked that when applying Cooperative Language Learning:

“Learners of a language develop communicative competence in dissimilar interactive situations in which communication is the main objective. Through interaction, and cooperation, they achieve the goal of communication; this helps to create an adequate atmosphere to learn a

\(^{40}\) Ministerio de Educación (2012). Propuesta de programa de estudio Ingles para 1ro, 2do, 3ro y 4to básico. Santiago de Chile.

\(^{41}\) Ib.
language promoting intrinsic motivation, strengthening self-esteem and decreasing anxiety and prejudices.”

What Brown (2007) is trying to explain is that Cooperative learning is all about conveying a message, developing communicative skills through the employment of pair activities and group activities, where students work together to achieve the same goal, to develop proficiency in the conversational language. If the educator wishes to use this methodology in the classroom, then it is necessary to make use of the interpersonal intelligence in the development of activities, taking into account that some students that are used to learn with the use of intrapersonal intelligence, may be reluctant to interact and cooperate with their classmates.

Cooperative Learning can be applied in daily life situations, because the purpose is to acquire knowledge of a language by interacting with people, whose linguistic objectives are similar in connection to the development of verbal expressions in the spoken language.

Sylvia Fehling (2007) quoted Slavin (1995, p. 2) vision of Cooperative Learning that says that

“Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other, to discuss and argue with each other, to assess each other’s current knowledge and fill in gaps in each other’s understanding.”

Similar to Brown vision, Slavin (1995) points out that the collaborative work between students contribute to the academic competence of a foreign language, at the same time helps in the strengthening of social abilities necessaries to develop personally and professionally in their daily life.

Gillies (2007, p. 4) and Weidner (2003, p. 34) speak about five elements relevant in the cooperative learning approach.

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42 Ministerio de Educación (2012). Propuesta de programa de estudio Ingles para 1ro, 2do, 3ro y 4to básico. Santiago de Chile.
• **Individual Accountability:** Every learner is responsible for their learning and their contribution to the learning of others.

• **Social Skills:** Development of interpersonal skills needed to have a successful collaboration.

• **Face to Face Interaction:** Mainly focus on EFL Classroom, this element involves students having face to face communication; this can be complemented by the use of technological resources that allows people to communicate.

• **Positive Interdependence:** Understanding that everyone’s contribution is important, no participant should be left aside.

• **Group Processing:** makes reference to a formative assessment also called feedback regarding the results of the communicative activity in regarding to the objectives.

According to this technique, the best way to learn a Language would be giving emphasis the improvement of communicative skills in the foreign Language by using cooperative activities in the process.

### 2.11.1.4 Content-Based Instruction:

Content based Instruction approach sees language learning as a mean to convey messages and acquire information rather than just studying the language. Richard and Rodgers (2001) mentioned by the Ministry of Education said that: “Content based Instruction Approach emphasize that the language will be successfully learned if it constitutes a means to study contents or motivational topics for students, which are linked with their experiences and topics of the subject.”

This method speaks about the importance of context for studying a language. The focus of Learning should be on the content not on the subject, so the topics treated should be more important that the grammar included in the learning process.

Erin Cathey (2012) quoted (Boyle, Peregoy, 2008, p.79) who remarked that Content Based Instruction supports the achievement of TESOL guidelines in the following ways:

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44 Ministerio de Educación (2012). Propuesta de programa de estudio Ingles para 1ro, 2do, 3ro y 4to básico. Santiago de Chile.
“By integrating language and Content Learning,
By addressing the language domains of listening, speaking, reading, and writing;
By providing support for various English language proficiency levels”

This methodology integrates the four language skills and at the same time gives importance to the development of proficiency in the language. Learners should be able to enjoy classes by speaking about interesting contents. Some characteristics of Contents based instructions are related to the contents used for teaching English in the classroom, teachers could relate English to other subjects such as: History, Science, Maths and Literature. Very in mind previous contents when teaching a new content, it is also meaningful if the teacher includes several activities with different resources, the interpersonal intelligence is important in the language learning process. Apart from the variety of activities, the uses of authentic materials are as meaningful.

Contents based instruction includes a huge variety of strategies, as a way to develop the Foreign Language as much as possible, including all different aspects of a language. In regarding to this method, it could be considered as a complete approach to use in an EFL Classroom.

2.11.1.5 Task Based Language Teaching

This Approach emphasizes the meaningfulness of significant activities for students in the process of learning a Tongue. The Ministry of Education refers to Nunan (2004) who stated that:

“Task-Based Language Teaching is the communicative work related to the job done in every class and that involves all the students by means of situations that give priority to the communication of meanings above the study of grammatical structures, in such a way that the learner gets to understand the Language by using and producing it.”

This approach focuses on the continuous improvement of communicative abilities, being more important than learning a language by structure. The main purpose is getting students to develop a good level in the EFL language by using it rather than reviewing grammatical and syntactical contents.

2.11.1.6 Total Physical Response (TPR)

It has got a different focus than the previous approaches presented. The Total Physical response method was developed by James Asher, a psychologist. This technique says that people react better when they have to move, when students are required to move around the class, they are usually eager to participate, because it is a new experience for them, some activities for this kind of methods are related to commands and the learners answer to these commands. In the following extract you will see an example of Total Physical Response in the Classroom.

“Teacher: Stand up! (Teacher models)
Students: Respond by standing up. (physical response, not verbal)
Teacher: Walk to the front of the room.
Students: Respond by walking to the front of the room.
Teacher: Turn around and walk back to your seats.”

This is a basic example of Total and Physical Response. This Methodology is more useful with children for the reason that they enjoy doing movement. The ministry of Education quoted Brown (2007) who said that in Total Physical Response:

“Students learn the Language when they are exposing to the oral language by means of big oral input together with physical activity. Children Listen to the Language, listen to the language as commands in front of the actions developed. The physical movement helps students to comprehend and remember the language and promotes a ludic, entertaining and free from stress,

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which facilitates the language. The actions can be carries put through the usage of games, songs role plays.”

So, by using this method in the Classroom teachers are using a method which reinforces physical activity in order to let students get familiar with the language, when people have to move by following specific phrases, it will be easier for them to remember what they were trying to convey.

According to Widodo (2005) using total physical response has got advantages and disadvantages that are:

**Advantages:**
- The method is fun and enjoyable.
- It is helpful to remember vocabulary.
- It is positive because of the physical activity.
- It can be used in small and big classes, there are no restrictions.
- It is not necessary a lot of material and saves time.
- It is effective with young learner and it saves time because it starts right away.

**Disadvantages**
- It can be embarrassing for some students to do the movements.
- It is only helpful or suitable for beginner levels.
- It is not useful for any content; it is useful for target language.

It is a good method to use in the classroom; nevertheless it would be better to use it together with another method in order to provide better teaching strategies to teach the language.

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2.11.1.7 Whole Language approach

This Methodology aims to teach the Language as a whole, and in an integrative way. The ministry of Education quoted Richards and Rodgers (2001) who said that:

“The Whole Language presents a vision of studying the Language as a whole integrating all the abilities that students should develop in the Language. Therefore emphasizes the importance of meaning, the class centered in the students, the experiences and activities that are relevant and meaningful for the students and the authentic use in the classroom, in relation to texts and stories.”

The whole language approach tries to enhance all aspects of the language to be included in the teaching and learning process of the Language learning. At the same time, the whole Language approach requires students to be aware that they are the center of the learning process, due to the fact that, the activities will be designed for them.

Conclusion

Interactive Methodologies have developed throughout the pass of the time, in this document were presented 7 types of different Interactive Methodologies, each one of them gives emphasis to different aspects of the Language, some methodologies are more integrative than others, some approaches focus on developing Communicative abilities, and some others want to give emphasize to vocabulary, and the whole Language approach, and Cooperative Language Learning gives emphasis to the integration of all skills when teaching and learning.

2.11.2 Use of Technology in the Interactive EFL Classroom.

Teaching English as a Foreign Language might be a hard daily task, preparing lessons for students living in countries where English is not a priority, face educators with a major challenge, getting students to be interested in the Learning of a foreign Language can transform in a

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professional achievement. As a method to enhance students’ attention in the classroom, teachers should come up with different activities; here relies the importance of the Approaches that support Interactive Teaching in the Classroom. It is the teachers’ endeavour to determine which kind of approach is going to be applied in order to attract learners to the class. During this procedure, the role of technology acquires importance, because at the present time children and youngsters have more access to different gadgets than in previous decades. Nowadays the quantity of technological gadgets has increased, students prefer spending time using their devices rather than reading books and browsing magazines, so books seem a repetitious tool for classes. At this point, Technology rises as a rescuer of English classes, due to the fact that, allows teachers to increase the number of interactive methods use in the classroom.

Whether the use of Total Physical Response and Cooperative Language Learning may offer different techniques to be applied in the classroom, the use of technological devises, approaches the Language with the learner, the same situation happens when the educator includes interesting topics for students in the EFL Classroom. The purpose of including Technology is to make English classes more interactive, making use of movie and music to have fun or using data projector and interactive whiteboard to save some time in the classroom. Writing in the whiteboard might take a lot of time, moments that cannot be misspended when students have four pedagogical hours per week, and there is no practice of the Language afterwards, this point clearly represents Chilean reality where no time should be misused for students regard.

Regarding the use of technology in the classroom, also called ICTs, first, the teachers has to know which ICTs are available, which ones can be useful for a lesson. First of all, it is important to mention the types of technology available today.

- **Assistive technology:** This kind of technology is used by people with physical disabilities; these elements make their lives easier.
- **Medical technology:** Elements used in hospitals and other medical centers to help people when they are sick or have a disease.
- **Information technology:** Are those elements used to save information. These tools have a hardware and software.
- **Educational Technology:** All application and programs that are designed to help students in their educational obligations.
• **Media Technology:** Devices related to media and entertaining as well as products that people used to communicate. In this category we can find: television, radio, computer, printer, etc.

There are many other branches related to technology, nonetheless, these are the ones that are worth mentioning taking into account that we are speaking about education, and these types of technology are related to education in one way or the others with the exception of Medical technology that is helpful only in medical situations. The other types of technologies mentioned before are linked to Education, nonetheless the teacher has to choose the appropriate type of methodology to be used in the classroom and the devices that can be used as well as the purpose for using each device.

Secondly, teacher can use some devices more effectively in the classroom than others. In relation to this point, the technological implements that can be used in Chilean classrooms according to the availability are:

- Television: Movies, tv programs, soap operas, etc
- Projector: Project images and ppt from the teacher computer.
- Interactive Board or Smartboard: A board that allows teachers to project ppt, material, games between others.
- Computers.
- IPAD

Every time a teacher uses technology in the classroom, he/she must be careful with the options chosen and the way it is applied. Remember to include other methods in the same lesson in order to integrate as many kinds of activities and methodologies at the same time.

Using technology, as many other tools that can be use in the classroom, the employment of this gadgets has advantages and drawbacks.

**Advantages:**

• Explore the world beyond textbooks: the main focus of English classes in the Chilean classroom is made through the employment of textbook, including other kind of elements means that the teacher will not be using textbooks during lessons.
• Empowering students: Giving students the opportunity to use technology gives them the opportunity to choose what kind of technology use.
• Increase students productivity: when students are face with other kind of tools, they show more interest for these new experiences.
• Directed to different learning styles: Enhance dissimilar learning styles in the classroom, interpersonal, musical, kinesthetic.
• Increases students motivation: Including technology, will make students feel motivated to participate in the English Class.
• Minimizes pressure and fear: Makes English lesson friendlier to the eyes of the learners, in this way, they will feel less afraid during the development of each session. (Universidad pedagogica experimental Libertador Instituto de Caracas)

Drawbacks:

• Time lost: Lost of time when preparing the activities.
• No training: Lack of training of teachers to manage with different technological devices.
• Overuse and misuse of Laptop: Some teaches use the laptop too much, this causes a overuse of this tool.
• Access to equipment: There may be no equipment available for classes.
• Knowledge of material: For some educator may be difficult to adapt to the new technology. (Universidad pedagogica experimental Libertador Instituto de Caracas)

One of the most popular methods arising in the Chilean classroom nowadays is the use of interactive whiteboard or smartboard.

2.11.2.1 Use of Interactive board in the EFL Classroom

The use of interactive whiteboards in the Chilean classroom has become an obligation for many educational institutions; Different primary schools all over the country have receive these tools, this board allows teachers to prepare games, speaking activities, readings, etc. When students have access to interactive whiteboard they feel powerful owing to the fact that they have
the opportunity to play with a new object, moreover this new object brings different applications that educators may use.

Al-Saleem, B.I defines Interactive Whiteboard and presents its applications, including the usage students can do with it in the following statement:

“An Interactive White Board is a touch-sensitive screen that works in conjunction with a computer and a projector. It is a presentation device that interfaces with a computer. The computer images are displayed on the board by a digital projector, where they can be seen and manipulated. Users can control software both from the computer and from the board. Participants can add notations, and emphasize by using a pen and or highlighter tool. By using his/her finger as a mouse, the teacher or student can run applications directly from the board. Another user at the computer can also have input. Any notes or drawings can then be saved or printed out and distributed to group members.”

As mentioned in the previous paragraph this board can be use with a personal computer, from here you can extract information and activities present in your notebook and project them in the interactive board, students can have direct contact with the board, sometimes they may feel like doing magic. Touching the screen and doing exercises, instead of using a mouse as usual. All activities can be saved and shared with other learners.

The most important question at this point is how the interactive board can be used in a learning environment. The answer is simple, this tools has the following applications that make it a tool to manipulate written texts and images, viewing websites, creating digital lessons, showing video clips between others, being these ones the most remarkable when speaking about teaching. The unlike applications make it more than justifiable its use in the EFL Classroom.

The usage of this device offers students the opportunity to all students to participate in the evolution of the class, a second important aspect to mention is the application of constructivism, as learners have contact with their learning process through the participation of activities and

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third, as students have the opportunity to stand up and go to the interactive board they experience active learning, that is also viewed when they have to use their hand to touch the screen, moreover as they in the revision of activities, this is active process and not passive process.

Last but not least is important to mention that the usage of the Interactive Board has benefits and drawbacks for the EFL Classroom

Benefits:
- Addition of a surprise factor to the class.
- Productive class teaching, properly usage of the time.
- Students can manipulate the information in the screen.
- All students are included in the development of activities.
- Higher motivation as the activities offered by the Interactive whiteboard are new for them.

Drawbacks:
- Teachers need to be trained in order to use the Interactive board.
- As Interactive boards are quite expensive, it is difficult for schools to acquire this tool.
- There might emerge technical problems while using this gadget.

This is an account of the general aspects influencing the utilization of smartboard in the EFL classroom. All in all, it is important to mention that using technology brings new activities to the lessons; moreover making use of the interactive board enhances all application of television, projector, video, etc. This can be just the element teachers need if they are trying to get students attention at all times, surprise them with something new, nevertheless educators should be careful with using smartboard all the time. Even the greatest idea will get students bored if it is used all the time.
III. METHODOLOGICAL FRAMEWORK.

INTRODUCTION

Since the beginning of the times, the human beings have had an intrinsic desire to find an explanation to all situations happening in their surroundings, as a result, in every circumstance there is no clear answer for a particular situation, or the need to investigate a specific subject; the person goes beyond the usual life experiences by looking for answers to those interrogatives.

The research procedure goes through a developmental process; first the students have to identify the circumstances that need to be enquired into, afterwards, they have to look for information to support the whole analysis, and finally, the part where the inquiry comes to a conclusion by means of instruments that will help to provide a clear view of the contrast between the theoretical information and the situation in real life. Some characteristics of a good research are:

- An investigation as objective as possible.
- A presentation of the processes that the research will cover.
- Appropriate instruments to get information.
• Adequate analysis of data and results.
• A final conclusion where the whole information is analyzed in order to present the closure of the subject

During the investigation, the researchers have to make the most important decision of the process, whether the analysis will be qualitative or quantitative. The decision will depend on the purpose of the research, the kind of instruments to be applied and the objectives stated by the people in charge of the investigation. All decisions have to be carefully made through the analysis of advantages and disadvantages of each epistemological approach.

3.1 Epistemological Approach

As it was mentioned before, whenever an investigation is made about a specific subject, the researchers must decide whether the investigation is going to be quantitative or qualitative. Each approach presents positive and negative aspects, as well as a specific usage for a particular kind of research. In this section of the chapter both approaches will be presented as well as those characteristics defining each of them.

First of all, it is important to introduce the vision of each approach; the first one to be introduced is the “quantitative approach” that consists of information analyzed in terms of numbers; according to Christina Hughes (2006) who quoted Best and Khan (1989), the quantitative research “is based more directly on its original plans and its results are more readily analyzed and interpreted.”\(^{50}\)(89-90). What it means is that when a quantitative research is made there is a research made in terms of numbers and it is easier to interpret; graphic organizers can be used in order to demonstrate the results obtained as an outcome of the analysis of the information.

Secondly, it is important to mention the qualitative research which is completely opposite to the quantitative research; according to Christina Hughes (2006) who quoted Blaxter, Hughes and Tight (1996), the qualitative research “is concerned with collecting and analysing

\(^{50}\) Extracted from http://www2.warwick.ac.uk/fac/soc/sociology/staff/academicstaff/chughes/hughesc_index/teachingresearchprocess/quantitativequalitative/quantitativequalitative/ - on 30 September 2013
information in as many forms, chiefly non-numeric, as possible. It tends to focus on exploring, in as much detail as possible, smaller numbers of instances or examples which are seen as being interesting or illuminating, and aims to achieve 'depth' rather than 'breadth'. “51 (61) Regarding this concept, this kind of research is non-numeric, it is based on the characteristics of the information obtained rather than the numbers; the aim of this kind of research is to go deeper in the research, for example interviewing people about the topic being explored.

Between both approaches it is possible to notice differences that make the characteristics of each method noticeable; these differences show how each approach works. In the following table presented by the Xavier University Library (2012)52 the major characteristics of each approach will be exposed.

**Differences between Qualitative and Quantitative Research**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Qualitative Research</th>
<th>Quantitative Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose</td>
<td>To understand &amp; interpret social interactions.</td>
<td>To test hypotheses, look at cause &amp; effect, &amp; make predictions.</td>
</tr>
<tr>
<td>Group Studied</td>
<td>Smaller &amp; not randomly selected.</td>
<td>Larger &amp; randomly selected</td>
</tr>
<tr>
<td>Variables</td>
<td>Study of the whole, not variables.</td>
<td>Specific variables studied</td>
</tr>
<tr>
<td>Type of data Collected</td>
<td>Words, images, or objects.</td>
<td>Numbers and statistics</td>
</tr>
<tr>
<td>Form of Data Collected</td>
<td>Qualitative data such as open-ended responses, interviews, participant observations, field notes, &amp; reflections.</td>
<td>Quantitative data based on precise measurements using structured &amp; validated data-collection instruments.</td>
</tr>
<tr>
<td>Type of Data Analysis</td>
<td>Identify patterns, features, themes.</td>
<td>Identify statistical relationships.</td>
</tr>
<tr>
<td>Objectivity and Subjectivity</td>
<td>Objectivity and Subjectivity.</td>
<td>Objectivity is critical</td>
</tr>
</tbody>
</table>

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51 Extracted from [http://www2.warwick.ac.uk/fac/soc/sociology/staff/academicstaff/chughes/hughese_index/teachingresearchprocess/quantitativequalitative/quantitativequalitative/] - on 30 September 2013  
<table>
<thead>
<tr>
<th>Subjectivity</th>
<th>Subjectivity is expected.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role of Researcher</td>
<td>Researcher &amp; their biases may be known to participants in the study, &amp; participant characteristics may be known to the researcher.</td>
</tr>
<tr>
<td>Results</td>
<td>Particular or specialized findings that can be less generalizable.</td>
</tr>
<tr>
<td>Scientific Method</td>
<td>Exploratory or bottom–up: the researcher generates a new hypothesis and theory from the data collected.</td>
</tr>
<tr>
<td>View of Human Behavior</td>
<td>Dynamic, situational, social, &amp; personal.</td>
</tr>
<tr>
<td>Most Common Research Objectives</td>
<td>Explore, discover, &amp; construct.</td>
</tr>
<tr>
<td>Focus</td>
<td>Wide-angle lens; examines the breadth &amp; depth of phenomena.</td>
</tr>
<tr>
<td>Nature of Observation</td>
<td>Study behavior in a natural environment.</td>
</tr>
<tr>
<td>Nature of Reality</td>
<td>Multiple realities; subjective.</td>
</tr>
<tr>
<td>Final Report</td>
<td>Narrative report with contextual description &amp; direct quotations from research participants.</td>
</tr>
</tbody>
</table>

Table N° 1. Shows the differences between the qualitative approach and the quantitative approach
The purpose of the qualitative approach focuses on the understanding of society and people, on the other hand the qualitative approach looks for proofs, causes and consequences of situations. In the first approach the group is selected, while in the second approach the group is randomly chosen, there is no specific knowledge of the people participating in the study; as a consequence, the qualitative research is a study where everything is investigated, while on the other approach there are specific variables analyzed, so the scrutiny of information in the qualitative is wider due to the fact that there are no borders intervening as the variables stated in the quantitative scrutinization.

Concerning the objectivity and subjectivity of the studies, it is relevant to mention that the qualitative approach may be objective and subjective meanwhile the objectivity of the study in the quantitative approach is essential. As both methods have different objectives, then the relationship of the person doing the research with the people participating in the study will be different; there is a closer relationship in the qualitative approach as the subjects involved are familiar with the objectives of the investigation; on the contrary, the participants of a quantitative research are not always aware of the purpose of the study and the importance of their participation.

In relation to the results obtained with each method, first it is important to mention that the wider view of the qualitative study provides descriptive results and quotations from the interviewees, while in the quantitative examination the importance relies on the statistics and the information gathered in each variable.

After the analysis of the differences between both approaches it is important to describe each method with its advantages and drawbacks as well as the meaningful instruments used in each of them.

3.1.1 Qualitative Approach

As mentioned beforehand, the qualitative research has a subjective view; it can also be objective at the same time, however, the subjectivity is more powerful in this approach. On the other hand, the quantitative approach is objective in its pure form. The qualitative research is a
scientific kind of investigation that consists of different steps from the beginning of the enquiry till the end. The tasks are the following:

- Look for answers to a controversy or question.
- Use established procedures to answer questions.
- Collect information and evidence to support the research.
- Produce other findings that were not specified or established beforehand.
- Produce findings that can be used in the investigation and outside the investigation.
- Understand the situation of a problem from the perspective of the people involved in the research.

This kind of research focuses in a specific and smaller sample, the researchers have the opportunity to choose carefully the people participating in the research. It is extremely effective in the research of people’s characteristics and values as well as the characteristics of their social context. It provides valuable information of the experiences of people in a given situation; it shows the opinion of people as a result of specific situations. The biggest characteristic of this kind of research relies in the kind of information you can extract from the research, from the personal choices for every meal to the socioeconomic status, and the people’s view of their lives and world around them. The qualitative method does not look for specific information as the quantitative approach; in this case all information is valuable for the investigation.

Qualitative analysis may allow the researcher to encounter a complex understanding of a specific topic, broader view of the experimentation in which the participants are being subjects of investigation, as well as new information; every time a person does an interview, new details will be acquired from it due to the fact that each person is different from another in a process.

The Qualitative research has got different methods that are specially used when doing this kind of research, each one of them works in a different way and it has a different purpose. These methods are:

- Participant Observation: This is appropriate if a person desires to collect data about behaviors of people in their contexts.
• In-depth interviews: Appropriate to collect specific information of the individuals that are participating in the investigative process; during the process the researcher can get familiar with personal histories, perspectives and experiences from the interview.

• Focus Groups: Effective if the aim of the research is to find out how people behave when they are in groups, and the views of all situations concerning the cultural background of these associations of people.

All the methods have a different aim; they point out to different kinds of explorations, according to the purpose of the study and the reasons why all the analysis of the situation started. During the process, the subjects in charge of the inquiries will be able to use different elements to keep record of the investigative process such as: Audio (sometimes video), field notes, recordings and transcripts.

Each method presents strengths and weaknesses as part of the process; the advantages of using qualitative research are:

• Through the usage of open questions, people are able to answer in their own words and provide the information they feel necessary. The individuals express their opinions about how they feel in relation to the issues being investigated, they provide their personal appraisal.

• As most qualitative studies are made over personal interviews and studies, it is more personal; as a result, the data is about the individuals’ view.

• By using open questions they can get familiar with the cultural information of the participant as well as the view the participants have of the world around them. This kind of research tries to show the vision of those involved in the investigation who participated in the interviews.

• It allows researchers to have flexibility in the investigative process. The person in charge of the investigation has to listen carefully to each interview; at the same time, it is necessary to get involved in the conversation, and let the other person know how important their participation in the investigative process is.

On the other hand, the drawbacks of using this research methodology are listed as following:
This method is subjective and as a consequence, the outcomes of the investigation are affected by the opinions and personal experiences of those participating in the research.

As a result, the data may be unreliable as the information is also influenced by the kind of relationship existing between the respondent and the interviewer.

There is no possibility to measure by means of number or percentages. The data includes details about the opinions and sensations.

This kind of research is not useful for scientific research, as quantitative data is necessary to prove the results.

As the information is obtained from individuals, it is not possible to generalize the information.

As there were two people participating in the research, there might be misunderstandings between the interviewer and the interviewee, as the answers are free; it is up to the participants to be honest or not.

As a conclusion, this kind of research is appropriate for studies where no quantitative information is necessary; the most remarkable tools to apply in this kind of method are: Focus group, in-deep interviews and participants observations, which help people to get information about opinions. Other important characteristics of this kind of research are related to the information the participants are given at the moment the investigation is made. The characteristics are:

- To let the participants know the purpose of the investigation, the expectation and the time that the investigation will take.
- The benefits that this research will bring into the participants’ lives.
- The subjects of study are not forced to participate; they are allowed to leave if they do not feel comfortable with the analysis.
- All information provided in this research will be protected; nobody will be able to know what they said.
- The name of the participants in the information.
3.1.2 Quantitative Approach

This approach is completely opposite to the qualitative approach; the quantitative research is meant for large groups of participants. The investigation is objective, quantifiable; the whole data is analyzed by looking at the statistics when the analysis has finished. The sample for the whole research must be selected from the population in order to achieve accuracy; it is important to include people from different lifestyles and social status. The idea is to design a survey with a minimum of errors.

Another aspect of this type of methodological research is that the information can be generalized as the number of participants in the investigation is representative of the population being investigated. Some representative tools of this method are:

- Surveys: With close question or multiple choices; it is used to get the objective opinion of a large number of participants.
- Questionnaires: with close-ended questions such as pre- and post-tests
- Performance tests: Used to see the results of a group of people in a test. For example: a test to evaluate the level of vocabulary that students have in a determined level.
- Observation checklists: Analysis of situations using a checklist to get specific information in different situations.
- Archival research: Information already existing in a community, related to the economical or educational situation.

From all the methods or tools previously mentioned, the survey is the most popular one nowadays when trying to collect data; it is even used for the government to know information of the population, from the number of people living in every house to the level of education of each member of the family group. This method can also be used to know the perspective of people in a determined situation.

As well as the qualitative approach, the quantitative approach also has its benefits and downsides. The benefits of using quantitative research are:

- It is useful when the researchers want to prove a hypothesis based on numerical information.
In the case of study trends, this method is also beneficial, due to the fact that it helps to identify the preferences and the most popular elements among participants.

It is considered more reliable than the qualitative method for the use of numerical data; the information can be useful for other people doing similar inquiries.

The numerical data allows people to make comparisons with the results and its easier to analyze than qualitative data.

It is considered more representative due to the large number of contributors in the exploration; it allows to make generalizations as the sample group is huge.

It provides objective information. There should be no political and personal information included in the research; all information provided should be related to the topic being investigated.

On the other hand, the downsides of the quantitative approach are:

- Information is too narrow; this kind of research does not allow people to explain their choices or what they mean about the contents.
- There is absolute absence of meaning and feelings. The emphasis is given to the numerical data, which hampers the knowledge of individual responses, as it is summarized; there is no focus on individuals but in general information.
- There is a distortion of the reality; the individual picture is hidden.

In conclusion, this method is perfect for scientific investigation; it is also beneficial if people want to get numerical data and analyze a specific situation.

3.2 Kind of Study

While making a research important questions and decisions have to be made; the first one is related to the focus of the research, whether it is going to be quantitative or qualitative, and the methodology that will be used to analyze the data collected with the instruments. There are ten different methodological researches, each one of them is useful for different kinds of investigations, being the methodologies as follows:
• **Historical:** It is used to evaluate and synthesize the data and come to conclusions about the events by analyzing the facts.

• **Comparative:** This kind of research can be used together with the historical research to compare data about events of the past; it can be directed at a macro level (many people and issues involved in the study) of a micro level (data based on individual experiences).

• **Descriptive:** It observes the situation to be investigated, or the individual involved in the analysis process; some of the instruments that can be used are: interviews, questionnaires, or even recordings.

• **Correlation:** This method is useful for quantitative research; it helps to analyze two or more variables and to compare and contrast data. The instrument used is the analytical survey.

• **Experimental:** The researchers try to control every aspect of the investigation. They want to see the results when a situation is being manipulated.

• **Evaluation:** It is a descriptive type of research that aims to evaluate a social situation or problem taking into consideration all aspects involved in the set of circumstances.

• **Action:** This kind of research combines a quantitative analysis of data with a small intervention in the real life and the place or places that are part of the investigation.

• **Ethnogenic:** Analysis of behaviors without introducing new theories.

• **Cultural:** It includes an analysis of all situations around individuals. History, music, art, languages and customs.

The method for this research will be Correlation Research (CR), owing to the fact that aims to analyze and compare data by means of a quantitative research, using surveys as a media to collect information. This type of research describes situations happening in situ, and is
classified as a descriptive method. It consists of the usage of quantitative data to analyze and contrast two or more variables. At the beginning of this research, one of the objectives was to know if teachers apply interactive methodology in the classroom and what their vision and extent of the usage of interactive methodology is and last, the vision students have about their lessons and how they react when interactive methodology is applied in the classroom.

**Steps of a Correlational Research are:**

1. Selection of a Problem: What is going to be studied, the variables that influence the development of the study. The purpose of the study is to find out what the view of the people involved in the research is.
2. Selection of the Sample and the Tools: The minimum sample will be of thirty people, the sample has to be representative for the study. The tools used have to deliver information related to the objectives.
3. Design and Procedure: It has to involve two or more variables, in this case the vision of teachers and students; it is important to mention that the samples will be taken from different educational institutions, so the results may change from one school to another.
4. Interpretation of the Findings: The analysis is done through statistical data.

This thesis is intended to explore the usage of interactive methodology in the Chilean classroom, how it influences the interest of students and their opinion about the language. The teachers’ opinion about their teaching method will be introduced by means of a survey as well. The idea is to identify if there are differences between teachers and students’ visions about the class, as scholars are from different schools and different grades.

**3.3 Process to collect data**

The instruments used in the research are surveys; these surveys have the purpose to get information from the participants in the research. The process to collect the data goes through the steps stated below:

- Elaboration of the instrument.
• Revision of the instrument.
• Identification of the schools
• Distribution in the schools.
• Measure of data.
• Analysis of data.

Once the results have been analyzed the conclusion of the study can be made.

3.4 Setting Scenario

The investigation is going to be carried out at public and subsidized institutions and schools. The main idea is to generate a source of information based on different situations like the amount of students, social level or religious aspect. First of all, it is important to mention that in the research there are:

• Two subsidized schools: Liceo San José and Instituto Don Bosco
• Two public high schools: Liceo Sara Braun and Liceo Industrial
• One subsidized school: Colegio Luterano

Colegio Luterano

Colegio Luterano is a subsidized institution and it is located in Punta Arenas. Currently, there are two hundred and thirty students from transition I of kindergarten to second medio from high school. One of the most important characteristics of the institution is the relation to the Lutheran Evangelic Church in Magallanes. A pastor is in charge of accompanying and motivating students, parents and teachers in their development of Christian values which are explained in the Institutional project of the school. Colegio Luterano is a pluralist institution and respects the religious options of their students and teachers. However, the ones who desire to be part of it should accept the religious activities.

First of all, it is worth mentioning that their vision explains that the students are supposed to practice of solidarity citizen coexistence, with critical spirit; able to make decisions (process
that involves: to evaluate, to discount, and to choose), committed with justice, the sense of equality and the development of the country. In this way, the main idea is to live according to Jesus’ model, the Good Shepherd, presented in his ministry.

In relation to their mission, Colegio Luterano contributes to educate for life through formal education, and that the boys and girls are able to discover spiritual values contained in the Christian faith:

- Love
- Solidarity
- Appreciation for life
- Liberty
- The defense of the dignity of every person

These are translated in attitudes that manifest an ecumenical spirit, considering that Jesus spread love to all humanity. These precepts are:

- Everyone is important to God.
- Practice of constant and creative reflection
- Favor the liberty of expression and respect pluralism in the ideas
- Affection toward others in daily actions
- Development of the sense of equality, and an opening to different ways of thinking

Some other points related to the attitudes that are expected to be developed are associated to appreciation, without allowing anyone to deny the other; an appropriate environment in which every person can feel that other people’s actions enrich them, and practice of the democratic life and the state of righteousness, seen as a perfectible system together with the process that involves competent citizen participation.

Among other characteristics, Colegio Luterano is also worried about the appropriate cross-curricular objectives in order to accomplish its goals as school. All these characteristics help to the creation of a Colegio Luterano’s student:
**Cross-Curricular Objectives:** The institution expects to teach its students:

a) To become citizens and that a citizen in a democracy is defined by his/her solidarity and his/her responsibility regarding his nation.

b) To respect other people’s opinions and ideas.

c) To understand the importance of participation in their learning.

d) To be committed with the society without thinking of it as an obligation.

e) To learn to work in groups.

**Student’s Profile:** A student who attends to Colegio Luterano has to respect the values of the Gospel, as well as to have vocation to help others. He/she has to love and value himself/herself and be conscious about his/her role and abilities. Furthermore, it is also required of a student to be tolerant with others and be able to solve any difference with other person using dialogue. He/she has to be responsible and committed with the obligations and agreements contracted, being able to have his/her own opinion about himself or herself and the world around him/her. Some remarkable characteristics of a student of Colegio Luterano are:

a) Practice respect towards himself/herself and to others

b) Honesty in his/her daily life.

c) He/she has to think ahead, to solve problems through an adequate reasoning.

**Instituto Don Bosco**

Don Bosco institute is a subsidized school which receives money from the government and the students’ families; for this, the monthly payment is fixed by the Ministry of Education agreement, the economical needs of the institution and the possibilities of parents. There are three teaching modalities offered at Instituto Don Bosco according to the MINEDUC:

- **Nursery School**, this is pre-school, which started to work since 2010. It is extended to students of Transition I and Transition II level, with
classes in the mornings; the educational process is carried out by four kindergarten teachers and six assistants.

- **Primary School**, this involves NB1 and NB2 with students from first grade to eight grade. Since 2000 these levels work full-time. Together with this, the curriculum presents an important amount of workshops for pedagogical support so as to pay attention to those students with special needs. Since 2011, this level begins with no breaks for lunch.

- **Technical professional High school**, this level involves students from first to fourth medio. The modalities given are related to the technical professional area. Currently, both levels work with full-time activities. In the free disposition agenda, to the curriculum professional orientation workshops have been incorporated in order to develop the elementary abilities and the vocational exploration, together with Salesian and civic instruction. These workshops pay attention to the correct election of the specialties by adapting the Salesian educational style and form *Good Christians and upgraded citizens*.

**Liceo San José**

Liceo San José is a subsidized institution located on Fagnano Street, Punta Arenas. Since the foundation in the year 1887, it has had three places where activities have been carried out. The structure of the current location has been upgraded. The school pretends to be a good quality Pastoral Educational Community, leader in Magallanes. Its motto *Sol Sapientiae Et Scutum Fidei* represents what Don Bosco wanted that youth would be: Good and honest citizens. It expresses the duty of being the sun of wisdom and the shield of faith. In relation to their mission, they are a Pastoral Educational Community that embraces young boys from different social, economical and cultural levels. In their process as Christian men, they are offered a scientist-humanist syllabus, which is applied in the development of a spiritual life with cognitive, affective, volitive and psychomotor abilities in order to find out their vocation. In this way, they will be committed religious leaders in the Magellan society.
This school characterizes for its education, extracurricular activities, religion, relationship with the community and encouragement of the students. The highlighted characteristics are:

- **A preferential option for youth and its world**, this is related to Don Bosco’s labor because he devoted his life to young people. This option for them and their evangelized education makes the institution to be tolerant and sensitive to all the aspects that help in the educational and religious instruction, together with paying attention to the values.

- **To teach evangelizing and evangelize teaching**, this is the second relationship with the educative and religious action. The main goal is to build their own personality by having Christ as a fundamental reference.

- **A communitary experience (CEP)**, this is a group of people oriented to the education of the youth; the main idea is that spirituality becomes an experience of church, and open-minded to a meeting with Christ.

- **The encouragement as management style**, this consists of granting a privilege to the people in process of growing consciousness, the motivations that guide their options, critical thinking and their active participation, in order to make them responsible of their own educational, pastoral, and cross-curricular process.

- **Integral education**, this is made of four fundamental aspects which are correlated, among that is the cultural-educational, evangelizing, vocational and associative experience.

**Liceo Sara Brown**

The Sara Braun High school is a polyvalent municipal institution, with two different approaches, one is the scientific-humanistic modality and the other is the professional modality that includes:
The community of Sara Braun High School is expected to be a learning community with teachers and families, helping students to develop competences, principles and fundamental values for their life. These aspects allow them to become agents of change in the current society by assuming responsibly the environmental care. Its mission is to provide students with the necessary tools for developing their critical thinking, their commitment and responsibilities.

Secondly, Sara Braun High School integrates different kind of students, and they come from different realities; many of them have learning difficulties, and there are also problems concerning attendance, even though it has improved during the last term. As part of their Institutional Project the institution set the following goals:

- Increase the attendance of students to an 89%
- Increase promotion to an 88%
- decrease desertion in 1%

The school aforementioned has lectured students about the importance of taking care of the environment. A very important program is Integration that considers students with different learning disabilities such as intellectual, motor functional, or psychological; the purpose of integration is to provide support to these students in order to help them pass their subjects.

3.5 Limitations of the study.

Every time a research is made there are some problems that come across. These difficulties also influence the effectiveness and reliability of the results; the more students participate, the more reliable the information. The limitations found during the development of the research are stated below:

**Accessibility:** The schools involved in the study are the ones where the students are doing their practicum and where some classmates of the career are doing their training.
**Type of School:** The schools will be from different backgrounds, and the number of students will be different according to each institution. Some schools were excluded from the research due to the fact that they did not cope with the requirements; the schools were: British school, German School, Cruz del Sur, Miguel de Cervantes, and Charles Darwin as students in those schools have more than 4 hours of English per week. Colegio Alemán was excluded as two different languages are taught in that school.

**Type of Students:** Students have different levels of English and many of them may not be interested in the language, the relation they have with their teachers also influence their answers.

**Attendance:** At the moment of the application of the survey, some students were absent, something that the teachers are not able to control.

**Conclusion**

The study will be presented by means of comparisons between different variables such as the type of schools or high schools, and the kind of teaching: educators usually apply during the development of their lessons. During the process of choosing the proper research method to apply, it was important to be aware of the kind of information collected.

It is important to mention that each educational institution has got intrinsic components that make it unique in comparison with other schools that may seem alike; one important example is the contrast between two Salesian schools as Liceo San Jose and Instituto don Bosco, the first one is a scientific-humanistic high school; while the second one is a technical high school, moreover Liceo San José applies a different modality in English classes they divide the classes by grouping students according to the English level they have. On the other hand, the classes at Instituto Don Bosco are not separated according to the proficiency the students have in the English language.
IV RESULT ANALYSIS.

INTRODUCTION

Once all information was gathered, it was the time to collect the data and turn numbers into percentages, in order to compare the information. First, it was important to present the schools participating in the study, the grades participating and the number of students per grade, all of this will represent a general view of the study, apart from that, the information of the teachers participating in the study will also be included.

The surveys were designed to be taken in 5th and 7th grade in primary education, and 1st and 3rd medio of High School education, the results will be presented by each school and subdivided it by grades. They will be presented in tables, and later on a comparison between the results of each school, or high school; the results of each school will also be compared with the results that teachers got in the surveys.

The analysis of information will be focused on the main questions regarding interactive methodologies. It is important to see if students enjoy the classes, and how many kinds of
materials and techniques teachers use during English lessons. The whole data recollected during the research will be beneficial to see how the use of interactive methodology in Chilean’s classrooms works and the perceptions that students have about the lessons, whether they like and enjoy their lessons or not.

The teachers’ survey will be related to the application of interactive methodology as well, they will have to answer if they strongly agree with the statement, and if they agree, disagree and strongly disagree. Each answer was given a number that represents the expected answer to the statement for each sentence. According to this, the numbers given to each category are:

Strongly agree: 1
Agree: 2
Disagree: 3
Strongly disagree: 4

The answer strongly agree is the correct answer for the usage of interactive methodology in the classroom, on the other hand, strongly disagree is the answer for no usage of different methodologies in the classroom.

4.1 SAMPLE

It can be said that this study is based on the reality of Schools in Punta Arenas rather than Chile, so the study will be analyzed as: EFL teaching in the Chilean classroom though the usage of interactive methodology. This study aims to show the application of interactive methodology in schools and how they are applied, which the positive aspects and the drawbacks of each teacher involved in the study are. The following table shows the schools and the corresponding grades involved in the study with the number of students involved.
Table N°2: Students participating in the study.

<table>
<thead>
<tr>
<th>Number</th>
<th>School name</th>
<th>Grade</th>
<th>N° of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Colegio Luterano</td>
<td>5th grade</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7th grade</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Instituto Don Bosco</td>
<td>5th grade</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7th grade</td>
<td>43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st medio</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd medio</td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>Liceo San José</td>
<td>5th grade</td>
<td>62</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7th grade</td>
<td>57</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st medio</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd medio</td>
<td>39</td>
</tr>
<tr>
<td>4</td>
<td>Liceo Sara Braun</td>
<td>1st medio</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd medio</td>
<td>10</td>
</tr>
<tr>
<td>5</td>
<td>Liceo Industrial</td>
<td>3rd medio</td>
<td>22</td>
</tr>
</tbody>
</table>

The table shows the different grades involved in the study, and the number of students per grade, first of all, the grades involved in the study were 5th grade, 7th grade, 1st medio and 3rd medio as the study programs designed by the government show that the kind of teaching style that a teacher should apply for students of 5th and 6th grade must be, similar and the same happened with the curriculum of 7th and 8th grade, 1st and 2nd medio and 3rd and 4th medio, so the final decision was to take the sample with only one grade per level.

The research will be presented by each school or high school. At the moment of analyzing the evaluation of each grade, it is important to differentiate that some variables in the survey are related to students’ opinion and other aspects are connected to the application of interactive methodology in the classroom.

**Questions related to students’ opinion:**

- Do I enjoy my English lesson?
- Do I enjoy speaking activities?
- Do I enjoy group or pair work?
- Does the teacher give you any support? (This question can be considered an opinion and also as a fact)
Questions related to the application of interactive methodologies in the Chilean Classroom.

- Does the teacher ask for my opinion?
- Are there dynamic activities during the class?
- Does the teacher allow you to change partners during speaking activities?
- Does the teacher provide comprehensible recordings?
- Does the teacher promote collaborative work?
- Does the teacher present contents with supporting materials?
- Does my teacher present videos, pictures, or objects?
- Does the teacher bring games with English contents?

This will be the criteria to be used when analyzing the results of the surveys done in each grade. In the following part, there will be a comparison between those aspects that were more controversial between one educational institution and the other. The results will be presented in percentages.

The following abbreviations will be in the tables with the analysis of results of each class.

S.T.A.Y: Students that answered yes.

S.T.A.N: Students that answered no.
Colegio Luterano

5th grade

This grade is of 18 students, 10 of them are boys and 8 are girls. The teacher of this class is Miss Claudia Borquez.

<table>
<thead>
<tr>
<th>Questions</th>
<th>S.T.A.Y</th>
<th>%</th>
<th>S.T.A.N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>10</td>
<td>55%</td>
<td>8</td>
<td>45%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>8</td>
<td>45%</td>
<td>10</td>
<td>55%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>17</td>
<td>94%</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>18</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>10</td>
<td>55%</td>
<td>8</td>
<td>45%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>6</td>
<td>33%</td>
<td>12</td>
<td>67%</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>10</td>
<td>55%</td>
<td>8</td>
<td>45%</td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td>18</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>13</td>
<td>72%</td>
<td>5</td>
<td>28%</td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>12</td>
<td>67%</td>
<td>6</td>
<td>33%</td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>1</td>
<td>6%</td>
<td>17</td>
<td>94%</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>14</td>
<td>78%</td>
<td>4</td>
<td>22%</td>
</tr>
</tbody>
</table>

Table N° 3: Final results from the survey made to students from 5th grade at Colegio Luterano.

By looking at the chart it is possible to notice that the strongest points of the class are related to the variety of activities and the possibilities to change partners while working, as well as the support that the teacher provides in every class. According to the students the greatest weakness of the class is the lack of games in the development of lessons. Some controversial questions that got almost equal percentage were the questions:

- Do I enjoy my English lesson?
- Does the teacher ask for my opinion?
- Do I enjoy speaking activities?
- Does the teacher promote collaborative work?
There was no difference among the answers of boys and girls; their answers were homogeneous. All in all, it could be said that some students have a good time in English classes and they enjoy it, while other learners do not enjoy English lessons; they would like to have games and other materials. It is important to mention that there is no smartboard or interactive board at Colegio Luterano.

**7th grade**

In this class, there are 14 male students and 6 female students; it is also a small class. Their answers were the following ones.

<table>
<thead>
<tr>
<th>Questions</th>
<th>S.T.A.Y</th>
<th>%</th>
<th>S.T.A.N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>13</td>
<td>65%</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>15</td>
<td>75%</td>
<td>5</td>
<td>25%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>11</td>
<td>55%</td>
<td>9</td>
<td>45%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>6</td>
<td>30%</td>
<td>14</td>
<td>70%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>10</td>
<td>50%</td>
<td>10</td>
<td>50%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>16</td>
<td>80%</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>5</td>
<td>25%</td>
<td>15</td>
<td>75%</td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td>13</td>
<td>65%</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>20</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>17</td>
<td>85%</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>3</td>
<td>15%</td>
<td>17</td>
<td>85%</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>18</td>
<td>90%</td>
<td>2</td>
<td>10%</td>
</tr>
</tbody>
</table>

Table No 4: Final results from the survey made to students from 7th grade at Colegio Luterano.

According to the students answers, the strongest aspects of the lesson are that the teacher asks for students’ opinions, provides comprehensible recording, presents supporting material, videos, pictures and objects, and last but not least the teacher provides students with feedback during lessons. On the contrary, the aspects of the lesson with higher disapproval were related to the development of speaking activities in the classroom, the possibilities of doing collaborative
work in the class and the presence of games in the classroom to practice the different contents of the unit.

Instituto don Bosco

5th grade

Miss Andrea Andrade teaches this class. This class has got 33 students; all of students are male; and their answers were the following:

<table>
<thead>
<tr>
<th>Questions</th>
<th>S.T.A.Y</th>
<th>%</th>
<th>S.T.A.N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>31</td>
<td>94%</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>30</td>
<td>91%</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>32</td>
<td>96%</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>31</td>
<td>94%</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>29</td>
<td>88%</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>33</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>32</td>
<td>96%</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td>32</td>
<td>96%</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>33</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>33</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>32</td>
<td>96%</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>33</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table N° 5: Final results from the survey made to students from 5th grade at Instituto Don Bosco.

According to the results given by the answers of the students of this class, it can be seen that they feel comfortable in English classes and they have a good time. In relation to the questions with the highest percentages we have:

- Does the teacher provide comprehensible recordings?
- Does the teacher present contents with supporting materials?
- Does my teacher present videos, pictures, or objects?
Does the teacher give you any support?

In other words, it is possible to say that the teacher applies different techniques during every lesson and makes use of supporting materials during the development of English classes. Thus, the students are able to participate in English games or dynamic activities every time they have classes.

**7th grade**

This class is taught by Miss Andrea Andrade; the survey was answered by 43 students, and the results were the following:

<table>
<thead>
<tr>
<th>Questions</th>
<th>S.T.A.Y</th>
<th>%</th>
<th>S.T.A.N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>38</td>
<td>88%</td>
<td>5</td>
<td>12%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>40</td>
<td>93%</td>
<td>3</td>
<td>7%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>41</td>
<td>95%</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>43</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>33</td>
<td>77%</td>
<td>10</td>
<td>23%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>39</td>
<td>91%</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>42</td>
<td>98%</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td>37</td>
<td>86%</td>
<td>6</td>
<td>14%</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>43</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>43</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>17</td>
<td>40%</td>
<td>26</td>
<td>60%</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>43</td>
<td>100%</td>
<td>3</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table N° 6: Final results from the survey made to students from 7th grade at Instituto Don Bosco.

According to the chart, there is a small variety regarding the results of the answers in 5th grade with the answers in 7th grade. The students seem to enjoy the English lesson; they believe that there is a good variety of activities in each lesson, and they are allowed to do speaking activities. In relation to the questions with the lowest percentage of approval, there is actually just one of them:

- Does the teacher bring games with English contents?
In the part of the survey related to the use of Games, 26 students answered that there was no presence of games in the classroom and that corresponds to 60% of the students.

1st medio

This class is taught by another teacher, Miss Ximena Chavez with the help of her practicum student Miss Gabriela Villegas; there were 38 students that answered the survey. These were the results:

<table>
<thead>
<tr>
<th>Questions</th>
<th>S.T.A.Y</th>
<th>%</th>
<th>S.T.A.N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>32</td>
<td>84%</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>32</td>
<td>84%</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>37</td>
<td>97%</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>12</td>
<td>32%</td>
<td>26</td>
<td>68%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>31</td>
<td>82%</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>33</td>
<td>87%</td>
<td>5</td>
<td>13%</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>31</td>
<td>82%</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td>36</td>
<td>95%</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>37</td>
<td>97%</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>34</td>
<td>89%</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>32</td>
<td>84%</td>
<td>6</td>
<td>16%</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>36</td>
<td>95%</td>
<td>2</td>
<td>5%</td>
</tr>
</tbody>
</table>

Table N° 7: Final results from the survey made to students from 1st medio at Instituto Don Bosco.

According to the answers given, the students agree with most of the statements. First of all, it is possible to see that students seem to enjoy their English lesson; besides that, they consider that the class is dynamic, and that there are different kinds of task. In relation to the questions with the highest percentages we have:

- Are there dynamic activities during the class?
- Do I enjoy group or pair work?
- Does the teacher present contents with supporting materials?
- Does the teacher give you any support?
To sum up, it can be said that although they enjoy collaborative activities and pair work, the teacher avoids allowing students to change partners when they are doing speaking activities. One important aspect to take into consideration is that the teacher supports her classes with attractive materials that enhance the learning of the contents.

3rd medio

This class is taught by Miss. Ximena Chavez; there were 36 students that answered the survey, these were the results:

<table>
<thead>
<tr>
<th>Questions</th>
<th>S.T.A.Y</th>
<th>%</th>
<th>S.T.A.N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>22</td>
<td>61%</td>
<td>14</td>
<td>39%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>30</td>
<td>83%</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>20</td>
<td>56%</td>
<td>16</td>
<td>44%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>9</td>
<td>25%</td>
<td>27</td>
<td>75%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>26</td>
<td>72%</td>
<td>10</td>
<td>28%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>17</td>
<td>47%</td>
<td>19</td>
<td>53%</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>32</td>
<td>89%</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>Do I enjoy pair work or group work?</td>
<td>31</td>
<td>86%</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>27</td>
<td>75%</td>
<td>9</td>
<td>25%</td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>20</td>
<td>56%</td>
<td>16</td>
<td>44%</td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>8</td>
<td>22%</td>
<td>28</td>
<td>78%</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>29</td>
<td>81%</td>
<td>7</td>
<td>19%</td>
</tr>
</tbody>
</table>

Table N° 8: Final results from the survey made to students from 3rd medio at Instituto Don Bosco.

According to the information delivered in this table, this class has a positive opinion towards the options related to the importance of their opinions in the class, the opportunities given to do collaborative work during the lesson, the usage of supporting material and the support the educator provides to her students. Regarding the negative aspects, the most prominent ones are related to the prohibitions of changing partners during speaking activities and the use of games during lessons.

In relation to the questions with the highest percentages we have:
• Does the teacher promote collaborative work?
• Do I enjoy pair work or group work?

It is important to mention that the teacher asks for students’ opinion during the English lesson. Nevertheless, the lack of games with English contents is evident.

Liceo San José

5th grade

This class is divided according to the students’ level; there are three levels: advance, intermediate and basic level. The teachers participating in the research were: Miss Jessica Hernandez and Carolina Flores. 62 students participated in the study.

<table>
<thead>
<tr>
<th>Questions</th>
<th>S.T.A.Y</th>
<th>%</th>
<th>S.T.A.N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>49</td>
<td>79%</td>
<td>13</td>
<td>36%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>48</td>
<td>77%</td>
<td>14</td>
<td>23%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>55</td>
<td>89%</td>
<td>7</td>
<td>11%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>28</td>
<td>45%</td>
<td>34</td>
<td>55%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>48</td>
<td>77%</td>
<td>14</td>
<td>23%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>45</td>
<td>73%</td>
<td>17</td>
<td>27%</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>53</td>
<td>85%</td>
<td>9</td>
<td>15%</td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td>56</td>
<td>90%</td>
<td>6</td>
<td>10%</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>57</td>
<td>92%</td>
<td>5</td>
<td>8%</td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>58</td>
<td>94%</td>
<td>4</td>
<td>6%</td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>37</td>
<td>60%</td>
<td>25</td>
<td>40%</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>57</td>
<td>92%</td>
<td>5</td>
<td>8%</td>
</tr>
</tbody>
</table>

Table N° 9: Final results from the survey made to students from 5th grade at Liceo San José

Regarding the results obtained in the table, the students have a positive opinion about the English lesson, and the only questions were the answers were divided were related to the
interchange of partners during speaking activities, and the introduction of games in English lessons. In relation to the question with the highest percentages of approval, it is possible to highlight the following:

- Does the teacher give you any support?
- Does my teacher present videos, pictures, or objects?
- Does the teacher present contents with supporting materials?

In other words, the educators promote the collaborative work, which is enjoyed by the students in terms of group and/or pair work. Another important aspect to take into consideration is the application and use of supporting materials, which help the students to learn during the English lessons.

7th grade

This class is also divided according to the students’ level; there are three levels: advance, intermediate and basic level. The teachers participating in the research were: Miss Jessica Hernandez and Carolina Flores. 57 students participated in the study.

<table>
<thead>
<tr>
<th>Questions</th>
<th>S.T.A.Y</th>
<th>%</th>
<th>S.T.A.N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>50</td>
<td>88%</td>
<td>7</td>
<td>12%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>51</td>
<td>89%</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>44</td>
<td>77%</td>
<td>13</td>
<td>23%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>40</td>
<td>70%</td>
<td>17</td>
<td>30%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>41</td>
<td>72%</td>
<td>16</td>
<td>28%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>43</td>
<td>75%</td>
<td>14</td>
<td>25%</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>50</td>
<td>88%</td>
<td>7</td>
<td>12%</td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td>51</td>
<td>89%</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>48</td>
<td>84%</td>
<td>9</td>
<td>16%</td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>51</td>
<td>89%</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>45</td>
<td>79%</td>
<td>12</td>
<td>21%</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>49</td>
<td>86%</td>
<td>8</td>
<td>14%</td>
</tr>
</tbody>
</table>

Table N° 10: Final results from the survey made to students from 7th grade at Liceo San José.
Students from 7th grade presented a positive opinion about their English classes. This represents the opinion of 50 students. According to the results 77% of the students consider that their classes are dynamic. In relation to the questions with the highest percentages of approval, it is possible to highlight the following:

- Does the teacher ask for my opinion?
- Does the teacher promote collaborative work?
- Do I enjoy group or pair work?
- Does my teacher present videos, pictures, or objects?
- Does the teacher give you any support?

In other words, students are asked for their opinions and are promoted to work collaboratively; most of the students seem to enjoy group and pair work. Besides that, the educators support their classes with videos, pictures or objects.

In this way, the students consider that the classes are fun; 88% of the students enjoy the English lesson which is very positive considering that this is a big quantity of students. The same happens with the following questions regarding collaborative work, and the variety of activities and material used during English lessons.

**1st medio**

This survey was answered by students from the advanced group. The teacher doing classes in this grade is Miss. Carolina Flores. The survey provides the following results:

<table>
<thead>
<tr>
<th>Questions</th>
<th>S.T.A.Y</th>
<th>%</th>
<th>S.T.A.N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>14</td>
<td>54%</td>
<td>12</td>
<td>46%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>17</td>
<td>65%</td>
<td>9</td>
<td>35%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>20</td>
<td>77%</td>
<td>6</td>
<td>23%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>19</td>
<td>73%</td>
<td>7</td>
<td>27%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>15</td>
<td>58%</td>
<td>11</td>
<td>42%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>20</td>
<td>77%</td>
<td>6</td>
<td>23%</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>21</td>
<td>81%</td>
<td>5</td>
<td>19%</td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td>24</td>
<td>92%</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Question</td>
<td>Yes</td>
<td>100%</td>
<td>No</td>
<td>0%</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>-----</td>
<td>------</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>26</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>26</td>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>12</td>
<td>46%</td>
<td>14</td>
<td>54%</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>23</td>
<td>88%</td>
<td>3</td>
<td>12%</td>
</tr>
</tbody>
</table>

Table N° 11: Final results from the survey made to students from 1st medio at Liceo San José.

In relation to the table, it can be said that students from first medio of Liceo San José agree that the strongest points are the use of supporting material and the use of videos, pictures and objects. This is related to the questions with the highest percentages of approval; it is possible to highlight the following:

- Does my teacher present videos, pictures, or objects?
- Does the teacher present contents with supporting materials?
- Do I enjoy group or pair work?
- Does the teacher give you any support?

Most of the students enjoy group or pair work during their English lessons and they seem to be allowed to change partners during speaking activities. On the other hand the points were students *strongly disagree* is the use of games in classes, and according to their own preferences, students do not enjoy English lessons and speaking activities.

**3rd medio**

This class is also divided according to the students’ level; there are three levels: advance, intermediate and basic level. The survey was applied to the 3rd medio Elementary Level. The teacher participating in the research was: Mrs. Carolina Flores. 39 students participated in the study and these were their results.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>28</td>
<td>72%</td>
<td>11</td>
<td>28%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>16</td>
<td>41%</td>
<td>24</td>
<td>62%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>17</td>
<td>44%</td>
<td>22</td>
<td>56%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>22</td>
<td>56%</td>
<td>17</td>
<td>44%</td>
</tr>
</tbody>
</table>
Table N° 12: Final results from the survey made to students from 3rd medio at Liceo San José.

According to the chart, students from 3rd medio enjoy the English lesson, as well as doing collaborative work; they have a positive opinion about the support the teachers provide to them. In relation to the questions with the highest percentages of approval, it is possible to highlight the following:

- Does the teacher promote collaborative work?
- Do I enjoy group or pair work?
- Does the teacher give you any support?

This means that students are allowed to work in pairs and/or group and they enjoy it. Together with this, 87% of the students believe that the teacher gives the corresponding support when it is needed. On the other hand, the students believe that the great weaknesses in this lesson are related to the poor variety of tasks, not many speaking activities and the scarcity of videos and games to make the class more entertaining.

**Liceo Sara Braun**

**1st medio**

This is a small class; the teacher in charge of this class is Miss. Carmen Gloria Vargas. The results given by the survey were the following:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>11</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>18</td>
<td>21</td>
<td>54</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>37</td>
<td>2</td>
<td>95</td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td>36</td>
<td>3</td>
<td>92</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>29</td>
<td>10</td>
<td>74</td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>11</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>7</td>
<td>32</td>
<td>18</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>34</td>
<td>5</td>
<td>87</td>
</tr>
</tbody>
</table>

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In relation to the analysis it can be said that students from 1<sup>st</sup> medio agree with the fact that the educator allows them to provide their opinions, and giving support all the time; they enjoy doing collaborative work and appreciate the use of different techniques to present all contents. This is related to the questions with the highest percentages of approval like:

- Does the teacher present contents with supporting materials?
- Does my teacher present videos, pictures, or objects?
- Does the teacher provide comprehensible recordings?
- Does the teacher ask for my opinion?

It is remarkable to point out that 94% of the students feel that the recordings that the teacher presents are comprehensible, due to this is associated with listening skills. Another important aspect to mention is that 87% of the students answered positively about being asked for their opinion during their English lessons. On the contrary, students declared that they do not do speaking activities and there is no inclusion of games during English lessons.
3rd medio

This is a small class at Liceo Sara Braun; they are taught by Miss Carmen Gloria Vargas. They delivered the following results:

<table>
<thead>
<tr>
<th>Questions</th>
<th>S.T.A.Y</th>
<th>%</th>
<th>S.T.A.N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>13</td>
<td>81%</td>
<td>3</td>
<td>19%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>11</td>
<td>69%</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>11</td>
<td>69%</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>8</td>
<td>50%</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>11</td>
<td>69%</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>10</td>
<td>62%</td>
<td>6</td>
<td>38%</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>11</td>
<td>69%</td>
<td>3</td>
<td>31%</td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td>12</td>
<td>75%</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>12</td>
<td>75%</td>
<td>4</td>
<td>25%</td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>11</td>
<td>69%</td>
<td>5</td>
<td>31%</td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>8</td>
<td>50%</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>13</td>
<td>81%</td>
<td>3</td>
<td>19%</td>
</tr>
</tbody>
</table>

Table N° 14: Final results from the survey made to students from 3rd medio at Liceo Sara Brown.

By looking at this chart it can be said that students have positive opinions of the lesson; they believe that the educator uses all kind of activities. This is related to the questions with the highest percentages of approval, as:

- Does the teacher give you any support?
- Does the teacher present contents with supporting materials?
- Do I enjoy group or pair work?
- Do I enjoy my English lesson?

Students seem to enjoy group and pair work, however 50% of them say not to be allowed to change partners in speaking activities as it happens in other activities, and there are few occasions when games are brought into the classroom.
Liceo Industrial

3rd medio

This was the last High School that participated in the study; only 22 students answered the survey; the teacher in charge of this class is Miss. Patricia Oyarzo. The percentages were the following ones:

<table>
<thead>
<tr>
<th>Questions</th>
<th>Students that answered yes</th>
<th>%</th>
<th>Students that answered No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>20</td>
<td>91%</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>20</td>
<td>91%</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>21</td>
<td>95%</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>17</td>
<td>77%</td>
<td>5</td>
<td>23%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>4</td>
<td>18%</td>
<td>18</td>
<td>82%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>20</td>
<td>91%</td>
<td>2</td>
<td>9%</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>22</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td>8</td>
<td>36%</td>
<td>14</td>
<td>64%</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>13</td>
<td>59%</td>
<td>9</td>
<td>41%</td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>8</td>
<td>36%</td>
<td>14</td>
<td>64%</td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>22</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>17</td>
<td>77%</td>
<td>5</td>
<td>23%</td>
</tr>
</tbody>
</table>

Table N° 15: Final results from the survey made to students from 3rd medio at Liceo Industrial.

According to these results it can be appreciated that the students enjoy the English lessons, with two exceptions: the speaking activities and the group activities and pair work; they are used to work on their own, they also believe that the teaching of the educator requires more usage or videos, images and objects. This is related to the questions with the highest percentages of approval, such as:

- Does the teacher bring games with English contents?
• Does the teacher promote collaborative work?
• Are there dynamic activities during the class?
• Do I enjoy my English lesson?
• Does the teacher ask for my opinion?

This means that the students are allowed to work collaboratively during the English class and they say that the classes are dynamic. Another important aspect is the fact that the teacher asks for their opinions during the development of the lessons.

The results were different in each school and grade; everything depends on the kind of teaching applied in the classroom, the age of students which also influence the results of the survey, and the vision the students have from the person teaching them. Together with this, it is important to consider the amount of students and the level of each group, as for instance the English classes at Liceo San José are divided into three levels: Elementary, intermediate and advanced class.

Teacher results

The results will be presented individually in order to state which the answers of each educator were, as to compare them with the answers obtained in the different grades they teach at school. It is important to mention that the aspects considered as weaknesses at the moment of evaluating their teaching are related to the application of interactive methodology in the classroom. In the following table, the names of the teachers participating in the study are presented.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>School/Institution</th>
<th>Primary/High School education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claudia Borquez</td>
<td>Colegio Luterano</td>
<td>Primary Education</td>
</tr>
<tr>
<td>Jessica Hernandez</td>
<td>Liceo San José</td>
<td>Primary and High School Education</td>
</tr>
<tr>
<td>Carolina Flores</td>
<td>Liceo San José</td>
<td>Primary and High School Education</td>
</tr>
<tr>
<td>Andrea Andrade</td>
<td>Instituto Don Bosco</td>
<td>Primary Education</td>
</tr>
<tr>
<td>Ximena Chavez</td>
<td>Instituto Don Bosco</td>
<td>High School Education</td>
</tr>
<tr>
<td>Carmen Gloria Vargas</td>
<td>Liceo Sara Braun</td>
<td>High School Education</td>
</tr>
<tr>
<td>Patricia Oyarzo</td>
<td>Liceo Industrial</td>
<td>High School Education</td>
</tr>
</tbody>
</table>
Name: Claudia Borquez  
School/Institution: Colegio Luterano

Gender: Female  
Age: 31

She teaches at Colegio Luterano in first and second cycle of Primary Education. Her classes participating in the research were a 5th grade and 7th grade.

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.- My teaching style is student centered.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2.- My students are able to give their opinion during classes.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.- My students are able to move around the class during speaking activities.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4.- My teaching involves different seating arrangements according to the activity.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5.- My students are allowed to work in groups.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6.- My students are allowed to work in pairs.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7.- My teaching includes different resources (flashcards, power point, video).</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8.- My teaching involves the application of different techniques.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9.- My teaching relies on the textbook.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>10.- My teaching style encourages interaction among students.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>11.- The aim of my classes is to develop the proficiency of English my students have.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12.- My Classes consist of more than 4 different activities.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>13.- My students are responsible for their learning.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>14.- My Classes include the use of games.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>15.- My teaching involves real-life activities.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Table N° 16: Miss Claudia’s answers to the teacher’s survey.

In relation to the results obtained it can be said that the weaknesses of Miss Claudia classes are related to the distribution of the students’ work in the classroom and the evaluation process along with the absence of games to teach the language. She was honest with her own evaluation.
Name: Jessica Hernandez  
School/Institution: Liceo San José

Gender: Female  
Age: 29

She teaches in the second cycle of primary education and Secondary Education. She delivered the following answers:

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.- My teaching style is student centered.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2.- My students are able to give their opinion during classes.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.- My students are able to move around the class during speaking activities.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4.- My teaching involves different seating arrangements according to the activity.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5.- My students are allowed to work in groups.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6.- My students are allowed to work in pairs.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7.- My teaching includes different resources (flashcards, power point, video).</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8.- My teaching involves the application of different techniques.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9.- My teaching relies on the textbook.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10.- My teaching style encourages interaction among students.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>11.- The aim of my classes is to develop the proficiency of English my students have.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12.- My Classes consist of more than 4 different activities.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>13.- My students are responsible for their learning.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>14.- My Classes include the use of games.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>15.- My teaching involves real-life activities.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Table N° 16: Miss Jessica’s answers to the teacher’s survey.

In this case, the results obtained from the students are shared for both teachers from Liceo San José, as their students are divided into levels of English. The results show that lessons for children in elementary school are more dynamic than the lessons provided to students in secondary education. In relation to the results obtained in High School education it can be said that the greatest weaknesses of both teachers are the lack of application of games in the English lesson, as well as the application of speaking activities in 1st and third medio; they do not like doing speaking activities.
According to the teacher’s evaluation the strongest point of the class is the fact that students are allowed to work in groups and pairs. It is also positive the fact that her teaching does not rely on the use of the book.

Name: Carolina Flores    School/Institution: Liceo San Jose
Gender: Female    Age: 36

She teaches in the same cycles than the previous teacher. They divide classes into different levels so they are responsible for the results obtained in 5th and 7th grade as well as 1st medio and 3rd medio. The results of the students have been already explained.

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.- My teaching style is student centered.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2.- My students are able to give their opinion during classes.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3.- My students are able to move around the class during speaking activities.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4.- My teaching involves different seating arrangements according to the activity.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5.- My students are allowed to work in groups.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>6.- My students are allowed to work in pairs.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7.- My teaching includes different resources (flashcards, power point, video).</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>8.- My teaching involves the application of techniques.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>9.- My teaching relies on the textbook.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>10.- My teaching style encourages interaction among students.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>11.- The aim of my classes is to develop the proficiency of English my students have.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>12.- My Classes consist of more than 4 different activities.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>13.- My students are responsible for their learning.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>14.- My Classes include the use of games.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>15.- My teaching involves real-life activities.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Table N° 18: Miss Carolina’s answers to the teacher’s survey.
In relation to her answers, she was in a way more critical regarding her teaching style than others, even though her students were positive. According to her answers her weaknesses are related to the lack of games in the classroom, and the variety of activities during the lesson.

Name: Andrea Andrade       School/Institution: Instituto Don Bosco
Gender: Female             Age: 37
She teaches in the first and second cycle of Primary Education at Instituto Don Bosco; she has got positive answers from her 5th and 7th grade students about her classes; the results were almost perfect and her answers are the following:

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.- My teaching style is student centered.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2.- My students are able to give their opinion during classes.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.- My students are able to move around the class during speaking activities.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4.- My teaching involves different seating arrangements according to the activity.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5.- My students are allowed to work in groups.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6.- My students are allowed to work in pairs.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7.- My teaching includes different resources (flashcards, power point, video).</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.- My teaching involves the application of different techniques.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9.- My teaching relies on the textbook.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>10.- My teaching style encourages interaction among students.</td>
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<tr>
<td>11.- The aim of my classes is to develop the proficiency of English my students have.</td>
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<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12.- My Classes consist of more than 4 different activities.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>13.- My students are responsible for their learning.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>14.-My Classes include the use of games.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>15.- My teaching involves real-life activities.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Table N° 19: Miss Andrea’s answers to the teacher’s survey.
Name: Ximena Chavez        School/Institution: Instituto Don Bosco
Gender: Female              Age: 57

She teaches in Secondary Education at Instituto Don Bosco. She has got a student doing practicum in the class of first medio. This class provided a better evaluation on the development of the class than the one of 3rd medio. Her weaknesses were related to the lack of dynamic tasks, absence of speaking activities in the classroom and exclusion of games; they also said that the material used in the listening exercises were not clear enough.

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.- My teaching style is student centered.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.- My students are able to give their opinion during classes.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.- My students are able to move around the class during speaking activities.</td>
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<td>X</td>
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<tr>
<td>4.- My teaching involves different seating arrangements according to the activity.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.- My students are allowed to work in groups.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.- My students are allowed to work in pairs.</td>
<td></td>
<td>X</td>
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<tr>
<td>9.- My teaching relies on the textbook.</td>
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<td></td>
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<tr>
<td>11.- The aim of my classes is to develop the proficiency of English my students have.</td>
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<tr>
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<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.- My students are responsible for their learning.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.-My Classes include the use of games.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.- My teaching involves real-life activities.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table N° 20: Miss Ximena’s answers to the teacher’s survey.

By comparing the students and teacher’s answers you can see that there are contrastive opinions regarding the variety of activities included during each lesson. The teacher says that she applies many techniques during her classes, but her students single out that the learning sessions lack of dynamic, encouraging tasks to engage them in the acquisition of a foreign language.
Name: Carmen Gloria Vargas  
School/Institution: Liceo Sara Braun

Gender: Female  
Age: 48

She teaches at Liceo Sara Braun in Secondary Education. In general terms, she has got positive results in the evaluation students made of her teaching; there were four points that got a low percentage of approval in first medio, which is the class she is teaching at the moment; the other class is taught by a student doing practicum there. Her weaknesses regarding her teaching style were related to the lack of dynamic activities in the class, the absence of speaking in class and the omission of games in the teaching process.

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.- My teaching style is student centered.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.- My students are able to give their opinion during classes.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.- My students are able to move around the class during speaking activities.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4.- My teaching involves different seating arrangements according to the activity.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>5.- My students are allowed to work in groups.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6.- My students are allowed to work in pairs.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>7.- My teaching includes different resources (flashcards, power point, video).</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>8.- My teaching involves the application of different techniques.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>9.- My teaching relies on the textbook.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10.- My teaching style encourages interaction among students.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>11.- The aim of my classes is to develop the proficiency of English my students have.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>12.- My Classes consist of more than 4 different activities.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>13.- My students are responsible for their learning.</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.- My Classes include the use of games.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>15.- My teaching involves real-life activities.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Table N° 21: Miss Carmen Gloria’s answers to the teacher’s survey

By comparing her answers with her students’ answers, it can be said that they agree on the same aspects that can be considered as weaknesses at the moment of thinking in the use of
interactive methodologies in the classroom; seating arrangement, variety of activities and the use of games during the lesson were the most recurrent aspects the students highlighted.

**Name:** Patricia Oyarzo  
**School/Institution:** Liceo Industrial  
**Gender:** Female

She teaches at Liceo Industrial in Secondary Education. The class that participated in the study was a third medio; she is helped by a student doing her practicum there. Students said that the greatest drawbacks of the class according to their answers in the survey were related to the lack of supporting material such as videos, pictures and flashcards. Another point with a low appraisal of the teacher’s performance is the absence of speaking activities and group work. In the table below you can have a general view on it:

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.- My teaching style is student centered.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2.- My students are able to give their opinion during classes.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3.- My students are able to move around the class during speaking activities.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4.- My teaching involves different seating arrangements according to the activity.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5.- My students are allowed to work in groups.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6.- My students are allowed to work in pairs.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>7.- My teaching includes different resources (flashcards, power point, video).</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8.- My teaching involves the application of different techniques.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9.- My teaching relies on the textbook.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10.- My teaching style encourages interaction among students.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>11.- The aim of my classes is to develop the proficiency of English my students have.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>12.- My Classes consist of more than 4 different activities.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>13.- My students are responsible for their learning.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>14.- My Classes include the use of games.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>15.- My teaching involves real-life activities.</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
By looking at the results of the appraisals given to her classes it can be said that she agrees with her students on which her greatest weakness is, that is, deficit in the use of technological gadgets in the classroom, such as videos, images and/or power point presentation.

### 4.2 General Analysis

**Comparison among grades**

Once the analysis in all grades has been made, and the results of the teachers have been compared, it is the moment to contrast the results in each grade per school, for example: to set side by side the results of 5th grade of Colegio Luterano, Instituto Don Bosco and Liceo San José; the aspects to be compared among those variables will be those that experienced the most significant differences in terms of percentages. This means that this research is going to contrast the answers in order to expose the main variations among schools. For this, the questions evaluated with over 70% of approval in all the schools at the same time, will not be compared for being consider similar results.

**5th Grade results comparison**

First of all, there is a comparative chart with brief information among the students that answered positively to the questions provided. The results belong to the 5th grade of Colegio Luterano, Instituto Don Bosco and Liceo San José. The questions that show a considerable difference among the institutions will be highlighted in separate colors. Those results will be presented in graphics with the corresponding explanation.
### Table N° 23: Comparative chart of the results of the survey from 5th grade.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Colegio Luterano</th>
<th>Instituto Don Bosco</th>
<th>Liceo San José</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>55%</td>
<td>94%</td>
<td>79%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>45%</td>
<td>91%</td>
<td>77%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>94%</td>
<td>96%</td>
<td>89%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>100%</td>
<td>94%</td>
<td>45%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>55%</td>
<td>88%</td>
<td>77%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>33%</td>
<td>100%</td>
<td>73%</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>55%</td>
<td>96%</td>
<td>85%</td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td>100%</td>
<td>96%</td>
<td>90%</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>72%</td>
<td>100%</td>
<td>92%</td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>67%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>6%</td>
<td>96%</td>
<td>60%</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>78%</td>
<td>100%</td>
<td>92%</td>
</tr>
</tbody>
</table>
The first question to be analyzed is related to the students’ appraisal of their enjoyment in the English lesson. The answers between the three institutions vary; the institution with the highest approval was Instituto Don Bosco with a 94% which means that the students have fun in their classes; in second place was Liceo San José that according to the percentages also got a high score with 79%; on the other hand, only a 55% of Colegio Luterano students from 5th grade answered positively, representing a huge contrast due to the fact that students from primary school usually enjoy their English lessons.

![Graph illustrating if students enjoy the English class.](image)

The second question to be analyzed is related to the students’ allowance to share their opinions during the lessons. With regards to this question, Instituto Don Bosco got the best score with a 91% of approval while Liceo San Jose got a 77% of Approval which is still an excellent number taking into consideration the number of scholars that participated in the survey. On the contrary, only 45% of the students in 5th grade of Colegio Luterano said that they were allowed to share their opinions.

![Graph illustrating if students enjoy the English class.](image)
The question *Does the teacher allow you to change partners during speaking activities?* came up with a change in the results due to the fact that, usually Colegio Luterano got the lowest percentage in each question, nevertheless in this question students got a 100% of approval which means that they are allowed to change partners during speaking activities. Instituto Don Bosco is in second place with a 94% of score and at last came Liceo San Jose that got 45%, which means that when they have speaking activities they are required to do the activity with the same partner.
The following graphic is related with the previous questions; it is possible to see that even though Colegio Luterano got a high score in the previous question and they are allowed to change partners, only 55% of the students enjoy speaking activities, on the other hand, Instituto Don Bosco had 88% and Liceo San José got 77%, meaning that a big number of students in those classes have fun while doing speaking activities even though they do not have freedom to choose their speaking partners.

![Bar chart showing the percentage of students who enjoy speaking activities.](image)

**Fig. 4.** Graph illustrating if students enjoy speaking activities.

The following question is related to the listening material provided by the teacher, and whether this material is clear for their level. In this question, all students from Instituto Don Bosco answered positively to this questioning; 77% of learners at Liceo San José answered that the recordings were comprehensible, while Colegio Luterano students replied that the recordings were not clear, which is shown by the 33% of students who answered yes against a 67% that replied no.
The following question is related to an important point in the basis of Interactive methodology, with the collaborative work inside the English classroom; regarding this question, students at Instituto don Bosco delivered an 86% of approval, Liceo San José got an 85% of approval while Colegio Luterano got a 55 per cent of approbation; this school received the lowest approval in this question.
In relation to the usage of extra material during lessons, all learners from Instituto Don Bosco replied that their teacher uses different resources to teach; 85% of scholars from Liceo San José answered that their teachers use videos, pictures and objects to teach them, while 67% of the students at Colegio Luterano answered that their teacher uses extra material.

Fig. 7. Graph illustrating if the teacher presents videos, pictures, or objects.

The last question to be reviewed in this level is related to the usage of games to teach the English language; this was the question that presented a higher difference in relation to the answers from one school to the other. First, 96% of students at Instituto Don Bosco said that their educator uses games in classes, in Liceo San José, 60% of students said that their teacher uses games, and most students at Colegio Luterano deny the usage of games during English lessons, only one student, that is 6% of the class, said that games were used during the lessons.
**7th grade**

In this part the results of the seventh grade will be analyzed with the same Criteria. The comparison will be among students that answered positively to the following questions of 7th grade of Colegio Luterano, Instituto Don Bosco and Liceo San José.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Colegio Luterano</th>
<th>Instituto Don Bosco</th>
<th>Liceo San José</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>65%</td>
<td>88%</td>
<td>88%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>75%</td>
<td>93%</td>
<td>89%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>55%</td>
<td>95%</td>
<td>77%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>30%</td>
<td>100%</td>
<td>70%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>50%</td>
<td>77%</td>
<td>72%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>80%</td>
<td>91%</td>
<td>75%</td>
</tr>
</tbody>
</table>
Table N° 24: Comparative chart of the results of the survey from 7th grade.

The first question to be explained is the opinion of learners in relation to the English lesson; in first place there is a tie between Instituto Don Bosco and Liceo San José, both schools with an 88%, which means that most of the students participating in the study enjoy their English classes, and 65% of students at Colegio Luterano enjoy the English lesson as well.

**Table N° 24: Comparative chart of the results of the survey from 7th grade.**

| Does the teacher promote collaborative work? | 25% | 98% | 88% |
| Do I enjoy group or pair work? | 65% | 86% | 89% |
| Does the teacher present contents with supporting materials? | 100% | 100% | 84% |
| Does my teacher present videos, pictures, or objects? | 85% | 100% | 89% |
| Does the teacher bring games with English contents? | 15% | 40% | 79% |
| Does the teacher give you any support? | 90% | 100% | 86% |

**Fig. 9. Graph illustrating if students enjoy the English class.**
The second question is related to the use of dynamic activities during the English lessons; this also refers to the variety of activities, in this item, 95% of students at Instituto Don Bosco replied positively, while 77% of students from 7th grade at Liceo San José also gave a positive answer; once more, students at Colegio Luterano were the ones that gave the lowest approval with a 55%.

![Graph illustrating if there are dynamic activities during the class.]

In the question related to whether students are allowed to change partner during speaking activities, the answers were the following: 100% of students at Instituto Don Bosco answered that they were allowed to change partners, while 70% of the students at Liceo San José said that they were allowed to change partners during speaking activities. On the other hand only 30% of the students at Colegio Luterano replied that they were allowed to change partners.
This question is related to whether learners enjoy speaking activities or not, being the results associated to their previous answers. The information gathered allowed the researchers to calculate the final outcome in terms of percentages; 77% of the students at Instituto Don Bosco gave their approval and 72% of students at Liceo san José did the same; in contrast Colegio Luterano is behind with 50% of positive answers, representing half of the class.
In relation to the collaborative work inside the classroom, Instituto Don Bosco got 98% of positive answers, Liceo San José students delivered an 88% of approval while Colegio Luterano presented a low percentage, saying that they were allowed to work with their classmates to interchange knowledge.

There is a close relation between this question and the previous question due to the fact that both speak about the collaboration inside the classroom; in this case, it is related to the opinion of learners about group and pair work; as usual Liceo San José and Instituto Don Bosco received the highest scores of approval, that is, 89% and 86% each one, and Colegio Luterano students replied that only 65% of the students enjoy doing speaking activities.
In relation to the usage of games in the English classroom it is important to mention that the biggest difference emerges in this question due to the fact that the percentages of approval are the lowest in relation to the other items. The highest score comes from Liceo San José with 79% of approval, while Instituto Don Bosco got a 40% of positive answers in this item. Only 15% of the students at Colegio Luterano said that the teacher brings games for them to practice English; this is by far the greatest weakness in English lessons at this point.
First Medio

The third part to be analyzed will be the first medio with the same Criteria. The comparison will be among students that answered positively to the following questions of 1st medio of Instituto Don Bosco, Liceo San José and Liceo Sara Braun.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Instituto Don Bosco</th>
<th>Liceo San José</th>
<th>Liceo Sara Braun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>84%</td>
<td>54%</td>
<td>56%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>84%</td>
<td>65%</td>
<td>87%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>97%</td>
<td>77%</td>
<td>13%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>32%</td>
<td>73%</td>
<td>6%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>82%</td>
<td>58%</td>
<td>6%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>87%</td>
<td>77%</td>
<td>94%</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>82%</td>
<td>81%</td>
<td>81%</td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td>95%</td>
<td>92%</td>
<td>81%</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>95%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>89%</td>
<td>100%</td>
<td>87%</td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>84%</td>
<td>46%</td>
<td>31%</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>95%</td>
<td>88%</td>
<td>75%</td>
</tr>
</tbody>
</table>

Table N° 25: Comparative chart of the results of the survey from 1st medio.
This item is related to preferences in relation to the English classes. In this part three different institutions answered the survey. They were supposed to answer even whether they enjoyed their English classes or not according to their personal interests. The educational institution with the highest percentage of approval is Instituto Don Bosco with 84% of the students who said they enjoyed their classes. In contrast to this result, 56% of the students at Liceo Sara Braun agreed with the question. And finally, 54% of the students at Liceo San José said that they enjoyed English lessons.

![Chart](image)

**Fig. 16.** Graph illustrating if students enjoy English lessons.

This item is related to how teachers allow the participation of students about a specific topic during the English class. In this part the First Medio corresponding to three different institutions answered the question. They were asked whether their opinion was an important tool of information in the development of the class. The educational institution with the highest percentage of approval is Liceo Sara Braun with 87% of the students who admitted giving their opinions. This result was followed by Instituto Don Bosco with 84%, and finally, Liceo San José with 65% of the students admitting to be asked for their opinion during the English lesson.
This item is related to how teachers develop the lessons. In this part students of First Medio corresponding to three different institutions were asked to answer the survey. They had to let the researchers know to about the dynamic of their classes. The educational institution with the highest percentage of approval was Instituto Don Bosco with 97% of the students who believed that their English classes were dynamic. Following this result, Liceo San José takes place with 77% of the students agreeing that they had dynamic classes. In contrast, just 13% of the students at Liceo Sara Braun think that their classes are developed in a dynamic way.

Fig. 17. Graph illustrating if teacher ask for students opinions.

Fig. 18. Graph illustrating if teachers include dynamic activities during the class.
This item is related to the interaction of the students during the development of the English lessons. In this part the First Medio corresponding of three different institutions is evaluated. This question tries to elucidate even if the teachers allow their student to change partners or not. The educational institution with the highest percentage of approval is Liceo San José with 73% of students who admit to be allowed to change partners during speaking activities. In contrast to this, Instituto Don Bosco follows this result with 32% of the students agreeing with the question, and finally, it is Liceo Sara Braun with 6% of the students who said that the teacher allows them to change partners.

![Graph illustrating if the teacher allows students to change partner during speaking activities.](image)

This item is related to preferences about the speaking activity. In this part the First Medio of three different institutions was surveyed. They were supposed to answer whether they enjoy working with speaking activities. The educational institution with the highest percentage of approval is Instituto Don Bosco with 82% of the students, saying that they enjoyed the speaking activities during the English classes. Next is Liceo San José with 58% of the students that seemed to enjoy their lessons, and finally, Liceo Sara Braun with 6% of students stating that they enjoyed the speaking activities during the development of the English class.
This item is related to activities that made the students pay attention in the classroom. In this part the First Medio had to express whether the teacher used games and resources during the class. The educational institution with the highest percentage of approval was Instituto Don Bosco where 89% of the students said the teachers bring games with English contents in their lessons, followed by Liceo San José with 77% of the students admitting the use of games by during the development of the class, and finally, Liceo Sara Braun where 31% of the students answered affirmatively about the use of games with English contents.
The last part of the results to be analyzed will be the third medio with the same Criteria than the previous grades. The comparison will be among students that answered positively or negatively to the following questions of 3rd medio of Instituto Don Bosco and Liceo San José, Liceo Sara Braun and Liceo Industrial.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Instituto Don Bosco</th>
<th>Liceo San José</th>
<th>Liceo Sara Braun</th>
<th>Liceo Industrial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td>61%</td>
<td>72%</td>
<td>81%</td>
<td>91%</td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td>83%</td>
<td>41%</td>
<td>69%</td>
<td>91%</td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td>56%</td>
<td>44%</td>
<td>69%</td>
<td>95%</td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td>25%</td>
<td>56%</td>
<td>50%</td>
<td>77%</td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>72%</td>
<td>28%</td>
<td>69%</td>
<td>18%</td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td>47%</td>
<td>46%</td>
<td>62%</td>
<td>91%</td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td>89%</td>
<td>95%</td>
<td>69%</td>
<td>100%</td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td>86%</td>
<td>92%</td>
<td>75%</td>
<td>36%</td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td>75%</td>
<td>74%</td>
<td>75%</td>
<td>59%</td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>56%</td>
<td>28%</td>
<td>69%</td>
<td>36%</td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td>22%</td>
<td>18%</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td>81%</td>
<td>87%</td>
<td>81%</td>
<td>77%</td>
</tr>
</tbody>
</table>

Table N° 25: Comparative chart of the results of the survey from 3rd medio.
This item is related to preferences in relation to the English classes. In these part students of Third Medio corresponding to four different institutions answered the survey. They had to answer whether they enjoy their English classes or not according to their personal interests.

The educational institution with the highest percentage of approval was Liceo industrial with 91% of the students who seemed to enjoy their English lessons. The following high school was Liceo Sara Braun with 81% of the students saying that they liked their English classes. Then, Liceo San José with 72% of the students who seemed to agree with the question. Finally, Instituto Don Bosco with 61% of the students pointing out that they enjoyed the English lessons.

![Graph illustrating if students enjoy the English Lesson.](image)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Students that answered yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instituto Don Bosco</td>
<td>61%</td>
</tr>
<tr>
<td>Liceo San Jose</td>
<td>72%</td>
</tr>
<tr>
<td>Liceo Sara Braun</td>
<td>81%</td>
</tr>
<tr>
<td>Liceo Industrial</td>
<td>91%</td>
</tr>
</tbody>
</table>

Fig. 22. Graph illustrating if students enjoy the English Lesson.
This item is related to how teachers allow the participation of students about a specific topic during the English class. In this part, students from Third Medio corresponding to four different high schools answered the survey. They had to answer whether they were asked for their opinion during the English classes.

The institution with the highest percentage of approval was Liceo Industrial with 91% of the students admitting to give their opinions as an important tool of information. This result was followed by Instituto Don Bosco with 83% of the students saying that they were encourage to give opinion. Then, Liceo Sara Braun with 69% of the students agreeing with the statement, and finally, Liceo San José with 41% of the students admitting to be asked for their opinion during the development of the English class.

![Bar chart showing the percentage of students who were asked for their opinion in each school.](image)

Fig. 23. Graph illustrating if teachers ask for students’ opinions.
This item is related to how teachers develop the lessons in terms of dynamism. In this part students from Third Medio, representing four different high schools, answered the survey. They gave information about the dynamics in the English lesson.

The educational institution with the highest percentage of approval was Liceo Industrial with 95% of the students believing that their English classes were dynamic. Following this, Liceo Sara Braun where 69% of the students considered that they had dynamic classes. Then, it is Instituto Don Bosco with 56% of the students finding their English classes dynamic. The institution with the lowest percentage of approval was Liceo San José with 44% of the students saying that their classes were developed in a dynamic way.

![Fig. 24. Graph illustrating if teachers dynamic activities during the class.](image)

<table>
<thead>
<tr>
<th>Are there dynamic activities during the class?</th>
<th>Liceo Sara Braun</th>
<th>Instituto don Bosco</th>
<th>Liceo San Jose</th>
<th>Liceo Industrial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students that answered Yes</td>
<td>69%</td>
<td>56%</td>
<td>44%</td>
<td>95%</td>
</tr>
</tbody>
</table>
This item is related to the interaction of the students during the development of the English lessons. In this part, students of Third Medio corresponding to four different high schools were evaluated. This question tries to elucidate whether the teachers allow their students to change partners or not during the development of the class.

The educational institution with the highest percentage of approval is Liceo Industrial with 77% of students that admit to be allowed for changing partners during speaking activities. Then Liceo San José follows with 56% of the students admitting to change partners. Afterwards Liceo Sara Braun with 50% of the students stating that they are allowed to share information with other partners. In contrast to this, it is Instituto Don Bosco with 25% of the students agreeing with the question.

![Graph illustrating if teachers allow students to change partners during speaking activities.](image)

<table>
<thead>
<tr>
<th>Educational Institution</th>
<th>Percentage of Students Admitting to Change Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liceo Sara Braun</td>
<td>50%</td>
</tr>
<tr>
<td>Instituto don Bosco</td>
<td>25%</td>
</tr>
<tr>
<td>Liceo San Jose</td>
<td>56%</td>
</tr>
<tr>
<td>Liceo Industrial</td>
<td>77%</td>
</tr>
</tbody>
</table>

Fig. 25. Graph illustrating if teachers allow students to change partners during speaking activities.
This item is related to preferences about the speaking activity. In this part, the students of Third Medio, corresponding to four different high schools were surveyed. They had to answer whether they enjoyed working with speaking activities or not.

The educational institution with the highest percentage of approval was Instituto Don Bosco with 72% of the students saying that enjoyed speaking activities during the English classes. Then Liceo Sara Braun with 69% of the students agreeing with the question. In contrast to this, 28% of the students at Liceo San José said that enjoyed the speaking activities, and Liceo Industrial showed that just 18% of the students liked speaking activities during the development of their English classes.

![Bar chart showing the percentage of students who enjoy speaking activities in different schools.](image)

**Do I enjoy speaking activities?**

<table>
<thead>
<tr>
<th>Students that answered yes</th>
<th>Instituto Don Bosco</th>
<th>Liceo San Jose</th>
<th>Liceo Sara Braun</th>
<th>Liceo Industrial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy speaking activities?</td>
<td>72%</td>
<td>28%</td>
<td>69%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Fig. 26. Graph illustrating if students enjoy speaking activities.
This item is related to preferences about the listening activity. In this part, students of Third Medio, corresponding to four different high schools, were asked to answer the question. They were supposed to answer in relation to comprehensible recordings during the English class.

The educational institution with the highest percentage of approval came out to be Liceo Industrial with 91% of the students considering that they were exposed to comprehensible material in the listening activities. This was followed by Liceo Sara Braun with 62% of the students that agreed with the question. In contrast to this, 47% of the students at Instituto Don Bosco believed that the recordings provided by the teachers were easy to understand, and finally Liceo San José with 46% of the students considering that the recordings supplied by their teachers during the development of their English class were comprehensible.

![Graph illustrating if teachers provide comprehensible recordings.](image)

Fig. 27. Graph illustrating if teachers provide comprehensible recordings.
This item is related to preferences in relation to the English classes. In this part students of Third Medio, corresponding to four different institutions, answered the survey. Then they were supposed to answer whether they enjoyed working in pairs or groups during the development of the English class.

The educational institution with the highest percentage of approval was Liceo San José with 92% of the students who seemed to enjoy pair or group work. The following high school was Instituto Don Bosco with 86% of the students saying they enjoyed to work in pairs or in groups during their English classes. Then, Liceo Sara Braun with 75% of students who answered affirmatively to the question. Finally and in contrast to this, it can be said that 36% of the students at Liceo Industrial enjoyed to work in pairs or groups.

![Bar chart](image)

**Do I enjoy group or pair work?**

<table>
<thead>
<tr>
<th></th>
<th>Instituto Don Bosco</th>
<th>Liceo San José</th>
<th>Liceo Sara Braun</th>
<th>Liceo Industrial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students that</td>
<td>86%</td>
<td>92%</td>
<td>75%</td>
<td>36%</td>
</tr>
<tr>
<td>answered yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Fig. 28. Graph illustrating if students enjoy doing group or pair work.*
This item is related to the supporting material that teachers use in the classroom for developing their classes. In this part, students of Third Medio, corresponding to four different high schools, were evaluated. This question tries to clarify if the teachers present contents with the help of supporting materials.

The educational institutions with the highest percentage of approval were Instituto Don Bosco and Liceo Sara Braun with 77% of the students saying that their teachers develop their classes with supporting material. Then 74% of the students at Liceo San José declared that their teachers introduce new contents by providing extra materials. And finally, Liceo Industrial with 59% of students agreeing with the statement.

![Bar chart showing the percentage of students saying their teachers present contents with supporting materials.](image)

**Fig. 29.** Graph illustrating if teachers present contents with supporting materials.
This item is related to the visual aids that teachers use in the classroom for developing their classes. In this part, students of Third Medio, corresponding to four different high schools, were evaluated. This question tries to elucidate whether the teachers presents contents through videos, pictures or objects in order to catch the students’ attention.

The educational institution with the highest percentage of approval was Liceo Sara Braun with 69% of the students saying that their teachers used visual aids during the development during the English lessons. This is followed by, Instituto Don Bosco with 56% of the students stating that their teachers taught new contents by means of pictures, videos or objects. In contrast to these results, Liceo Industrial with 36% of students agreeing with the question. Finally, Liceo San José with 28% of the students saying that the teacher used visual aids as pictures, videos or objects during the development of the English class.

![Graph illustrating if teachers present videos, pictures, or objects.](image)

<table>
<thead>
<tr>
<th>Students that answered yes</th>
<th>Liceo Sara Braun</th>
<th>Instituto Don Bosco</th>
<th>Liceo San Jose</th>
<th>Liceo Industrial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td>69%</td>
<td>56%</td>
<td>26%</td>
<td>36%</td>
</tr>
</tbody>
</table>
This item is related to interesting activities that encourage the students to pay attention in the classroom. In this part students of Third, corresponding to four different high schools, were interviewed. They were supposed to answer whether the teacher used games with English contents as supporting material during the class.

The educational institution with the highest percentage of approval is Liceo Industrial with 100% of the students saying that the teachers introduced games with English contents. In contrast, the other three high schools presented a lower percentage of approval. Then 50% of the students at Liceo Sara Braun pointed out that their teachers used games during the development of their classes. After, Instituto Don Bosco with 22% of the students stating that their teachers found use of games to teach new contents. And finally, Liceo San José with 18% of the students agreeing with the question.

![Graph illustrating if teachers bring games with English contents.](image)

**Conclusions of the study**

After the analysis of the information collected it can be said that surveys, were analyzed in two different ways; the first method used was to analyze the results obtained by each class that participated in the survey, as well as the teachers’. Once all the individual examination was made, a contrast among the group surveyed was devise. It is important to mention that according to the results compared it might be concluded that teachers do apply interactive methodologies in the
classroom, nonetheless not all the teachers make their students be interested in the English language learning. Another aspect seen during the research was that there is no difference between the answers of boys and girls in relation to the English class. The answers were mixed, so this factor did not influence the outcome of the study.

In relation to the second part of the research, the examination was made by contrasting and comparing the results of the same grades in different schools; the questions with the most significant differences in percentages were compared in order to have a clear point of view about how the use of interactive methodology is perceived by learners in the classrooms. The grades which participated in the survey were:

- 5th and 7th at Colegio Luterano
- 5th and 7th at Instituto Don Bosco
- 5th and 7th at Liceo San Jose

In both grades the questions with the lowest number of acceptance in two of the three schools that participated in the study were: Does the teacher bring games into the classroom? Does the teacher promote Collaborative work? Does the teacher bring comprehensible recordings? The reasons for these results are related to the fact that educators avoid doing group work in order to avoid disruptive behavior in the classroom; in the case of recordings, sometimes students may find difficult to comprehend the messages the speakers are trying to convey, and at last, the inquiring pertaining the use of games, was the one with the lowest positive answers; the possible explanation for this situation may be that teachers must cover the contents required by the Ministry of education and the excessive teaching hours at school. Then they do not have enough time to prepare extra material; the only school that got a high punctuation in this item were students from Instituto Don Bosco, which applies games taken from course books and therefore, providing students with fun during lessons. These grades showed that they enjoyed their English lessons more than teenagers. The class that got the lowest positive results was Colegio Luterano where students did not enjoy the English lesson, among other negative answers; all in all, results in primary education were better than the real information expected.

The First Medio which answered the survey were:

- Liceo Sara Braun
- Liceo San José
• Instituto Don Bosco

The grades of First Medio delivered a homogeneous result, with no bigger differences among the three different educational institutions; all of them had positive answers, being the lowest results those related to the work with speaking activities inside the classroom, and the students’ authorization to change partners during speaking activities. First medio students also answered in a negative way to the question related to the use of games in the classroom with exception of students at Instituto Don Bosco.

And last but not least, the classes of Third Medio participating in the research were:

• Liceo Sara Braun
• Liceo San José
• Instituto Don Bosco
• Liceo Industrial

They were the class that presented the biggest differences in their answers; while one class was being allowed to work in groups, the other group of students was not. The questions that presented the lowest results were related to speaking activities and the change of partners during the tasks, the other questions were related to the use of extra material and games to teach different contents. To put it in simple words, teachers seem to diminish the numbers of dynamic activities when their learners are young. In this grade, the class that delivered a higher number of positive answers was the 3rd medio at Liceo Industrial. On the other hand the classes that presented some questions with low results were Liceo San José and Instituto Don Bosco. Contrasting the results obtained in these institutions from 5th grade to 1st medio where students said that their English lessons were dynamic, and that interactive methodology was applied in classes.

To conclude, it is worth mentioning that in the most of the cases students enjoyed their English lessons as they were asked for their opinion during the development of them. Nonetheless there were some big differences between kids and teenagers, being the biggest difference shown by students of Third Medio, for example: the results in Instituto Don Bosco were outstanding in 5th and 7th grade, and the same situation happened with 1st Medio, nevertheless, the Third Medio demonstrated less interest in English classes, a similar situation with Liceo San José. The biggest differences appeared when the students were asked if they enjoyed the speaking activities and the use of games in the development of the English classes.
Some teachers have got an excellent rapport from their student’s part, and the reasons for those results rely on the usage of different methodologies used to teach the language; it also helps the use of different resources applying in the classroom, where games seemed to be very useful in the learning process of a foreign language.
FINAL CONCLUSIONS

The learning of a foreign language is a complex process that encompasses different factors, such as the absence of English speaking people in the country, the amount of hours the students have to practice the language at school, the motivation to learn English and the absence of places to apply the language. English is a global language, that is learned by people all over the world, it is learned both as a second or foreign language. In Chile, the learning of the English Language is done as a foreign language for the reason that at schools the language is devoted less than four hours every week, and the students learning the language are surrounded by people speaking their native Language, so there is no practice of the language outside the classroom.

The study programs in Chile are an influential tool in the teaching of English as a foreign language; they provide important aspects that teachers should take into account when teaching English. The curriculum provides the guidelines of the contents to be taught in each grade of primary and high school education. The programs also provide a clear view of how English teaching should be developed inside the classroom by speaking about the different interactive methodologies presented, some remarkable techniques are: Communicative Language learning (which focuses on the development of the speaking abilities of a language rather than the grammatical aspects of it), the Cooperative Language Learning (which sees as a main point the interaction among people learning a foreign language and how they should support each other in order to strengthen their learning process.) and last but not least, the whole language approach (which sees the English teaching and learning as a whole; the teaching and learning process of the English language should integrate all four Language skills as well as the integration of grammatical structures and communicative abilities.) Another methodology that is more suitable for kids that any other kind of learner is the Total Physical Response, which gives emphasis to the practice of English by doing physical movements through phrases and words. These approaches along with the methodologies are the most significant ones stated in the curriculum.

Another important aspect presented throughout the development of this research was the importance of motivation in the English lessons, and a teacher of English as a foreign language should encourage his/her students to improve their English all the time, letting them know when they are improving and how important it can be for their future. As stated previously, there are different kinds of motivation, therefore, they can be summarize in two simple ways: the first kind
of motivation is about telling students that learning a foreign language will benefit their personal lives, and it will make them smarter than before; the second type of motivation is based on the importance of learning a foreign language to get a job, travel and study abroad, making students aware of the benefits of learning a foreign language.

In the English teaching process in the Chilean classroom, one of the most important aspects that has gained recognition and input during the XXI century, is the use of technology in the classroom. ICT’s have made the English lessons more dynamic; they have provided velocity to the development of every class; with the usage of dissimilar technological devices, teachers improves results; they can use power point, videos and songs to teach new contents to learners of different ages. The usage of the interactive board has also helped teacher to get improvement in the learners’ acquisition of the language.

Regarding the methodological approach applied during the research, first it is essential to mention the method that was chosen to analyze the information. The approach applied was the Correlational Method; this methodology of analysis is practical to compare and contrast information. As a result of the election of this method the kind of approach applied was the quantitative approach; the instruments used were two surveys, one was a survey for students where the goal was to get students opinions about their English lessons, and the other survey was answered by teachers who had to evaluate their classes according to the use of interactive methodologies applied in the classroom. They had to answer whether they strongly agree: 1, Agree: 2, Disagree: 3, Strongly disagree: 4, being the first and second options related to the implementation of different techniques during one lesson. It is significant to mention that the study was made in different schools of Punta Arenas, so this study represents a small view of Chilean reality.

In relation to the results obtained after the analysis it can be stated that in general terms, teachers in Punta Arenas apply techniques related to Interactive methodologies; some grades provided a positive evaluation and other classes provided a more critical view of their lessons. The same happens with teachers, who evaluated the way they teach in different ways. Some important aspects to mention in relation to the application of interactive methodology is that teachers need to include games in their classes, as well as speaking activities to encourage students to use the English language more. The study also showed that the kids enjoy the English lessons more than adolescents.
As it was possible to describe throughout the whole investigation, the use of different techniques help teachers to catch their learners’ attention. If there is a variety of activities designed according to the age of different learners, then scholars will feel more entertained at the moment of acquiring a foreign language. Methodologies should be part of the instructional process when teaching a foreign language, as it happens in Chile. The more students are able to practice a language, the better their linguistic development.
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APPENDIX

APPENDIX 1: Survey for Students

My English Class

Grade: ________________________
Gender: Male_____    Female______

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I enjoy my English lesson?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the teacher ask for my opinion?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are there dynamic activities during the class?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the teacher allow you to change partners during speaking activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I enjoy speaking activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the teacher provide comprehensible recordings?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the teacher promote collaborative work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do I enjoy group or pair work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the teacher present contents with supporting materials?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does my teacher present videos, pictures, or objects?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the teacher bring games with English contents?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the teacher give you any support?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 2: Survey for teachers

Survey

Name: _______________________________________________________________

School/Institution: _____________________________________________________

Gender: ____ Male   ____ Female   Age: ______________________

Level you teach:

_____ First cycle     _____ Second cycle     _____ Secondary education

1.- Teaching Strategies and Application of Interactive Methodology.

Mark with an X the option that better suits your reality.

1 Strongly agree   2 Agree   3 Disagree   4 Strongly disagree

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.- My teaching style is student centered.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.- My students are able to give their opinions during classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.- My students are able to move around the class during speaking activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.- My teaching involves different seating arrangements (according to the activity.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.- My students are allowed to work in groups.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.- My students are allowed to work in pairs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.- My teaching includes different resources (flashcards, power point, videos).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.- My teaching involves the application of different techniques.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.- My teaching relies on the textbook.</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>My teaching style encourages interaction among students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The aim of my classes is to develop the proficiency of English my students have.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>My classes consist of more than 4 different activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>My students are responsible for their learning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>My classes include the use of games.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>My teaching involves real-life activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>