



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ

Facultad de Educación

Escuela de Pedagogía en Inglés

### **SEMINARIO DE TÍTULO**

## **Classroom Atmosphere and its Influence in the Teaching and Learning Process in the English Class of students from the Metropolitan Region: Five Case Studies**

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**Seminar Director:** Marlene Gutierrez

**Members:** Camila Durán

Francisca Espinoza

Scarlet Leyton

Carolina Pareja

Milady Rebolledo

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## **ABSTRACT**

For years, the Chilean education system has been of great importance within the country, mainly due to the promotion of improving performance in all aspects related to education (schools, teachers, students, classroom climate, and educational institutions), this is why this research takes into account the relationship between the classroom atmosphere generated by 5 different teachers and the learning outcomes achieved by teachers in the various classes held.

In this investigation five teachers from different schools located in the districts of Santiago Centro, Macul, Puente Alto, Providencia and San Miguel were observed and their classes analyzed for a period of four consecutive weeks, using different instruments such as field notes, interviews, pre-tests and post-tests, in order to check if the teacher creates an atmosphere conducive to learning, as stated in Domain B from "Marco para la Buena Enseñanza" from MINEDUC.

The study results were useful to confirm the hypothesis and the stated objectives that guided this research. They showed that the teachers who followed the guidelines of the Domain B obtained better results than those who did not.

## **RESUMEN**

Durante años el sistema educativo Chileno ha sido un tema relevante dentro del país, principalmente por la importancia de mejorar el funcionamiento en todos aspectos que tengan relación con la educación, (Colegios, profesores, estudiantes, clima del aula, y entidades educativas), es por esto que la presente investigación toma en cuenta la relación entre el clima del aula que genera el profesor, y los resultados de aprendizaje que logra el docente en las diversas clases realizadas.

Para demostrar distintos casos, en esta investigación se eligieron cinco profesores pertenecientes a colegios ubicados en las comunas de: Santiago Centro, Macul, Puente Alto, Ñuñoa y San Miguel, cuyas clases fueron analizadas por un periodo de cuatro semanas consecutivas, haciendo uso de distintos instrumentos tales como: Notas de campo, entrevista, Pre-evaluación, y Post-evaluación, con el objetivo de comprobar si el profesor genera un ambiente propicio para el aprendizaje, tal como lo señala el Dominio B del “Marco para la Buena Enseñanza” perteneciente al Ministerio de Educación. Los resultados del estudio fueron útiles para confirmar la hipótesis planteada y los objetivos señalados que guiaron esta investigación. Ellos mostraron que los profesores que siguieron las directrices del Dominio B obtuvieron mejores resultados que aquellos que no lo hicieron.

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## 1. INTRODUCTION

### 1.1 General Background

English teaching in Chile has become an important issue through the years, and one of the most important government' initiatives is "Programa Inglés abre puertas" created in 2004, which offers training programs that have benefited the English in Chile. In addition to "Programa Inglés abre puertas" in 2010 was created "It's my turn" an interactive proposal to the English subject at schools in the levels of 5<sup>th</sup> and 6<sup>th</sup> year of elementary school, and it consists in encouraging the teaching of English, this through a pre-recorded class set which lasts the whole school year, in DVD format, which includes activities for the class, a CD-ROM of training for the teacher, exercises books for students, an audio CD to complement every lesson and dictionaries of English-Spanish. This interactive approach answers the teachers' necessities in order to teach their students and have a modern resource to teach English classes, which are compulsory at rural schools since 2010, according to "D.S. N° 40, 1996." (MINEDUC, 2010).

According to the "Estándares orientadores para carreras de pedagogía en inglés" (2009) a teacher must be competent in terms of oral and writing skills, capable of speaking in the second language, capable of learning new methods and update his/her knowledge, creative and innovative, be able to make abstractions, analysis and synthesis, have a quantitative knowledge (interpreting results), use the

“ICT’s” (information and communication technologies) and, finally, the teacher must be committed to his/her work. Within these standards, is the disciplinary standard of English,

“the educational objective of the English course as a foreign language is to give students the necessary skills to use the language as a useful tool, which allows them the access to information, and to solve communicative situations of various kinds, in an oral and written form. It is also important to progressively promote the development of higher order cognitive skills, and to develop the capacity of appreciating other lifestyles, traditions and ways of thinking. English learning has purposes of training and personal growth, the development of academic and professional abilities to the XXI century citizen and other own purposes of the world of youth” (MINEDUC, 2013, p.21).

Through these standards it can be observed that the teacher’s profile is marked by several points of action, i.e. the future teacher or the teacher in training must accomplish these minimum standards to be a successful teacher. This will help to control and create a good classroom atmosphere.

Finally, the national goal for every teacher in Chile is to get good results to be recognized as an “excellent teacher” in the “Prueba inicia” which consists of an evaluation applied to teachers who have graduated from Teaching

programs. This test is about general knowledge (in terms of education) and the particular knowledge of the specialization (in this case English). This test will provide evidence of the teachers' level of knowledge and competence.

This research is based on Domain B of “Marco para la Buena Enseñanza”, in which it is essential to highlight the importance of this domain in teaching English particularly. This domain has been chosen because, “perceptions of the classroom influence students’ beliefs about themselves and their schoolwork, and these beliefs, in turn, influence the nature and extent of their engagement in academic tasks” (Ryan & Kaplan, 2007). The present domain was chosen, and not the rest of the domains, because it deals with the creation of a good classroom atmosphere, which is the center of this research.

According to this domain, teachers must create an atmosphere of respect inside the classroom; also, teachers must provide opportunities to all their students to learn; besides, they have to promote a positive attitude towards their students and as a result obtain a good classroom atmosphere. This is why the present research is focused on how teachers act in front of the class and how the teachers’ attitude can influence the classroom atmosphere. “The way we react to inappropriate behavior will have a profound impact on our student’s subsequent behavior” (Harmer, 2007, p.154). In other words, this means that teachers, as Domain B indicates, must establish consistent norms of coexistence inside the classroom, so as the reader can see, this Domain is clearly the most appropriate,

according to the purpose of this research.

Domain B consists of four criteria divided into three descriptors and it is focused on the teachers' performance inside the classroom and how these criteria would help to improve the classroom atmosphere.

The first criterion indicates that the teacher must establish an atmosphere of trust, solidarity, respect and equity. According to this criterion the teacher must promote a good relationship between students and foster the relationship between teacher and students. It is focused on the teacher's attitude towards students and how the teacher provides students with the opportunity to participate generating an atmosphere of trust.

The second criterion indicates that the teacher should have high and good expectations for their students, because this helps them develop their learning. It is focused on presenting challenging situations to students and promoting autonomy of the learners with the purpose of motivating them to learn and feel confident about their own efforts and perseverance to learn the English language.

The third criterion indicates that the teacher must establish and maintain the rules inside the classroom. These rules are related to the coexistence of the different participants in the classroom (students and teacher).

It is focused on the use of different strategies to accomplish a good classroom atmosphere, an atmosphere of respect; also the teacher must have options of alternative actions in case of a "broken rule"; this is in favor of coexistence in the classroom.

The fourth criterion indicates that the teacher must establish an atmosphere of work and must know how to organize the classroom to accomplish the activities of the learning process. It is focused on creating strategies to keep the classroom organized and the use of coherent resources to teach the classes; it is also important to make these resources available to students with the purpose of facilitating the learning process.

The proper application of these criteria should result on what we call good classroom atmosphere in which the teacher is the monitor. By applying these criteria, a good classroom atmosphere can be guaranteed, as it will facilitate the process of learning and in this case, the learning of English.

## **1.2 Pedagogical Motivation**

In the educational world, it is known that teachers are always challenged to innovate and to find new ways to improve the quality of education. It is also known that the teaching process is composed by many parts, and one of them is the human side, that is to say, beyond the curriculum, teachers coexist daily in schools with human beings, so they cannot ignore their own psychological characteristics which together form the classroom atmosphere.

Knowledge cannot be seen in isolation from the relationship between students and the environment in which it is built. Every person is a social component and within the classroom, relationships lies are constructed and in these relationships the importance of the classroom environment, which has a strong

impact on levels of school learning.

Every human relationship is based on coexistence. As Ortega and Del Rey (2008) claim, school coexistence is understood as the relationship network that exists between all members of the educational community in which processes are configured by communication, feelings, values, attitudes, roles, status and power. The classroom atmosphere is based on how participants of a classroom (teacher-student) coexist within the same space every day, so it becomes particularly relevant when considering the process of teaching and learning as a relational process; to be effective, it requires to be developed under certain parameters of psychological, ethical and emotional welfare of its members.

Since education is in a constant process of change at curriculum level, emphasizing the classroom atmosphere and how this affects the learning process, it is very important to consider the affective factor, because it is known that this has an important influence on the manner in the teachers see their students, which can promote a positive classroom atmosphere and as a result generate a suitable working atmosphere for the learning process.

Overall, the positive classroom atmosphere, which facilitates personal development, is the one in which classroom learning is beneficial to all its members.

One of the great generators of emotion in the classroom is the teacher. As a guide, mediator and educator he/she is the one who has the most important role in

the classroom, as to taking control of the class and knowing how to guide it. In other words, the teacher should start generating an adequate atmosphere in the classroom, thinking about how the teachers express themselves, if they have a negative or positive attitude toward the class.

### **1.3 Theoretical Motivation**

Classroom atmosphere is not determined by the curriculum and it is almost entirely in the teachers' hands.

“The type of classroom atmosphere that a teacher creates and encourages can either increase or decrease a student's ability to learn and feel comfortable as a member of the class. The classroom atmosphere should do as much to foster cooperation and acceptance as the teaching methods that the teacher uses” (Bucholz & Sheffler, 2009).

There is an instrument developed by MINEDUC that guides teachers and sets out certain principles in order to prepare the atmosphere for learning. This instrument is known as "Marco para la Buena Enseñanza", in which you can find 4 domains, one of which is focused on classroom atmosphere. This consists of 4 criteria, which in turn, contain 3 to 4 descriptors. In order to validate what will unfold, we will give special focus to the domain B of “Marco para la Buena Enseñanza”, which is relevant because it represents the basis of the evaluation process and the itinerary of what a teacher should do for good classes, above all, vocationally educators committed to the education of its students and contributing to the development of their daily work, in the classroom and in the school and community, helping significantly to



the success of a teacher with her/his students.

Another indicator that helps to determine a positive classroom atmosphere is "Los cuatro pilares de la educación para el siglo XXI" which consists of four criteria:

1. Learn to know: allow students to know the world and the culture, so people can live with dignity.
2. Learn to do: consists in preparing people to realize a particular work in the world, acquiring skills and developing them.
3. Learn to coexist: it is related to the social skills and coexistence, avoiding conflicts and developing empathy.
4. Learn to be: consists in developing personal skills, being autonomous and being tolerant with the rest of the people.

Researches concerning school life show both problems detected in daily school, and the impact it has when cohabitation is directed and shaped.

If we think in school life, we need to recognize at least three current issues related to coexistence: a) classroom atmosphere observed in educational institutions; b) violence is found in the interactions of special actors; c) the professional teacher attrition. (D, Jacques, 1994).

The school atmosphere is represented specifically in classroom atmosphere. This reconstitutes a recursive process of interaction in the classroom between teacher and students and students – students' relationship. School atmosphere is originated in an educational environment where interactions, processes and experiences influence the affective, cognitive and social student's development.

It is necessary to emphasize that classroom atmosphere has affected not only high school results, determining student's learning at the same time but in different degrees hits socio emotional development of students.

Alarcón (2006) claims that school factors related to quality and equity showed through a quantitative study, that school atmosphere has a greater impact on students' performance than the material and personal resources.

The notion of feeling supported as students has also been extensively examined in the classroom atmosphere literature. It was found that there is a strong, positive relationship between students' level of motivation and engagement and their perceptions of the classroom atmosphere as being socially supportive (Patrick, Ryan, & Kaplan, 2007).

The perception of an atmosphere of mutual respect is required in order to increase the students' use of effective study strategies and increase feelings of confidence about their ability to successfully complete assignments.

Furthermore, when students perceive that they receive emotional support and encouragement from their teachers, and academic support from their peers, they are more likely to be on task in the classroom and use self-regulated strategies.

#### **1.4 The Problem of Study**

The present research seeks to determine how teachers influence and manage the classroom atmosphere, particularly in the English classrooms. The purpose of this research is to analyze the impact that teachers have in front of the classroom

(related with teachers' behaviors) and the exchanges that happen in the classroom between teacher and students, thus describe by a test applied at the beginning of the research to students and at the end of the research, to determine how classroom atmosphere influences on student's learning outcomes.

“at the beginning of the year teachers have the goal of establishing a classroom atmosphere that is favorable for helping all students work cooperatively in order to learn. The classroom atmosphere can either improve or impede a student's ability to learn and feel safe and comfortable as a member of the class. Classrooms that encourage emotional well-being create an atmosphere for both learning and emotional development” (Bucholz & Sheffler, 2009).

Based on this statement it is important to develop a good classroom atmosphere to achieve the students' learning.

#### **1.4.1 Research Questions**

The research questions are focused on the teachers' performance and how they perceive the classroom atmosphere.

- How do teachers perceive “*good classroom atmosphere*”?
- How do teachers foster a respectful relationship between teacher-students and students-students?
- How does the establishment of good behavior standards, by the teacher, influence the learning process?

### **1.4.2 General Objective**

To analyze the relationship between a good classroom atmosphere and the learning outcomes stated for a four-week period of time in a group of five different schools and levels, five different teachers and five different levels from the Metropolitan Region.

### **1.4.3 Specific Objectives**

- To compare the possible differences, when defining “good classroom atmosphere” by teachers.
- To identify the way that teachers promote a respectful relationship between teacher-students and students-students.
- To define how the teacher establishment of good classroom atmosphere norms influences the classroom environment and the learning process.

### **1.4.4 Hypothesis**

If there is a good atmosphere in the classroom, understanding that good classroom atmosphere is based on trust, acceptance, equity, empathy, communication, participation and respect between teacher-students and students-students, which there are also established and maintained norms as constructive behavioral, then students from the sample, will achieve the learning outcomes stated for a four-week period of time.

In the following pages, the reader will find in chapter 2 the theoretical

framework where the theories that support the research are presented; in chapter 3 the methodological framework. In chapter 4 the data presentation and the analysis of the pre and post-tests and the field notes applied are presented. In chapter 5 the conclusions are drawn, to end with chapter 6 where the different concepts used in the research are defined.

## 2. THEORETICAL FRAMEWORK

In this chapter the reader will find all the theoretical support of this research. Information about the national curriculum, the different tools provided by MINEDUC for teachers, also a description of “Marco para la Buena Enseñanza” and Domain B which is the focus of this research, besides the national standards for the teaching of English.

Studies that have attempted to explain the level of education in countries considered “successful” by international tests measuring at school, such as Canada, Cuba, Finland and South Korea performance, mentioned as one of its determinants the deployment of a “school atmosphere” positive, that is to say, certain contextual conditions of the school and classroom (Alarcón, 2006).

Mena and Valdez (2008) argue that a good classroom atmosphere helps the development of students who receive support and solidarity from their peers and teachers, they feel respected in their differences, as feel identified in the class and their school, that is to say, the classroom atmosphere contributes a lot in the students development, and how they feel inside the classroom influence their learning.

These ideas have been supported by MINEDUC (2002), by saying that good atmosphere will make students remember the school as an emotionally meaningful experience; and collaborative work that would empower children, generating

greater self-esteem, appreciation and confidence in themselves and others. Hence, the model in its quality management education, education reform to school life place as one of the key factors that would impact the quality achievement (MINEDUC, 2005).

## **2.1 General Background of the National Curriculum**

With the purpose of a better appreciation of the Chilean national curriculum, its principal characteristics, features, and meanings, are next described.

The term Curriculum is understood as a set of objectives, contents, methodological criteria and evaluation techniques that guide the academic activity (MINEDUC, 2014).

According to Cox (2011), since its inception in the late nineteenth century, when the educational authorities, following models of Germany, implemented a plan of concentric studies, the Chilean national curriculum has mutated and modified through the years. The most significant changes occurred in 1990 with the enactment of a law known as Ley Orgánica Constitucional de Enseñanza and the repeal of this in 2009 known as Ley General de Educación.

Its components include the curriculum framework, (which establishes the learning objectives, the fundamental objectives, the mandatory minimum contents, and the expected learning), the programs of study, the study plans, the

progressions and progress map, the English Programs of Study, the education standards, and the New TP Curricular Bases (MINEDUC, 2014).

### **2.1.1 English Curriculum Bases**

The main focus of the fundamental objectives, and mandatory minimum contents, is the development of vocabulary and language skills. It has six key objectives, where the first four correspond to listening, speaking, reading and writing; the fifth defines the minimum vocabulary required each year, and the sixth refers to training and personal growth. The mandatory minimum contents are organized into two broad categories, subjects and language skill development that every year are expanded to offer students opportunities to address oral and written texts progressively more complex (MINEDUC 2012).

The learning objectives for elementary and high school are established for each grade and year, and have been organized into four areas corresponding to the four language skills: listening, reading, speaking, and writing, they are presented separately, reflecting only the intention of organizing information, and thus, outstanding the main features of each aspect. However, it is expected that the objectives are addressed in an integrated way, as domain B of “Marco para la Buena Enseñanza” expected to integrate the called attitudes derived from the transversal learning objectives that operate in the field of self-respect, respect for others, teamwork and willingness to work (MINEDUC 2012).



### **2.1.2 Overview of Institutions types, and the Teaching of English**

The Chilean national system includes three types of institutions, which have their own characteristics, such as the private schools, that are independent institutions, retain the right to select their student body and MINEDUC approve or disapprove their curriculum, for this reason the teaching of English is done according to the policies of each institution. The public schools which depend on local government and are subject to the national curriculum, English Teaching is mandatory from 5th grade, and must be taught at least three hours a week. The subsidized schools which are subsidized by the state, but are owned privately by financial supporters, charge tuition to families, are subject to the national curriculum, English Teaching is mandatory and must be taught at least three hours a week. Each type of institution has preschool level, which is mandatory, and educates children from six months to six years, English teaching is optional. Elementary school level, that is mandatory and educates children between 6 and 13 years, English Teaching is mandatory since 5th grade, being optional its implementation in 1st from 4th grade. High school level, is mandatory and educate children between 14 and 17 years, its current duration is four years, divided by scientific-humanist, artistic training, professional technician training, adult education, and artistic schools, English Teaching is mandatory and must be taught at least three hours a week.

And the third is the high school level, that is mandatory and educate children between 14 and 17 years, its current duration is four years, divided by scientific-humanist, artistic training, professional technician training, adult education, and artistic schools, English Teaching is mandatory and must be taught at least three hours a week.

## **2.2 MINEDUC Tools for Teachers**

When referring to the tools that teachers have to achieve good classroom atmosphere, we must consider the Ministry of Education of Chile. The entity MINEDUC is responsible for promoting the development of education at all levels; ensuring all people access to basic education; encouraging scientific and technological research and artistic creation, and the protection and enhancement of the cultural heritage of the nation, therefore, the mission of MINEDUC is to ensure equitable and quality education system that contributes to the integral training of people and the country's development through the formulation and implementation of policies, standards and industry regulation.

MINEDUC has provided teachers with a number of tools for teaching. For the purposes of this investigation, the authors find relevant the ones that follow:

First, one of the important tools that delivers MINEDUC is "Marco para la Buena Enseñanza", which is an instrument used to direct and guide teachers in their professional performance in school systems. This research is based on the domain B of this instrument, which consists in creating a constructive atmosphere

for learning. Thus, the “Marco para la Buena Enseñanza” is a document very useful to guide teachers in their performance, and create a climate of acceptance, equality, solidarity and respect. It also serves as a guide with the purpose that teacher can establish standards of coexistence, and creates an environment that is suitable for learning and development of good classroom atmosphere.

Then, it is important to refer to the importance of the curriculum, which consists in a set of objectives, contents, methodologies and techniques of evaluation criteria that guide academic activities, (teaching and learning) How to teach? When? What? How and when to evaluate?

Mainly, academic curriculum allows planning activities conducted in the classroom; they are determined by the plans and programs of study.

Another useful instrument would be the text called "Good practices for effective pedagogy," which is mainly about how to achieve effective pedagogy, that in terms of readiness for rigorous work and professional commitment of teachers, which argues that the teachers should reflect on their practice, build professional relationships and team colleagues and take responsibility in guiding their students.

This guide detail what teachers should carry out the right way in which to cope optimal class, some important points are: Teamwork in the classroom, an optimal structure of the classes, a variety of methods and resources, good management of diversity, good discipline management, permanent evaluation, proper motivation, incorporating the fundamental transversal objectives

methodological diversity, good use of time in the classroom, active learning, constant feedback, diversity management, classroom climate and good discipline.

“The effective teacher will be one who engages with the students in the class in a way that highlights mutual respect and an acknowledgement of the learning process that is in place. The teaching is a caring exercise is very much part of the effective learning process. Learning is an emotional exercise. Students will engage in something that appeals to them emotionally. The teacher who brings a sense of personal involvement to the classroom, who wants to share the knowledge with the members of the class, who is prepared to show that he/she is also a part of the learning cycle, will be setting up a relationship which will encourage a good learning environment. Highlights this by emphasizing that teachers ‘who are passionate about learning ... create an infectious classroom environment’ (Gurney, 2007, p.94).

In the same line, it can be mentioned the importance of The Semester Abroad Program. MINEDUC has created a number of programs for teachers of English, with the aim of gradually improving language education in our country, as stated in the text "Continuing education for teachers: a way to share", in which it is stated the following about the training abroad of teachers

"It allows the teachers to increase their disciplinary, methodological knowledge and cultural heritage. The knowledge of "other worlds" has

opened it to discover and enhance their competences, knowledge and culture. This leads to the belief that openness to the world is a necessary condition for teacher education” (Fuenzalida O’Ryan 2005, p. 190).

Furthermore, we can find "Programa Inglés Abre Puertas", which is a program with the aim of creating a public policy, increasing availability, and improving the quality and demand of our country in the teaching English as a Foreign Language.

The program has three lines of action:

Teacher Professional Development for Teachers of English as a foreign language: this is done in order to develop various strategies to generate more opportunities for professional development of teachers of English, developed in the public sector to improve the language skills and the teaching practices, some of the activities included are: English and methodology courses, local Educational Networks (where English teachers share and learn with their peers), classroom and online for teachers in rural and remote areas of our country-courses, as well as for teachers of vocational schools, Communal-Workshops to develop specific projects, English Summer and English Winter Retreat (Annual total immersion seminars), Studentship for study abroad, Seminars for Teachers of English and Municipal Managers, Network of Mentors (where experienced teachers share their knowledge with newly graduated teachers), English added bonus allowance

Teaching Excellence, where teachers of English have to demonstrate in their evaluation a high quality performance.

Another important tool for the teachers' development is "Training Scholarship PIAP" for English teachers: To achieve the goal that all teachers have a level equivalent to B2 on the CEFR scale, the MINEDUC since 2004, has implemented a plan for teacher professional development, which consists in a refinement of basic level in terms of linguistic knowledge. This plan is called: English Courses and Methodology / Pedagogy.

Since 2012 different academic programs have been implemented in order to meet the demands of the system and to enhance the professional development of teachers. They take courses in English B1 and B2 (200 hours) and graduated courses in English teachers, who wish to comply with the profiles and be successful professionals in the education.

### **2.3 Marco para la Buena Enseñanza**

In our country, public policy on education has emphasized the importance of building propitious atmosphere for learning, both from their political coexistence and from the Marco para la Buena Enseñanza, which supposes that the professionals working in classrooms are educators committed to the training of their students. To achieve good teaching, teachers are involved as individuals in the task, with all their capabilities and values. Otherwise, there would not be a sympathetic relation with their students, which makes the task of teaching irreplaceable.

The Marco para la Buena Enseñanza is based on four domains linked together, which constitutes the cycle of teaching and learning process. At the same time these domains are divided into different criteria.

Each of the domains refer to a different aspect of teaching, following the teaching learning process, from planning and preparation of teaching, creating an atmosphere conducive to learning, the reflection of the teaching practice, feedback and needed to enrich the teaching and learning process, giving special importance to the domain B which refers to the learning atmosphere in its broadest sense, i.e. the environment and climate generated by the teacher, in which teaching and learning take place. The domain B is one of the most influential elements in the students' learning.

### **2.3.1 Domain B**

The school constitutes an environment especially designed to learn and to guarantee the students' personal development, since it covers key stages in the growth of children, adolescents and young people. Besides, it has been an area of encouragement and support to develop integrated personalities and full citizens. These functions are fulfilled by particular features from the school atmosphere, which can be characterized as security, containment, respect, confidence and high expectations. This kind of atmosphere depends on institutional agreements and arrangements, but also, on the interventions, dispositions and values that are expressed by the teacher in his labor. In other words, we can say that the teacher is

the main responsible for generating a good atmosphere in the classroom, through their actions teachers can help or hinder the achievement of the purposes of the class.

This issue is addressed by the ‘Domain B’ of “Marco para la Buena Enseñanza”, which is the main support for this research. This domain is called “Creating an enabling atmosphere for learning”, and, as its name suggests, this criterion is focused in the classroom atmosphere, where a lot of factors influence and affect the learning process. The main goal of this domain is to help and guide teachers to create an appropriate classroom atmosphere that benefit students’ learning. The following table (table 1) explains in detail what are the main purposes of this domain.

**Table 1. Domain B**

B. Creating an enabling atmosphere for learning.	
1. Establishes an atmosphere of acceptance relationships, fairness, trust, solidarity and respect.	<ul style="list-style-type: none"> <li>a) Establishes an atmosphere of interpersonal, respectful and sympathetic relationships with his/her students.</li> <li>b) Provides all students opportunities to participate.</li> <li>c) Promotes attitudes of commitment and solidarity among his/her students.</li> <li>d) Creates an atmosphere of respect for gender, cultural, ethnic and socioeconomic differences.</li> </ul>



<p>2. Expresses high expectations about the possibilities of learning and development of all his/her students.</p>	<p>a) Presents challenging learning situations and appropriate for his/her students.</p> <p>b) Transmits a positive motivation learning, inquiry and search.</p> <p>c) Favors the development of the autonomy of students in situations of learning.</p> <p>d) Promotes an atmosphere of effort and perseverance to perform quality work.</p>
<p>3. Establishes and maintains consistent standards of coexistence into the classroom.</p>	<p>a) Establishes standards of behavior that are known and understood by his/her students.</p> <p>b) The rules of behavior are consistent with the needs of education and a harmonic coexistence.</p> <p>c) Uses strategies to monitor and educationally address the compliance with the rules of coexistence.</p> <p>d) Generates assertive and effective answers in front of the breakdown of the classroom rules.</p>
<p>4. Sets an organized work environment and it arranges spaces and resources for the benefit of learning.</p>	<p>a) Uses strategies to create and maintain an organized environment.</p> <p>b) Organizes a flexible space structure and consistent with the learning activities.</p> <p>c) Uses coherent resources with the learning activities and facilitates students have them opportunely.</p>

The first criterion deals with the importance of establishing relations related to an atmosphere of acceptance, fairness, trust, solidarity and respect

between students-students and teacher-students, "A relationship like this increases the sense of belonging to the school and the students' self-esteem" (Milicic, 2001). Also an atmosphere where the different relationships, the students' opportunities of participation, and the respect for differences, are highlighted in this criterion. This means that teachers generate an atmosphere of respect by the way they relate with their students and the kind of relation they stimulate among them.

"In general terms, a classroom atmosphere favorable for the personal development of children is one in which students perceive support and solidarity from their peers and teachers, they feel respected in their differences and shortcomings, and identified with the class and their school" (Ascorra, Arias & Graff, 2003).

Harmer (2007) also claims that it is important to generate good relationships inside the classroom, and this is beneficial to the students' work. "One of our principal responsibilities, in other words, is to foster good relationships with the groups in front of us, so that they work together cooperatively in a spirit of friendliness and harmonious creativity" (Harmer, 2007, p. 107).

But these good relationships also involve teacher-students relationship. Harmer (2007) claims that to develop a good learning environment in the

classroom it is necessary to spend time making sure that this rapport (teacher-student) is positive and useful. Nevertheless, teachers do not forget their role of pedagogical authority and students recognize this authority in them.

“...teacher authority is most essentially a form of professional authority granted by students who affirm the teacher’s expertise, self-confidence, and belief in the importance of his or her work... that professional authority is neither oppressive nor incompatible with de-centered methods, effective instruction, or the kind of assertive teacher authority required to effectively lead a class” (VanderStaay, et. al, 2009).

The second criterion deals with the teachers’ expectations about the learning and development of students, where the importance of promoting and favoring the autonomy and motivation for the learning, besides the presentation of challenging situations of learning are mentioned. This point is important, since there is no doubt that the classroom atmosphere will be influenced by the teachers’ perceptions about the students’ capacities, attitudes and behaviors, and it is significant that they demonstrate these expectations by creating challenging learning situations appropriate for the students’ level.

“Research on the impact of teacher expectations highlights the critical importance of the foundational beliefs about learning and teaching that educators bring to the classroom. Yet teachers must do more than just believe in their students’ potential; they must act on that belief by creating a classroom environment that fosters potential and helps each student grow. They must develop the capacity and the conviction in their ability to teach every child” (Wilson & Conyers, 2013, p. 55).

By the previous quotation, we can understand that teachers must act in congruence with their expectations, favoring the students’ autonomy in learning situations, so that students can achieve the learning they believe students are able to achieve. If teachers act as though they expect their students to be hard working, interested, and successful in class, they are more likely to be so. Students’ perceptions of teachers’ expectations and attitudes can affect their motivation and self-concept, so it is very important to be careful about what teachers express and demonstrate about their beliefs and perceptions concerning students.

The third criterion discusses the importance of the establishment and maintenance of consistent norms in the classroom to achieve a good classroom atmosphere, where the understanding of these norms by the students is very important, and its congruence with the teaching necessities. Harmer (2007) states that for students to achieve norms more likely, these should be explicitly discussed with the group, explaining what they mean and why they are there, also should be

jointly negotiated by creating together an agreed code of conduct. This means a kind of contract between teacher and students. Besides, these norms need to be reviewed and revisited, that is to say, when students step outside the norms of behavior, the teacher needs to be able to remind them of what they agreed on. It is also important in this point, to refer to the strategies used by teachers to monitor the fulfillment of these norms, accompanied with an assertive answer to the break of them, and how teachers react in such situations will influence the attitude of the whole class. “Punishing problem behavior is not in itself an attractive action, but turning it into future success is” (Harmer, 2007, p. 158).

This criterion (the third one) can be one of the most difficult to achieve, taking into account the students’ misbehavior, and as Haydn (2012) claims, this is an aspect of teaching which can not be solved with simple solutions or quick fixes. It is important to establish standards of behavior and these standards must be known by students, and also teachers must know what to do if these norms are broken. “Setting reasonable limits and consequences with consistent enforcement, is essential for maintaining a safe and orderly learning environment” (Walters & Frei, 2007, p. 53). Teachers must generate assertive answers to the break of these standards of behavior with formative sense.

The last criterion deals with the establishment of an organized environment of work, which has to be coherent with the learning activities, and the available resources to the learning, which in turn have to be accessible to the students. The

important here is that students can work in an organized environment, where the classroom's disposition is according to the kind of activity proposed by the teacher; besides, the different resources and materials are available to students.

#### **2.4 National Standards for Novel Teachers**

These standards were created by MINEDUC (2012) and are focused on fortifying the teacher's skills to accomplish these standards in terms of pedagogical knowledge and disciplinary actions. These standards are related to the Chilean curriculum and its objectives consider the autonomy of the educational institutions (in terms of internal norms). The standards are related to the knowledge and abilities of the discipline teachers are expected to know, to know students and also to know about the school curriculum, on the other hand, teachers are also required to know what to do in terms of classroom management, planning design and implementation of teaching strategies and evaluation. Finally, the third aspect is connected to the teachers' values and attitudes and commitment with the professions, professional responsibility and being able to reflect about pedagogy.

These standards are necessary for the novel teachers because they must develop the knowledge of the subject, abilities, and professional attitude, all for a better teaching. The future teacher understands the evaluation process as the evidence of the process of teaching to verify the learning outcomes of the students. To accomplish this indicator the teacher must manage strategies for learning and instruments design and also adapt them, when necessary to students to achieve

learning.

#### **2.4.1 Standards for English Pedagogy**

In 2013, MINEDUC created the standards for English pedagogy for the novel teachers with the purpose of guiding the institutions that train these futures professionals and integrate the development of abilities and knowledge to the daily work with students, to know the national English curriculum according to each institution, but under a common purpose, the development of the four English abilities; speaking, writing, reading and listening. These standards were created as a tool for teachers and institutions, which prepare the future teachers, as well as having a public parameter of reference to guide the goals of the future teachers and as a result, guide students successfully.

It is understood that knowledge, abilities and professional attitudes are compulsory for the teaching process, consequently, will know the curriculum of high school education, fundamental elements of the learning process as planning, teaching, and reflect about teaching. These standards include the creation of an atmosphere inside the classroom, a positive atmosphere with the students considering important elements such as the communication between teacher and students, parents and teachers and finally professionals in general and students. These dimensions are the moral aspect, because it is a commitment with the profession, a commitment with her/his students and with the teacher herself/himself, so it is expected that the teacher will modernize his/her knowledge and teaching methods with the purpose of developing a better class and with this a better classroom atmosphere.

Standards for English pedagogy are linked to the knowledge of English and English communication abilities; contextualize the foreign language into the Chilean culture, the use of technological resources or physical resources to teach the language.

These standards have a descriptor; the principal characteristic of it is the mastery of the four skills of the language listening skills, writing skills, speaking skills and reading skills. The main purpose of this standard is to integrate these abilities into the daily classes, practice these skills under an objective. This objective is “Description: The future teacher knows the interrelationships produced between the oral skills, reading skills, speaking skills and writing skills, and the way these abilities are integrated at a communicational objective” (MINEDUC, 2013). As a result of these interrelationships, teachers must be able to prepare students in these four areas, but always maintaining the good classroom atmosphere. The combination of the teaching of English and good classroom atmosphere, as this thesis proposes, would result in the union of the daily practice of these skills, therefore, students successfully would achieve the learning outcomes.

With all these theories and concepts mentioned, the theoretical side of the cases observed, have a strong support because they are based principally in Domain B and the main tools provided by the MINEDUC to help teachers to improve their knowledge and performance inside the classroom.



### **3. METHODOLOGICAL FRAMEWORK**

In this chapter, details about the methodological framework will be presented. It consists in the explanation of the type of research, details of the research method, the type of instruments that were created in order to collect information, the research design; which deals with the instrument structure and sample: it defines the criteria and participants; besides, in this chapter the different schools will be described; the data collection, which explains in detail the procedure; and finally, the data analysis.

#### **3.1 Overall Design**

This research seeks to understand the teachers' profile, their characteristics, how they affect classroom atmosphere and correlate this to learning outcomes.

Through a semi-structured interview, and field-note forms used with five different English teachers, the purpose is to describe teacher's attitude at the moment of teaching English, how these characteristics affect the classroom atmosphere, and at the same time, the student's learning, positively and negatively. This research is based on five case studies. A case study is defined as "a research that through quantitative and qualitative processes or mixture processes, the main unit is analyze deeply to answer the problem statement, test and hypothesis and develop a theory" (Hernández & Mendoza, 2006).

In this research the dependent variable is the classroom atmosphere that the teacher creates, and the independent variable corresponds to the learning outcomes by students, due to the purpose of determining if the variable “classroom atmosphere” affects positively or negatively the learning outcomes, and at the same time if the teacher’s attitude can affect student’s performance. Besides, a pre-test and post-test were applied to evaluate student’s learning outcomes and support the hypothesis of this research. Additionally, this corresponds to a mixed method research,

“It represents a set of systematic processes, empirical and critical of research and implies the collection and analysis of qualitative and quantitative data, and their integration and joint discussion, to make inferences as the result of all the information collected and to achieve a greater understanding of the phenomenon under study” (Hernández & Mendoza, 2008).

Field-note forms and pre and post-tests were analyzed quantitatively with the purpose of evaluating the criteria numerically. On the other hand, it is qualitative because of the interview, which was semi-structured with open questions of personal opinions related to the research’s subjects, but from the teacher’s point of view.

### 3.2 Context

Five cases from five different schools have been chosen to develop the research. These five schools have been randomly chosen, that is to say, no criteria have been specified to the selection. Each school is located in different places in Santiago, Chile. The first school is going to be referred to case 01. Case 01 belongs to Santiago, specifically to Santiago-downtown; it is a subsidized school. The second school is going to be referred to case 02. Case 02 belongs to Macul; it is a public school. The third school is going to be referred to case 03 and belongs to Puente Alto; this school is subsidized as well. The fourth school is going to be referred to case 04 and belongs to Ñuñoa; this school is private. And finally fifth school is going to be referred case 05 and belongs to San Miguel; this school is subsidized. The following table (table 2) shows in detail the main features of the different cases.

*Table 2. Main features of cases in study.*

Case	School type	Commune	Level	N° students per class	Socio-cultural Context	Teachers' years of experience
Case 01	Subsidized	Santiago	II°B (secondary)	43	Between 0,01% and 23% of the students are in social vulnerable situation	30 years

Case 02	Public	Macul	4°A (elementary)	25	Between 59,01 and 78, 00% of the students are in social vulnerable situation.	1 year
Case 03	Subsidized	Puente Alto	II°B (secondary)	32	Between 40,01 and 61,00% of the students are in social vulnerable situation	3 years
Case 04	Private	Ñuñoa	II°B (secondary)	21	No students are registered with vulnerable situation.	22 years
Case 05	Subsidized	San Miguel	8°A (elementary)	45	Between 0,01% and 36,00% of the students are in social vulnerable situation.	10 years

### 3.3 General Overview

This investigation follows the guidelines based and developed from “Marco para la Buena Enseñanza”, which was designed by MINEDUC in 2003, focusing on the Domain B. This domain was the main tool used in this research, and through this tool four instruments were designed for the purpose of the research. Also, it is a guide which helps to the creation of a good atmosphere for the learning process

of every student, guiding teachers' work in their important responsibility in the students' improve and achievements.

It is also important to mention that this is a correlational research, because "it has as purpose to know the relation between two or more concepts, categories or variables in a particular context" (Hernández, Fernández & Baptista, 2006, p. 105).

It includes five cases about the possible impact of five teachers, with a total of 166 students. This sample helped to obtain a comprehensive knowledge, an extensive description and a better analysis of the situation.

To go deeper into the implications of a study case, this was defined as "research method, with great relevance for the human and social science development, and it implies a process of investigation characterized by the systematic review, and the study of some phenomenon, understood as social entities or educational entities" (Bisquerra, 2009).

This research was developed through four instruments, which were a semi-structure interview, applied to teachers from five different schools in order to explore the current situation of classroom atmosphere. A pre-test, adjusted to the content that would be seen by the school teacher according to the learning outcomes studied, a post-test applied after four weeks of observation and field notes (registration). Finally, field notes with different criteria and descriptions about behavior and attitude of the teacher in the classroom were filled in.

In the next pages the reader will find detailed information about the selection of the sample, intervention and procedure stages.

### **3.3.1 Selection of the Sample**

The sample in this research was randomly chosen, which has been defined as a "subset of a population in which each member of the subset has an equal probability of being chosen. A simple random sample is meant to be an unbiased representation of a group" (Hernández, 2010, p.183).

The sample in the research consists of five teachers from different schools belonging to the Metropolitan region, which will be described.

Case 01: The teacher of school 01 is a 56 year-old teacher. He studied at Universidad de Santiago de Chile and is the head of the English department in the school. He has 30 years of experience. The school is located downtown; it is an all-male school with a religious vision, very focused on the moral development of students. It is a subsidized school, and it covers from 7<sup>th</sup> to 4<sup>th</sup> high school.

Case 02: The teacher from school 02 is a 28 year-old teacher. She studied at Universidad Pedro de Valdivia. She has one year of experience. The school is located in Macul; it is a boys and girls school and is expected to educate pluralistic, democratic and honest people, stimulating the educational process in a

climate of humanism in which spiritual, moral and ethical values are developed. It is a public school, and covers from preschool to elementary school level.

Case 03: The teacher of school 03 is 28 years old; he studied a degree in English at Universidad de Chile. He has 3 years of experience; he is currently taking a post graduate in Linguistics in Universidad Católica. The school is located in Puente Alto, in the Metropolitan Region. This is a boys and girls school, focused on the development of the student's competences; it is a subsidized school and it covers from elementary to high school.

Case 04: The teacher of school 04 is a 45 year-old teacher. He studied at Universidad Metropolitana de Ciencias de la Educación; he is the head of the English department in the school. He has 22 years of experience, working 20 years in the same school and in different universities in Santiago. The school has a unique curriculum based on a humanistic approach, and a special travel program to England from 2nd high school in order to learn about the culture and improve the English language knowledge; it is located in Ñuñoa, it is a private and a boys and girls school, and it covers from elementary to high school.

Case 05: The teacher of school 05 is 34 years old. He has been teaching for 10 years from 5<sup>th</sup> to 8<sup>th</sup> grades of elementary school. He has a degree in family therapy, at Universidad de Santiago de Compostela, Spain. The school has a

religious vision and is administrated by the Marianist Congregation. It is a Private School, and it covers from Pre- school level to high school.

### **3.4 Intervention**

In this part of the research the reader will find all the interventions and processes (procedure stages) carried out along the whole study, from the definition of the area of research to the final reflexion.

#### **3.4.1 Procedure Stages**

The following procedures stages were included in the four weeks of observation.

##### *Stage 1: Definition of the Area of Research*

In this stage the task was to define the area and the topic that would be studied in the research, trying to look for an interesting and useful topic.

Understanding that there are a large number of elements and factors that may prevent or contribute to student learning, being one of them the teacher, and the atmosphere that teacher creates in the classroom, was why our research addresses the influence of the classroom atmosphere generated by the teacher in the English language learning of students. According to Hattie (2012) improving the atmosphere of the classroom contributes to student learning, and expert teachers should be able to create the best atmosphere for learning, in which students feel confident, making mistakes without negative responses from peers, in which exists trust. He also affirms



that students feel identified with teachers who believe in them, feeling free, respected, safe, and confident to learn.

### *Stage 2: Sample Selection*

In this stage we selected the sample that was used in this research. In this case was important to have teachers with different years of experience, who have studied in public and private universities, and that were currently working in private, public, and subsidized schools, in different places of the Metropolitan Region, all in order to make a more representative sample, for this reason, this sample was a random selection.

Random selection is the process of randomly drawing a sample of persons or units from a population to ensure that the sample is representative of the population. (Hartas, 2010).

### *Stage 3: Instruments Design*

In order to collect information and data to be assessed through criteria and references to which refers the concept of good classroom atmosphere based on the domain B of Marco para la Buena Enseñanza, was that in this stage the different instruments applied in the period of four weeks were created. The instruments were the following:

1. Interview
2. Pre-test
3. Field notes
4. Post-test

#### *Stage 4: Application of Instruments 1 and 2*

Based on the domain B of “Marco para la Buena Enseñanza”, the instrument 1 was an interview applied to each teacher, and transcribed for future analysis, allowing the collection of the first data, in order to know the vision of every teacher about an enabling atmosphere for students, and how they promoted good relations among students, the way they reinforced positive behavior, how establish norms, and how they structured the classroom space, the types of resources and techniques used in the classroom by the teacher to generate a good atmosphere, and finally to know what teachers thought about the domain B of “Marco para la Buena Enseñanza”. On the other hand, the instrument 2 was a pre- test, applied to the classes of the different study teachers at the beginning of the observation process. It should be noted that each pre-test was designed independently according to different factors that involved in the designing of the tests, such as the contents of each class, the level of English knowledge in students, the methodology used in classes by the teacher, and the types of assessment tools that teacher regularly used, allowing to quantify the prior knowledge of a given unit. Both instruments were applied during the first week of observation. (See appendix G)

*Stage 5: Observation process (instrument 3)*

This was a central process to the research, the analysis by fields note forms, with 15 descriptors based on the Domain B of “Marco para la Buena Enseñanza”, assessing and quantifying the teacher's behaviors and attitudes through four criteria, which were never 0; sometimes 1; generally; 2 and always 3; in order to identify if teachers followed the guidelines of Domain B to create a good classroom atmosphere in the four weeks of observations. (See appendix M)

*Stage 6: Application of instrument 4 (post-test)*

This instrument (post-test) was applied to each class after finishing the observation period. The format was the same as the pre-test, and the principal aim was to compare with the pre-test, in order to measure the acquired knowledge of a unit by the student after being taught by the teacher. The instrument was applied the last week of observations.

*Stage 7: Data collection presentation and analysis*

After the four weeks of observations, all the instruments applied were collected, the teachers interview with transcription, the pre and post-tests data presented through pie graphs, illustrating the students' marks in percentage, the marks were divided between 1,0 to 3,9; 4,0 to 4,9; 5,0 to 5,9; and 6,0 to 7,0; the field notes also presented through bar graphs, one for each descriptor, allowing the crossing of the data, and therefore, the analysis valid and reliable data.

Finally, the analysis of the data obtained was made, making it possible to observe the relationship between teachers who were outstanding in creating an atmosphere conducive to learning, with the results of each instrument applied.

#### *Stage 8: Reflexion*

After having connected all the data obtained, from the definition of the area of research to the data analysis, it was possible to make a reflexion based on empirical evidence, and not least, allowing us to realize about the importance of Domain B of "Marco para la Buena Enseñanza" as an excellent tool that every teacher should know to achieve good results of learning in their students.

### **3.5 Data Collection Instruments**

The data collection instruments are used to collect the information needed to answer the research questions, and in this way, approach the results required from the research. "Collecting data involves selecting a measuring instrument available or develop one, applying the measuring and preparing the measurements obtained to be analyzed correctly" (Hernández, 2006, p. 366).

The instruments used to collect the data in this research are the following:

#### **3.5.1 Interview**

The kind of interview designed was a semi-structured interview, since it was an open interview, allowing new ideas to arise during the interview as a result of

what the interviewee said. In this research the same interview was applied to all of the teachers in the study, in order to collect different points of view about the same topic.

The interview "is the established relationship between the researcher and the object of study by individuals or groups in order to obtain oral evidence" (Tamayo & Tamayo, 2008, p. 123).

The interview consisted of ten open questions, that were related directly to the objective of recognizing the teachers' views and characteristics regarding a good classroom atmosphere, and also the own ways of each teacher to promote a good and suitable classroom atmosphere for the students' learning.

### **3.5.2 Pre-test**

This data collection instrument was used to find specific information in order to be aware of how much the students knew about the learning outcomes to be achieved along the observation period. The advantage of applying a pre and post-test is that there is a reference point from the beginning to see what level was the group in the dependent variables before the stimulus. (Hernandez, Fernandez & Baptista, 2006). This data collection method is the key to compare and carry out a comparison analysis with a post-test done at the end of the research evaluating the same contents.

### **3.5.3 Field notes (structured – without intervention)**

Observation is an essential method to the data collection in this research; “the observation is the systematic, valid and reliable record of behavior or conduct that manifests through this technique, the researcher can observe and collect data using their own observation” (Hernández, Fernández & Baptista, 2006, p. 316). There is a great advantage, since the data was collected directly from the observation of the objects. The method to be carried out in the present research was a careful observation of the characteristics of the object under study, in this case the teachers, their behaviors, attitudes and the classroom atmosphere caused by them in which the learning process was carried out. The characteristics that were observed can be found in field note forms, which is determinant to know the collected data from the observation to the teachers. It contains relevant data about the teachers’ characteristics at the moment of carrying out the lesson and the atmosphere generated by them according to their behavior in the classroom. Characteristics like respect, solidarity, opportunities to participate in classes, the promotion of students’ autonomy, rules or norms of behaviors, and principally the teachers’ personality added to the atmosphere and environment generated by them from their behaviors in the teaching/learning atmosphere.

#### **3.5.4 Post-test**

The test given to students at the end of the research process is called post-test. It consisted in evaluating the same contents in the same way as in the pre-test (at the beginning), which were contents from a unit, but now in order to know how much the students learnt by the end of the four weeks of teaching, and see if there was a connection between the students' learning outcomes and the classroom atmosphere generated by the different case studies. This instrument is very important, because is the final step for the data collection, to subsequently carry out the data analysis, the validation and interpretation of the data, to obtain the research report.

## 4. DATA PRESENTATION AND ANALYSIS

In the present chapter the reader will see the data presentation. First the application of the pre-test in every school and next to it the result of the post-test applied after the four weeks of observation. The next data presented is the field-notes used in the observation process; this information will be presented through graphics and divided into indicators and each result with each school. The pre and post-tests were applied to 39 students in case 01, in case 02 were applied to 24 students, in case 03 were applied to 31 students, in case 04 were applied to 20 students, and finally in case 05 were applied to 40 students.

### 4.1 Pre and Post-tests Data Presentation

In the pie charts the results of the pre and Post-test of case 01 are presented.

Figure 4.1.1

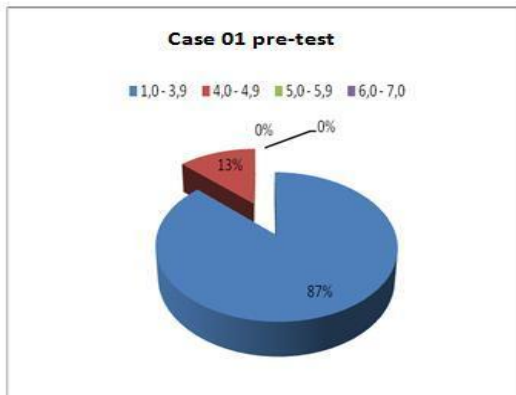
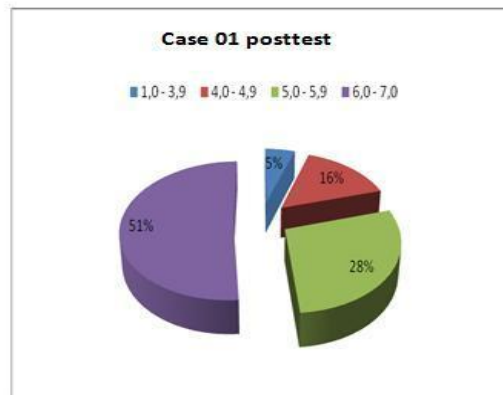


Figure 4.1.2





In *figure 4.1.1* it is seen that 87% of students from the pre-test obtained marks between 1,0 and 3,9. 13% of the students obtained results between 4,0 and 4,9. And 0% of the students obtained results between 5,0 – 5,9 and 6,0 – 7,0.

In *figure 4.1.2* the post-test, the students showed an increase in terms of results, 51% of the students obtained results between 6,0 and 7,0; 28% of the students obtained marks between 5,0 and 5,9; 16% of the students obtained 4,0 and 4,9 and finally 5% of the students obtained marks between 1,0 and 3,9

In the pie charts the results of the pre and posttest of case 02 are presented

Figure 4.1.3

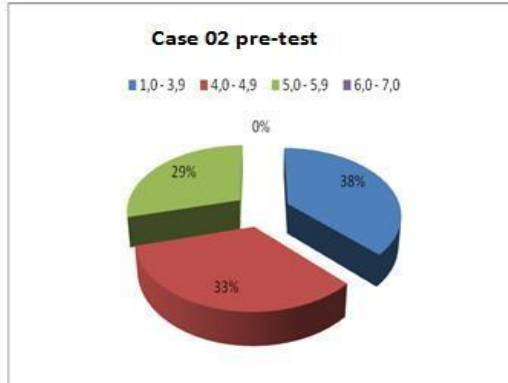
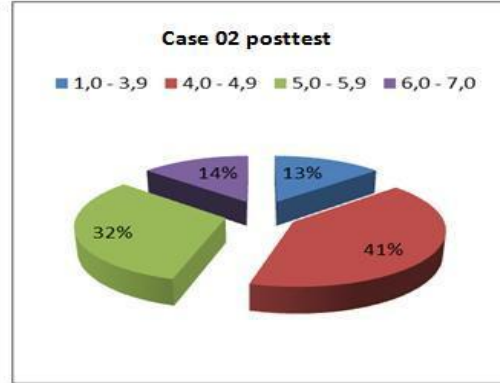


Figure 4.1.4

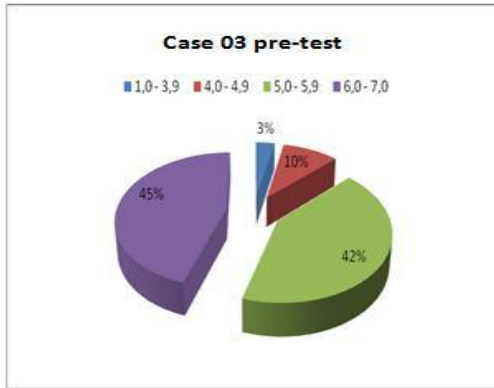


In *figure 4.1.3* it is seen that 0% of students from the pre-test obtained marks between 6,0 and 7,0; 29% of students obtained marks between 5,0 and 5,9; 33% of students obtained marks between 4,0 and 4,9 and finally 38% of the students obtained marks between 1,0 and 3,9.

In *figure 4.1.4* 13% of students obtained marks between 6,0 and 7,0; 32% of the students obtained marks between 5,0 and 5,9; 42% of the students (most of the students) obtained marks between 4,0 and 4,9 and finally 13% of the students obtained marks between 1,0 and 3,9.

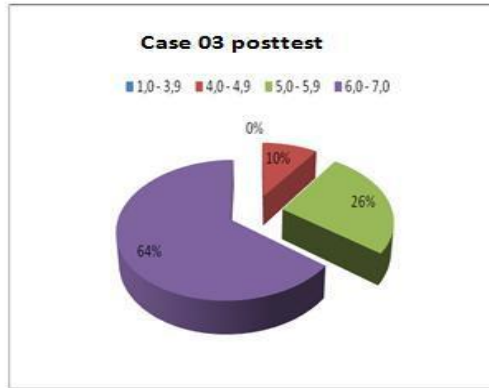
In the pie charts the results of the pre and posttest of case 03 are presented

Figure 4.1.5



In *figure 4.1.5* it is seen that 45% of the students obtained marks between 6,0 and 7,0 ; 42% of the students obtained marks between 5,0 and 5,9; 10% of the students obtained marks between 4,0 and 4,9 and finally 3% of the students obtained results between 1,0 and 3,9.

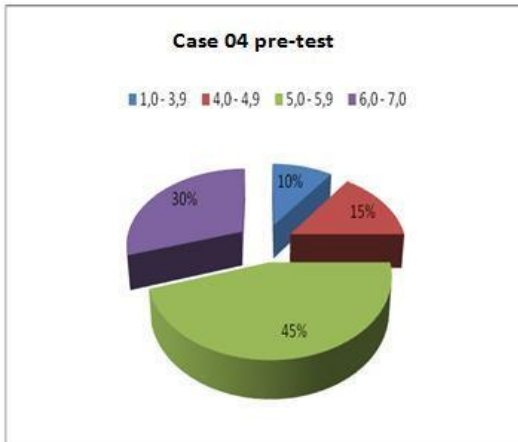
Figure 4.1.6



In *figure 4.1.6* students improved their results, 64% of the students obtained marks between 6,0 and 7,0; 26% of the students obtained marks between 5,0 and 5,9; 10% of the students obtained marks between 4,0 and 4,9 and finally no student obtained marks between 1,0 and 3,9, corresponding to the 0% of the students.

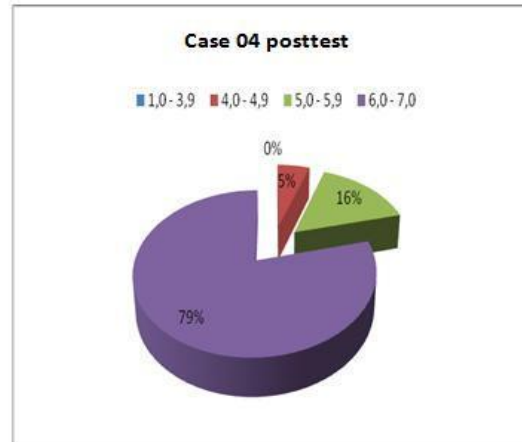
In the pie charts the results of the pre and posttest of case 04 are presented

Figure 4.1.7



In *figure 4.1.7* it is seen that 30% of the students obtained marks between 6,0 and 7,0; 45% of the students obtained marks between

Figure 4.1.8



In *figure 4.1.8* students improved their results because 75% of students obtained marks between 6,0 and 7,0; 20% of students obtained

5,0 and 5,9; 15% of the students obtained marks between 4,0 and 4,9 and finally 10% of the students obtained marks between 1,0 and 3,9

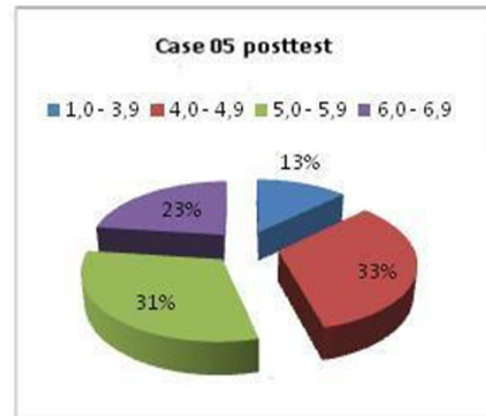
marks between 5,0 and 5,9; 5% of the students obtained marks between 4,0 and 4,9 and no student obtained results between 1,0 and 3,9.

In the pie charts the results of the pre and posttest of school 05 are presented.

Figure 4.1.9



Figure 4.1.10



In figure 4.1.9 it is seen that 20% of the students obtained marks between 6,0 and 7,0; 15% of the students obtained marks between 5,0 and 5,9; 28% of the students obtained marks between 4,0 and 4,9 and finally 37% of the students obtained low marks between 1,0 and 3,9.

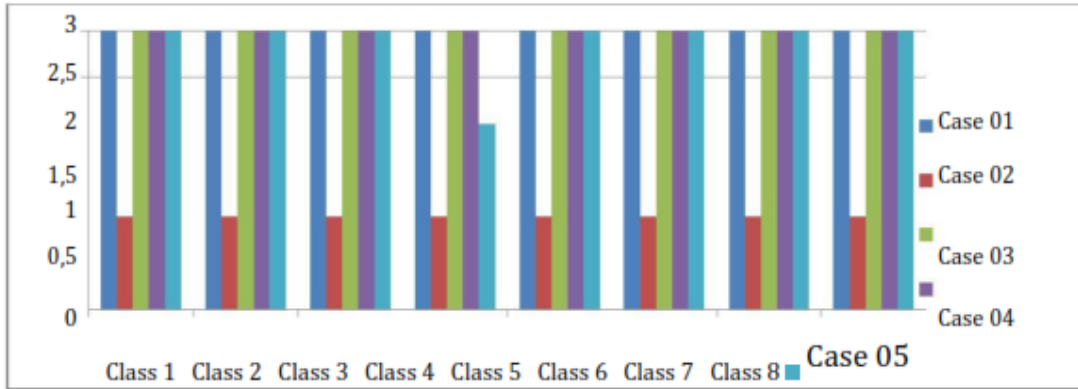
In figure 4.1.10 it is observed that in the post test results 23% of the students obtained marks between 6,0 and 7,0; 30% of the students obtained marks between 5,0 and 5,9; 35% of the students obtained marks between 4,0 and 4,9 and finally 12% of students obtained marks between 1,0 and 3,9.

## 4.2 Field Notes Data Presentation

In the following pages, the reader will find the data presentation derived from the field notes registered along the observation process, presented by bar graphs divided in the different descriptors included in the field notes used in the four weeks of observation, under the following criteria: Never: 0; Sometimes: 1;

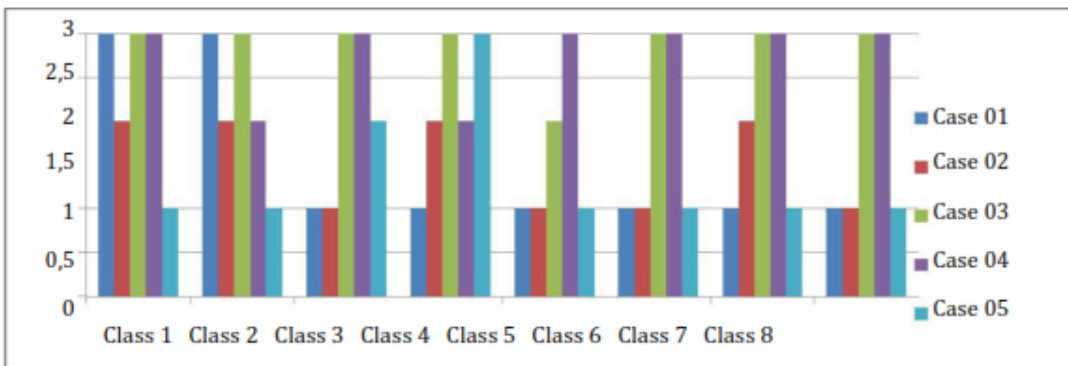
Generally: 2; Always: 3.

**Figure n° 4.1** Establishment of respectful and sympathetic atmosphere.



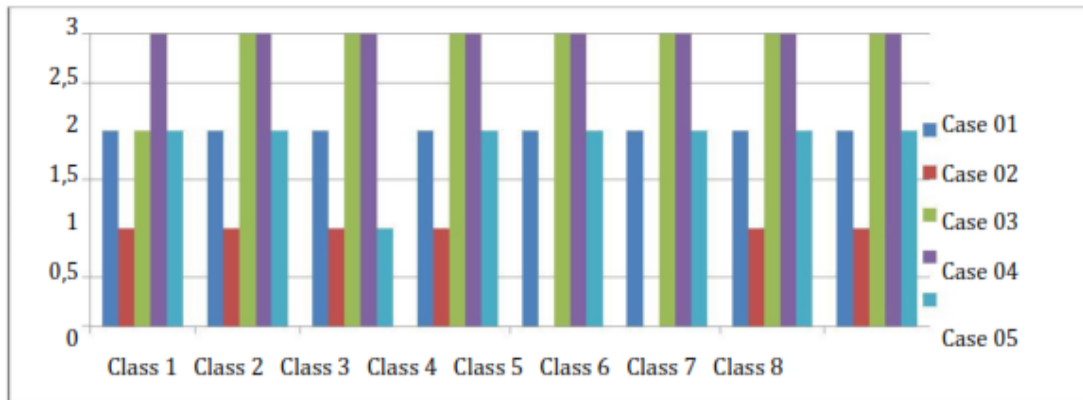
As one can see in *figure n° 4.1* case 01 reached the maximum score (3.0) meaning that teacher 01 is always establishing a respectful and sympathetic atmosphere inside the classroom, on the contrary teacher of case 2, only sometimes promotes respect. It is also visible that teacher of cases 3, 4 and 5 generate respectful environment among his/her students.

**Figure n° 4.2** Opportunities of participation to all students.



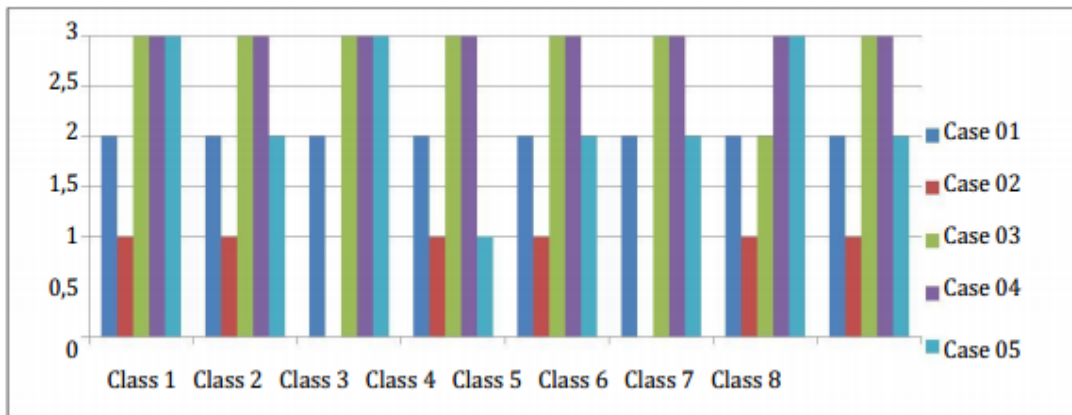
It is possible to see in *figure n° 4.2* that case 01 reached the maximum score (3.0) just in the two first classes, meaning that the teacher 1 in those classes is always creating opportunities of participation to all students, then just reached score 1.0 (sometimes), on the other hand case 02 presents a variation between score 2.0 (generally) and 1.0 (sometimes), in case 03 the teacher reached the maximum score (3.0) in all of the classes, but in class number 5 reached score 2.0, while school04 in classes number 2 and 4 reached score 2.0, in all of the other classes reached the maximum score (3.0). Finally case 05 presents in almost all of the classes score 1.0, but in class number 4 reached the maximum score (3.0) while in class number 3 reached score 2.0 (generally).

**Figure n° 4.3** Promotion of commitment and solidarity among students.



In figure n° 4.3 case 01 reached score 2.0 meaning that the teacher is generally promoting commitment and solidarity among students, while case 02 in classes number 5 and 6 reached the minimum score (0.0) meaning that the teacher never accomplishes the descriptor, and in all of the other classes reached score 1.0 (sometimes) meaning that just sometimes fosters students solidarity, in case 03 one can see that the teacher in class number 1 reached score 2.0 (generally), in the rest of the classes reached the maximum score (3.0), on the contrary case 04 does not present variations, reaching the maximum score (3.0) in all of the classes, meaning that the teacher is always promoting solidarity and commitment among students, while case 05 reached score 2.0 in almost all of the classes, but in class number 3 reached score 1.0 (sometimes).

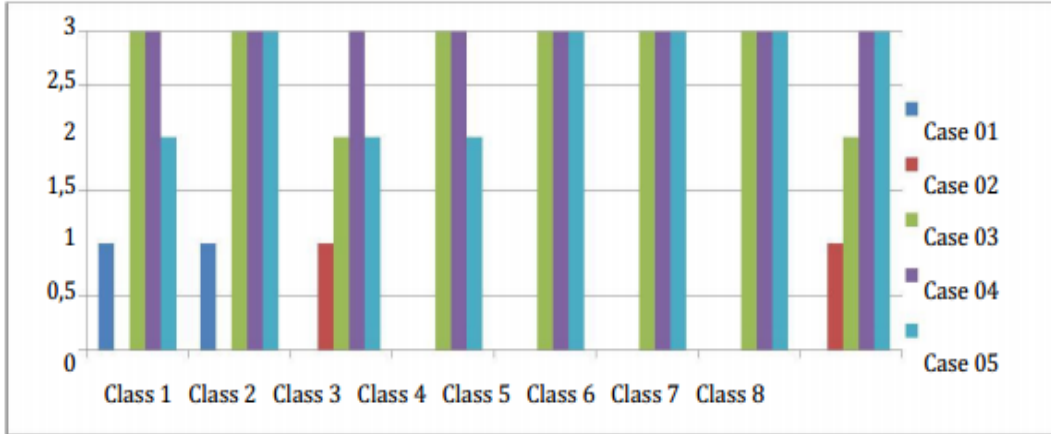
**Figure n° 4.4** Creation of an atmosphere of respect for differences.



As one can see in figure n° 4.4 case 01 reached score 2.0 meaning that the teacher is generally creating an atmosphere of respect for differences, while case 02 presents a variation between scores 1.0 (sometimes) and 0.0 (never), in case 03 teacher reached the maximum score (3.0), but in class number 7 reached score 2.0 (generally), while case 04 reached the maximum score (3.0) in all of the classes, meaning that the teacher is always creating an atmosphere of respect for differences, whereas case 05 presents more variations among scores, reaching score 1.0 (sometimes) in class number 4, score 2.0 (generally) in classes number 2, 5, 6 and 8, while in classes number 1, 3 and 7 reached the

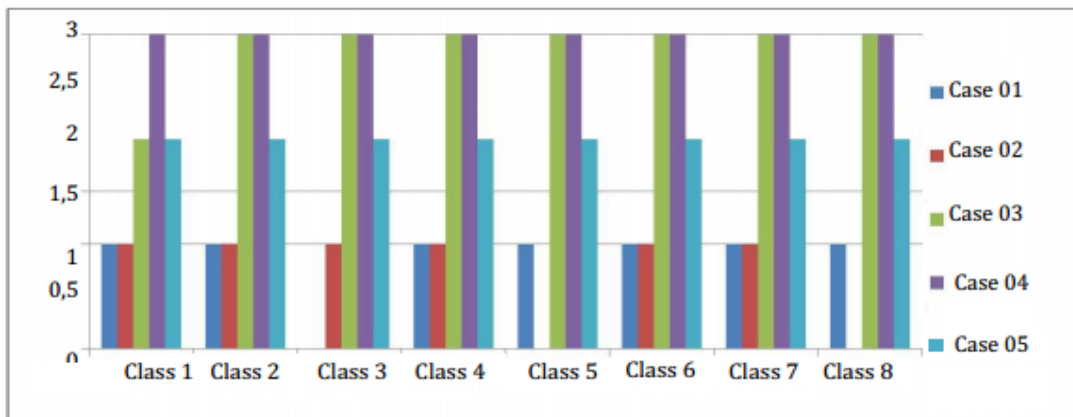
maximum score (3.0).

**Figure n° 4.5** Presentation of challenging learning situations according to the students' level.



The figure n° 4.5 shows that case 01 reached the minimum score (0.0) in almost all of the classes, meaning that the teacher never presents challenging learning situations to students, just in classes number 1 and 2 reached score 1.0 (sometimes), the same situation presents case 02 which reached score 1.0 in classes number 3 and 8, whereas in the other classes reached the minimum score (0.0), on the other hand case 03 reached the maximum score in almost all the classes, meaning that the teacher is always challenging students with new learning situations, but in classes number 3 and 8 reached score 2.0 (generally). We can also see that case 04 reached the maximum score (3.0) in all of the classes, while school 05 reached score 2.0 (generally) in classes number 1, 3 and 4, and on the other classes reached the maximum score (3.0).

**Figure n° 4.6** Transmission of a positive motivation for learning, enquiring and search.



In figure n° 4.6 we can see that case 01 reached the minimum score (0.0) in class number 2, meaning that the teacher never transmits a positive motivation to students, while on the other classes obtained score 1.0 (sometimes), whereas case 02 reached the minimum score in three classes and on the others reached score 1.0 as case 01. Also we can see that case 03 reached the maximum score (3.0) in all of the classes, but in class number 1 reached score 2.0 (generally), meaning that the teacher is generally transmitting positive motivation to students, while case 04 and 05 do not.

**Figure n° 4.7** Encouragement of student's autonomy in learning situations.

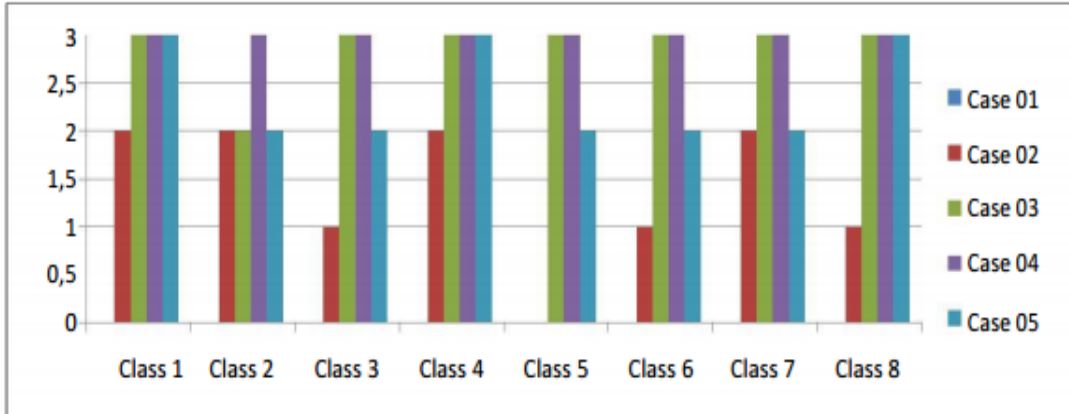
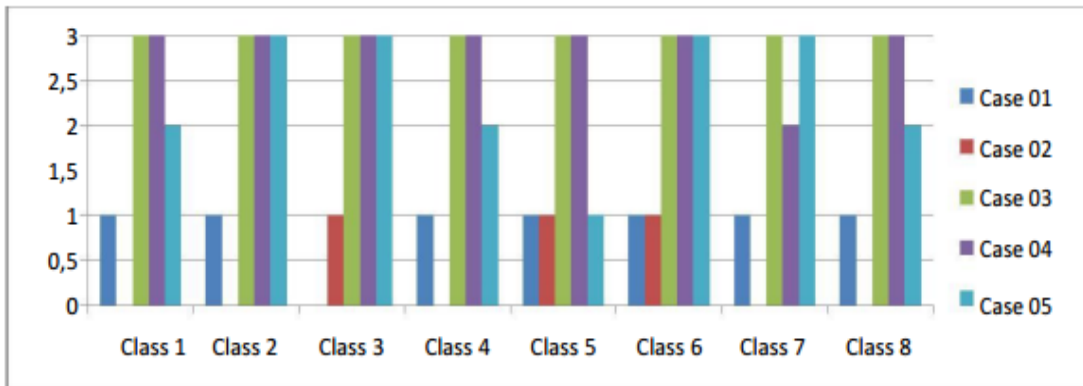


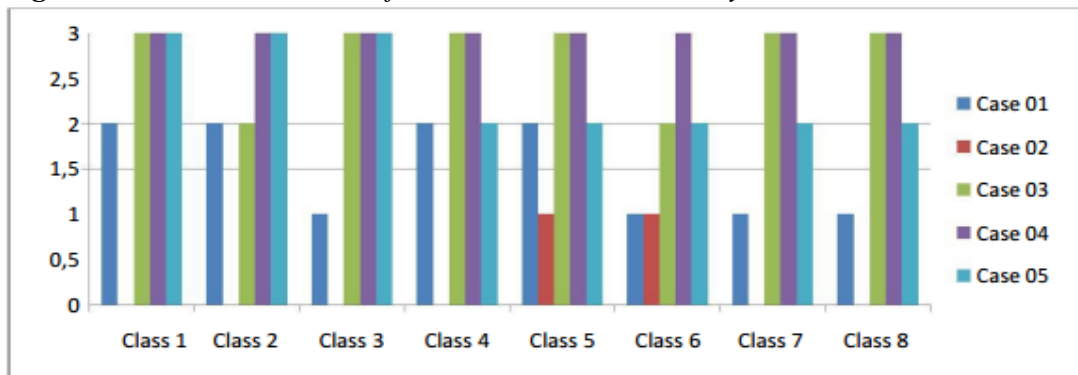
Figure n° 4.7 demonstrates that case 01 reached the minimum score (0.0) in all of the classes, meaning that the teacher never encourages students' autonomy, while case 02 presents variation between scores 2.0 (generally) and 1.0 (sometimes), and in class number 5 reached the minimum score (0.0), on the contrary case 03 reached the maximum score (3.0) meaning that the teacher is always encouraging students' autonomy in learning situations, but in class number 2 reached score 2.0 (generally). In case 04 one can see that the teacher reached the maximum score (3.0), whereas case 05 presents variation between scores 3.0 (always) and 2.0 (generally).

**Figure n° 4.8** Promotion of an effort and perseverance atmosphere.



As one can see in figure n° 4.8 case 01 reached the minimum score (0.0) in class number 3, and in all of the other classes reached score 1.0, meaning that the teacher is sometimes promoting effort and perseverance, while case 02 presents variation between minimum score (0.0) and score 1.0 (sometimes). On the other hand case 03 reached the maximum score (3.0) in all of the classes, while case 04 in class number 7 reached score 2.0 (generally) and in all of the other classes reached the maximum score (3.0). Finally, case 05 in classes number 2, 3, 6 and 7 reached the maximum score (3.0), in classes number 1, 4 and 8 reached score 2.0 (generally) while in class number 5 reached score 1.0 (sometimes).

**Figure n° 4.9** Establishment of behavioral rules known by students.



In figure n° 4.9 it is seen that case 01 reached score 2.0 (generally) in classes number 1, 2, 4, and 5, and in the others reached score 1.0, meaning that the teacher sometimes establishes behavioral rules and students know them, while case 02 reached the minimum score in almost all of the classes, but in classes number 5 and 6 reached score 1.0 (sometimes), on the other hand case 03 presents variation between the maximum score (3.0) and score 2.0 (generally), while case 04 maintained the maximum score (3.0) in all of the classes. Meanwhile, case 05 reached the maximum score in the three first classes, and then reached score 2.0 (generally).

**Figure n°4.10** Consistence of behavioral rules with the needs of teaching.

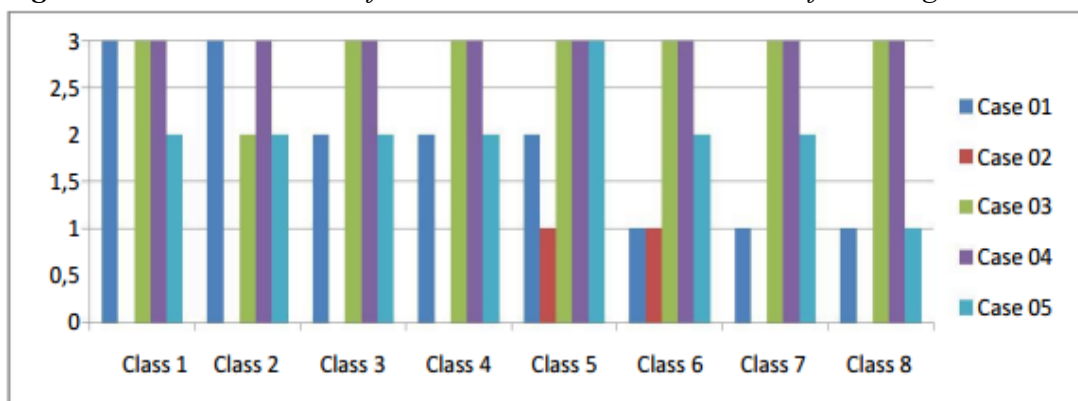
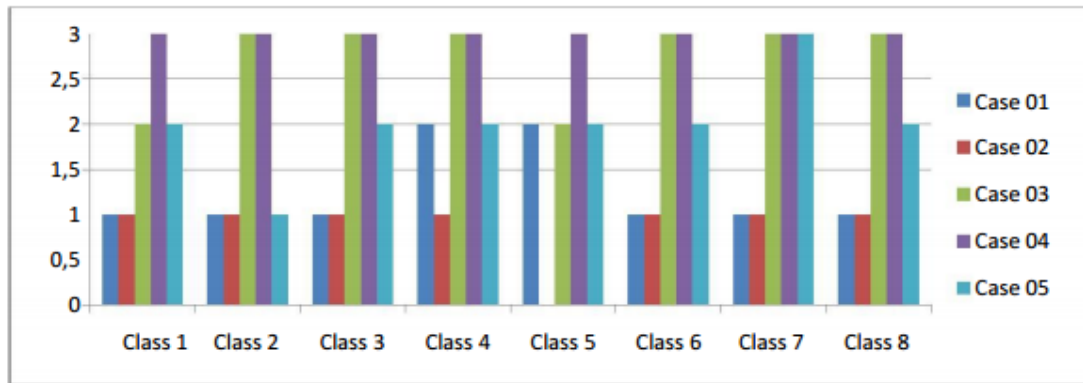




Figure n°4.10 illustrates that case 01 begins reaching the maximum score (3.0) to then drop to score 2.0 (generally), in the three last classes the same teacher reached score 1.0, meaning that sometimes exists consistence of behavioral rules in classes, while case 02 in two classes reached score 1.0 (sometimes) and in all of the other classes obtained the minimum score (0.0), meanwhile case 03 just in class number 2 reached score 2.0 (generally) while in the rest of the classes reached the maximum score (3.0). Also one can see that case 04 reached the maximum score (3.0) in all of the classes, while in case 05 in almost all of the classes reached score 2.0 (generally), but in class number 5 reached the maximum score (3.0) and in class number 8 reached score 1.0 (sometimes).

**Figure n° 4.11** Use of strategies to monitor the accomplishment of behavioral rules.



It is possible to see in figure n° 4.11 that case 01 in two classes reached score 2.0 (generally) and on the others obtained score 1.0, meaning that the teacher sometimes uses strategies to monitor the accomplishment of behavioral rules, while case 02 in class number 5 obtained the minimum score (0.0) whereas on the other classes obtained score 1.0 (sometimes), in case 03 one can see that reached the maximum score (3.0), but in classes number 1 and 5 reached score 2.0 (generally), while case 04 maintained the maximum score in all of the classes. On the contrary, case 05 presents more variations in its scores predominating score 2.0 (generally).

**Figure n° 4.12** Generation of assertive responses to the breakdown of behavioral rules.

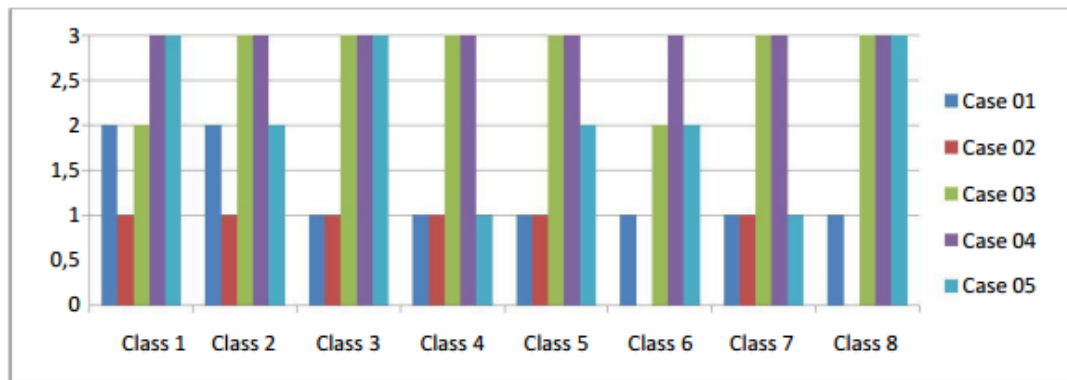
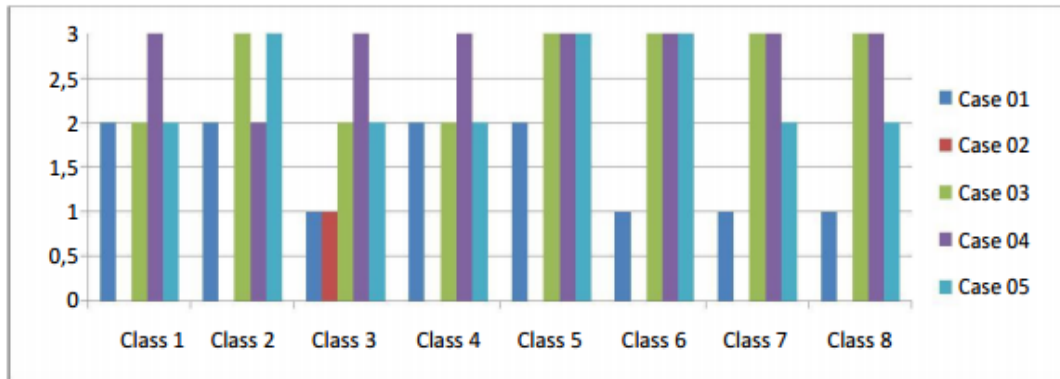


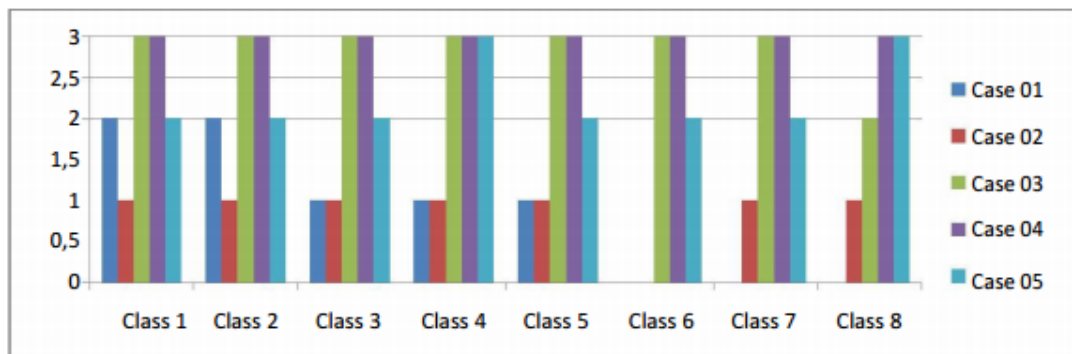
Figure n° 4.12 indicates that case 01 reached score 1.0 (sometimes), but in the two first classes reached score 2.0, meaning that the teacher is generally generating assertive responses to the breakdown of behavioral rules, while case 02 in classes 6 and 8 obtained the minimum score (0.0) and in the rest of classes obtained score 1.0 (sometimes). In case 03 one can see that the teacher reached the maximum score (3.0), but in two classes reached score 2.0 (generally), meanwhile case 04 maintained the maximum score, but case 05 presents a lot of variations, it is possible to see that in three classes the teacher reached the maximum score (3.0), in other three reached score 2.0 and in class number 4 and 7 reached score 1.0.

**Figure n° 4.13** Use of strategies to create and maintain an organized environment.



As the reader can see in figure n° 4.13 case 01 presents variations between scores 2.0 (generally) and 1.0 (sometimes), while case 02 obtained the minimum score (0.0) meaning that the teacher never uses strategies to maintain an organized environment in classes, but in class number 3, the teacher obtained score 1.0 (sometimes), on the other hand case 03 reached in five classes the maximum score (3.0) and on the others reached score 2.0 (generally). Case 04 in one class obtained score 2.0, in all of the other classes reached the maximum score (3.0), while case 05 in three classes reached the maximum score (3.0) but in the rest of the classes obtained score 2.0 (generally).

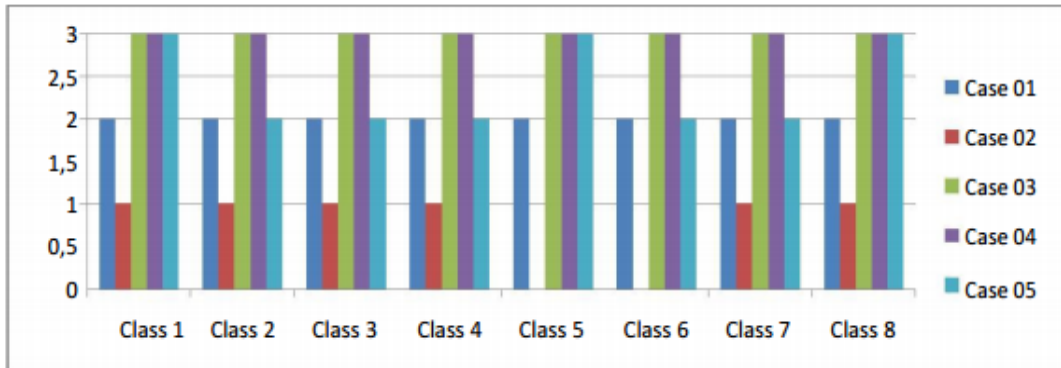
**Figure n° 4.14** Structuring of the environment according to the learning activities.



In figure n° 14 case 01 begins with score 2.0 (generally) to then drop to score 1.0 (sometimes) to

finish with the minimum score (0.0), meaning that the teacher never structures the classes environment. Case 02 reached score 1.0 (sometimes) in almost all of the classes, while case 03 reached the maximum score (3.0), but in the last class reached score 2.0 (generally). On the other hand case 04 reached the maximum score (3.0) meaning that the teacher is always structuring the classes environment, while case 05 reached score 2.0 (generally) in almost all of the classes, but in two classes reached the maximum score (3.0).

**Figure n° 4.15** Use of consistent resources with the learning activities.



It is possible to see in *figure n° 4.15* that case 01 maintained score 2.0 (generally), while case 02 reached score 1.0, meaning that the teacher sometimes uses consistent resources in the learning activities, in class number 5 and 6 obtained the minimum score (0.0), whereas case 03 and 04 reached the maximum score (3.0) and maintained it in all of the classes. In case 05 we can see that score 2.0 (generally) predominates, reaching in three classes the maximum score (3.0).

### 4.3 Data Analysis

In this section we will analyze all the data collected, that is to say, the results of the pre and post-tests and, the results of the field notes used in the teacher's classes observation, based on Domain B of "Marco para la Buena Enseñanza", including the information collected by the teachers' interview applied at the beginning of the process.

Case 01: this case presented a great increase in the post-test results in

comparison with the pre-test results. In the pre-test 87% of the students obtained marks between 1,0 and 3,9, whereas in the post-test just 5% obtained the same range of marks and 51% obtained marks between 6,0 and 7,0, whereas in the pre-test these marks did not exist. Besides, as it was observed in the four weeks of research, according to the field notes, teacher 01 establishes an atmosphere of acceptance, equity, confidence, solidarity and respect with the students which had the benefit on the students' learning, obtaining as a consequence, the good results already explained. Also, as the teacher said in the interview, he tries to talk to students, listen and help them with their problems, so he tries for students to feel comfortable and confident with him in the classroom; he tries to be relaxed and shows a good sense of humor so they can feel at ease, and this helped and influenced positively the students so they can feel at ease, and this helped and influenced positively the students' learning. Everything he said could be confirmed in the four week of observation, approaching a good classroom atmosphere where students felt comfortable, so they improve their results. Another important point to be highlighted is that, as the teacher said in the interview, there are not many problems with the students' behavior in this school, and this could be verified in the four week of observation, and was written down in the field notes, and then represented in the field notes data presentation. So, as a result, this situation combined with the atmosphere of respect and the sympathetic relationships inside the classroom, the students' learning was benefited and this was demonstrated in the increase between the pre and post-tests results. On the other hand, there were

some important points in the observation that are relevant to specify; for example, the lowest teacher results in the field notes was in the following descriptors: “the teacher presents challenging learning situations and appropriate for their students” and “the teacher encourages the development of students’ autonomy in learning situations”. It means that the teacher of case 01 did not allow students to think by themselves, neither presented them different contexts where they could prove a significant learning, so students just demonstrated a grammatical learning. This could be why students have very good results even though the teacher shows a very traditional and monotonous way of teaching.

Case 02: As it was observed in the four week-period of observation, and results of pre and post-tests, we can say that the pre-test showed that 62% of students obtained an average of marks above 4,0, compared with the post-test results in which 87% of students obtained marks above 4,0. That is to say, there was an increase of 25% in the outcomes in marks ranging from 4.0 to 7.0.

According to the field notes and Domain B of “Marco para la Buena Enseñanza”, in which the field notes were based, the teacher was not able to achieve the following criteria, "Establishes a climate of respect and empathy with students"; “The teacher presents challenging learning situations appropriate for the level of the students”; “The teacher establishes rules that are known and understood by students”; “The teacher uses strategies to create and maintain a learning organized environment” which contrasts with what was said by the teacher in the

interview, and what she said about the promotion of an atmosphere of good relations between students by establishing norms, reinforcing positive behaviors and always promoting respect according to the school norms and principles. Also did not foster an atmosphere of respect by encouraging good communication among students and maintaining well behavioral standards in the classroom through selected rules, saying and acting maturely and kind with the students.

Considering the interview, the observation and the results of the pre and post-tests we can conclude that the teacher of case 02 is a teacher who lacks experience, especially in group management, through the establishment of standards and rules of behavior, through the use of strategies to create and maintain an organized work environment. For that reason it is difficult for the teacher to use strategies to monitor the learning and organize the classroom environment. It is difficult for case 02 to produce learning activities. On the other hand, most of the time the teacher gave students opportunities to participate, developing student's autonomy in learning situations, generating good participation by students in some situations.

Case 03: This case presented in the pre-test an average of results above 4,0 was 97% of the students, compared with the post-test results in which 100% of students obtained marks above 4,0. In other words, this means an increase by 3%, even though this increase is not significant, the marks between 6,0 and 7,0 improved by 19%, which means that the marks in general, not only changed from

4,0 to 5,9 but improved from 6,0 to 7,0. As it was observed along the research, according to the field notes, case 03 presents a constant behavior in front of the class, that is to say that according to Domain B of “Marco para la Buena Enseñanza”, in which the field note was based, teacher 03 accomplishes the following criteria: “Establishes an atmosphere of acceptance, equity, confidence, solidarity and respect”, “Manifests high expectations about students’ learning possibilities and the development of them”, “Establishes and maintains consistent norms of coexistence inside the classroom”, and finally “Establishes an organized atmosphere of work and provides spaces to work and resources according to learning goals”. The results of the post-tests showed an increase regarding the pre-tests, according to Figure 4.1.6 from page 49, most of the students improved their results, and this is due to the way the teacher worked inside the classroom, because as he said he promoted an atmosphere of “never give yourself up” until you get what you have been asked to do. In relation to the students’ behavior, he said he established the norms from the very first moment he steps into the classroom, showing them what behavior he accepts. These behaviors showed that the classroom atmosphere the teacher promotes is positive and reinforce students’ learning because they feel motivated; therefore, the results are reflected and taken from the teacher’s attitude. Despite of the years of experience (3 years) this case presented a kind of teacher which is fully prepared to confront daily classes, and it was demonstrated by the results of the pre and post-test, also it is coherent with what he answered in the interview.

Case 04: This case in the pre-test showed that 30% of students obtained marks between 6.0 and 7.0; 45% of students obtained marks between 5.0 and 5.9; 15% of students obtained marks between 4.0 and 4.9, and finally, 10% of students obtained marks between 1.0 and 3.9, giving a final score of 5,0; on the other hand, in the post-test the students improved the results, and 75% of students obtained marks between 6.0 and 7.0; 20% of students obtained marks between 5.0 and 5.9; 5% of the students obtained marks between 4.0 and 4.9 and 0% of the students, that is to say, no student obtained results between 1.0 and 3.9, giving a final score of 6,0, thereby obtaining a considerable increase of 1.0 point between pre and post-test. Further, the percentage of students with marks between 6.0 and 7.0 increased by 49%. According to the field notes through the four weeks of the research, we can establish that the teacher of case 04 managed to incorporate the four criteria of Domain B of “Marco para la Buena Enseñanza” in classes, and he obtained outstanding achievements in the descriptors, thanks to the incorporation of Domain B in classes, where the outstanding descriptors were the promotion of effort and perseverance among students, and a respectful and sympathetic atmosphere, with rules and establishments of behavior, while remaining friendly and close to her students. As the teacher said, he spoke with students and observed their necessities and interests, and after that, he created a connection with them, that according to him, is very important. The descriptor where the teacher is not highlighted was in the use of strategies to create and maintain an organized environment, which is explained by the autonomy that the teacher gave to students, and the little



intervention of the teacher at some points in the class. In regard to the pre-test in the items where the students stood out was item I, where students had to fill in the blanks with the first conditional, and item II where students had to fill in the blanks with the second conditional; moreover, the lowest scores were in item III where students had to fill in the blanks with first OR second conditional. Finally, in the results of the post-test, students maintained a similar level in each item, and in comparison with the pre-test, students were able to increase the scores in each item. The teacher managed to create a good classroom atmosphere for learning, and it was reflected in the good marks obtained in the post-test.

Case 05: In this case it was observed that the results of the pre-test improved if compared to the post-test. For example, 37% of students achieved results between 1.0 and 3.9 in the pre-test, and just 12% of students scored between 1.0 and 3.9 in the post-test. This was the most significant difference in the analysis of both tests. In the range of marks between 4.0 and 4.9 there was an increase of 7%, which although the percentage may not be significant, it is considered positive. In marks between 5.0 and 5.9, there was a significant increase of 15% between the two tests, and within the range of higher marks ranging between 6.0 and 7.0, it was observed that there was a slight increase of 3%.

It was observed along the research, according to the field notes, that the teacher of case 05 presents the establishment of an atmosphere of respect and sympathetic with students, and in the use of strategies to create and maintain a

learning organized environment, as it presents and describes the Domain B of “Marco para la Buena Enseñanza”. Among the weaknesses presented by the teacher, it could be mentioned that the teacher did not provide all students with opportunities to participate, generating an atmosphere of insecurity for students, resulting in a negative climate that did not promote an attitude of effort and perseverance to do quality work.

Regarding to the three instruments used to conduct the research, it can be considered that in Field Notes, the teacher obtained similar results. For example, as noted in the interview, he said that one of the most important things is to create an atmosphere of good relationships among students. It can include respect, solidarity and trust, among others. It can also be seen in the teacher’s interview, that he finds it difficult to monitor the work of all students, so we can infer that opportunities for classroom participation by students are scarce, which, as noted in a document from MINEDUC called "Best Practices for an effective pedagogy", the teacher must ensure that students have the opportunity to learn and participate actively in the acquisition of basic skills, and thus incorporate certain basic learning, so that students can explore and create and become more autonomous.

It can be concluded that the four instruments, (pre and post-test, interviews, and field notes), agree with the analysis of the results obtained in the tests.

## 5. CONCLUSIONS

The objective of the present research was to analyze the relationship between a good classroom atmosphere and the learning outcomes for a four-week period of time in a group of five different schools, five different teachers and five different course levels from the Metropolitan Region, using four different data collection instruments; a semi-structured interview applied to the five different teachers, a pre-test applied to students from the different levels at the beginning of the class observation process, with the aim of knowing the contents managed by the students, contents that would be studied along the four weeks of observation, and at the end of this period a post-test, which was the same test applied at the beginning, to measure the learning outcomes stated for the students along the four weeks. The fourth data collection instrument were the field notes, which consisted of the observation and evaluation of the teachers, by different descriptors based on the Domain B of “Marco para la Buena Enseñanza”, to analyze if the teacher accomplished the different guidelines from this document, which indicate how to achieve a good classroom atmosphere, besides corroborating if there was coherence between the teachers’ interview answers and their performance inside the classroom, and in this way confirm if the teacher influenced the classroom atmosphere and the students learning process.

By the end of this process we can claim that we have proved and demonstrated that the hypothesis established in the research is valid, it claimed that

“if there is a good atmosphere in the classroom, understanding that a good classroom atmosphere is based on trust, acceptance, equity, empathy, communication, participation and respect between teacher-students and students-students, where there are also established and kept norms as constructive behavioral, then students from the sample, would achieve the learning outcomes stated for a four-week period of time”. The data analysis has concluded that the atmosphere generated by the teacher inside the classroom produces an impact in the students learning process, being this positive or negative.

According to Domain B criteria, a good classroom atmosphere is reached with the establishment of an atmosphere of relationships based on the acceptance, equity, confidence, solidarity and respect, besides the manifestation of high expectations about the possibilities of learning and development of all the students, with the establishment and maintenance of consistent standards of behavior in the classroom, and finally, with the organization of an appropriate working environment, providing the spaces and resources to the students' learning process.

We could identify that the teachers with better results were those who accomplished these criteria, giving great importance to the relationships established inside the classroom, to the students participation and the expectations about them, without forgetting the good management of students' behavior and their working environment. These cases were number 03 and number 04. It was possible to see

that as these teachers accomplished Domain B criteria, they influenced positively in their students' learning process. On the other hand, it was found that case 02 did not follow Domain B criteria, and as a result it did not generate a good classroom atmosphere, reaching deficient results in the students' learning. Between these two extremes, a good classroom atmosphere, and one in which good classroom atmosphere conditions were not given, we could find two teachers, case 01 and case 05, who followed just some of the criteria; these criteria are related to the establishment of an atmosphere of acceptance, fairness, trust, solidarity and respect. Those criteria that were not followed are related to the expression of high expectations about the possibilities of learning and development of all the students; that is to say, both teachers did not accomplish the criterion of the field note “the teacher presents challenging learning situations appropriate for the level of the students”. In relation to the general objective whose purpose was to “analyze the relationship between a good classroom atmosphere and the learning outcomes stated for a four-week period of time in a group of five different schools and levels, five different teachers and five different levels from the Metropolitan Region”, we can say that this was accomplished, because during the four weeks of observation we could analyze the teachers’ behavior in front of the class and the consequences and influences on the students learning, being this reflected in all the instruments applied in the different cases, which were later analyzed, giving as a result that effectively the classroom atmosphere affects the learning process, and this effect could be positive or negative, depending on the teacher.

According to the specific objectives established at the beginning of the research, we can conclude that the different teachers have very similar conceptions about what good classroom atmosphere is, that is to say, in general terms, all of them claim that a good classroom atmosphere must be based on respect, participation and cooperation between teacher-student and students-students, and that students must be also involved with the contents. Just one teacher was a little far from this kind of statement; that was case 05, where the teacher was more structured, more focused on accomplishing the planning objectives, giving less importance to the interpersonal relationships generated inside the classroom. With respect to the promotion of respectful relationships inside the classroom, taking into account that most of the teachers said this is an important point to develop a good classroom atmosphere, we can conclude that teachers promote it by listening to students and making that students trust them, and making students feel valued, without forgetting the importance of keeping good behavior inside the classroom.

Finally, we can say that after finishing this research we have understood and proved the importance of the atmosphere generated by the teacher in the classroom and the great impact it has on students, since the teacher's job goes beyond a mere transmission of knowledge, but s/he becomes a guide and mediator.

The teacher creates ties of trust and respect with students; s/he produces security and an increase in the interest of the learning process, because as students feel free and comfortable inside the classroom, they are more motivated to learn.

Thanks to this research we realized that MINEDUC provides teachers with many instruments to guide them in their everyday work, but teachers do not use these tools, because in some cases they are just focused in the planning, leaving aside the importance of a constant improvement in all areas of teaching. According to the results of this research we recommend the use of the different tools as a resource for the pedagogical work to improve teachers performance inside the classroom.

We cannot forget mentioning the hard work Chilean teachers do, this added to the pressure society exerts on them. Society asks teachers to be integral persons; they must have the competent abilities to transmit knowledge, must be knowledgeable about the pedagogical theory and practice from a critical vision to meet the demands of a social and cultural environment in flux. According to the “National Standards for Pedagogy”, which claim that a teacher must be competent in terms of the pedagogical knowledge they possess and disciplinary actions. Teachers should also value the importance of a good classroom atmosphere and understand it as an excellent tool to achieve the objectives, both pedagogical and cross-sectional. For this reason, it is important to mention the significance of the “Marco para la Buena Enseñanza” as a tool for the teacher. Specially due to our research, we recommend teachers to consider Domain B from this document, and the possibility of using it to the pedagogical work, with the aim of improving day by day, and in this way give teachers the place they deserve in society.

## 6. CONCEPTUAL FRAMEWORK

In the next chapter the reader will find a series of words that will facilitate the understanding of the thesis.

**Acceptance:** The action of consenting to receive or undertake something offered.

**Communication:** The imparting or exchanging of information by speaking, writing, or using some other medium.

**Equity:** The quality of being fair and impartial.

**Good classroom atmosphere:** It is based on trust, acceptance, equity, empathy, communication, participation and respect between teacher-students and students-students, which there are also established and maintained norms as constructive behavioral.

**Good teacher:** Manages the contents of the disciplines taught, knows the characteristics of his/her students and is reflective about his/her professional practice, creates an environment conducive to learning, expressing high expectations for his/her students, encouraging autonomy and implementing strategies for challenging teaching. He/she also provides and maintains clear rules of coexistence in the classroom. In conclusion a mixture of personality, intelligence, knowledge and experience (how they reflect on it).



**Learning:** The act of acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information.

**Motivation:** The act or instance in which the teacher provides and creates an environment of encouragement for students to act in a certain way, so that in this way learning occurs.

**Positive:** Having pleasant or appealing qualities: causing feelings of sympathy.

**Quality:** The standard of something as measured against other things of a similar kind; the degree of excellence of something.

**Respect:** A feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.

**Solidarity:** A feeling of unity between people who have the same interests, goals, purpose.

**Sympathetic:** Acting pertaining to a special affinity or mutual relationship; congenial.

**Trust:** Firm belief in the reliability, truth, or ability of someone or something.

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## 9. APPENDIX

### Appendix A

#### Estándares orientadores para carreras de pedagogía en inglés.

First standard	It provides knowledge about the linguistic structure of the English language, the basic components of language and its application in productive and receptive aspects of language.
Second standard	It is related to knowledge and skills to implement the teaching related to the understanding of oral, written and multimodal texts, with an emphasis on integrated skills development.
Third standard	It is related to knowledge and skills to implement the teaching related to oral and written expression of his students, with an emphasis on integrated skills development.
Fourth standard	It emphasizes the importance of the four integrated communication skills development.
Fifth standard	It is related to the evaluation of the subject, referring to the future teacher who must know, design and implement various assessment tools in order to obtain information about student learning and implement improvements in the teaching• learning process.
Sixth standard	It provides the level of English that should handle the future teacher of the subject, specifying the different skills to handle the C1 level in reading, listening, speaking and writing.



Seventh standard	It refers to the knowledge of learning theories of maternal and foreign language, different methodological approaches and strategies for teaching and learning that the future teacher must know.
Eighth standard	It refers to the design, selection and adaptation of both physical and virtual resources for the achievement of learning objectives, considering issues such as cognitive level and students' interests, making efficient use of these.
Ninth standard	It considers the cultural elements that the future teachers must assess and integrate both of their cultures, such as the English-speaking communities or other communities accessed through English.
Tenth standard	It contemplates the importance of professional development and participation in learning communities, in order to deepen their knowledge, reflect on their practices and updated.

## Appendix B

### Pre and Post-test Case 01

UCSH  
Facultad de Educación  
Escuela de Pedagogía en Inglés



#### PRE TEST 2<sup>nd</sup> C – HC “Centro educativo Salesianos Alameda”

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_/31  
Mark: \_\_\_\_\_

#### 1. Write the corresponding number from A to B. (15 pts.)

A	B
1. She isn't very old,	___ weren't we?
2. Anthony and his friends are very graceful,	___ did she?
3. He isn't very happy about it,	___ mustn't he?
4. We were late,	___ is he?
5. It's easy,	___ shouldn't we?
6. It isn't very difficult,	___ is she?
7. They were angry,	___ does she?
8. Jhon is really tall,	___ aren't they?
9. We should do it now,	___ isn't it?
10. He has told you,	___ do I?
11. Paty doesn't live in Liverpool,	___ is it?
12. I don't know him,	___ weren't they?
13. She didn't say that,	___ do they?
14. James and Olivia work together,	___ isn't he?
15. He must have seen it,	___ hasn't he?

#### 2. Write the corresponding relative pronoun. (11 pts.)

which – whose – who – when – where

- a) Dallas is the city \_\_\_\_\_ Kennedy was shot.  
b) Bill Clinton was the president \_\_\_\_\_ wife was called Hillary.

- c) Sunday is the day \_\_\_\_\_, most countries respect a day of rest in week.
- d) Hiroshima is the place \_\_\_\_\_ the first atomic bomb was dropped.
- e) 1914 is the year \_\_\_\_\_ the First World War started.
- f) Your mother-in-law is the person \_\_\_\_\_ son or daughter is married to you.
- g) A metallurgist is a person \_\_\_\_\_ studies metals.
- h) I like people \_\_\_\_\_ are generous.
- i) That's the school \_\_\_\_\_ my friend goes to.
- j) There's the shop \_\_\_\_\_ I bought my red jacket.
- k) I've got a friend \_\_\_\_\_ brother plays in a band.

### 3. Read the following text.

I am calling to my sister to invite her to go out together. I do not know if she is at home but she **must** be, because my nephew is still doing his homework. One thing is certain, he cannot go out with us because he is going to school. Thank God! He is annoying all the time. Once, in his school holidays, we went to Shopping Centre together and he lost his toy. Big deal! He has a lot of toys and he is always losing them! However, he was screaming and crying so much that I decided to imagine where the hell he **could** have left it. Then, I said: -- "He **might** have left it at the park", but he remembered having brought it until the pet store. So, we went to pet store and guess what? -- Nothing!

The staff said: -- "He **may** have lost it during your promenade around the Shopping Centre". And I said: -- "It **could** be, but I have no patience to look for that anymore! So the staff told me: -- "You **should** better try with another game". And I told him: -- "What about a new game for computer, darling?" Obviously, my nephew forgot about the toy immediately after that, and, although the game had cost the earth, the problem with the toy was resolved.

\*Promenade: paseo

According to the text complete the chart with the corresponding modal verbs. (5 pts.)

advice	obligation	possibility

## Appendix C

### Pre and Post-test Case 02

#### Test

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

I) Mark the correct answer of verb To be

1) I

- a) am
- b) are
- c) is

3) He

- a) am
- b) is
- c) are

5) It

- a) am
- b) is
- c) are

7) You

- a) am
- b) is
- c) are

2) You

- a) am
- b) is
- c) are

4) She

- a) am
- b) is
- c) are

6) We

- a) am
- b) is
- c) are

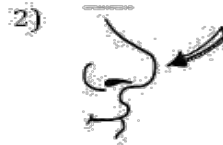
8) They

- a) am
- b) is
- c) are

II) Mark the correct answer of body's parts.



- a) Foot
- b) Feet
- c) Toe



- a) Hair
- b) Nose
- c) Head



- a) Elbow
- b) Eye
- c) Feet



- a) Back
- b) Ear
- c) Foot



- a) Mouth
- b) Hair
- c) Chest



- a) Face
- b) Toe
- c) Ear



- a) Thumb
- b) Chest
- c) Leg



- a) Nose
- b) Hand
- c) Foot

III) Mark the correct answer:

1)



- a) Aunt
- b) Cousin
- c) Grandfather

2)



- a) Grandmother
- b) Nephew
- c) Brother

3)



- a) Sister
- b) Mother
- c) Son

4)



- a) Grandson
- b) Daughter
- c) Father

5)



- a) Uncle
- b) Son
- c) Daughter

6)



- a) Son
- b) Aunt
- c) Nephew

## Appendix D

### Pre and Post-test Case 03



#### ENGLISH TEST

Student's name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Category	4 points	2 points	1 points	0 points	Total score
Acting	Movements are fluid and gestures are clear to understand.	Movements are clear but imprecise.	Very little movement or descriptive gestures.	No movement or descriptive gestures.	
Pronunciation	Student uses a clear voice and correct, precise pronunciation of terms.	Student mispronounces 1 or 2 words.	Student's voice is clear. Student pronounces most words correctly.	Student mumbles, incorrectly pronounces terms, and speaks too quietly.	
Use of English	Student produce the dialogue completely in English	Student produce the dialogue in English but includes some words in Spanish	Student mixture both languages English and Spanish.	Student produces the dialogue completely in Spanish.	
Fluency	Student makes zero errors. All miscues are self-corrected.	Student makes some mistake that do not affect meaning. Other errors are few. Some miscues are self-corrected.	Student makes lots of mistakes but he/she corrects her/his self.	Student makes numerous mistakes or asks for help. Mistakes are not self-corrected.	
Use of visual aids	Visual aids were carefully prepared and supported the presentation effectively. They clarified and reinforced the spoken message. The aids added impact and interest to the presentation.	Visual aids supported the presentation effectively. They clarified and reinforced the spoken message.	Visual aids are poor and with an unclear purpose.	No visual aids were used; OR Visual aids were occasionally appropriate and related to the spoken message.	

Comments:

\_\_\_\_\_

\_\_\_\_\_

Final mark: \_\_\_\_\_

## Appendix E

### Pre and Post-test Case 04



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ

#### ENGLISH TEST

#### First and Second Conditional

Name: \_\_\_\_\_

I. Fill in the blanks with the correct form of the verbs in parenthesis to write *first conditional* sentences.

1. She \_\_\_\_\_ (take) a taxi if it \_\_\_\_\_ (rain).
2. We \_\_\_\_\_ (be) late if we \_\_\_\_\_ (not/hurry).
3. If I \_\_\_\_\_ (go) out tonight, I \_\_\_\_\_ (go) to the cinema.
4. If the weather \_\_\_\_\_ (not/improve) we \_\_\_\_\_ (not/have) a picnic.
5. They \_\_\_\_\_ (go) to the party if they \_\_\_\_\_ (be) invited.

II. Fill in the blanks with the correct form of the verbs in parenthesis to write *second conditional* sentences.

1. They \_\_\_\_\_ (go) to Spain on holiday if they \_\_\_\_\_ (like) hot weather.
2. If we \_\_\_\_\_ (live) in Mexico, I \_\_\_\_\_ (speak) Spanish.
3. They \_\_\_\_\_ (have) more money if they \_\_\_\_\_ (not/buy) so many clothes.
4. I \_\_\_\_\_ (marry) someone famous if I \_\_\_\_\_ (be) a movie star.
5. If we \_\_\_\_\_ (not/be) friends, I \_\_\_\_\_ (be) angry with you.



III. Fill in the blanks with the correct form of the verbs in parenthesis to write *first conditional* OR *second conditional* sentences.

1. We \_\_\_\_\_ (not/be) late again if we bought a new car.
2. If I don't go to bed early, I \_\_\_\_\_ (be) tired tomorrow.
3. She would be happier if she \_\_\_\_\_ (have) more friends.
4. She will stay in London if she \_\_\_\_\_ (get) a job.
5. If I had an umbrella, I \_\_\_\_\_ (not / get) wet.
6. I \_\_\_\_\_ (buy) a new dress if I have enough money.
7. If we eat all this cake, we \_\_\_\_\_ (feel) sick.

## Appendix F

### Pre and Post-test Case 05



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ

#### English Assessment

Name: ..... Class: ..... Date: .....

#### I. Choose the correct alternative.

##### 1) We use Present Perfect:

- a) To give a specific point in time after since.
- b) To refer to the past actions.
- c) To say that an action happened at an unspecified time before now.

##### 2) We use Past Simple:

- a) To express the idea that an action started and finished at a specific time in the past.
- b) To indicate that a longer action in the future will be interrupted by a shorter action in the future.
- c) To express that an action started in the past and continue now.

3) My mother has been here \_\_\_\_\_ an hour. 4) He has been my boyfriend \_\_\_\_\_ 2010.

- a) Since
- b) For
- c) To
- a) For
- b) Know
- c) Since

5) I \_\_\_\_\_ cooked an cake.

- a) Has
- b) Have
- c) Since

6) The teacher has \_\_\_\_\_ a letter.

- a) Write
- b) Wrote
- c) Written

7) They have just \_\_\_\_\_ the window.

- a) Open
- b) Opened
- c) Won

8) My father has known his boss \_\_\_\_\_ 20 years.

- a) Since
- b) Ago

c) For

9) We have been working \_\_\_\_\_ 8 o'clock this morning

- a) For
- b) Ago
- c) Since

10) My brother has \_\_\_\_\_ a new car.

- a) Buy
- b) Bought
- c) Come

11) The opposite of shy is \_\_\_\_\_.

- a) Sensitive
- b) Pretty
- c) Bold

12) The opposite of sensitive is

- a) Fast
- b) Insensitive
- c) Clever

## Appendix G

### Teacher's Interview

UCSH  
Facultad de Educación  
Escuela de Pedagogía en Inglés



#### TEACHER'S INTERVIEW

Teacher's name: \_\_\_\_\_  
Institution: \_\_\_\_\_

1) How do you promote an atmosphere of good relations between students? (trust, solidarity, and respect, among others).

---

---

---

2) What do you do to foster a climate of respect among students?

---

---

---

3) How do you transmit a positive motivation for learning?

---

---

---

4) Do you promote a climate of effort when students are working on different activities in the class? If so, how do you do that?

---

---

---

5) Do you establish or maintain good behaviour standards in the classroom? If so, how?

---

---

---

6) If good behaviour standards are not met, what do you do about it?

---

---

---

7) While teaching, do you create strategies to distribute learning spaces in the classroom? What do you do to observe this criteria?

---

---

---

8) How would you define "good classroom atmosphere"?

---

---

---

9) Do you have any specific technique to create that good classroom atmosphere?

---

---

---

10) What do you think about "Domain B" from the "Marco para la buena enseñanza"?

---

---

---

## Appendix H

### Teacher Interview Case 01

Interviewer: Scarlet Leyton (student)

(Start of interview)

- *Interviewer*: How do you promote an atmosphere of good relations between students? I mean trust, solidarity, and respect, among others.
- *Interviewee*: mmh well, I try to talk to students, listen and help them with their problems; I try to students feel comfortable and confident with me.
- *Interviewer*: And how do you achieve that?
- *Interviewee*: I try to be relaxed, to joke with them; the idea is they can feel at ease, but not forgetting neither neglecting the teaching-learning process
- *Interviewer*: ok, and what do you do to foster a climate of respect among students?
- *Interviewee*: giving them clear instructions about how to respect their classmates for example, but in this course all the students are very respectful, so is not necessary to do so many things
- *Interviewer*: and what about motivation how do you transmit a positive motivation for learning?
- *Interviewee*: well, it's not so easy, but I try to tell them about my experience and explain the importance of English as a tool for their future work
- *Interviewer*: mm, and do you promote a climate of effort when students are working on different activities in the class? If so, how do you do that?
- *Interviewee*: this is an everyday challenge, it's difficult, but not all of them understand it, you must be constantly saying them to work, but not to all, because there are some that work without problem
- *Interviewer*: mm I see, and do you establish or maintain good behavior standards in the classroom? If so, how?
- *Interviewee*: I try to establish rules of a good atmosphere in class. I try to help them with their tasks and telling them about good results of other students
- *Interviewer*: and if good behavior standards are not met, what do you do about it?
- *Interviewee*: the truth is that we don't have many problems with the students here, they respect the rest and most of them have an excellent behavior

- *Interviewee*: I try to establish rules of a good atmosphere in class. I try to help them with their tasks and telling them about good results of other students
- *Interviewer*: and if good behavior standards are not met, what do you do about it? *Interviewee*: the truth is that we don't have many problems with the students here, they respect the rest and most of them have an excellent behavior
- *Interviewer*: I understand, and while teaching, do you create strategies to distribute learning spaces in the classroom? What do you do to observe this criterion?
- *Interviewee*: well, here there are 45 students in the classrooms, so it's difficult, but we use a good book and we can do good classes
- *Interviewer*: and now, how would you define "good classroom atmosphere"?  
*Interviewee*: mm, good participation, respect among them, clear aims.... That kind of things principally
- *Interviewer*: and do you have any specific technique to create that good classroom atmosphere?
- *Interviewee*: well, I try to be kind to them, listen to them and help them when they need it.
- *Interviewer*: and do you think this has good results?
- *Interviewee*: Yes, they like to be listened, and feel that someone has interest in them and their things
- *Interviewer*: that's true. And finally, what do you think about "Domain B" from the "Marco para la Buena Enseñanza"?
- *Interviewee*: oh, this is an ideal point to get. It helps teachers to get good classes
- *Interviewer*: ok. Well teacher that's all, thanks for your time
- *Interviewee*: You're welcome.

## Appendix I

### Teacher Interview Case 02

Interviewer: Francisca Espinoza Osses

- *Interviewer:* How do you promote an atmosphere of good relations between students? Especially when you talk about trust, solidarity, and respect, among others.
- *Interviewee:* Well, establishing norms, reinforcing positive behavior and always promoting respect according with the school norms and principles.
- *Interviewer:* What do you do to foster a climate of respect among students?
- *Interviewee:* Principally, promote good communication among students, this means to talk with them about the importance of respect with the community.
- *Interviewer:* How do you transmit a positive motivation for learning?
- *Interviewee:* The motivation I transmit doing activities of their likes, asking them for topics and also receiving ideas for future classes. Adding to this, pair works and group work. *Interviewer:* Do you promote a climate of effort when students are working on different activities in the class? If so, how do you do that?
- *Interviewee:* Yes I do. For me the best way is criticizing students ...the process of learning, by that they know that they have to work harder for the next time.
- *Interviewer:* Do you establish or maintain good behavior standards in the classroom? If so, how?
- *Interviewee:* Yes, I always try because I have to even when it takes time. I select rules saying and acting maturely, appropriately, be good and be kind.
- *Interviewer:* If good behavior standards are not met, what do you do about it?
- *Interviewee:* Enforcing the discipline plan, communicating the discipline plan to parents and the principal.
- *Interviewer:* While teaching, do you create strategies to distribute learning spaces in the classroom? What do you do to observe this criterion?
- *Interviewee:* Yes, promoting class discussions.
- *Interviewer:* How would you define “good classroom atmosphere”?
- *Interviewee:* Well, showing respect among all, total class participation in any discussion adding positivism.

- *Interviewer*: Do you have any specific technique to create that good classroom atmosphere?
- *Interviewee*: Yes, show confidence in each student's individual, potential for progress.
- *Interviewer*: What do you think about "Domain B" from the "Marco para la Buena Enseñanza"?
- *Interviewee*: For me is the most crucial in the learning process because depends on interactions in the classroom and how motivation applies in the learning process.



## Appendix J

### Teacher Interview Case 03

Interviewer: Camila Durán (student)

(Start of interview)

- *Interviewer:* How do you promote an atmosphere of good relations between students in terms of trust, solidarity and respect, among others?
- *Interviewee:* Well, I do it when I ask them how they're doing on a daily basis, caring about their moments of happiness as well as those of sadness.
- *Interviewer:* I see, and what do you do to foster a climate of respect among students?
- *Interviewee:* First of all I set the rules clearly from the very beginning and not showing myself inconsistent with what has already said by me, mmm... without discipline there is not character.
- *Interviewer:* that's true. And tell me, how you transmit a positive motivation for learning?
- *Interviewee:* Well, I do it every day when they achieve what's been proposed for them to carry out, let it be simple tasks in classes to their results in tests.
- *Interviewer:* And how do you promote a climate of effort when students are working on different activities in the class? If so, how do you do that? Because it is very connected with the previous answer.
- *Interviewee:* I promote an atmosphere of "never give yourself up" till you get what you're been asked to.
- *Interviewer:* and has it worked?
- *Interviewee:* Yes, indeed.
- *Interviewer:* Do you establish or maintain good behavior standards in the classroom? If so, how?
- *Interviewee:* Yes, of course, I do it from the very first moment, I step into the classroom showing them what behavior I accept and not showing the opposite. If I'm promoting not to chat in the classroom, I don't do it myself.
- *Interviewer:* I see, and what if good behavior standards are not met, what do you do about it?
- *Interviewee:* I speak to the implicated ones in order to get to a solution or to the right behavior I'm proposing.

- *Interviewer*: While teaching, do you create strategies to distribute learning spaces in the classroom? What do you do to observe these criteria?
- *Interviewee*: I give them corresponding spacing for their learning to occur, be it personal or in groups, they afterwards I monitor it throughout the whole class.
- *Interviewer*: How would you define “good classroom atmosphere”?
- *Interviewee*: For me, it’s the moment when everybody is interacting with the content, showing understanding, and being cooperative with the right behavior standards
- *Interviewer*: Do you have any specific technique to create that good classroom atmosphere?
- *Interviewee*: Mmmm... being disciplined and showing it to them.
- *Interviewer*: Finally, the last question, what do you think about “domain B” from the “Marco para la Buena Enseñanza”?
- *Interviewee*: Well, the Domain B is all of what this survey has been about and I’d definitely say it’s one of the most important aspects to have in consideration when being in the classroom: having and promoting the best environment for learning to occur.

## Appendix K

### Teacher Interview Case 04

Interviewer: Milady Rebolledo (student)

(Start of interview)

- Interviewer: How do you promote an atmosphere of good relations between students? (trust, solidarity, and respect, among others).
- Interviewee: well, the angel's school has a unique curriculum in Chile, and it has a Humanistic approach, ... and you know that this is a private school, so we have the option to implement this curriculum, and as I said, it has a Humanistic approach allowing to create a special connection between teachers and students, and for that reason... I can promote a good atmosphere in classes. Empathy, congruence and acceptance are fundamental to the E.C.P, what it means is: Enfoque Centrado en la Persona.
- Interviewer: ok... and what do you do to foster a climate of respect among students?
- Interviewee: I speak with my Students, I observe their necessities and interest, and after that... I create a connection... mmm...that is very important, the connection with my students.
- Interviewer: And how do you transmit a positive motivation for learning?
- Interviewee: I congratulate them, and I appreciate the effort and determination in my students.
- Interviewer: Do you promote a climate of effort when students are working on different activities in the class? How do you do that?
- Interviewee: Mmm... with physical contact, with love... but, and this is important...knowing the personality of each student.
- Interviewer: Do you establish or maintain good behavior standards in the classroom? If so, how?
- Interviewee: It is very good, thanks to what I said before, and make it part of my life for 26 years.
- Interviewer: Ok... and... If good behavior standards are not met, what do you do about it?
- Interviewee: Mmm... well, I express my annoyance, respectfully but firmly.
- Interviewer: Ok, and in While teaching, do you create strategies to distribute learning spaces in the classroom? What do you do to observe this criterion?
- Interviewee: No, I work sometimes in group, but emphasizing the weaknesses of students.

- Interviewer: How would you define a “good classroom atmosphere”?
- Interviewee: Mmm... let me think... for me is when all of us are in a work atmosphere and at the same time relaxed and cheerful.
- Interviewer: Do you have any specific technique to create that good classroom atmosphere?
- Interviewee: the way I am. I am a cheerful person, I'm communicative, creative...and I have faith in my students and my School.
- Interviewer: Ok, thank you sir, this is the last question... what do you think about the domain B belonging to “Marco para la Buena Enseñanza”?
- *Interviewee*: Well... as you know, we have our curriculum, so I don't know what the B domain is.

## Appendix L

### Teacher Interview Case 05

Interviewer: Carolina Pareja (student)

- *Interviewer:* How do you promote an atmosphere of good relations between students? (trust, solidarity, and respect, among others).
- *Interviewee:* One of the first important things I think is a must do is to learn the students name in order to have them in an atmosphere where they feel taken into account. It's important to tell them clearly what attitudes are expected from them and the ones that are not going to be allowed during the classes.
- *Interviewer:* What do you do to foster a climate of respect among students?
- *Interviewee:* By asking them to listen to who is speaking respecting them when it's their turn to talk. Not allowing the laughing someone else's mistakes. By giving them the chances to amend the behaviors before being permissive.
- *Interviewer:* How do you transmit a positive motivation for learning?
- *Interviewee:* First of all by being competent myself. Student's don't believe you if you don't have a solid knowledge. By helping them to be aware of the great utility of English language. By answering them any questions about their interests (games, music, movies, etc)
- *Interviewer:* Do you promote a climate of effort when students are working on different activities in the class? How do you do that?
- *Interviewee:* Yes, I do. I monitor the work of my students and I ask different students to answer different parts of the exercise and I specially pay attention to people who don't understand. I give some time to do the activity and then we connect it on the board.
- *Interviewer:* Do you establish or maintain good behavior standards in the classroom? If so, how?
- *Interviewee:* Yes, I do. At least I try. Something I must be some kind of permissive, especially when I have asked to work or to listen or anything they should do for the class objectives and they don't follow the instructions. I talk a lot with the students who don't do what they are supposed to.
- *Interviewer:* If good behavior standards are not met, what do you do about it?
- *Interviewee:* I repeat a lot of times what they should do. If this doesn't work I begin to individualize the speech to teach one of the students involved in an improper action. I give them the chances to notice what they do wrong and to amend their behavior. If not I have to write a note in their student's file fact.
- *Interviewer:* While teaching, do you create strategies to distribute learning spaces in the classroom? What do you do to observe this criterion?

- *Interviewee*: Not much. It's difficult to monitor the work in 9 groups of five (45 students). So we sometimes work in pairs to achieve some basic goals. For more important contents we work together or alone by correcting in front of the class.
- *Interviewer*: How would you define a "good classroom atmosphere"?
- *Interviewee*: For me it's any atmosphere where all people involved in the class can do what they are supposed to do and where there are not obstacles or very few of them in order to accomplish the objectives set when the class was planned.
- *Interviewer*: Do you have any specific technique to create that good classroom atmosphere?
- *Interviewee*: No. There is no other special technique further than the ones specified in number 6.
- *Interviewer*: What do you think about the B domain belonging to "Marco para la Buena Enseñanza"?
- *Interviewee*: I think it is essential to lead the students into this good atmosphere we have been treating about in this document, because if not, it can be a serious obstacle in teaching and learning processes. I have seen in my experience the same activities, the same teacher, the same techniques used in a class, where they didn't work, and seen them work in another class where the atmosphere is quite different.

# Appendix M

## Field Notes

UCSH  
 Facultad de Educación  
 Escuela de Educación en Inglés



UNIVERSIDAD CATÓLICA  
 SILVA HENRÍQUEZ

**Field Notes Form**

Identification	
Teacher's name: _____	
Teacher's age: _____	
Institution: _____	
Class: _____	
Date: _____	Time: _____
Week observation n°: _____	Class observation n°: _____

**Criteria**      Always: **3**      Generally: **2**      Sometimes: **1**      Never: **0**

	Descriptors	Rating
1.	The teacher establishes a climate of respect and empathy with students.	
2.	The teacher provides all students with opportunities to participate.	
3.	The teacher promotes attitudes of commitment and solidarity among students.	
4.	The teacher creates a climate of respect for gender differences, cultural issues, ethnicity and socio economical level.	
5.	The teacher presents challenging learning situations appropriate for the level of the students.	
6.	The teacher conveys positive motivation for learning, inquiry and search.	
7.	The teacher encourages the development of students' autonomy in learning situations.	
8.	The teacher promotes a climate of effort and perseverance to do quality work.	
9.	The teacher establishes rules of behaviour that are known and understood by students.	
10.	The rules of behaviour are consistent with the needs of teaching and a harmonious coexistence.	
11.	The teacher uses strategies to monitor and educationally address the compliance of coexistence rules inside the classroom.	
12.	The teacher generates assertive and effective responses to the breakdown of behavioural rules.	
13.	The teacher uses strategies to create and maintain a learning organized environment.	
14.	The teacher structures the environment in a flexible way and consistent with the learning activities proposed.	
15.	The teacher uses resources consistent with the learning activities. Resources are at the students disposal in due course.	

General comments: _____ _____ _____ _____
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