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QUALITY TEACHING WITH MINIMAL RESOURCES: INTEGRATING WARMERS INTO CHILEAN EFL TEACHERS' PRACTICES

SEMINARIO DE GRADO PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN Y AL TÍTULO DE PROFESOR DE EDUCACIÓN MEDIA EN INGLÉS.

DIRECTOR:
Mauricio Cataldo López

STUDENTS:
Marco Barnechea Pardo
Natalia Navarrete Venegas
Carolina Ortiz Cabrera
Daniela Rojas Hernández

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Abstract

The research study intends to optimize the pedagogical competences of the teachers of English who participated, by integrating motivational strategies at the beginning of class in order to strengthen and encourage a meaningful and inspiring learning environment to acquire a second foreign language.

The research design implemented is quasi-experimental from which samples were taken from a population of teachers, male and female, between the ages of 35 and 50 years old with more than ten years of classroom experience and who work in semi-private schools in Santiago, La Serena and Concepción with the first year of high school´s students.

The results obtained and further analyzed indicate that teachers who undergo the specific training on motivational strategies to perform effective warm-ups are capable of enhancing their teaching skills, achieving a more efficient and empowered practice.

Resumen

El presente estudio pretende optimizar las competencias pedagógicas de los docentes de inglés participantes, integrando un repertorio de estrategias motivacionales al inicio de clases para fortalecer un ambiente de aprendizaje significativo e inspirador para la adquisición de una lengua extranjera.

El diseño de investigación implementada en el proyecto es cuasi-experimental del cual se extrajo una muestra en donde la población son profesores y profesoras de un rango etario entre 35 y 50 años con más de diez años de experiencias en aulas y que trabajasen en colegios particulares subvencionados de Santiago, La Serena y Concepción observados con estudiantes de primer año de enseñanza media.

Los resultados señalados en el estudio indican que; los profesores al ser sometidos a una capacitación para integrar conocimientos acerca del warm up son capaces de distinguirlo y aplicarlo a sus practicas pedagógicas, logrando optimizar al máximo posible su labor.

CHAPTER 1

INTRODUCTION

In this paper we propose that the use of warmers, as teaching strategies, are effective means to activate the students' cognitive skills and achieve the goals of the lesson plan in a better way. This warm up has the particularity to be prepared with minimal resources, which means, by using just the whiteboard, marker, students and the teacher.

The motivation to do this research lays on the fact that when planning a lesson, the teachers acknowledged that three key steps must be present and linked at all times, namely, warm up, practice and wrap up. Nonetheless, evidence collected in the prelimary study showed that teachers know what a warm up is, but they seldom apply it in a language lesson because of the lack of time and scarcity of teaching strategies. Hence, our major concern aims at exploring what makes the critical part of a successful learning experience away from the teachers' lesson? In addition to that, what are the advantages of executing warm-ups on language lessons?

Discussion of these relevant teaching issues and data collected to prove some of the research team´s assumptions will be provided in the following chapters.

1. Objectives

The objectives of this research were divided in:

1.1. General Objective

The general objective of the research aims to achieve at the end of this process, the following:

- To empower the pedagogical competences of the participants, Teachers of English should integrate motivational strategies at the beginning of the lesson to encourage a meaningful learning environment and, promoting to the second language acquisition.

1.1.2 Specific Objectives

To carry out this study, the following specific objectives were determined:

- To design and implement a virtual platform in order to develop an improvement component in motivational strategies for the participants

- To elaborate didactic material to improve planning and academic activities to go along with the teachers´ use of the motivational strategies.

- To raise teachers´ awareness about the role of the emotional factors, especially motivation, in a foreign language learning and teaching process.

- To provide teachers with a repertoire of motivational strategies which will help them to consolidate innovative pedagogical experiences, reinforcing the class environment.

- To follow the teachers' improvements experiences and assess the training process in the application of motivational strategies at the beginning of the lesson.

- To show the teachers training about possible warm-up exercises that could eventually result in a more participative and productive class beginning. The training is an e-learning format of four weeks, where a weekly participation will be requested from teachers. Every week exercises will be presented to think about their needs according to what was concluded during the first semester.

At the end of the e-learning course, the research will conclude with a last post-training interview done on field to demonstrate effectiveness and accomplished proposed goals through the e-learning training.

Moreover, in order to encourage the application of warm-ups at the beginning of the class as many times as the teacher is able to (based on the teachers´ opinion), but to emphasize the idea of promoting the proper functioning of the class, it is needed a more positive and participative environment from the teacher, apart from the need of elaborated resources.

1.1.3 Assumptions

One of the first assumptions shared by the research team and the participant teachers refers to the critical role that the students' motivation plays in the language learning process; yet participant teachers tend to overlook this variable, which according to Sampieri and Hernandez is independent due to its measurable and manipulated nature, in the real language classroom because of lack of time and outside factors.

Nowadays, there are diverse teaching resources which are designed and employed to help teachers to capture students' attention; nevertheless, it is forgotten that the principal factor which makes these tools useful is the teachers' skills and experience. So how experienced teachers can apply their acquired abilities and knowledge with minimal resources to achieve meaningful learning remains a topic that is worth exploring in a context whereby EFL teachers can´t afford employing sophisticated media and resources but textbooks and whiteboard in their classrooms.

The research attempts to reflect whether it is possible to develop a quality teaching of foreign language, that is to say, a teacher, in conjunction with their students, who can build optimal learning environments which enhance students' motivation from the very beginning of every class with a view to activating students´previous knowledge and cognitive skills required for meaningful learning to occur.

Independent Variables:

- Motivational learning activity, that is, warm-up at the beginning of the class.

- Classroom environment and favorable students' predisposition to face a foreign language learning process

1.1.4 Research Problem

According to the pre-thesis project done during the first semester of this year, which included teachers from different areas of the country; Santiago, La Serena y Concepcion, who share certain characteristics such as, age range (teachers could not be older than fifty years old), with 8 or 10 years of experience and working in semi-private schools. These teachers were

interviewed, then they were observed during one class, which was an assessment factor about the background given during the interview. The assumption that teachers lack procedural knowledge about motivational strategies was confirmed.

Certain aspects seen and studied at the initial stage of this research indicate that among the teachers some concepts about motivation as well as meaningful learning remain misunderstood. Ausubel indicates that "meaningful learning, whether it is acquired or learnt can be transferred out of the classroom to real situations throughout life". At the time of questioning teachers about motivation none of the answers led us to their role at the beginning of the class instead it reflected positive reinforcement, as compliments or good grades which are necessary but not seen at the beginning.

Motivation at the beginning of the class, or what it is known inside the English classroom as warm up, provides a lot of opportunities to activate previous knowledge as well as an engaging atmosphere to interest language learners in the subject matter, as Brown has proposed it is the engine of the class that allows students to get involved in the learning process.

The lack of an optimal learning atmosphere at the beginning of the class and the little use of the foreign target language during classes have become difficult barriers to overcome the unwillingness of teachers and students to face a new challenge on a language learning, a notion which is acknowledged but poorly executed by EFL teachers in Chile.

1.1.5 Research Questions

Considering our previous description of the reality of EFL teaching in Chile, the following question will aim to outline effective teaching strategies and related didactic resources used by teachers when enriching their language learning classrooms.

> - How does a teacher carry out motivation at the beginning of the English class using minimal resources or well elaborated didactic methods which encourage a learning environment, participation and involvement of students in a learning process?

CHAPTER 2

THEORETICAL FRAMEWORK

2.1 Introduction

In this chapter, we shall examine the literature related to how motivation is present in the classroom. As it has been mentioned, this section will go from a general perspective to a more specific core of this investigation, how the intrinsic as well as extrinsic motivation may provide better outcomes of classes provided if they are begun with an effective and proper warm up.

Nowadays the performing of a warm-up activity at the beginning of class is not considered a fundamental part/component of the class but only as a good introduction to engage students into the main activity of the day, which turns out to be a waste of time and resources for most of the teachers interviewed along this process.

It has been seen in all subjects that teachers are reluctant to change their beliefs through the years, but this could be for many reasons such as, teachers' age, learning and teaching styles. Some teachers feel convinced about their prior beliefs on teaching methods, which usually refer to AudioLigual approach.

So bearing that in mind, it is worth wondering, are they really achieving the goals of their lesson? Are they really teaching effectively? Are they really motivating their students? These kinds of questions rise from teachers, because it is acknowledged that is not a matter of age, it is a matter of the results of proper use of tools such as knowledge, time and group management, around them.

Just as in all research investigations, we must first recognize the context and reality we are faced to and from there on look for the factor and possibilities to conduct our research this offers to provide to our research. One factor that teachers of English must deal with on a daily basis is the fact that students

feel less motivated towards the class when they realize that the little they know comes from all the technological gadgets available at their houses and at schools.

2.2 Main Concept: Motivation

Although it is very difficult to define motivation or even to measure how motivated we are, it is to enter to an unknown territory; many authors have attempted to define the concept of the positive reinforcement theory by referring to the intrinsic motivation of students enhanced by a prize or congratulation.

Many authors have discussed the impact and results of a proper motivation at the beginning of the class; Gardner (1985), being one of them, has established that the desire to learn a language responds to an immediate necessity of the person to feel part of the group and/or community, but what if we are faced in a completely different scenario where the whole community, in this case the class, has no high expectation or interest on the subject matter. Being this latter fact a factor that we must learn how to work with. Gardner has defined the integrative motive as ¨*motivation to learn a language because of positive feelings towards the community that speaks the language.*¨ Since in Chile teachers are faced with a different reality from the one proposed by Gardner, necessity to learn the language now and not later in life when the lack of knowledge of it becomes a difficult task to deal with.

However, our topic of discussion goes beyond from what we have just mentioned, since it truly and completely focuses on what it takes for the teacher to motivate students at the beginning of the class with little materials other than themselves and their students.

During our research we have witnessed the low level or almost non existence of motivation as such, nevertheless, the interviewed teachers did mention that they would like to approach their class from a different perspective, one that can provide them with better conditions to undertake their work successfully.

An author such as William T. Lile has based most of the problems of the classroom depended on the lack of motivation; putting forward the idea that ¨*Motivation is the key to all learning. Lack of motivation is perhaps the biggest obstacle faced by teachers, counselors, school administrators, and parents. Behavioral problems in the classroom often, or always, seem to be linked to the lack of motivation, ¨* the previous statement is not far from what we have previously thought about the problem and its outcomes; in fact, what Lile mentions is a common factor among participants' when asked their opinion in terms of the poor quality of their beginning of classes.

The topic first began as an inquiry of what we considered was missing from the classes at the schools we were doing our practicum at, and as a reason why English classes seemed to be structured based mainly on grammar contents instead of practicing and using language in an everyday life. Many have considered the teaching of explicit grammar to be useless if not practiced continuously. In fact implicit grammar is far more successful once the acquisition of L1 has been completed.

In most of the visits teachers lack the execution of planning of the first part of the class, beginning the core contents immediately which meant that for a good part of the class students found themselves completely lost without knowing or recalling the contents from the previous class or the purpose of the content being covered in the current class. By proposing different adapted exercises to the interviewed teachers´ needs, a new approach to what the beginning of the class should be, can be reached by working on a

daily basis. Previous investigations have shown that by activating students in a proper manner at the beginning of the class much can be accomplished in terms of participation and involvement into the activities as well as the contents of the class.

Motivation is a vital factor in the teacher's management of learning and behavior in the classroom. Motivation involves the causes of enthusiastic behavior and the direction given to behavior. In the classroom, motivation is observed as students show interest and willingness, and give attention and concentration to learning tasks.

In addition, motivation is closely related to self-concept and to personal needs. Maslow (1970) has described a hierarchy of needs extending in pyramid fashion from basic physiological and safety needs to a need for belongingness and love. Thus teachers' role would imply using a strong and powerful variable to build a comfortable learning environment which attempts to create conditions within a classroom that will energize, direct and sustain students' performance. Consequently, motivation is important for promoting morale and climate, and involves sustaining of enthusiasm and positive attitudes towards school goals and learning tasks, both those assigned and those self-generated by the students.

Among the aims of motivation;

- Ensure commitment of all students to create conditions which will energize and direct the efforts of students towards achieving learning goals.

- Sustain levels of motivation which will keep the students persevering with their assigned tasks.

- Provide an appropriate model of enthusiasm and diligence, displaying warmth and a high level of effective interpersonal relationships and communication.

A number of educators have proposed strategies to motivate students to learn. Keller (1983), for example, suggests that teachers consider four dimensions of motivation:

(a) Interest

(b) Relevance, the learner's perception that instruction is related to personal needs or goals

(c) Expectancy, the learner's perceived likelihood of success through personal control

(d) Satisfaction, the learner's intrinsic motivations and responses to extrinsic rewards.

Others have gone even further to propose a motivational model that can achieve more and better results about the topic. The following model is very structural and most of all very focused on goal setting. It is believed that this model would be effective to the teacher and most of all successful in classrooms. Nevertheless, some steps and characteristics must be adjusted to the national reality. Such as the Dornyei and Otto´s process model of L2 Motivation, which encloses most of the characteristics that have been mentioned before, but it explains the steps to be followed and outcomes to be

expected when learning any L2 language. We are aware that our classrooms and English study plans on the national program do not fulfill the requirements for English language teaching to be named a second language. It is a serious concern for the Chilean government to improve the teaching quality of English; we believe it would be necessary to include it in our study. The model of L2 motivation has three phases one must develop to be successful in motivating students:

1. Pre actional: As in all processes one must look to ignite the motor, that is, to look forward to working with the previous knowledge the students have, establishing the goal of the activity, reason why the activity is being done and what is expected from them.

2. Actional: During this phase the motivator, the teacher, must enhance the benefits and outcomes of the activity, because motivation is linked to the brain´s reaction of stimuli. In such a manner, teachers will capture the students´ attention throughout the process.

3. Post actional variable: The students, as well as the teachers, must see if the goals set at the beginning of the class were met as well as to see if the students´ involvement in the activity was a reflection of their outcome.

The previously mentioned model can be a great help for teachers to reflect upon their activities, apart from analyzing context, they will have to truly examine and determine if the activities done in class are what, as teachers, students really need to improve and enhance our students´ skills and motivation.

This is why the exercises were developed and seek to achieve the goals set for the class, but most of all to get teachers to adopt some, if not all, of the

strategies. It will now mention all in order to try to put into practice a habit more than just a few exercises that can be out dated and out of style depending on the class and the contents to cover. The following strategies should be helpful to motivate learning in students as the research indicates at the beginning of the class but this does not exclude their effectiveness in the other two parts of the class:

1. Capture Student Interest in the Subject Matter:

- Try to make study of the subject matter as active, investigative, adventurous, and social as possible.

- Use questions and activities to capture student interest in the subject matter.

- Use games, simulations, or other fun features.

2. Highlight the Relevance of the Subject Matter.

- Relate the subject matter to students' everyday experiences and backgrounds.

- Have students use what they previously learned.

3. Help Students Maintain Expectations for Success.

- Have students set short-term goals.

- Promote self - assessment.

- Congratulate improvement and advances

4. Design the Lesson to Maintain Interest

- State learning objectives and expectations, and provide advance organizers.

- Plan active student involvement.

  o Provide an appropriate level of challenge and support.

  o Adapt tasks to match motivational needs.

- o   Communicate desirable expectations and attributes.

- o   Reduce anxiety.

- Express Interest in the Content and Enthusiasm.

  - o   Model interest in learning and motivation to learn.

  - o   Model task-related thinking and problem solving.

  - o   Project enthusiasm.

- Provide Feedback and sometimes (never turn it into a habit) Rewards for Performance.

  - o   Provide frequent opportunities for students to respond and to receive feedback about their academic work.

  - o   Give some rewards early in the learning experiences.

  - o   Help students recognize that knowledge and skill development are incremental.

Now that motivation has been discussed it would be appropriate to go deeper on what goes into beginning a lesson. On Harmer's words, planning based oriented lessons as a teacher, one must always consider two motivational factors; attitudes and needs. Attitude deals with the student's view of the subject matter, the general learning environment, and other factors. Needs deal with the students' basic needs at the time of learning. Based on the latter, it is important to ponder on the fact if it is necessary to change the motivational profile of students, an issue resetting any negative connotation of motivation in them. Therefore, a better approach to improve motivation at the beginning of class is to remember students and teachers that language is taught and learnt to improve and acquire more skills not only for the purpose of getting good grade.

Following Harmer's path, two factors are useful when trying to provide another view for our students in learning English as well as appreciating the long run goal to be achieved:

- Students and teachers must consider the outcomes and goals achieved to be rewarding on the effort invested. Meaning that, the effort put into the activity and ignition of motivation throughout the school year must be equivalent to the result obtained. By effort, it is necessary to consider the attention and dedication put into the warm up or ice breaker. It is always recommended to be original, but too much originality can make students feel lost and confused, originality must be based on students´ needs as well as the social context they live in. If they do not feel related to the activity or if the activity is too easy or difficult for their level they will never completely understand what they are doing it for and why they are doing it.

- All the variables mentioned must not be treated as separate but as complementary to try to establish a relation between them so that motivation and its results are seen as a whole. In case that the stages are considered as different parts of the same process it can be expected that not only the outcome would be completely apart from what was set at the beginning but also that the students would not be able to grasp completely the benefits there are for them in the exercise.

2.3 Educational Paradigms

The education paradigm has been the same for some time, through behaviorism students learn through positive or negative stimuli depending on the case, but when students only repeat contents there is no meaningful learning.

2.3.1 Older Educational Paradigm

This paradigm is centered on the teacher, which means that the main attention is focused on the teacher and what he does, instead that on the students, which indicates that is an upright relationship in which the students sometimes are afraid of the teacher and what he can do in class.

2.3.2 Teacher centered approach

A teacher centered approach is one where activity in the class is centered on the teacher. According to Margaret Gredler, knowledge is transmitted from teacher to students, students passively receive information, emphasis is on acquisition of knowledge outside the context in which it will be used, teacher's role is to be primary information giver and primary evaluator, teaching and assessing are separated, assessment is used to monitor learning, emphasis is on correct answers, desired learning is assessed indirectly through the use of objectively scored tests, focus on a single discipline, culture is competitive and self - involved and finally, students are merely seen as learners.

- In the classroom model

Teacher-centered lessons are generally associated with traditional approaches to language learning, but teacher-centered activity can be useful in a variety of manners. The teacher is an effective model of the target language and an important source of information on how the learners are doing.

Currently, there has been much discussion about the disadvantages of teacher-centered learning. Researchers have been quick to disparage, tried and tested traditions of teaching and learning in favor of experimental student-centered learning. There are, however, a number of benefits inherent to the former method, such as expert knowledge base, course planning and execution, disciplined teaching and learning and regulated evaluation and assessment.

- Traditional model

Ever since the earliest recorded instances of education, mankind has learned with the master and apprentice model. The earliest Roman schools were conducted with the teacher (pedagogue), instructing the students in a teacher-centered setting. Through the years, many successful students have come from traditional settings. It could reasonably be argued that in schools is largely a product of not enough teacher-centered learning. There is much to be argued about the tried and tested methods because history has proven that products of this schooling have successfully governed the world until now.

Margaret Gredler also proposes the following models to put in practice inside the classroom:

- Expert Knowledge Model

In any classroom, there has to be a knowledge base. Teachers attend to a university to receive degrees in their chosen field and become experts in sphere of knowledge. It is acceptable then that the teacher who is already the expert in a subject should be the one to impart that knowledge to the students. In a teacher-centered classroom, that is exactly what is happening. If students have any questions on a topic raised by a textbook, the teacher is presented as the "expert" to answer questions.

- Planning and Execution Model

In a teacher-centered situation, the teacher is able to direct learning and plan how the course should proceed. In this way, teachers are able to guide the learning that is happening at the appropriate pace for students to be able to acquire new knowledge adequately. Every course that is taught will have to be evaluated, and if the learning is centered on the teacher teaching, the rate of learning will be apparent, and testing can be executed at the appropriate times.

- Discipline Model

Typical children and teenagers will often try to disrupt a classroom and for this reason they should be taught self-discipline from an early age. What better way to impart a sense of self-discipline than by the example of the disciplined classroom? Experience has shown in the last generation that children who

are raised in a disciplined framework in elementary school do indeed learn better throughout their school life as well as having a balanced approach to life in general.

- Evaluation and Assessment Model

At the end of a course of learning, there has to be tested and evaluation of the learning that has occurred. The benefits of a teacher-centered course is that the teacher will know at what stage students are in their learning at all times and will therefore better suited to assess their progress in a course and set tests accordingly. The benefits of teacher-centered learning are manifold, and in spite of the recent student-centered fads, history has shown that many schools are returning to the tried and tested methods.

According to "Marco para la buena enseñanza", scope B, to promote a proper environment for learning, the teacher must establish;

- acceptance
- equity
- confidence
- solidarity
- respectful relationships

A good environment inside the classroom is distinguished by the students' feelings, they feel appreciated and self-assured.

2.3.3 Modern Educational Paradigm

Nowadays the paradigm seems to be identical, the approach is still being centered on the teacher instead that on the students, and they are still using behaviorism to teach their students, without caring on their meaningful learning or what they really understand about the subject matter.

It is seen in all subjects that teachers have not changed their paradigms all over the years, but, this could be for many reasons, such as, teachers' age, ways of learning, ways to teach. Some teachers are convinced that the correct and most accurate teaching method is audiolingualism, mainly because its structured based originated from the constructivism a very common approach applied in national classrooms based on the opinion of older teachers.

Moreover, talking about English as a second language, students do not feel motivated, or lack a high affective filter influence on their learning making them shy, and less motivated when something does not result, (i.e. an exercise, correct pronunciation and so forth) in comparison to their classmates. Seeing this, it is important to ask where does motivation come from; from their parents, from their teachers, from their friends. And with that questions it is worth asking, what happens to the motivation from the teacher? Are teachers really motivating their students?, that is the key, motivation is understood in many ways, but the research is focused on one.

With regards to motivation most people think about extrinsic or intrinsic motivation in the classroom. Nevertheless, there is a very large difference between motivation at the beginning of the class and motivation during the class. This research is emphasized on motivation at the beginning, because it is always planned but teacher never does it, there are explanations from

teachers because they do not arrive on time and it takes so much time to greet students, some students are not motivated, and in some cases they fall behind in their topics to study. But, some experts say that it is not a reason for not doing this, since teachers have to be aware of students' needs and also their environment in which students have to be motivated and develop their self-confidence overall in English as a second language as it is taught here in Chile. Furthermore, it is important to lower down the levels of anxiety in order to encourage knowledge and proficiency in the target language, and so forth.

2.3.4. Student-centered approach

Compared to the conventional educational approach, this is an approach to education focusing on the students´needs, rather than those of others involved in the educational process, such as teachers. This view on education has many implications for the design of curriculum, course content, and interactivity of courses.

This new conception of education involves a new role for learners, it includes active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class; cooperative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning, in which students are first presented with challenges (questions or problems) and learn the course material in the context of addressing the challenges. Student-centered approaches have repeatedly been shown to be superior to the traditional teacher-centered approach to instruction, a conclusion that applies whether the assessed outcome is short-term mastery,

long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills.

Traditionally, teachers direct the learning process and students assume a receptive role in their education. Armstrong (2012) claimed that "traditional education ignores or suppresses learner responsibility". Thus, student-centered learning allows students to actively participate in discovering learning processes from an autonomous viewpoint. Students consume the entire class time constructing a new understanding of the material being learned with being passive, but rather proactive. A variety of hands-on activities are administered in order to promote successful learning. Unique, yet distinctive learning styles are encouraged in a student-centered classroom. With the use of valuable learning skills students are capable of achieving lifelong learning goals, which can further enhance student motivation in the classroom.

Such emphasis on learning has enabled students to take a self-directed alternative to learning. The incorporation of a few educational practices such as Bloom's Taxonomy and Howard Gardner's Theory of Multiple intelligences can be beneficial to a student-centered classroom because it promotes various modes of diverse learning styles. The following provides a few examples of why student-centered learning should be integrated into the curriculum:

- It strengthens student motivation
- It promotes peer communication
- It reduces disruptive behavior
- It builds student-teacher relationships

- It promotes discovery/active learning

- Responsibility for one's own learning

These changes have impacted educator's methods of teaching and the way students learn. In essence, one might say that humans teach and learn in a constructivist-learning paradigm. It is important for teachers to acknowledge the increasing role and function of his or her educational practices. As our educational practice changes, so does our approach to teaching and learning change. Therefore, the mindset about teaching and learning is constantly evolving into new and innovative ways to reach diverse learners. When a teacher allows their students to make inquiries or even set the stage for his or her academic success, learning is more productive.

In terms of curriculum practice, the student has the choice in what they want to study and how they are going to apply their newfound knowledge. According to Ernie Stringer, (2008) "Student learning processes are greatly enhanced when they participate in deciding how they may demonstrate their competence in a body of knowledge or the performance of skills." This pedagogical implication enables the student to establish his or her unique learning objectives. This aspect of learning holds the learner accountable for production of knowledge that he or she is capable of producing. In this stage of learning, the teacher evaluates the learner by providing honest and timely feedback on individual progress. Building a rapport with students is an essential strategy that educators could utilize in order to asses student growth in a student-centered classroom. Through effective communication skills, the teacher is able to address student needs, interests, and overall engagement in the learning material.

To implement a student-centered learning environment, attention must be given to the following aspects of learning:

- What the child is curious about learning

- Teaching strategies to accommodate individual needs: intellectual, emotional

- Student's social needs: collaboration, communication, peer approval

Teachers often offer choices and adaptations within lessons. This is a role teachers must be comfortable with if they are to implement a student-centered learning environment. A student-centered learning environment will be open, dynamic, trusting, respectful, and promote children's subjective as well as objective learning styles. Students may collaborate in hands-on problems and draw their own conclusions. This experiential learning involves the child as a whole —his/her emotions, thoughts, social skills, and intuition - forming a self-confident student as well as a critical thinker.

More often than not student-centered learning is interpreted as students choosing the topics, methods, and activities. Student-centered learning is merely supposed to put the student at the center of the learning (such as inquiry-based pedagogies). John Dewey (1887) expects the teacher to actively design and facilitate activities that lead to meaningful experience, but experiences that put the student at the center of the activity and learning considering; "an aim implies an orderly and ordered activity." The teacher is not expected to abdicate responsibility for instructional design nor the imposition of certain expertise.

In "The Virtual Classroom: Learning Without Limits Via Computer Networks," Roxanne Star Hiltz describes the student-centered constructivist model of teaching:

"Constructivist learning models require active input from students and requires intellectual effort and aids retention. The role of the teacher in student-centered learning is to facilitate the students' learning by providing a

framework (i.e. activities for students to complete) that facilitates their learning. For example, the teacher posts activities or questions that students complete. Projects include: writing papers, essays, and reports, publishing Web pages, conducting research, answering open-ended questions, creating artwork, and organizing events."

Constructivists believe that for higher levels of cognition to occur, students must build their own knowledge through activities that engage them in active learning.

Some key concepts in Constructivism are:

- People create mental schemes or scaffolding on which to store and recall the information.

- The broader a student's scheme is, the more that a student is able to learn.

- Multiple types of experience and data relating to a subject create a strong foundation and multiple levels of information can be easily added.

Meaningful learning, in most cases, if students have actually constructed their own framework or schema by experimenting, they are more likely to retain the facts learned about it.

- Constructivist approach

A constructivist teacher will begin a lesson by asking students to recall what they already know about the subject. Then they will involve students in an activity that will take them beyond what they currently know. The student must actively engage in the learning process by doing something.

Constructivist activities include:

- Constructing

- Experimenting

- Practicing

- Summarizing and reading

- Conducting research and analysis

- Articulating (writing, drawing)

In order to carry out these learning projects, students often need preparation and guidance. This preparation and guidance in the classroom environment can be:

- Engage students with attractive materials

- Collaboration with other students

The motivation for learning within the constructivist school

Another crucial assumption regarding the nature of the learner concerns the level and source of motivation for learning. According to Von Glasersfeld (1989) sustaining motivation to learn is strongly dependent on the learner's confidence in his or her potential for learning. These feelings of competence and belief in potential to solve new problems are derived from first-hand experience of mastery of problems in the past and are much more powerful than any external acknowledgment and motivation (Prawat and Floden 1994). This links up with Vygotsky's "zone of proximal development" (Vygotsky,1935) where learners are challenged within close proximity to, yet slightly above, their current level of development. By experiencing the successful completion of challenging tasks, learners gain confidence and motivation to embark on more complex challenges.

Zone of proximal development by Lev Vygotsky

It is the difference between what a learner can do without help and he or she can do with help. It is a concept introduced and somewhat developed by Lev Vygotsky during the last two years of his life. He stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help. Vygotsky's quoted definition of zone of proximal development presents it as:

"The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers"

Vygotsky and other educational professionals believed education's role was to give children experiences that were within their zones of proximal development, thereby encouraging and advancing their individual learning.

"The zone of proximal development defines functions to those have not matured yet, but are in a process of maturing, that will mature tomorrow, that are currently in an embryonic state; these functions could be called the buds of development, the flowers of development, rather than the fruits of development, that is, what is only just maturing"

The concept of ZPD has been expanded, modified, and changed into new concepts since Vygotsky's original conception. The concept of the ZPD is widely used in world to study children's mental development as it relates to education. The ZPD concept is seen as a scaffolding, a structure of "support points" for performing an action. Although Vygotsky himself never mentioned the term; instead, scaffolding was developed by other sociocultural theorists applying Vygotsky's ZPD to educational contexts. Scaffolding is a process

through which a teacher or more competent peer helps the student in his or her ZPD as necessary, and tapers off this aid as it becomes unnecessary, much as a scaffold is removed from a building during construction. "Scaffolding [is] the way the adult guides the child's learning via focused questions and positive interactions." (Brown, 2008) This concept has been further developed by Ann Brown, among others. Several instructional programs were developed on this interpretation of the ZPD, including reciprocal teaching and dynamic assessment.

While the ideas of Vygotsky's ZPD originally were used strictly for one's ability to solve problems, Tharp and Gallimore point out that it can be expanded to work examining other domains of competence and skills. These specialized zones of development include cultural, individual, and skill-oriented zones. Early-childhood-development researchers commonly believe that young children learn their native language and motor skills generally by being placed in the zone of proximal development.

The role of the instructor

- Instructors as facilitators

According to the social constructivism approach, instructors have to adapt to the role of facilitators and not teachers (Bauersfeld, 1995). Whereas a teacher gives a didactic lecture that covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content. In the former scenario the learner plays a passive role and in the latter scenario the learner plays an active role in the learning process. The emphasis thus turns away from the instructor and the content, and towards the learner (Gamoran,

Secada, & Marrett, 1998). This dramatic change of role implies that a facilitator needs to display a totally different set of skills than a teacher (Brownstein 2001). A teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners (Rhodes and Bellamy, 1999). A facilitator should also be able to adapt the learning experience 'in mid-air' by taking the initiative to steer the learning experience to where the learners want to create something valuable. The learning environment should also be designed to support and challenge the learner's thinking (Di Vesta, 1987). While it is advocated to give the learner ownership of the problem and solution process, it is not the case that any activity or any solution is adequate. The critical goal is to support the learner in becoming an effective thinker. This can be achieved by assuming multiple roles, such as consultant and coach.

A few strategies for cooperative learning include:

- Reciprocal Questioning: students work together to ask and answer questions

- Jigsaw Classroom: students become "experts" on one part of a group project and teach it to the others in their group

- Structured Controversies: Students work together to research a particular controversy (Woolfolk 2010)

<u>The role of context in constructivist paradigm</u>

The social constructivist paradigm sees the context in which the learning occurs as central to the learning itself (McMahon 1997) underlying the notion of the learner as an active processor is "the assumption that there is no one set of generalized learning laws with each law applying to all domains" (Di Vesta 1987:208). Decontextualized knowledge does not give us the skills to apply our understandings to authentic tasks because, as Duffy and Jonassen (1992) indicated, we are not working with the concept in the complex environment and experiencing the complex interrelationships in that environment that determine how and when the concept is used. One social constructivist notion is that of authentic or situated learning, where the student takes part in activities directly relevant to the application of learning and that take place within a culture similar to the applied setting (Brown et al. 1989). Cognitive apprenticeship has been proposed as an effective constructivist model of learning that attempts to "enculturate students into authentic practices through activity and social interaction in a way similar to that evident, and evidently successful, in craft apprenticeship" (Ackerman 1996:25).

Holt and Willard-Holt (2000) emphasize the concept of dynamic assessment, which is a way of assessing the true potential of learners that differs significantly from conventional tests. Here the essentially interactive nature of learning is extended to the process of assessment. Rather than viewing assessment as a process carried out by one person, such as an instructor, it is seen as a two-way process involving interaction between both instructor and learner. The role of the assessor becomes one of entering into dialogue with the people being assessed to find out their current level of performance

on any task and sharing with them possible ways in which that performance might be improved on a subsequent occasion. Thus, assessment and learning are seen as inextricably linked and not separate processes (Holt and Willard-Holt 2000).

According to this viewpoint instructors should see assessment as a continuous and interactive process that measures the achievement of the learner, the quality of the learning experience and courseware. The feedback created by the assessment process serves as a direct foundation for further development.

Comparisons between both approaches

In an attempt to make comparisons between both paradigms, the relation could be defined as follows:

Comparison of teacher-centered and student-centered approach	
Teacher-centered approach	Student-centered approach
Knowledge is transmitted from teacher to students	Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so forth
Students passively receive information	Students are actively involved
Emphasis is on acquisition of knowledge outside the context in which it will be used	Emphasis is on using and communicating knowledge effectively to address enduring and emerging

	issues and problems in real-life contexts
The role of teachers is to be the primary information giver and primary evaluator	The role of teachers is to coach and facilitate. Teachers and students assess learning together
Teaching and assessing are separate	Teaching and assessing are intertwined
Assessment is used to monitor learning	Assessment is used to promote and diagnose learning
Emphasis is on right answers	Emphasis is on generating better questions and learning from errors
Desired learning is assessed indirectly through the use of objectively scored tests	Desired learning is assessed directly through papers, projects, and performances, portfolios.
Focus is on a single discipline	Approach is compatible with interdisciplinary investigation
Culture is competitive and individualistic	Culture is cooperative, collaborative, and supportive
Only students are viewed as learners	Teachers and students learn together

Focused on the descriptions, it is seen that both approaches are completely different, where it is found that in the teacher centered approach, there is no motivation as a warm up, giving students a little participation in class, making a total mechanic class, known as audiolingualism.

While, in the student centered approach, it is totally focused on students

and their needs, it is worth saying that the production which is seen here, it is collaborative where students and teachers work in the same way and both learn together.

As a matter of fact, both have advantages and disadvantages which in a specific point of view are seen more advantages on the student centered approach and more disadvantages on the teacher centered approach.

Teaching-centered versus Learning-centered instruction		
Concept	Teacher-centered	Learner-centered
Teaching goals	Cover the discipline	Students learn how to use the discipline integrate disciplines to solve complex problems Array of core learning objectives, such as communication and information literacy skills
Organization of the curriculum	Courses in catalog	Cohesive program with systematically created opportunities to synthesize, practice, and develop increasingly complex

		ideas, skills, and values
Course structure	Faculty cover topics	Students master learning objectives
How students learn	Listening Reading Independent learning, often in competition for grades	Students construct knowledge by integrating new learning into what they already know Learning is viewed as a cognitive and social act
Pedagogy	Based on delivery of information	Based on engagement of students
Course delivery	Lecture Assignments and exams for summative purposes	Active learning Assignments for formative purposes Collaborative learning Community service learning Cooperative learning Online, asynchronous, self-directed learning Problem-based learning
Course grading	Faculty as	Grades indicate

	gatekeepers Normal distribution expected	mastery of learning objectives
Faculty role	Main role on the stage	Designer of learning environments
	those Who can will learn	Help all students master learning objectives Use classroom assessment to improve courses Use program assessment to improve programs

Focused on the concepts, it is seen how students learn which is very important because on the teacher centered instruction they learn just the four skills, meanwhile in the student centered instruction, they construct their knowledge giving more importance to what they really understand and also, if they achieve the goals.

Similarly, teaching goals are different, what on the first side is seen as covered the discipline does not give importance to students' needs, meanwhile, on the other side students learn other things among discipline that can be used in their lives, for example how to solve problems and array of core learning objectives.

Finally, the student centered instruction is focused on engaging students, makes use of assessment in order to improve programs and so forth. While,

the teacher centered instruction is focused on current information, and those who will learn without caring of students who learn in a different way.

2.4. "Marco para la buena enseñanza"

For the purposes of this research, the "Marco Para la Buena Enseñanza" has four main scopes, but our work is focused on two scopes only, first scope A which talks about teaching preparations and it is closely related to the lesson plan. On the other hand, scope B which deals with the creation of an specific environment to the learning.

The criterion which is related to the lesson plan are the following:

"Criterion A.3: Domina la didáctica de las disciplinas que enseña. Descriptores:

- Conoce variadas estrategias de enseñanza y actividades congruentes con la complejidad de los contenidos.

- Conoce estrategia de enseñanza para generar aprendizajes significativos.

- Conoce y selecciona distintos recursos de aprendizaje congruentes con la complejidad de los contenidos y las características de sus alumnos.

- Conoce las dificultades más recurrentes en el aprendizaje de los contenidos que enseña."

The descriptions written above are related to the lesson plan and in the same way with the pedagogical strategies that states in how to plan a lesson and what teachers have to domain in order to handle with different activities to promote and achieve meaningful learning in their students.

A lesson plan is a teacher's detailed description of the course of instruction for one class. A daily lesson plan is developed by a teacher to guide class instruction. Details will vary depending on the preference of the teacher, be requirements mandated by the school system regarding the plan.

First, we have to talk about some criteria which are related to environment but not motivation itself; these are:

"Creación de un ambiente propicio para el aprendizaje:
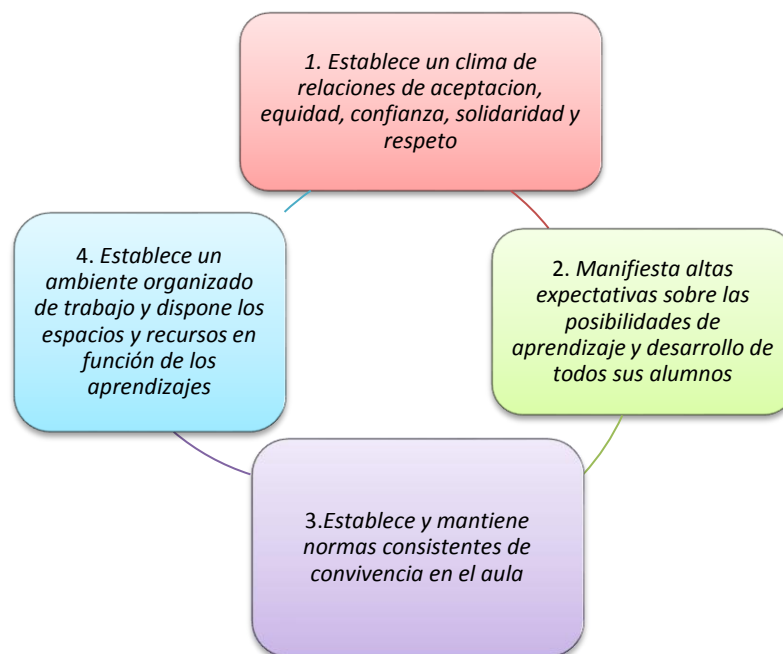
When dealing with those criteria, there are some descriptions which are joined with them.

We are going to start talking about the first criterion which talks about establishing a good environment that involves acceptance, equity, confidence, solidarity and respect.

According to "Marco Para la Buena Enseñanza", this kind of relation between teachers and students, it is distinguished by a respectful and heartfelt treatment, where teachers do not forget their role of pedagogical authority

and they are responsible of the group they teach and students recognize that authority.

"Dominio B – Creación de un ambiente propicio para el aprendizaje.

Este dominio se refiere al entorno del aprendizaje en su sentido más amplio; es decir al ambiente y clima que genera el docente, en el cual tienen lugar los procesos de enseñanza y aprendizaje. Este dominio adquiere relevancia, en cuanto se sabe que la calidad de los aprendizajes de los alumnos depende en gran medida de los componentes sociales, afectivos y materiales del aprendizaje"

When talking about students' quality learning that fact depends on the teacher and of course, the social factors. But, there is another forgotten factor in some cases, motivation, which is not present on this creation of environment by the teacher, being this the main component of a lesson, because if students are not motivated, they cannot achieve meaningful learning.

By involving students´ participation in a lesson, it is worth saying that there are some descriptions made by "Marco Para la Buena Enseñanza" which are incorporated in a hidden way in the lesson plan.

In that stage, it is found the following quote:

"Descriptor B.1.2: Proporciona a todos sus alumnos oportunidades de participación.¨

Explicación: el profesor incorpora y favorece la integración de las preguntas, aportes y experiencias de todos los alumnos, no solo de los más aventajados. Considera las diferencias personales, culturales, étnicas y de genera, de sus estudiantes y ofrece espacio para que ellos realicen aportes que expresen esas diferencias.

When planning a lesson, that factor is considered, but every teacher knows

how their students work, it is important to consider their personal differences and teach for all them not for the most advantage students.

By pondering on those descriptions, it can be concluded that lesson plans are general and not specific for each student. It is only needed to know how to activate and put in practice the activities in accordance with each group.

According to the second criterion; about demonstrating high expectations on the learning possibilities and students' development. Also, it is mentioned that this aspect is crucial inside the classrooms because it is the teachers' capacity to develop learning interest in their students.

This is closely related with the disposition to get involved in the contents taught and achievement of motivation in their students so they can appreciate what they are learning.

"Descriptor B. 2.2: Transmite una motivación positiva por el aprendizaje, la indagación y la búsqueda.

Explicación: El profesor muestra actitudes de interés por el aprendizaje, la indagación y la búsqueda y de autosatisfacción cuando llega a resultados adecuados. Genera estilos de trabajo en que las preguntas, aportes y experiencias de todos los alumnos son incorporados, y no solo las de aventajados o con mejores rendimientos"

Motivation is seen implicitly on the lesson plan, this is one of the things not planned on a lesson, but it deals with teachers' attitude. In this particular case, how teachers activate students' knowledge by motivation at the beginning of the class.

However, there is another description which is related to the creation of an environment, this is described in the following quote:

"Descriptor B.2.4: Promueve un clima de esfuerzo y perseverancia para realizar trabajos de calidad¨.

Explicación: El profesor promueve en sus alumnos el interés y auto exigencia respecto de sus trabajos, centrándose en la calidad de los productos, invirtiendo energía y esfuerzos por lograr buenos resultados. Promueve una utilización eficiente del tiempo; es decir, en la realización de las actividades propuestas, en conversaciones sobre el tema de la clase y en la profundización sobre relaciones y problemas relativo al contenido en estudio o a la actividad que están realizando"

This description is not seen on the lesson plan in a written way, but it is presented in an implicit way, which the teacher knows that he/she has to promote an effective environment where students feel comfortable and get good results in. As well, it is seen that he/she has to promote a deep relation with problems about the contents seen or activities that he/she is doing. In other words, it does not promote a close relationship between teachers and students that would make friends of them. Instead, there is work relation where both work together towards the same goal.

Besides, there is another criterion which talks about establishing and keeping standards about the coexistence in the classroom.

It is said that teaching cannot be generated in an environment in which students' behavior do not allow the developing of the lesson. When students are interested and focused on the lesson, it is less possible that they get distracted and disruptive. Additionally, to students' interests and motivation, it is required to establish a pack of clear standards, ideally made by the teacher and students, to guide the coexistence and facilitate the learning.

In that sense, the teacher also explicits the consequences for those students who overstep the established limits, and handle strategies to face these transgressions with formative sense. These standards should be the flexibility to provide learning situations. Thus, it is possible and desirable that students

interact when they are working in groups; nevertheless, this strategy would not be convenient when it is time to write or read individually.

There, a very particular aspect can be found *"to get students interested"*, that sentence makes much sense with this research, whose aim is to enhance students´motivation, but how to get students´ attention and interest and how to avoid distraction?.

"Marco Para la Buena Enseñanza", defines characteristics of students' behavior and how students interact when they are motivated, but considering environment. This refers to the teachers´ strategy in the current lesson plans, teachers try once and again to motivate students planning activities which in some case do not result or they are bored instead of motivated, as aspect to consider about students' behavior, because if teachers do not get students' interests, they would not be able to do anything.

On the same topic, there are some descriptions linked, that explain the importance of students' behavior, and how the lesson is developed, if students are motivated and teachers are motivated. Because, as it is known, it all depends on our attitude, if a teacher comes to a classroom with a bad attitude, students will probably feel akward within the classroom, and the lesson would be a complete mess. The following quotes explain the environment inside the classroom.

"Descriptor B.1.1: Establece normas de comportamiento que son conocidas y comprensibles para sus alumnos.

Explicación: El profesor genera un clima de aula donde las normas de convivencia son claras para todos los alumnos. Crea espacios de elaboración de las normas y de evaluación interactiva de las mismas. Las reglas de convivencia abordan las situaciones de interacción entre alumnos y permiten mantener un ambiente de aprendizaje.

Descriptor B.3.2: Las normas de comportamiento son congruentes con las necesidades de la enseñanza y con una convivencia armónica.

Explicación: las normas son flexibles para responder a las necesidades surgidas de las actividades de aprendizaje.

Descriptor B.3.3: Utiliza estrategias para monitorear y abordar educativamente el cumplimiento de normas de convivencia.

Explicación: El profesor invita a los alumnos a analizar las normas de convivencia, a otorgarles un sentido compartido entre todos. Estimula a los estudiantes a monitorear el cumplimiento de las reglas de convivencia. El monitoreo realizado por el profesor no desvía la atención de los alumnos.

Descriptor B.3.4: Genera respuestas asertivas y efectivas frente al quiebre de las normas de convivencia.

Explicación: El profesor aborda de manera efectiva y respetuosa el quiebre de las reglas por parte de los alumnos y aprovecha las transgresiones como ocasiones de aprendizaje. Fundamenta sus actitudes cuando se trata de responder a las transgresiones y logra que se restablezca el buen comportamiento"

The last criterion talks about establishing an organized work environment and providing places and resources based on the learning.

The best teaching techniques become useless in a disorganized environment. Therefore, it is relevant to develop clear and explicit procedures to generate a fluent work in the classroom and efficient use of time. The "routines" or "work to develop rules" allow the organization of different activities.

A classroom without "rules of work to learn" it is easily recognized: it is time wasted on matters not related to teaching activities, students should wait for the teacher to organize the activities. If the work does not have clear orientation, materials are missing and the stages of the class are confusing,

for instance, students would not know what to do to start an activity or what to do when they finish the same work. In a well administrated class, instead, students know how to work on the proposed activity or what is expected from the class and what is expected from them as well. If students focus their time on relevant activities; the lesson would have clear beginnings and endings. Less time is lost in unproductive activities not related to teaching (sustain behavior, explain the instructions repeatedly, call the role). Nevertheless, there is also relaxing moments, and social interaction with their partners and the teacher.

Thus, the perfect description of a good environment in a classroom can be found, it describes how it would be, and the differences between organized and disorganized classroom. Again, it is seen that most of half of the lesson depends on the teacher, and how the lesson is organized.

In this case, just one of the descriptions shows the organized classroom, to look for an effective warm up.

"Descriptor B.4.1: Utiliza estrategias para crear y mantener un ambiente organizado.

Explicación: el profesor organiza el tiempo de manera eficiente, sin "perderlo" en acciones que no se relacionan con las actividades de la clase o el contenido propuesto y con flexibilidad para incorporar aportes de los alumnos o sus intereses en el desarrollo de la clase. Las actividades de enseñanza y los contenidos abordados tienen orientación precisa, los estudiantes comprenden lo que se propone, trabajan sin perder el tiempo y saben el producto que se espera obtener"

When planning a lesson, the first thing is to organize the contents set time distribution, and communicate students what it is going to be done in that

specific lesson, to bear in mind when planning a daily lesson to attrack and maintain students´interest so they accomplish as much as they can without losing time in matters that are not related to the class.

2.5. Harmer´s model on motivation

The ESA lesson model

An area that is relevant for this study involves key procedures performed by teachers are different stages of the lesson. When it comes to describing a succesful lesson plan, Harmer describes a model which is in line with the nature of this study; it consists of three steps that are fundamental to achieve a functional second language acquisition.

At the initial stage of the lesson, the teacher has the duty to capture the students´ attention and to make them interested on the topic to develop during class, this is where warm ups become important. Just as it was mentioned before and established along this study the activation period is the blueprint for whatever outcome it is set before.

The study part proposed by Harmer could be reflected on the warm up in the manner how the warm up is developed and done. The idea is to have students focused on the purpose of the exercise and how this can be useful for the rest of the class.

The last part of Harmer´s ESA is worked along the process of the warm up near to its end where students are asked to reproduce or free practice what they had been doing in class. As it can be seen Harmer´s model can be applied into any educational English teaching situation that aims to be successful, for purposes of this research works perfectly into the model it is aimed to investigate; to clearly identify the main steps of learning in a short period of time as such applied during the warm up period.

Jeremy Harmer has also proposed a model that involves the teacher´s attitude toward the class as well as motivation within the classroom; he has named this model the mixture of five A´s;

- **A**ctivity – Students need to have a lot of good activities:

- Moving Around

- Role-plays

- Hands-onexperiences

- Singing/Variety.

- **A**gency – Students are more motivated when they are the doors. So give them some power to decide things when you can.

- **A**ffect – How they feel. They need to know you care about them; you need to know their names.

- **A**daptation – Teachers' ability to respond to the unexpected.

    o Be flexible when things break down.

- **A**ttitude – The teacher's attitude. What are you like when you come into the classroom? It can't be you, it has to be the professional teacher in you.

The first four points have already been mentioned and described its importance into the warm up exercise as well as in all education processes. However, it seems important to go deeper into Harmer´s last point;

- *Attitude – The teacher's attitude. What are you like when you come into the classroom? It can't be you, it has to be the professional teacher in you.*

This last statement is further away than many that have been talked about where one´s true self is something that must be reflected towards the students´ so they can feel a real closeness with the teacher. However, such an influential author as Harmer proposes a complete twist when saying that teachers do not have to portray themselves as they are but as professionals, which can lead to better and longer lasting outcomes in the future of students. At first glimpse to become friends or an approachable figure for our pupils will

not be as effective if not blend with our professional quality.

During the visits along the country was witnessed that teachers in general had the concept of efficiency mistaken. Many of them believed that their classes worked better if they had an almost friendly connection with their students, from this perspective their classes seemed consumed on outside things, apart from the English class so it is worth taking Harmer´s opinion on the closeness issue and its effectiveness as well as its effect on students.

2.6. Presentation, Practice and Production model (PPP)

The following image shows how the PPP model is seen today in ESL and EFL classrooms, each topic mentioned identified by a number will be explained underneath the image.
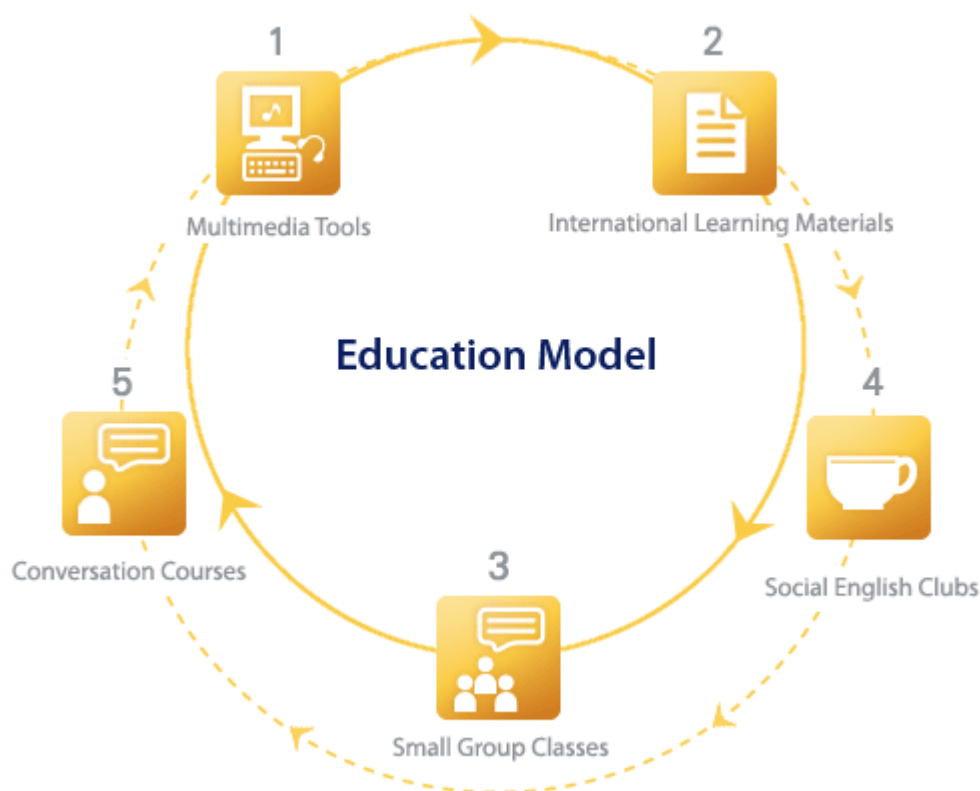
As it can be appreciated the education model nowadays is based mostly on technology and materials. The complete opposite from what it was proposed

along this project, this was one of the reasons it is believed that a good part of the educated population of the country is actually behind on learning and teaching.

1.-Multimedia tools: Such as Computers and any internet provided gadget are very used today and most of the families have one at their houses but schools are a different reality. The teacher must also consider the possibility that any of the multimedia tools may not work when needed, in that case if the teacher lacks a plan B the improvisation time can actually take most part of the class.

2.-International learning materials: On this particular topic there is so much to say that it would have to actually diverge from main idea, it would only be mentioned that if public schools are only provided with English books made and edited by the Secretary of Education the chance of actually work with international learning materials is almost obsolete.

3.-Small group classes: Another factor that does not work in the national semi private school reality. As an average public classrooms hold as many as 40 students in some cases. Therefore, the chance to work in small groups in a crowded room is not feasible.

4.-Social English clubs: In the visited schools were not mentioned therefore it is believed there are none. Nevertheless, the idea will work perfectly if English teacher felt more motivated and improve their speaking skills among the others.

5.-Conversation courses: Just like it was mentioned before a better level is required, in this case from the students. As it can be deduced they mostly acquire a better training from their teachers, becoming this duty more than an ideal.

Numbers 1-2 cover the presentation part of the presented model, as it was discussed individually, these may not be possible in the schools visited during the first semester of the year mainly due to the lack of materials. Numbers 3-4 are the practice stage, this part is today substituted in semi - private schools with the teacher speaking mostly in English but having no concrete answer on the mentioned language from the students. To finish, the production is done during the class but mostly focused on written skills more than speaking, being this last one the weakest skill in Chilean students.

In the search of a model that actually reflects the reality mentioned as well as the need it has been proposed there is to work even if the materials are lacking the following was found.
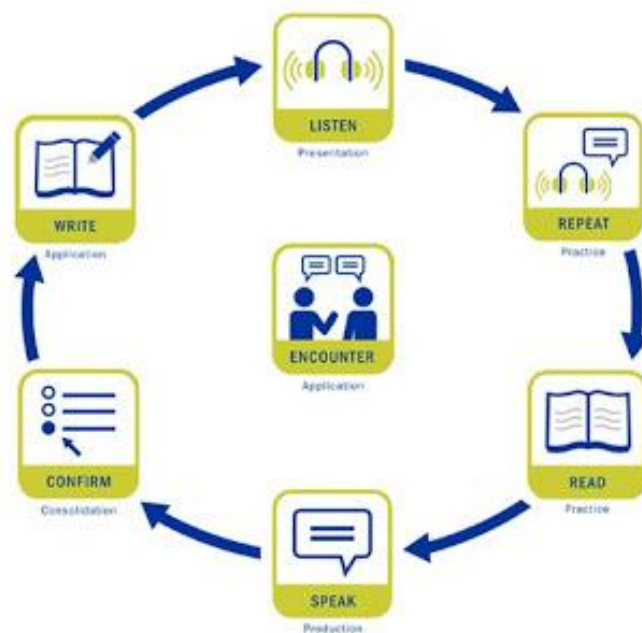
This model is taken from a very prestigious English institute of Chile, Wall Street Institute. The acquisition of language is based on the belief that one must acquire the second language just as it was done with the first. It is presumed that this summarized model actually represents what it is tried to show teachers, what is better to do when trying to begin a class with as much motivation from the students as possible.

The model fits into what it is being proposed mainly because it was made

based on the Chilean student needs and demands.

Both models proposed and analyzed showed an appropriate technique to approach second language teaching, and both can be adapted to explain the warm up section of the class. However, Harmer´s model is considered to be more appropriate to what it has been proposed along this work. Since the main aim is to motivate students as much as possible by first motivating the teacher to try new approaches and techniques, having present at all times the need to improve their own teaching skills according to the students' needs and demands.

The issue that concerns the most future teachers is English education, especially how classes are being planned where the beginning of the class is considered in paper but forgotten in practice. This seems to be a bad habit hard to drop, it is believed that the main cause is that teachers do not really recognize the importance of motivation linked to the rest of the class and its outcomes in students.

The model that will be introduced and proposed to the interviewed teachers consists of the following stages that should be done in a class, mainly dedicating a longer period of time to warm ups (model considered for a two hour class).

- Warm up (5 to 12 minutes)

- Topics to be done and developed in class already written on the board when students come in.

- Class objective also written on the board and explained to students.

Warm up exercise should be related to the topics to cover in class but in an innovative manner involving only the resources present in class at all time, all this in search of relating English to the students 'close reality and

resources. Considering games and different strategies depending on the group.

- During the warm up the reason of why do it should be remembered constantly, highlighting their progresses and improvements.

- Once the warm up is done the teacher should encourage students to say what they believe will be done in class. Making them participate and get involved mentally as well as physically in class. (By physically we mean that students may be involved in kinesthetic activities)

• While

- Since students have already been introduced to the topic they will just follow a reasonable and logic line.

- Now more skills can be worked such as speaking and listening.

- As it was done during the warm up, the objective of the class just be constantly remembered to students.

- The activities done can share some aspects of the strategies used and applied during warm up. The teacher has the free will to adapt activities as the classes requires.

• Wrap up (last 5 to 10 minutes of class)

- For the teacher to be sure the objective was achieved and understood by the class, the students should be able to explain in their own words what they accomplished in class.

By having a continuous record of what it is done in class and the students' response, the teacher would have a better resource to analyze and conclude the results and outcomes of the warm up strategy.

2.7. Developing a lesson plan

While there are many formats for a lesson plan, most lesson plans contain some or all of these elements, typically in this order (O'Bannon, 2008):

- Title of the lesson.

- Time required to complete the lesson.

- List of required materials.

- List of objectives, which may be behavioral objectives (what the student can do at lesson completion) or knowledge objectives (what the student knows at lesson completion).

- The set (or lead-in, or bridge-in) that focuses students on the lesson's skills or concepts—these include showing pictures or models, asking leading questions, or reviewing previous lessons.

- An instructional component that describes the sequence of events that make up the lesson, including the teacher's instructional input and guided practice the students use to try new skills or work with new ideas.

- Independent practice that allows students to extend skills or knowledge on their own.

- A summary, where the teacher wraps up the discussion and answers questions.

- An evaluation component, a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow.

- Analysis component the teacher uses to reflect on the lesson itself — such as what worked, what needs improving.

- A continuous component reviews and reflects on content from the previous lesson

2.7.1 A well-developed lesson plan

A well-developed lesson plan reflects the interests and needs of students. It incorporates the best practices for the educational field (O'Bannon, 2008). The lesson plan correlates with the teacher's philosophy of education, which is what the teacher feels is the purpose of educating the students.

Unit plans follow much the same format as a lesson plan, but covers an entire unit of work, which may span several days or weeks. Modern constructivist teaching styles may not require individual lesson plans. The unit plan may include specific objectives and timelines, but lesson plans can be more fluid as they adapt to student needs and learning styles.

2.7.2 Setting an objective

The first thing a teacher does is to create an objective, a statement of purpose for the whole lesson (O'Bannon, 2008). An objective statement itself should answer what students will be able to do by the end of the lesson. Harry Wong (2004) states that, "Each [objective] must begin with a verb that states the action to be taken to show accomplishment. The most important word to use in an assignment is a verb, because verbs state how to demonstrate if accomplishment has taken place or not." The objective drives the whole lesson, it is the reason the lesson exists. Care is taken when creating the objective for each day's lesson, as it will determine the activities the students engage in. The teacher also ensures that lesson plan goals are

compatible with the developmental level of the students. The teacher ensures as well that their student achievement expectations are reasonable.

When planning a lesson it must be considered to state aims, learning outcomes, activities for presentation, practice and production.

Regarding aims and what it consists of, it is going to be found on "Marco Para la Buena Enseñanza" written by the ministry of education in Chile that refers to four main stages where you will find how to plan a lesson in a correct way.

CHAPTER 3

METHODOLOGICAL FRAMEWORK

3.1 Introduction

The following chapter provides a general view of the investigation method that was chosen in order to carry out the current investigation.

This research was divided into three stages to describe the previous stage which is the blueprint of the research.

This project is based on the importance that motivational strategies have nowadays in the educational issues. But also, due to the limited use of this important element, by teachers, as a strategy during the beginning of the teaching and learning experience that takes place inside the classrooms. This chapter will provide the necessary steps to carry out the purpose of complying with the objective proposed by this research work, and thus, to get the necessary evidence to sustain its importance.

This chapter will mention the following:

- Pre-intervention Stage: It deals with a previous work that originates this current topic developed on the first semester of 2012.

- Intervention Stage: it is the body of this research work and it will be carried out by defining and explaining the following concepts:

- Research Approach

- Research Method

- Research Design

- Research Sample

- Data collection method instrument

- Post-intervention Stage: It is related to the data collection and analysis. It provides the evidence on which this work is based.

3.2. Pre-intervention Stage

The project is based on a small class study done during the first semester of 2012. This previous work consisted of a non-participative ethnographic observation to courses of first grade of high school in semi-private schools of Santiago, La Serena and Concepción. In addition, a depth interview made to teachers of the classes looked forward to solving the following question; In order to achieve the quality teaching of English as foreign language with minimal resources: how does a teacher carry out the motivation (warm-up) at the beginning of an English class to students of first grade of high school in semi-private schools?

Based on the interviews and observations made in this pre-research stage, it was possible to conclude that the motivational strategies at the beginning of classes were something known by teachers, sometimes planned by them, but rather forgotten. Teachers recognized that it should be a step to follow but the time just allows them to cover concrete contents. A class beginning with a warm up activity would hinder and benefit the process already mentioned. The previous thought deserved to be considered, since some aspects observed and studied in this pre-research stage indicated that there were concepts misunderstood, by teachers, about motivation and also what was meant by meaningful learning.

Sadly, the results obtained showed that there was no coherence between what was talked about with teachers and what was observed in classes. The motivation at the beginning of classes was null, even if all the teachers recognized it as an important part of the educational process. For teachers, motivation traditionally deals with an extrinsic motivation. This pre-research stage showed that motivation is based on improving responses rather than

trying to improve the methods, schemes and cognitive processes. Due to this work was possible to realize that this form of learning had to change through the educational reform that removes all the foundations of the former form of learning, trying to improve it by modifying the class experience into a much more dynamic and entertaining one, to really capture the attention of students looking to ensure a greater understanding and efficient education.

One of the factors that could be observed in this pre-research stage was the lack of motivation from students as well as from teachers. Also, classes were conducted in a traditional expository form, where students did not have any participation, and did not take into account the experience. Factual knowledge is more important than abstract knowledge for students. It was true that it is sometimes necessary to deliver the information in a linear way. But when knowledge is delivered in a more active manner, the students tend to incorporate it in a more effective way. This was possible to take into account after the pre-research work. Another important point was that not all teachers shared the same motivations strategies and it was difficult for them to motivate students.

Before starting the investigation the assumptions were based on texts and news related to the topic which allows assuming the following about using minimal resources and motivation in the teaching of English inside the classrooms of first year of high school in public and semi-private schools

- Motivation was a forgotten issue or just not used at all during the school year.
- Motivation was not a defined concept.
- The minimal resources were present, but they were not used.
- Only one form of language teaching was applied, audiolinguism.

- English was not spoken neither by teachers nor by students or vice - versa.

According to the type of variables to be studied; the independent variable was the way in which the extrinsic motivation in the classroom was installed and activated and if it was conductive and appropriate to agreement with the needs of students. Furthermore, the dependent variable aims to achieve meaningful learning instead of learning. Bearing this in mind, the method of ethnographic observation was developed the possibility to witness the existence or nonexistence of motivation at the beginning of classes. Another research method applied in this study was the depth interview developed with the teacher was developed, about the strategies and teaching approach and if they have believed to have achieved the meaningful learning along their careers.

3.3. Intervention Stage

The next step undertook to carry out the methodological framework for the current research will be provided in this section. According to Rodriguez and Valldeoriola, there are several criteria to be taken into account so that the overall objective of the project can be achieved. Among them:

- Research Approach

- Research Method

- Research Design

- Research Sample

- Research instrument

3.3.1. Research Approach

Often, the dilemma of the quantitative research and qualitative research has been raised in terms of confrontation; that is why it should be noted that methodological diversity should provide a variety of approaches that allows expanding, streamlining and improving its research activity. In the field of education, there is a great diversity of types of research that respond to this varied criteria.

In accordance with Latorre, Rincón and Arnal (2000), "another aspect of the research process is the methodology, as it is the plan or scheme of work of the researcher. The researcher must choose a method suitable for the objectives of the research that reflects the plan or scheme of work which is being thought by the researcher." This is the reason both possible approaches that this work can be based on will be checked now.

On one hand, it is focused on the characteristics of quantitative or empirical-analytical methodology, based on the positivist paradigm which takes place as a method of the physical and natural sciences. The generation of knowledge from this perspective follows a deductive process. To review existing theories, proposed hypothesis and test the hypothesis through appropriate research design. The results may confirm the hypothesis or refute it, forcing to seek further explanations or hypothesis of work or, ultimately, the rejection of the theory.

According to Denzin and Lincoln (2005) "although the field of qualitative research is defined by constant breaks and ruptures, there is a shifting center to the Project: the avowed humanistic and social justice commitment of study the social World from the perspective of the interacting individual."

Finally, the main purpose of this research work is to get its main objective, and likewise, because of this research is located in natural situations in which the variables of importance could be controlled, the quantitative approach seems appropriate to be used. It is the one by which the requirements of this research can be achieved in the best way. It is the best one to be adapted to the needs of this work.

3.3.2. Research Method

In an attempt to achieve the mentioned points, it is possible to identify three types of empirical-analytical methodologies in this quantitative approach. As it has been quoted before, Sampieri and Hernandez propose the following:

Experimental method	Quasi-experimental method	Non-experimental method
It is known as the intentional manipulation of one or more independent variables, to observe or measure its influence on one or more dependent variables, and random assignment of subjects. For Creswell[44] is an intervention study where	It produces, in less degree, a manipulation of the independent variable (s) to observe and measure its effect on the dependent variable (s), their internal validity is seriously reduced by the use of non-equivalent groups (not assigned	The one in which the researcher has no control over the independent variables. This type of research method is often used in the field of education, providing techniques to describe reality, analyze relationships; categorize, simplify and

an investigator provokes a situation in order to explain how this affects the participants with those who are not part of the experiment	groups randomly) and the difficulty of controlling all the variables in real contexts. The methodology is characterized by a level of control less than the experimental one. The previous idea entails a reduction of internal validity but, an increase of external validity, since the results are most representative.	organize the variables that make up the object of study.

(Sampieri et al, 2006)

For purposes of this research, the quasi-experimental method will be used. This method is the one that best suits the conditions and stage of real situations that occur inside the classrooms and the purposes of this research.

3.3.3. Research Design

The design refers to the plan or strategy that the researcher uses in order to answer the research question. The design draws to what to do to achieve the general objective of study. It answers questions and discusses the certainty of the hypothesis in the studied context. If the design is well-conceived, the result will be more likely to be valid. For this reason, it is not the same to

select a type of design than another; each one has its own characteristics. Rodriguez and Valldeoriola stated that some types of designs will be checked.

For Albert (1995), "the research problem provides the frame of reference for the study of relationships between variables, it indicates what observations should be made of, how to make them and how to perform quantitative representations of the observations." In order to clarify the previous idea it is said that the research design must take into account some important variables. Among them, the ones involved in the problem, groups and number of subjects in each group, assignment of subjects to groups, categories or levels of the independent variable, and finally, phases of the measurement of the dependent variable. Types of quantitative research design and their ratings are, in this case, the method chosen is the quasi-experimental. The types of quantitative research design and their design classifications are multiple; in this case, as the quasi-experimental method, its design will be explained as follows.

Current designs in the quasi-experimental approach of non-equivalent groups:

- Post - test design with non-equivalent group

- Pretest and post - test design with control group

- Post - test design with non-equivalent group

In education, situations are found where it is not possible that random allocation of subjects, to use groups of established subjects describe as it follows

Pretest and post - test design with non-equivalent control group	Pretest and post - test design with control group
Some small improvements to the internal validity that can be introduced to the previous design are: on the one hand, the introduction of a control group that receives no treatment (and which makes it possible that we can assess whether the changes in the group are due or not to treatment) and, on the other hand, a measure prior to treatment (pretest), that will allow to assess the change in the group before and after the treatment.	Demands maximum control over all the variables, ensuring that all conditions, except for the treatment, are equivalent in the two groups. This control should enable us to ensure that the changes observed in Group A are, unequivocally, made by the offered treatment. All of the previous designs which were presented have characteristics, possibilities and limitations.

In accordance to the research proposal, this design will be used to obtain the expected results, and also, to improve the internal validity to the detriment of the external validity.

In order to contextualize the above and understand the methodological design (the pre - test, post - test design), it is necessary to explain that the research team was allowed to see how the course was interwined in the first year of high school education courses. These courses are designated by educational institutions that collaborate with the project and cannot be modified.

3.3.4. Sample

According to Sampieri & Hernandez, sample can be defined as "a subgroup of a population where data is collected and must be representative of such population"

In this study, teachers who have worked at Chilean schools in an age range from 30 to 45 years old with 15 years of teaching experience, from the cities of La Serena, Concepcion and Santiago, at semi-private schools were chosen. The sample is defined as open, i.e. from this universe of teachers; nine of them have participated in *Moodle* on the intervention stage and four on the pre intervention stage on the depth interview. Some of the teachers who participated on the first observation and depth interview appear to contribute on the second depth interview, for timeline reasons they had expressed not to participate on *Moodle*.

The purpose of the research is to measure the effectiveness of the motivational strategies to activate knowledge in a foreign language. Its social relevance is a research contribution of a little explored area where it is expected to benefit teachers of record as also professionals with a few years of experience and training. The practical implication is the proper development to start a class and the time devoted to be the same. Its theoretical value is the effective way of the development and implementation of the warm-up (exercise of motivation). Finally, the methodological unit used is observation guidelines to compare the answers of the interview in-depth and that these are consistent.

The investigation sample in this case has been defined as non – probabilistic, i.e. the participants have been carefully chosen for the investigators in order

to get through the study aim without random choices, only by an arbitrary view; in other words, we selected teachers who were willing to provide a warm up that activate students in order to develop a better class and form a link with the production or while stage.

Where there was a previous selection, leaving only teachers of a range age of 30-40 years old, more than 15 years of experience, from semi private – school in a class of first year of High school.

As for the variables left behind was the kind of school. As it is known, a private school will always have the means to provide the resources and the most prepared teacher to give students a better foreign language education. This universe will not leave space for this research as a matter of fact it could not provoke the expected result which is to cause a change into the teachers' usual work.

Another reason to work in this specific type of sample deals with the little information known about teachers dealing with motivation in their classes, especially, if they have been more than 25 years inside the classroom. The age range of the investigated teachers was not chosen randomly, but if we take a look to the same teachers this generation had where teachers were considered the maximum authority and children were not able to give an opinion or be a bit advanced on new technologies.

3.3.5 Data Collection Method Instrument

The instrument is defined as *"the tool of where information required is obtained to give answer to an investigation problem"* (Silva, Maria del Rosario; 2006)

The following instruments have been defined as observational data, dealing with the participation and help of the previous studied teachers. On the first stage of the current investigation the data was reached by the interview method and the information was used in an observational guide that has been defined as observational data i.e. *"comments on the physical environment".*(Sampieri & Hernandez, Metodologia de la Investigacion, 2005)

The instruments used to observed teachers' classes were an observation guideline previously validated (appendix 2) and the depth interview, a sort of prepared questions (appendix 1) where they answered items related with their teaching practice, personal points of view related with warm up, national framework among others.

The method to reach this research is a Multimedia Communication Platform named *Moodle* which was built with the University´s multimedia staff. The instrument was used to collect data, as it shall be described and explained further on.

This Multimedia communication platform was created as a way to create a communication environment within teacher's information and comments of all the teachers who had helped in this study along with the investigators´ comments. One of the aims of *Moodle* was to upload videos showing how a warm up could be presented in a class of an average of 30 students of 1st year high school. The instruments to collect the information from Moodle are forums, which is a virtual space, inside the Multimedia Communication Environment where teachers and the investigators had an area to discus and share their comments and ideas related with the videos, that shall be

described next. It is important to recall that comments were written in English as well as in Spanish; firstly, started in English but as a way to help teachers feel comfortable it was decided to provide comments and instructions in Spanish as well as English. Moreover, this was neither an obstacle to collect the data afterwards nor a problem of data understanding and precised analysis.

The participants were able to share their opinions, experiences and thoughts about the uploaded videos as well as to learn and provide these examples into their classes. This platform was opened for a period of 1 month, where every week videos were uploaded. The participants had the opportunity to discuss and debate about a particular topic always related with this investigation. The discussions are presented by the investigators so the participants are able to discuss and give opinions about certain questions, phrases and thoughts.

Moodle (abbreviation for Modular Object – Oriented Dynamic Learning Environment) had several characteristics:

1. One of them was the upload of 5 videos, i.e. mechanical resources, with the following proposal:

Video 1: a recorded warm – up employed by a teacher providing how a warm up might be (Figure 1).

Videos 2: A welcome and explanation of the aim of the Multimedia Communication Environment to encourage teachers to participate share and comment (Figure 2).

Videos 3: A mix of warm ups made by the students, another way to increase

motivation (Figure 3).

Videos 4 and 5: A recording of the investigators putting into practice what has been defined as a warm up activity. (Figure 4).

The videos were recorded, edited and uploaded in a period of one week, five weeks to upload and provide time for teachers to comment. The videos as it was shown before provide an example of what a warm up should be, in order to motivate students only using the minimal resources. Moreover, the use of the ICT´s is important especially for time and resources.

To provide a description of how the *Moodle* works, we will give a rundown of the steps of this virtual platform:

1. How to create a discussion topic:

    a. Activate edition

    b. Put a new discussion topic

(Figure 5)

1. How to upload a video

    a. Add resources

    b. Add a new label

    c. Data Tabulation process

(Figure 6)

2. How to create a forum:

    a. Add an activity

    b. Add a forum

(Figure 7)

3. How to add user

    a. Start

    b. Users

c. Accounts

d. Add user

(Figure 8)

4. How to add a comment

a. Comments

b. New discussion

(Figure 9)

In a subsequent conference about technologies of information, a Multimedia Communication Environment as *Moodle* is a way to obtain information without a face to face interview. Indeed, there are always pros and cons in the technologies of information; it shall be presented according to the advantages and disadvantages of Technologies of Information and Communication.

Advantages	Disadvantages
High grade of interdisciplinary: Teachers nowadays need to have new views and knowledge of what it is used at the moment of talking. It is important for teachers to be introduced to new technologies as a way to complement their knowledge with the resources ICTs provide.	There must be a constant training for teachers, which means an investment of resources, in other words time and money. Teachers frequently have a feeling of tiredness which produces a constant usage of the classic method, mainly for the reason of using the less time.

Proactivity and creativity: The world is in constant change and teachers are not far from these; every day new resources are appearing to make teacher´s work easier and innovative. Cooperative learning: not only students learn from teacher, but teacher may learn for their students; children nowadays have a particular capacity to use ICTs and, teacher could learn from them.	There are particular situations where a video or a presentation cannot show reality, since it can only be experimented in special laboratories, this means a higher quantity of resources not all schools might have.

On the same subject matter, the idea of *Moodle* made an implicit usage of ICTs in our study. Indeed is not the main idea of the current investigation, but it is a comfortable way to provide thus information to educators so they can provide time to the Multimedia Communication Environment as it best suits them.

There is an impact of these resources into the Chilean education. Nowadays there is no need to attend a class if it is possible to handle these new technologies to connect students from far areas of the country. In fact, a teacher would not even be replaced by a machine, but it is a good way to provide education to children in isolated areas. Implicitly, it would be offered a new tool for teachers in order *"to provide context, a fundamental element in these times where teachers are migrating or are already insert in a world of education and technology"* (Zarrate Díaz, 2009). This new style of learning, teaching, planning and communicating makes teachers´ work easier to handle.

3.3.6 Data Analysis Method

The data analysis method will be used to look for casual pathways and connections, such as the observation developed on the data provided from *Moodle*, in other words the comments teachers issued in multimedia communicating environment. The class observation will also be included to demonstrate whether there was a change on the depth interviews, so the data collection shall have different materials to provide the most suitable conclusion to this research.

All this information provided in 6 months in the second semester, from teachers in Santiago, La Serena and Concepcion shall entwine using the triangulation method to provide the analysis and following conclusions. This method is defined as "*The action of joint and dialectic cross of all the appropriate information to the study object come out from a research through the corresponding instruments and in essence to make up the result corpus of the research*" (Francisco Cisterna Cabrera; 2005) shall cross and find common patters on the information provided from the interviews, observations and *Moodle.* The data collected from the observations, *Moodle* and depth interview have common variables and using a Licker's model set (appendix 3) with 11 statements. These statements have been previously produced and validated by one of the teachers who had helped in this investigation.

3.4 Post intervention stage

As it was mentioned before, the complexity and methodological diversity in the educational reality, makes it clear the multidimesional nature of the right choice on the current study. However, notwithstanding the previous, the research is located in the characteristics of the quantitative methodology.

For a period of a month, *Moodle* was opened for 6 teachers who had helped in the research of this investigation. Before the Multimedia Communication Environment was released, which we have called "Comunidad de Capacitacion de Profesores" (CCPF -02-112) were teachers were able to enter through a link: **http://www.ucsh-virtual.cl/CV/administradores/course/view.php?id=45** by using a personal user name and password (Figure 10).

As it was described before*, Moodle* had different sections to provide a comment and watched the uploaded videos. The teachers left their comments and ideas about how important a motivated warm up was. At the end of the proposed date of *Moodle*'s close, the data was analyzed in order to find if the initial question is reinforced could be a warm up with the minimal resources motivate students and activate their knowledge?

This part of the research helps the reader to understand how the data obtained was processed and analyzed according to the methodology where this research is based. As it was mentioned above, the complexity and methodological diversity varied educational reality, makes the right choice on the current study. However notwithstanding the previous, the research is located in the characteristics of the quantitative methodology.

The collection, processing and analysis of data from this methodology have followed a process which has some typical features of this approach, and they shall be reviewed as follows:

- Objective vision, tangible and external -from the researcher- of the educational reality. All schools visited were not related to the researches, which made them an objective target study.

- Search of generalize results from representative samples. By samples; the interview, observation guide and the communication platform *Moodle,* it was possible to gather the common factors among teachers

- Focus on observable phenomena. As a general rule all teachers were observed.

- To understand and explain reality to control and make predictions. Based on observation it was possible to predict how the subject matter would be approach in the future

- Instruments, valid and reliable, for the collection of data involve the coding of the facts (questionnaires, scales of measurement or structured interviews). All instruments were validated before hand by other teachers (see Apendix 5)

- The analysis of the data is quantitative, i.e. deductive and statistical, and aims to prove or dicards the assumptions. The goals was to prove or discard the assumptions made throughout the research to verify the accuracy of instruments and samples used.

Descriptive techniques employed to analyze data to make a summary of the information they contain. This summary can be thus descriptive and exploratory in a first stage and in the second stage. These two phases

prepare information for inferential techniques and building models.

The descriptive analysis information from the data is already done, and it is now presented in a graphical and analytical manner. The purpose is to graphically represent the information contained in the data and summarize the information contained.

To sum up, this investigation has provide a particular view of teachers nowadays, how they see their work and the changes they might do to reinforce contents in students and at the same time they motivate them using new ideas to create a warm up only with what they have: the board and knowledge.

CHAPTER 4

DATA RESULTS & ANALYSIS

4.1.   Data Presentation

In this section we turn our attention to the data collected and the different ways to display such information. In addition, a subsequent analysis of the information will be provided accounting for the principles underlying the enhanced teachers´practice.

Information collected through different tools will be framed following 11 variables proposed by the research team. These guidelines were consistent and developed in all instruments; they make reference to key concepts of the previous chapter. Graphs were done according to Likert's Model, the variables were taken from designed instruments.

The variables are:

- Variable 1: Warm up designed and applied properly is more effective than classes without warm up

- Variable 2: A warm up takes to perform at least 15 minutes

- Variable 3: Students work better in the morning

- Variable 4: An effective warm up can be defined as getting students' attention and it has direct relation with the rest of the class and students' participation

- Variable 5: It improves pedagogical practice and strategies

- Variable 6: It helps ignites cognitive   strategies

- Variable 7: Adapt to the students' different levels of English

- Variable 8: She/he considers students' needs when planning a warm up activity

- Variable 9: Dependency between practice and the use of elaborated

resources (such as power point presentation, radio, and videos)

- Variable 10: Importance of a warm up activity

- Variable 11: The learning achieved by your students is the expected
learning outcome established on the planning

The graphs are:
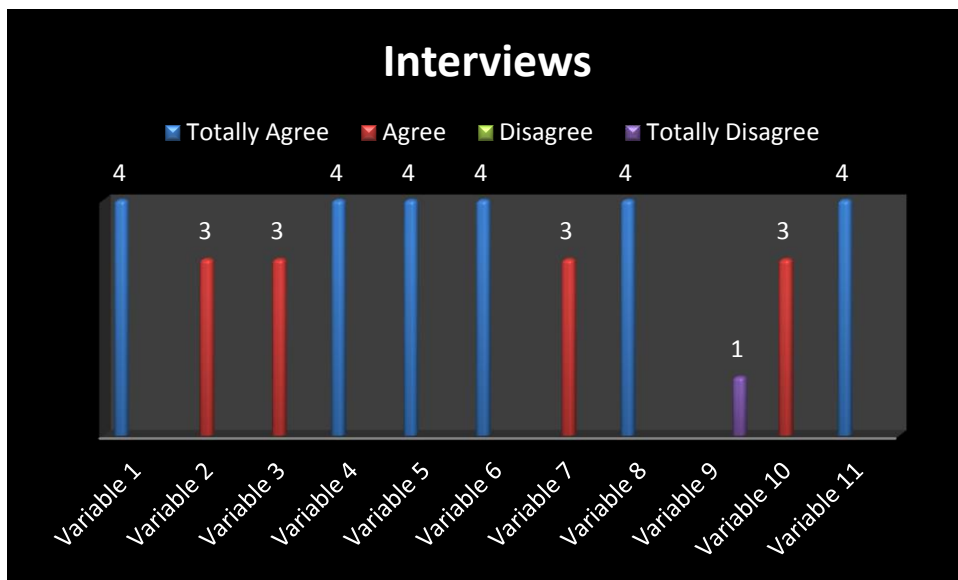
This graph displays the results drawn from all the interviews done in Santiago, Concepcion and La Serena from October to November, 2012. Every teacher was asked the same battery of questions which helped to design the variables applied throughout the research.

Class Observation Guide
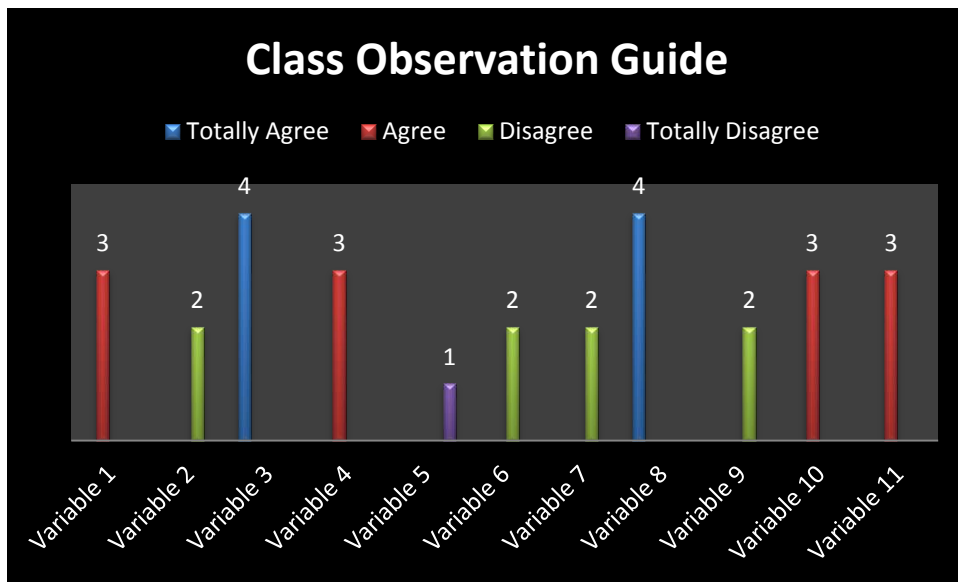
This instrument was applied to try to show the coherence and relation between what was seen in class and the answers provided by the teachers during the interviews. Only some variables match while others show little coherence between what it is said and done.
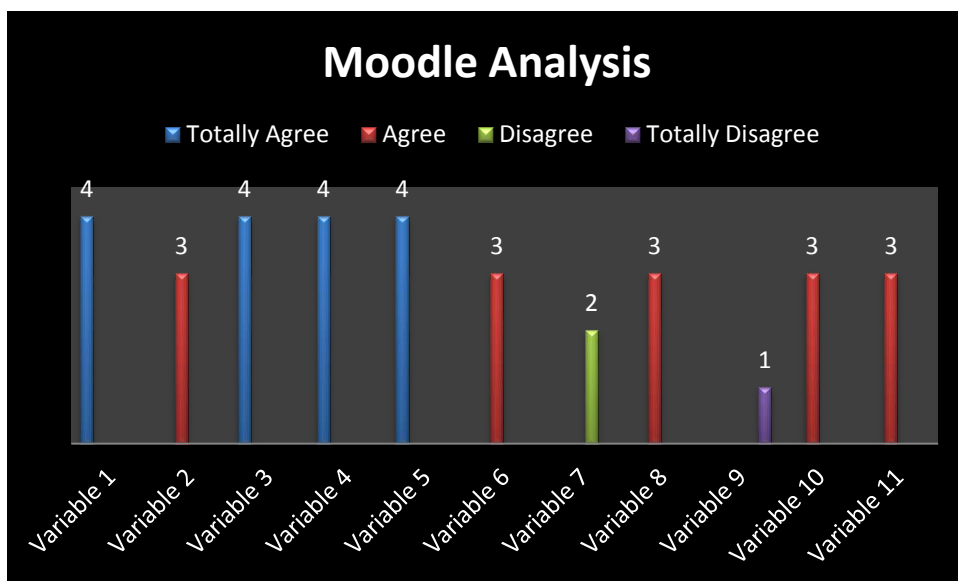
Moodle Analysis

The results and opinions verted on the moodle platform helped to provide a different perspective of the variables since teachers were able to interact with the rest of the English teachers who were participating.

4.2. Data Analysis

The analysis of the data recollected along this process will be read and acknowledged as well as studied based on eleven variables that were considered important aspects in favour of the study´s goal. The criteria used was grading from one to four (from completely disagree to completely agree) the opinions gathered by the observation of classes, interview with the observed teachers and their intervention on the Moodle virtual platform.

By applying the same criteria under different points of view and through different methods, it was possible to witness that perceptions are on the eye of the beholder as well as how in private teachers expressed about their practice and possible uses of warm up.

On the latter, it is important to mention that the information resulting from these methods is to obtain a perception and definition of warm up as close as the following;

¨A short and precise innovative and preparatory activity or procedure often used to reinforce previously learnt material. These kind of exercises are an efficient manner to ignite ESL classes, they can be done as often as the teacher decides to, stimulating the students´ participation and motivation from the very beginning of the class, since the activity is done with humour and dynamics the students´ are set to the accurate state of mind to achieve further language learning¨

Warm up designed and applied properly is more effective than classes without warm up, a warm up takes to perform at least 15 minutes, students work better in the morning, an effective warm up can be defined as getting students' attention and it has direct relation with the rest of the class and

students' participation, it improves pedagogical practice and strategies, it helps ignites cognitive strategies, adapt to the students' different levels of English, she/he considers students' needs when planning a warm up activity, dependency between practice and the use of elaborated resources (such as power point presentation, radio, and videos), importance of a warm up activity and the learning achieved by your students is the expected learning outcome established on the planning. All of the mentioned variables are meeting points between the teachers interviewed as well as ideas drawn from authors, such as Harmer and Farzaneh who besides providing a rich definition of warm up also link it with their continuous bilateral learning inside the classroom.

- Variable 1: The warm up designed and applied properly is more effective than classes without warm up.

On this first variable there was a difference between what was observed to what was discussed during the interviews. In fact during the observation it was witnessed that only 75% of them applied a well developed and used warm up at the beginning of the class, establishing a direct difference with the rest of the teachers who did not provide a situation to asses the efectiveness of the activity, clearly leaving open for discussion the importance granted to the activity and whether the results obtained show a sustantial difference with the classes where the warm up was not planned of even improvised. This 75% of the teachers who did design a warm up based on their students need did obtain a better result than in other classes (From the previous observation done during the first semester of 2012).

In contrast to the latter statement when presented to the same statement of the variable during the interview, 100% agreed with the fact that the warm up

when well designed and applied, turns out a class more effective than a class with no previous introduction to the core topic. This difference between what was observed and discuss only leaves a gap for interpretation to what it should be expected in most of the classroom according to the significance granted to all the stages of the classes, for purposes of this research the beginning/warm up exercise.

If teachers give importance to a warm up, its appropriate design and planning, to create the instance for students to activate their previous knowledge as well as motivating them. It was observed that 100% of the teachers believed warm up was important; this evidence was observed from all the information teachers left in *Moodle*. Additionally, in the depth interview, every teacher had the same opinion as they were in *Moodle* and they express their classes have more meaningful learning and students' participation than the same without a warm up.

- Variable 2: A warm up takes to perform at least 15 minutes.

The warm ups activities observed usually lasted longer than the time established in the statement, in fact only 50% of the teachers were able to perform and work on a warm up activity within the time range of 15 minutes (These fifteen minutes are considered since the exercise is explained until it has been completely done by the class. The time before is considered pre warm up time which is used for greeting and organizing the class to provide a proper environment), these activities were precised and reflected a previous planning from the teacher, also these students were able to commit to the time limit because they had been exposed to the exercise a number of times before, therefore it is important to acknowledge the activity as an acquired habit that helps improving some if not all of the language skills.

During the interview a higher percentage of teachers stated to have worked under the proposed time limit, basically because most of the warm up methods implied conversation and games that captured students' attention, achieving for sure activation of the students but not definite stating a connection to what will follow in the classroom, lacking one of the main purposes of the activity, to establish a connection between all three stages of a classroom.

In this case, the question was how long a warm up should take. A 75% of the subjects expressed a warm up should take at least fifteen minutes, however this average as for some of them explain it would take five, ten and even twenty minutes. (For purposes of this investigation we left fifteen minutes since the teacher calls the roll).

- Variable 3: Students work better in the morning

This variable was considered to be a common meeting point among teachers´ opinions, because they come directly from the comfort of their houses hopefuly with no greater intervention than their interaction at their houses and with other members of the school community. Therefore it was surprising to see that not a majority of them agreed on this fact, actually during the interview only 75% of them agreed that their students have a better disposition towards learning than in the rest of the school schedule (Morning was established between 8 am up to 12pm, considering that after noon the students have lunch which could probably alter some aspects of their behavior as well as the teacher), while most of the rest of the teachers commented that their schools work better after lunch due to the poor quality of life their students had at home lacking an appropiate diet.

Nevertheless, 100% of teachers who were observed proved that the students

worked better in the morning, since after lunch they look tired and with little disposition to work on the proposed material even if it involved an innovative and active warm up. This also shows a direct relation to how the teacher presents herself or himself before the class, as crowd igniters it is highly agreed that teachers prefered morning schedules rather than afternoons mostly because of the same reason that students do.

Regarding this variable on the *Moodle* platform, teachers agree that morning is the best time students actually work better a 100% of teachers expressed this opinion. Nevertheless, this information is provided from the Multimedia Communication Environment and contrast with the depth interview where some of them expressed the opposite. This contrast is produced because not all the observed and interviewed teachers were the same who participated in *Moodle*. (The teacher quote express not to participate on *Moodle* for time issues, this information is detailed on the methodological framework).

- Variable 4: An effective warm up can be defined as getting students' attention improving their participation as well as having a direct relation with the rest of the content to be seen in class.

During the observation it was hoped to see the definition in action, and from then be able to asses whether the statement was close to what it was believed from teachers a warm up activity should be like. The numbers thrown as very prosperous since 75% of the teachers showed in their classroom the three aspects of the statement; capturing students´ attention, improving their participation as well as having the warm up worked as a connector to the rest of the class. The majority of the classes observed were actually living proof of this being greatly gratifiying to see that teachers have

started to consider the integration of warm ups more often than before.

During the interview all of them (100%) agreed on the definition given, demonstrating a conducting line between them that reflects that the idea exists but still needs support to keep gaining strength to finally become a concrete and efficient manner to perform a class with well defined and executed stages.

As it is observed in the graphic, 100% of the teachers provided an affirmative answer to this variable, where they all agreed on the definition above, where a warm up was not just an instance to call the role and give information related with the subject, but also to improve students´ participation and create an environment of meaningful learning.

- Variable 5: The warm up exercise improves pedagogical practice and strategies

Due to the length of the research it was not factible to establish a concrete difference in the pedagogical practices and strategies of the teachers, for it was necessary to base on their answers along with the observation to establish real parameters of assessment.

25% of the teachers seemed to have improved their strategies by applying the warm up exercises as a common activity in their classroom, this shows that in order to change the almost non existence of the activity a longer study should be carried on as well as the proposal of new estrategies that would improve and later replace the existing ones.

However, during the interview 100% of the teachers commented that this exercise might become a tool or strategy to improve the results obtained in class. They were very open to try new techniques that could also empower

their practice after many years doing the same drill teaching can become mechanical instead of enriching for teachers as well as students wasting fundamental bases of the art of teaching.

Having this kind of feedback from the teachers has shown us that far from working on a gap between teachers and innovation, a lack of motivating proposals for teachers is probably turning classes to be less efective due to the lack of extrinsic as well of intrinsic motivation from older teachers. The warm up activity is known to be part of the planning but is overseen for a series of factors, all of which can be discarted and replaced with improved solutions and techniques such as more movement around the classroom or relating the students´ reality to the concept to be covered obtaining as an outcome more participation and interest from students.

One of the questions proposed from the beginning of this research was; if a warm up does improve teachers practice. It was observed from *Moodle* that 100% of the participants completely agree on this topic ¨When I do a warm up, that is attractive for my group I can tell the difference, the kids react better to a change of routine.¨

- Variable 6: The warm up activity helps to ignite cognitive strategies.

The beginning of classes activities (or warm up) lacked to evidence the ignition of cognitive estrategies, as it has been mentioned before, most of the activities were kinestetic capturing the students attention more than making them fully aware of the purpose of the activity or the link, if any, between what they were doing to what will come next. Therefore, only 50% achieve to ignite and bring to surface the students cognitive strategies, this group of teachers provided activities that serve to different cognitive styles, encouraging the

global participation inside the classroom.

All participants agreed on the fact that an effective warm up activity can be measured based on their outcomes, and if ignited students cognitive strategies and styles would be beneficial for the rest of the class period as well as stimulating a better disposition towards the language; as one of the teachers stablished *¨Si, si la actividad logra adaptarse a los estilos cognitivos, diferentes estilos cognitivos, todos se sienten más comodos dentro de una clase donde su capacidad de entendimiento es menor que en otras asignaturas.¨* (Opinion given by one of the teachers' interviewed in Concepcion during the month of November 2012).

The evidence given from the multimedia communication environment showed that a 75% of the tested teachers agreed that a warm-up is useful to activate previous knowledge in students and prepared them to the rest of the class" One of the aspects to be remarked is the knowledge of the students' likes as well as some realia such as videos and current songs to motivate them and create significant knowledge. As one of the teachers quote: *"warm ups are an important part of the English class in terms of motivation and the class monitoring".*

- Variable 7: The warm up should be adapted to the students' different levels of English

Based on the perception obtained from the observation of the classes after their participation in the moodle platform only 50% of the teachers adapted their first activities to the students different levels of English, in some classrooms all the students shared a similar level of proficiency, but different development of skills since some of the students seem to be eager to go

further in class. This goal seems to be blocked due to the lack of material provided by the teacher or as it was seen by the school for different reasons, one of them, the budget.

As the warm up did not appeal to all of the students for its level of difficulty, the participation was sometimes less or non active at all during the beginning of the class which dragged the sensation for the rest of the lesson loosing valuable hours of learning.

In the interviews teachers were asked if the warm up should aim to all the levels of English presented in the classroom, to which most of the teachers (75%) agreed, on the proposed variable, was an ideal to have in the classroom, but at some ocassions time work against the activity making it difficult to accomplish. Once again it is primal to highlight the stand teachers take in contrast to what they have to face everyday, however the significance the exercise gains as the interviews and observations go forward indicate a prosperous future for our proposal as well as a close relation to the definition established.

In this aspect was found that only 50% of the teachers agreed, this could be explained as for some of the teachers did not give an opinion on it. (It is worth to say that this platform called Moodle was created to share teacher's opinions related with videos showing how a warm up can be prepared with the minimal resources, this provides several opinions and experiences).

- Variable 8: The teacher considers students' needs when planning a warm up activity.

This may sound a bit obvious under the common perception of education and planning, but it is fundamental to remember that this part of the class is

sometimes included or mentioned in the planning but segregated from actual classroom, therefore it seemed appropiate to help teachers ponder about this being the internet a useful tool to obtain quick innovative activities that might not work with the reality we are faced at school.

Not surprising at all turned out to be the outcome of this variable when observed as well as asked during the interview, 100% of teachers proved to think about all stages of the class according to their students´ needs, cognitive styles and interests. All of these under possible parameters, it seems impossible to please completely and individually a group of 40 students (The average number of students seen during this research with the exception of the school visited in La Serena where the classroom had around 28 students), but once the common aspects and factors are gathered the teachers seemed to work out a manner to appeal to their attention as a group; *¨Se pueden obtener modelos de actividades usadas pero siempre se debe considerar la realidad en la que se aplicará la actividad, si no se relaciona se pierde el sentido de la misma, efectuandola sin mayor rastro o vestigio para una futura aplicación o para ir construyendo un aprendizaje a largo tiempo¨* (Comment made by one of the teachers interviewed in Santiago, November 2012).

Teachers need to be aware of the kind of students they are teaching in order to prepare the appropriate planning and material to activate students' previous knowledge, thus 75% agreed and share opinions on this topic as one of the comments describing special students: *"I have students with differentiate assessment for this we must make more concrete and less dynamic classes, which is not produced on certain classes"* (Related with video N° 3 "made by students").

- Variable 9: There is a dependency between practice and the use of elaborated resources (such as power point presentation, radio, and videos)

One of the aims of this research is to show that classes, more specifically the beginning of the classes, can be made with minimal resources appealing to the teachers´ creativity and knowledge of his/her environment. Gladly, during this process it could be possible to notice that only 50% of the teachers using elaborated resources such as the ones mentioned before shows that even though technology is widely used, by all of us there are still some teachers that do not like to work under the 50% possibility of gadgets not working when they are needed.

These teachers showed self made materials as well as a mind preparation of what they will do in class, setting themselves to a double challenge; capturing teenagers´ attention with nothing else than what it is commonly seen in class.

A skill, apparently hard to master, is self criticism, only 25% of teachers admit to have some kind of dependency with eleborated resources, basing their opinion on the few technological devices existing at the school, but this provided a different view from what had been observed. Blame or guilt had never been a leading path for the reseach but in order to begin to consider to add and improve existing methods and materials one should be able to recognize its own faults. A warm up should be so short time wise that the usage of technology would probably delay its beginning and therefore the rest of the lesson, even though it is a great attention grabber and seeker it is important to consider short warm up that involve little usage of extra material. (During the warm up a series of exercises were proposed and models to be modified at everyone´s needs; Create new words (The learners should write

as many words as they can using letters in the word ¨people¨) Fill in words, The "Who Am I?" Guessing Game, The telephone, Which Three Words Best Describe You?, Talk and walk (to walk and say as many words related to a specific topic as possible)

Another aspect was thought related to the teachers´ professional practice and the resources they use to create the most appropriate class environment. For instance, none of the participants came up with an answer on this topic as for there was no video that might produce such answers on the *Moodle*.

- Variable 10: Importance of a warm up activity

To propose to grade the importance of a warm up activity, it is expected to establish if considerable positive results can be obtained from employing more often than before well planned and defined warm up exercises. As it has been said throughtout the analysis it is understood that without the activity the class is possible but problably less effective.

The results obtained from the observation considering this variable showed that another aspect of the goal proposed had been met, teacher were considering warm ups exercises more than before, resulting that 75% of the teachers had included the intervention at the beginning of a new unit or as a wrap up of an ending unit, either way provided them a definite view of the benefits and aspects to improve the warm up; *¨Como cierre de unidad servía para ir comprobando clase a clase si la materia se iba entendiendo sin necesidad de dar tarea diariamente, si no más bien comprobar en clases al comienzo¨* (Statement made by one of the teachers participating on the *Moodle* platform when asked about how they assess their students´ everyday improvements).

75% of the teachers agreed that it is important but not fundamental, they have used it obtaining favorable results, but they prioritized the time granted to the main activity of the class as well as the end, this percentage is equivalent to what it was observed providing a direct and coherent link between both methods applied towards the same variable. The start of a class was not forgotten but avoided, mainly because it demands an extra planning to actually assess the effectiveness of the activity.

Along this research, it was observed how important a warm up can be not only for a class of English but also for any subject at school. The sample showed that a 75% provide an affirmative answer, giving as examples the use of word formation, games related with the content such as vocabulary, and a sort of activities which provoke more interest in students. Regarding the set of comments it is left one comment related with the topic above: *"it is important (a warm up) to bring about the learning experience inside the classroom"* (Related with video N° 2 "warm up advantages").

- Variable 11: The learning achieved by your students is the expected learning outcome established on the planning.

This variable gathers all stages of the class and its outcomes, therefore what was seen from what was discussed is not as far from each other as one could expect based on the results and proficiency of English of students in semi private schools.

In class some of the teachers goals seemed to be anything, but ambitious, therefore the outcomes set on the planning were met, but for those who expected more out of their lessons but were blocked by different factors present inside the classroom, the goals were not met actually setting back the planning from then on. Gladly, 75% of the teachers met most of the goals

and learning outcomes written on the planning, this is because they plan based on realistic goals and on their students real factual skills, they only set the bar higher once they have seen real improvement and acquisition of English language skills.

Their personal opinion laid on the idea that rarely all learning outcomes on the planning were met, but some of them were always achieved. Their agreement was total on this variable showing that planning is an effective tool to asses progress inside the classroom and it works even better if each stage is studied continuously to be analyzed and improved along the path.

Not always a class can be as it was previously prepared and planned, this for different factors such as distractions, students extra activities or a lack of comprehension with the previous contents and it showed with a 75% of the participants who agreed on this topic.

It can be agreed that the results of these analysis show clearly that the teachers observed and interviewed share common factors such as lack of motivation and the little attention granted to the exercise at the beginning before the *Moodle* platform intervention. Once this latter was finished teachers grew a different opinion on the subject reaching positive results from the warm up exercise, as it was possible to see under each variable the opinions were mostly similar basically because all of them dealt with the same reality and same type of students.

From all the results it can be concluded that a vast majority of the teachers agreed on some topics that may be considered as blueprints to later use to improve teaching skills at the beginning of the class and achieve the level of proficiency they expect from their students. The likelihood on opinions lies on the similarity of their realities as well as future expectations on the subject matter.

CHAPTER 5

CONCLUSIONS

5.1. Introduction

This one year research has formed and built its own path in front of everyone´s eyes. Since it first began to shine its own light, it was clear that this project would turn into a topic that would be worth studying.

After visiting schools in Santiago, La Serena and Concepción during the first semester of 2012, it was clear that the beginning of the class also known as ¨warm up¨ or ¨warmers¨ was not being developed to its full potential, since this part of the class was confused by most of the teachers observed for the greeting and introduction, wasting away precious minutes that are usually needed when trying to improve second language teaching skills.

Once being presented with this problem, one of the possible reasons was to see the problem from two points of view; the teachers´ and the students´ and based on them try to design a solution that would not criticize the teachers´ practice, but, will propose a different approach where the warm up will become an active section of the class every time they decide to apply it. (A common factor among the teachers interviewed and observed was that sometimes the right conditions were not given to perform a warm up, mostly due to the lack of time specially a 45 minute class where according to the opinions gathered may take up to 10 minutes).

After the visits during the first semester, a plan was designed and proposed to keep in contact with the teachers and provided them with options to improve the time granted to this specific exercise.

The *Moodle* platform was an innovative communication channel, so as to show teachers that help and guidance was available in case they wanted to

share their experiences with each other, or wanted to establish a topic for discussion. Even though not all teachers participated actively in the *Moodle* platform because they did not have time to actually commit to logging onto the platform, others did not have an internet connection available to do it during their free time, those who did set discussion topics that became a strong blueprint to what it was the goal of this research; to help teachers consider the warm up as an effective tool to work different skills before the main activity or while activity of the class took place.

The results and conclusions drawn from the Moodle platform were linked and jointly analyzed with the observation and interview of the same teachers during the last semester of 2012. These results were analyzed drawing amazing findings in what it is related to the teachers' disposition and believes towards the exercise.

Along the conclusions illustrated, it was possible to find that the activity was poorly considered, as it has been said along this written thesis, the activity was considered but there was no immediate need to actually execute it. After the analysis and observations were finished, one could conclude that this conception of the activity was based mainly on the fact that there is not a lot of research done about it, the little information about activities and ideas to do it available as well as the minimal disposition to create a different activity apart from the ones considered in the main activity (This was a factor that was deeply considered, because our intention was not to place judgments towards this attitude but to understand and try to reverse it in order to obtain better results).

By doing the research in different regions of the country it allowed to witness that the quality of English teaching was being questioned all over the country since all the schools seemed to share the same opinion; lack of better

materials and not being considered on the national framework which produced a complete and concrete disagreement from the teachers towards the manner proposed by the Ministry of Education to teach English.

Another reason the research was designed in the proposed manner was because it is important to consider the needs and common factors among teachers in Chile. Surprisingly, in spite of the geographical distance of the visited schools, they share the same characteristics as well as opinions and thoughts about the impact of the beginning of the class when teaching a second language. This showed us that the little information about the benefits of a proficient warm up was not only from teachers from Santiago but in the other regions visited.

The main findings, possible reasons, second thoughts will be shown in the following pages, all in search of trying to clarify doubts and reasons why these studies were carried out. Also, this topic should not be one to leave aside, for suggestions for further studies will be proposed exposing how far this idea could go and the benefits to our education in second language teaching as well as in other subjects.

5.2. Main Findings

Along this research, it was very surprising to face some situations that seemed hard to reach at the beginning of the process, mainly because teachers were neither enthusiastic nor very well disposed to work on a topic that was not so high on the scale of importance according to teachers.

Some of the important points that can be outline from this research and its explanation are discussed next;

At the end of the process teachers considered the warm up section of this class. It is important to highlight that this idea was completely the opposite when the research started, in fact teachers said that they only used the warm up as a game when classes were about to finish, that is to say at the end of the semester or at the end of the year but they actually did not consider the activity as a link to the rest of the lesson. Therefore they were not aware of the benefits this could bring.

It was very rewarding to witness that after the interviews and *Moodle* platform during October the teachers actually implemented some on their planning, this helped to change the perspective of obsoleteness the exercise had, having them stated that when the time allows and the conditions in the classroom are accurate they could perform an effective warm up exercise.

The pre research state showed that most of the teachers did plan a warm up or beginning of the class but they did not execute it, mostly due to time reasons. The topic of research was decided based on the premise that this part of the class was misunderstood by some and ignored by others. To everyone´s surprise the teachers now besides planning a warm up consider the other two variables proposed; the warm up should be linked to the rest of the lesson and it should be done within a time limit of 15 minutes as a maximum (this time limit was set considering the length of the classes, 90 minutes class).

- Over Criticism of The National Curriculum, and Lack of Self-Criticism.

It seems to be natural of human behavior to criticize more what is in front than to actually analyze their own practice. The existent criticism on the national curriculum lies on the fact that it was not designed to decrease the gap between the English taught in public schools and the English taught in private schools where fluency and bilingualism is almost if not reached.

Far from judgment, the lack of self - criticism from teachers is regarded as a set back from improving their practice, mainly because of taking a further point of view actually provides better perspective and results.

- Warm – Up Was Not Well Defined.

This being as an outcome of what it was observed and concluded, the activities included as a warm up were made of greetings and giving instructions sometimes this took as long as 25 minutes taking, therefore, a good part of the class. The idea to define a warm-up correctly was to set a time as well as an activity that fit to this time limit, by defining the objectives of the activity and preparing the students to the style of work needed for this exercise. Teachers were able to see what their warm up was lacking and apply the suggestions discussed in the *Moodle* platform, resulting in a much better and effective warm up that appeal to the students' participation as well as their motivation.

- Teachers´ Lack of Motivation to Enhance the Warm up Activity Used in Their Classrooms.

This last being fundamental to provide extrinsic motivation from students, they needed to believe that their work at the beginning of the class was necessary in order to students care enough about the topic. Once this was achieved,

not completely of course, but as it has been established before, the results and responses from students and teachers improved in regards of motivation.

5.3. Possible Reasons

Along this research it is proper to find objectives which can be accomplished or not, and the reasons can be substantial. For purposes of analysis on Chapter IV it shall be separated in the findings and the possible reasons why this happened.

Firstly, it was found teachers are aware of warm up and its importance, but unfortunately it is not always used in all their classes. From the data collection and the previous analysis, it was observed that warm ups are important in teachers and they always try to consider them on their planning. However, the variables found such as time and the kind of students was one of the most named topics and reasons why warmers were not performed. This can be explained as a result of the quantity of contents must be taught according with the national framework and the lack of pedagogical hours at a normal school.

Secondly, there was a critical point of view related to the national framework. Nevertheless, there was not a notable personal critic to their professional practice, and it can be explained for a constant critic to the Ministry of Education; a teacher who helped in this research provided information of a constant discussion with the Ministry of Education on the national framework, expressing their disagreement with it because of the lack of important contents as well as the same topics use every year. It is important to remark

the national framework is a guide to teach certain contents, so educators would create new material, activities and assessments.

Thirdly, the time a warm up can last, in this case it was left 15 minutes as an average from all the tested teachers' comments. In the practice stage some teachers provide twenty minutes and even twenty five minutes, this could be for the lack of use of warm ups, so teachers just provide a review and some questions instead of a formal and motivational activity which include the whole information above can create a successful class beginning. The time a warm up is performed at first, it was thought morning was the best time as for students arrived at school with a better disposition, but regarding the information given from some teachers on this research, afternoon was another time where performing a warm up.

Fourthly, it was evidenced a lack of motivation from teachers at the moment of planning and performing a warm up. Teaching should have three stages well defined: warm up, which is the stage it has been studied, practice and wrap up. All these 3 stages should be linked to each other so the class flows projecting more understanding and comprehension in students.

To sum up, along this research it was found second thoughts related with the analysis, where from the general and specific objective were achieved.

5.4. Second Thoughts

To begin, the objectives proposed on the current research were to create a critical conscience on teachers of English on the learning – teaching process according with emotional topic i.e. in this particular case, motivation. There was not a complete change on teachers' mind but at least a change was provoked. In the future, it is expected from teachers to take warm ups more seriously and create a better learning environment. This will provide a better understanding and participation in students as well as a better teacher – student relationship.

Usually teaching has been a lonely job, several conditions such as time, lack of confidence with other colleagues and the use of the same activities again and again create a circle of boredom. Indeed, it can be extremely tiring for teachers to spend more time in creating new material, so in this research it was tried to show how a simple idea can be developed with the best result. The idea is to provide teachers with a set of strategies to create the most suitable environment using a warm up activity, and sharing teachers' experiences with each other.

As an answer to the research question previously stated, we have reached the following conclusion; motivation is carried out by appealing to the intrinsic interests of students and the accurate disposition of the teacher to provide new and innovative manners to continuously create an appropriate teaching environmente inside the classroom.

Moreover, it is important to share as it was done along this research with the help of *Moodle* with other teachers: sharing is caring, which became the motto throughout the virtual platform.

5.5. Suggestions For Further Studies

This research was based on the idea of analyzing the practice and efficiency of the warm up section of the class considering the motivation factor always known but sometimes forgotten by teachers and students. Nevertheless, it was clear that it brought more insights about the pedagogical practice that reach further than only the class of English.

The results from this study show that only the first layers of this issue have been analyzed and discussed, not only because of time wise reason but also the lack of participants, it was possible to gather in such short notice and lack of economic resources (The study was done during the year 2012).

The topic of motivation lies within a wide range of opinions, discussions and perceptions one can made, but to study the lack of motivation at the beginning of the class specifically. The lack of interest towards the study as well as willingness and motivation from teachers to apply new and improved warm up techniques, can also be considered as a result of no economical reward for participating.

For a future and deeper study, it would be recommended to have more time inside schools as well as more private interviews with teachers to assess their progress on a long term. Whether the study was to be financed and sponsored by an institution, more doors will be opened along with having a bigger population of participants to analyze and establish a pattern to follow and possible solution or support to the issue. To obtain the teachers complete participation, it would be beneficial to offer an economical reward for their participation in the training, for example on the *Moodle* (Modular Object-Oriented Dynamic Learning Environment), since it takes time off their regular

work schedule that should be paid for considering that it takes time away from their planning sessions as well as free time.

To sum up, if this study was to be developed as it has been proposed the results drawn from, it could be beneficial and extended to other subjects studied inside Chilean classrooms i.e.; Math, Science, History among others. It has been proven that an effective warm up brings beneficial outcomes to the rest of the lesson on the short not to mention in the long run. For it, would be recommended to grand more time and availability to a subject that involves all areas directly as well as indirectly.

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7. Appendix 1: Observation Guideline

Class Observation Guide.

Personal information

Teacher´s name:

School´s name:

Grade:

Date:

Grading system

VG: He / She achieves the goals

G: He / She achieves almost all the goals set

S: He / She achieves the goals set moderately

I: He / She does not achieve the goals set

- Classroom environment

	VG	**G**	**S**	**I**
Classroom neatness				
Classroom light				
Seating distribution				
Classroom decoration				

- Teacher´s characteristics

Punctuality: He / She arrives and leaves on time	
He / She uses the appropriate language	
He / She deals with contents accurately	
He / She moves around in the classroom	
He / She has group control	
He / She captures the students' attention	
Relation between teacher - students established based on the	

students' attention	
The warm up section of the class is clearly defined and established	
In case of an eventuality he/she reacts accordingly	

- Teacher´s personal characteristics (mark with an **X**)

Innovative		Conservative		Dynamic	
Self-assurance		Anxiety		Respectful	
Active		Passive		Initiative	

- Teacher´s methodology

Direct instruction from the teacher (exhibition class)	
He / She possess pedagogical strategies	
He / She motivates students through activities	

- Beginning of the class

Grading system: Yes/No

	Yes	No
Classes are planned before hand		
Objectives are defined and mentioned at the beginning of the class		
Clear instructions are given at the beginning of the class		
He / She uses students´ previous knowledge		
He / She promotes an active class beginning		
He / She controls and monitors group work		

The content of the beginning of the class is coherent with the rest of the class		
He / She uses different resources at the beginning of the class		

7.2. Appendix 2: Depth Interview

Interview

Effects Of A Warm Up

1) Were the classes with a proper designed and applied warm up more effective than those classes without it?

2) According to your class and your group of students, how long does it take to perform the warm up?

3) Can you tell any difference between a warm up done during the morning and the same one applied during the last hours of the school day?

4) How would you define an effective warm up?

Pedagogical Practice

1) Are you critic with your pedagogical practice?

2) What cognitive ignition strategies do you usually use?

3) How do you make the material necessary to activate your students' cognitive skills?

4) How do you adapt to the students' different levels of English?

5) Do you consider your students' needs when planning a warm up activity?

Importance Of A Warm Up

1) Do you believe there is a dependency between your practice and the use of elaborated resources?

2) From 1 to 10, how would you grade the importance of a warm up activity?

3) The learning achieved by your students is the expected learning outcome established on the planning?

7.3. Appendix 3: Likert's Model Set

INDICATOR	Completely Agree	Agree	Disagree	Completely Disagree
1. Warm up designed and applied properly is more effective than classes without warm up				
2. A warm up takes to perform at least 15 minutes				
3. Students work better in the morning				
4. An effective warm up can be defined as getting students' attention and it has direct relation with the rest of the class and students' participation				
5. It improves pedagogical practice and strategies				
6. It helps ignites cognitive strategies				
7. Adapt to the students' different levels of English				

8. She/he considers students' needs when planning a warm up activity				118
9. Dependency between practice and the use of elaborated resources (such as power point presentation, radio, and videos)				
10. Importance of a warm up activity				
11. The learning achieved by your students is the expected learning outcome established on the planning				

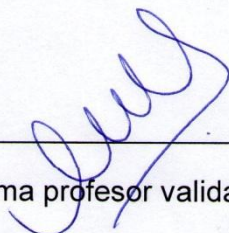7.4. Appendix 4: Carolina Roessler's Validation Letter

UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

Salesiana

Validación instrumentos de tesis

Por medio de la presente confirmo haber leído y validado los instrumentos presentados por las estudiantes tesistas Carolina Ortiz Cabrera, Natalia Navarrete, Daniela Rojas y Marco Barnechea;

- Entrevista
- Pauta de observación

Ambas para ser usadas en la consideración y análisis de profesores durante el inicio de la clase en las regiones de Coquimbo, Concepción y Metropolitana. Para el estudio denominado ¨Quality teaching with minimal resources during warm-up¨.

SAINT GEORGE'S COLLEGE
III
UNIDAD

16/11/2012

_____   _____
Firma profesor validador   Fecha

Carolina Roessler.

7.5. Appendix 5: María Virginia Pinto's Validation Letter

Santiago, Noviembre 2012

Validación instrumentos de tesis

Por medio de la presente confirmo haber leído y validado los instrumentos presentados por los estudiantes tesistas Carolina Ortiz Cabrera, Natalia Navarrete, Daniela Rojas y Marco Barnechea;

- Entrevista
- Pauta de observación

Ambas para ser usadas en la consideración y análisis de profesores durante el inicio de la clase en las regiones de Coquimbo, Concepción y Metropolitana. Para el estudio denominado "Quality teaching with minimal resources during warm-up".

_____
Firma profesor validador

María Virginia Pinto.

26 Noviembre 2012

Fecha

7.6. Appendix 6: Participation Letters

UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

Salesiana

Carta participación en plataforma moodle, observación y entrevistas

Por la presente yo, **Doriana Alvarez** certifico haber participado voluntariamente en las etapas de investigacion de la tesis ¨Quality teaching with minimal resources during warm-up¨;

- Plataforma moodle
- Entrevista
- Observación (primer y segundo semestre)

de los alumnos Marco Barnechea, Natalia Navarrete, Carolina Ortiz y Daniela Rojas del año 2012.

_____

Firma profesor

Nombre:

14/11/2012

Fecha

Santiago, 2012

Carta participación en plataforma moodle, observación y entrevistas

Por la presente yo, **Andrea Saravia,** certifico haber participado voluntariamente en las etapas de investigacion de la tesis ¨Quality teaching with minimal resources during warm-up¨;

- Plataforma moodle
- Entrevista
- Observación (primer y segundo semestre)

de los alumnos Marco Barnechea, Natalia Navarrete, Carolina Ortiz y Daniela Rojas del año 2012.

22/11/12

Firma profesor   Fecha

Nombre:

7.6. List Of Figures

Videos on *Moodle*

Figure 1

Harmer´s warmers

VIDEO DATA	
UPLOADED	October 4th, 2012
MADE BY	Harmer's warm up
N° OF COMMENTS	4

Figure 2

Welcoming video

3 Bienvenida 🙂

Compartir ⬇ Más información

👥 Bienvenida

VIDEO DATA	
UPLOADED	October 20th, 2012
MADE BY	Carolina Ortiz Cabrera
N° OF COMMENTS	3

Figure 3

Warm up exercises in the morning

VIDEO DATA	
UPLOADED	October 20th, 2012
MADE BY	Daniela Rojas Hernández
N° OF COMMENTS	3

Figure 4

Warm up exercise sample

Warm up made by Natalia Navarrete

VIDEO DATA	
UPLOADED	October 30th, 2012
MADE BY	Natalia Navarrete Venegas
N° OF COMMENTS	4

Figure 5

Warm up as a game sample

VIDEO DATA	
UPLOADED	October 31st, 2012
MADE BY	Marco Barnechea Pardo
N° OF COMMENTS	5

Figure 6

Create a discussion
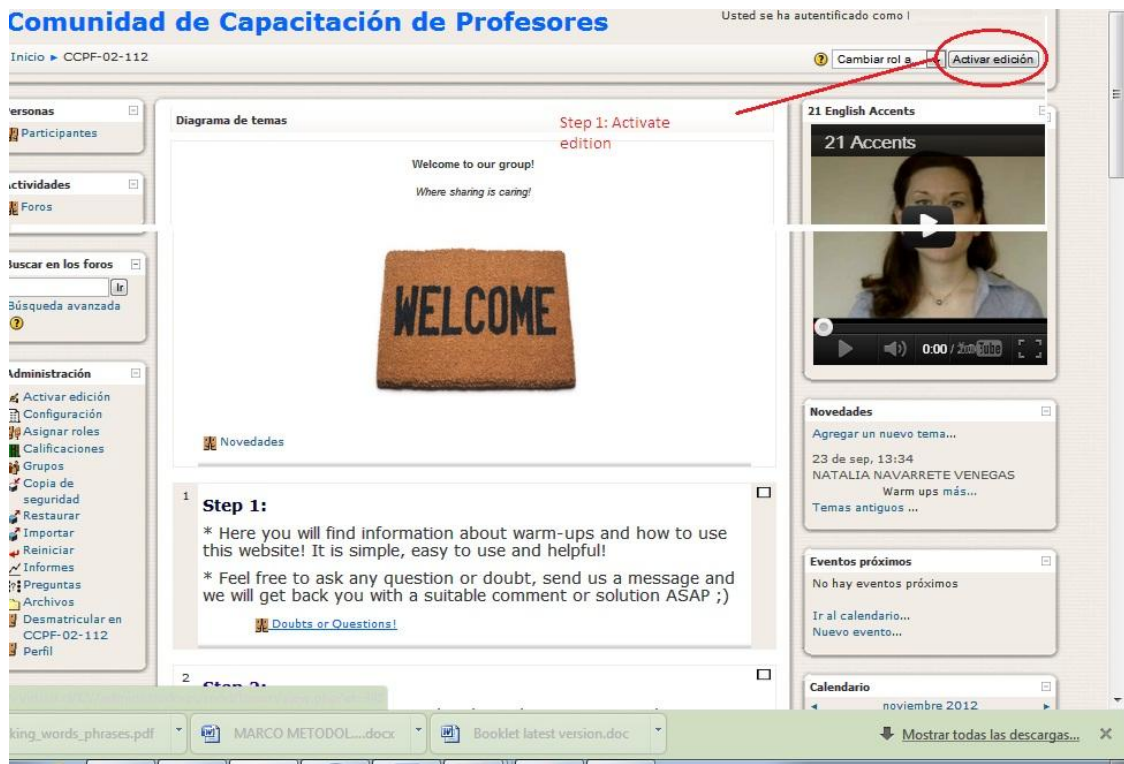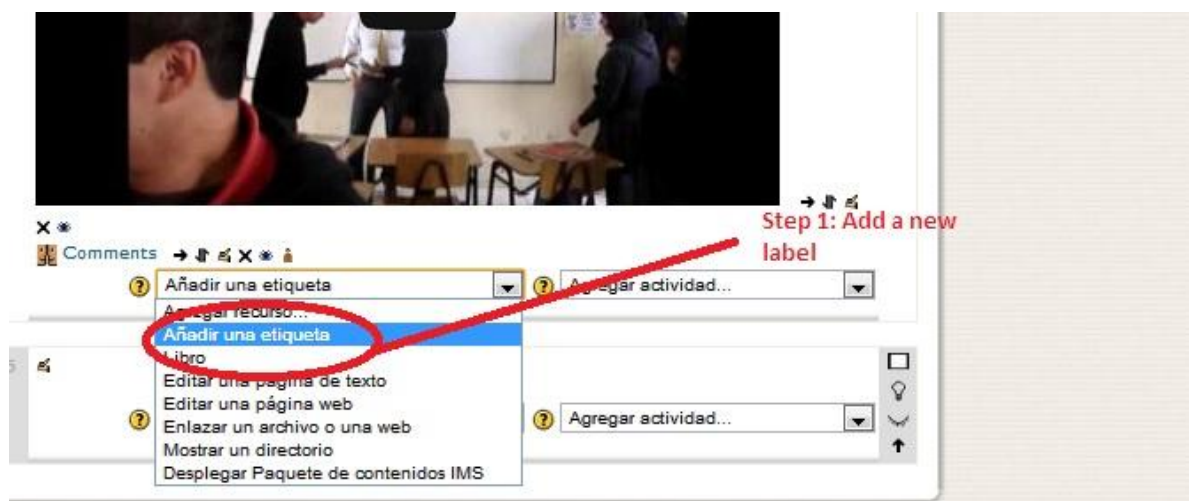

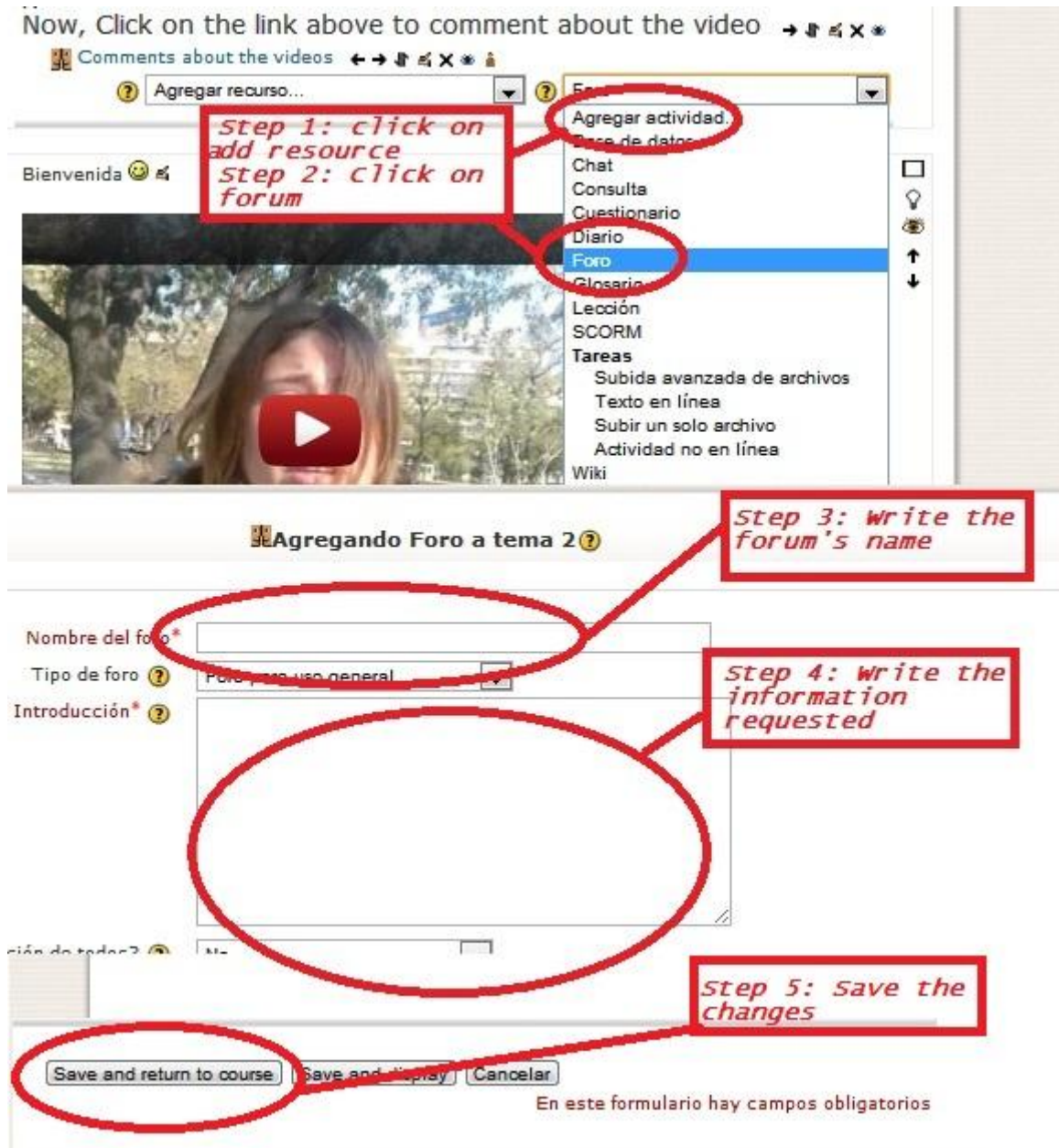Figure 7

Creating a video

Figure 8

Forum creation

Figure 9

Adding a user

Figure 10

Creating and adding a new discussion