



UNIVERSIDAD CATÓLICA
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SEMINARIO DE TÍTULO

**“MOTIVATIONAL ASPECTS FOR EFL
TEACHERS TO START AND COMPLETE
INSET COURSES IMPLEMENTED BY
ENGLISH OPENS DOORS PROGRAM”**

Seminario para optar al Grado de Licenciado de Educación y al Título de Profesor de
Educación Media en Inglés

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SANTIAGO DE CHILE

2014

ABSTRACT

Nowadays, many places offer a wide range of English Certificate courses that help teachers to improve their knowledge and create new strategies to teach their students. Because of that, it was deemed interesting to research about an in service training course given by the English Opens Doors Program in charge of MINEDUC. In order to find the motivational aspects that help teachers to take these courses and at the same time, to remain in them.

The motivational aspects are focused on teachers who took the courses at Católica Silva Henríquez University in the present year (2014). According to the specific information that was required, three instruments were designed (two surveys and one interview) in order to discover which were the main factors that influenced teachers to take part and remain in the English Certificate course.

This research has the necessity to show a reality that influence our actual teachers and help us to believe that the task as a teacher is to improve every day for the Education.

RESUMEN

Hoy en día, muchos lugares tienen una amplia oferta de Postítulos de Inglés que ayudan a los profesores a mejorar su conocimiento y a crear nuevas estrategias para enseñar a sus estudiantes. Es por eso, que se creyó interesante investigar acerca de los Cursos de Entrenamiento Docente dados por el PIAP (Programa de Inglés Abre Puertas) a cargo del MINEDUC, con la finalidad de encontrar los aspectos motivacionales que ayudaron a los profesores a tomar estos cursos y al mismo tiempo, a permanecer en ellos.

Los aspectos motivacionales están enfocados en los profesores quienes tomaron los cursos de perfeccionamiento en la Universidad Católica Silva Henríquez en el presente año (2014). De acuerdo a la información específica que es requerida, se pensó en utilizar tres instrumentos de medición (dos encuestas y una entrevista), para encontrar cuales fueron los principales factores que influenciaron en los profesores para participar y permanecer en el curso de perfeccionamiento docente.

Esta investigación tiene la necesidad de mostrar una realidad que influye en nuestros actuales profesores y nos ayuda a creer que la tarea del docente es mejorar cada día para la Educación.

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ACKNOWLEDGEMENTS

This is a new chapter in our lives that we are finishing and before that we cannot forget to mention all the people who stand by our side, our teachers and classmates, our families and friends. This is not a sad moment, on the contrary, we are so happy because this is not the end of a stage but the beginning of a life full of success making our dreams come true, and for that reason we, as a group, want to acknowledge all those who gave us their support along these five years.

First, our seminar director Miss Mireya Aguilera Munizaga for all the help that she gave us meanwhile we were doing our thesis, She gave us all the support that we needed and clarified our minds when we were confused, and of course we cannot forget Miss Daniela Benavides and Mr Juan Torres who have oriented us with the organization of the information in our thesis. Also, we want to deeply thank all the members of PIAP (Programa Inglés Abre Puertas/English Opens Doors Program), particularly, Miss Alicia Páez and Miss Solange Albornoz because they helped and gave us important information that made us start building this important project which is the last step of our studies, the main structure of our thesis and the decisions were taken based on the information that the Ministry gave us. We want to give our thanks as well to the teachers who take part of the Inset Courses, Miss Silvia Arias, Mr Marcos Castillo, Mr Carlos Aspee and Mr Juan José Lecaros for their goodwill and willingness for everything that we required and the surveys that we applied on the courses, also all

the teachers who attend to the course as a students. To Mr Oscar Maureira a teacher who takes part of this University who validated the surveys we applied in our thesis.

And finally but not least to our parents and family, friends, boyfriends, etc. for all the patience and comprehension in these, the last moments of our studies.

Thank you very much everyone for the good times.

INTRODUCTION

This study arises from the interest of being aware of the motivational aspects, functions and tools provided by the Inset (In Service Training) Courses given by the Ministry of Education (MINEDUC). The origin of this research study is to state which elements could be relevant to believe that this motivation exists and what kind of tools are given to teachers to feel motivated and satisfied while taking these courses in terms of learning of new contents, refreshing and effectiveness of the courses.

Professionals today have to face many challenges. One of those challenges is learning English as a second language. Education requires teachers a repertoire of skills and knowledge to adequately respond to the educational needs of their students in class. The expectations, attitudes and perceptions of teachers affect the academic and personal outcomes. Therefore, if teachers have negative perceptions of their ability to teach students, it is then understood that the process in the classroom will be a failure.

The identity teacher developed is basically based on past experiences; that is, what the teacher lived as a student. According to Kanfer and Goldstein (1986), beliefs are what an individual perceives as real and true. Therefore, it seems logical to investigate the content of these perceptions, as these determine the behavior and the way you act.

In this same line was identified that the teacher should use tools to manage these attitudes and perceptions. In other words, mood management inside and outside the

classroom. In the outlook of the recently mentioned, that means that the teacher must make an internal exercise when acting on their perception, attitude and motivation.

Initially, a chronological research was considered, coupled with its educational value in students receiving classes in given Inset Courses. However, due to these courses are already at an advanced stage, we eventually considered only the current training sessions, which resulted relevant when purchasing fresh and current information. Finally, it was also considered relevant to study the motivational aspects of teachers taking these courses because motivation is the main reason to this kind of courses still working and besides, there is little information about both the Ministry of Education and institutions providing these courses.

By virtue of this, it will be analyzed which elements could be the most influential motivation for teachers to take these courses. One of the ways that most caught our eye were the reasons why coming to take these courses, since three as the most frequent responses were established.

Once the structure of the study was chosen, we decided to investigate about the tools and activities that were given class to class. In addition to the teacher and students relationship, in other words, the quality of interaction between teacher and student, and student interaction with peers.

Also, it was estimated to analyze the time and dedication the students (teachers) gave the courses, because all these factors together may help us to elucidate the response approach.

Finally, the paper was organized in the following way:

a) Theoretical framework, in which some theories related to this study, which relate to motivation, classroom management, teaching language courses and refreshing were exposed.

b) Development of research, in which research methodology is explicit, the results of the study and analysis and discussion of the data.

c) Conclusions resulting on the research.

CHAPTER 1: THE STUDY

1.1 INTRODUCTION

In order to investigate the role of motivation on EFL teachers, the general and specific objectives, together with the corresponding hypotheses have been designed as guidelines of the present research.

Firstly, the type of study that is presented in our investigation is exploratory, due to our research has not been studied previously. In our literary investigation, studies about teacher's motivation to participate in training courses given by English Opens Doors program, were not found specifically in this subject.

According to Hernández Sampieri, in his book *Metodología de la Investigación* (2010):

“Los estudios exploratorios se realizan cuando el objetivo es examinar un tema o problema de investigación poco estudiado, del cual se tienen muchas dudas o no se ha abordado antes. Es decir, cuando la revisión de la literatura reveló que tan solo hay guías no investigadas e ideas vagamente relacionadas con el problema de estudio. [...] Los estudios exploratorios nos sirven para familiarizarnos con fenómenos relativamente desconocidos, obtener información sobre la posibilidad de llevar a cabo una investigación más completa respecto de un contexto particular, investigar nuevos problemas, identificar conceptos o variables promisorias, establecer prioridades para investigaciones futuras, o sugerir afirmaciones y postulados” (p.79)

According to the literature revision made to develop this study it has not been found any study related to the motivation of the teachers of an English Certificate given

by English Opens Doors program in order to discover their motivation to be willing to participate and remain on it.

1.2 STUDY APPROACH

According to this research; the study approach which is focused on a mixed study, that is, qualitative and quantitative approach. Due to that, all the information collected in the instruments used in this research were represented through graphs and charts with their corresponding percentages. On the other hand, it is necessary to mention the qualitative approach, even though the instruments were tabulated in this research the classes of the English Certificate course were observed by us during a month and the opinion of the teachers-students were collected in interviews face to face with the participants.

1.3 OBJECTIVES

1.3.1 General objective

- To find out which factors influence EFL teachers to be interested in participating and remaining as a participant of an Inset Course provided by the Ministry of Education.

1.3.2 Specific objectives

- To identify if the teachers present intrinsic or extrinsic motivation when they take part of a training course.
- To identify the main reasons for teachers to participate in these courses.
- To state whether Inset courses help teachers enhance their intrinsic or extrinsic motivation.

1.4 RESEARCH QUESTIONS

1. What are the main factors which influence the teachers to participate in an English Certification Course?
2. What are the main factors which influence the teachers to remain in an English Certification Course?

1.5 HYPOTHESES

- Working Hypothesis: Teachers who take part on an Inset Courses given by EOD are satisfied with the results.
- Null Hypothesis: Teachers who take part on an Inset Courses given by EOD are not satisfied with the results.
- Alternative Hypothesis: teachers who take part on an Inset Course given by EOD have motivations different from those related to intrinsic or extrinsic

CHAPTER 2: STUDY CONTEXT

2.1 ENGLISH OPENS DOORS PROGRAM

In 1998 the government of Chile made the English teaching an obligation since the 5th grade for every public Elementary school. Owing to the lack of English teachers to cover the high demand that was so suddenly asked for, many schools decided to incorporate to their crew other specialists that were not teachers like translators, who are professionals that may not have all the elements and knowledge to teach English. Another measure taken to fill this gap was to send general primary teachers or teachers from other areas, in their free teaching hours to teach English, obviously that was not the suitable way to improve the English teaching in our country.

Owing to this necessity, in 2003 the Ministry of Education (MINEDUC) created the “English Opens Doors” program whose main goal was to create support and train teachers to improve their knowledge about English and to give general primary teachers the elements and the expertise to be able to teach English.

The English opens doors program has, nowadays, different kinds of courses these are:

- A 200 hour language courses for teachers (A1 to B2).
- A 700 hour diploma to teach English in primary education.
- A 2 day methodology workshop (taught during summer / winter holidays).
- Rural English: training sessions for teachers plus development of a special material for students in year 5 and 6 “It’s my turn”.

- English Teacher Network: Communities of teachers who meet monthly/bimonthly to share resources, materials and experiences.

The main requirements for being able to apply for these courses are: Be a teacher, work in a public or semi-private school and to take a placement test which will show the level of English of the teachers, whose minimum level required is B2+ according to the Common European Framework of Reference for Languages. Having these requirements the teacher will be able to apply for an English scholarship given by MINEDUC, and the teacher who is accepted will only have to pay 20% of the course.

Those teachers that successfully complete the program will obtain an international certification.

2.1.1 How does English Opens Doors (EOD) program work?

English Opens Doors program announce a public bidding for college or universities all over the country in order to choose the institution that is going to implement the English opens door programs.

EOD will give the general structure of the courses that will be taught at the institutions selected.

The teachers who regularly attend and successfully participate on these courses are going to take an international English exam in order to get a better English level and upgrade from B2+ to the next level.

EOD will cover 80% of the cost of the course.

2.2 TEACHERS TRAINING BACKGROUND

“The teachers training activities in Chile, has its closer origins in 1960s, starting from educational reform in the government of the president Eduardo Frei Montalva. This reform had a structural feature and it was focused mainly on the following aspects: the expansion in of the educational area, which meant to decrease the illiteracy and to increase the primary school enrollment taking the educational service to the most faraway places in the country; changing curricula aspects, replacing the primary school system and humanities to the general primary school and high school, which involved the expansion of the primary cycle, from six to eight years, and secondary education from six to four years; and implementing a new way of university selection, and as a consequence make the admission more difficult.” [...] “According to this context, the teachers training became in a necessity for the educational reform, owing that was needed professionally capacitated teachers to face new challenges.” *Blanco, H.E., & Cisterna, C.F. (1999), p. 2.*

These were the basis to improve the Chilean education in order to make education more accessible to every student and to prepare more qualified teachers to face the new reform and the new challenges that came with it

During the last decade the Chilean education methods have been focused on attracting, educating, and to supporting teachers able to teach every student into an upper level.

The lead principle related to teachers has been their strengthening as profession. According to words above it is supposed that the strengths of the past educational reform, such as the opportunities to a better training. It is obvious that meanwhile a lot has been won treating teachers as professionals. It starts to be evident to the ministry authorities that teachers need to be supported in specific ways in the competence development to teach every student in an effective way. **Informe OCDE sobre el Sistema Educativo en Chile (2004), p.118**

In 2012 the results of the first teachers' census organized by Eduglobal and Profe Datos was carried out with the objective of generate and spread statistics information which covers and to build knowledge about teaching.

The survey was taken to 12,000 teachers by an online platform, and some of the results found were: 45% of the teachers have an English certification and 16% a master's degree, and there is worried 39% of the interviewed teachers have not taken any post graduate course.

According to the President of teachers' association, Jaime Gajardo, this factor is owing to the lack of governmental politics that leads to a permanent training. He stated that: "It must have two requirements that has time to be trained and to be for free. There must exist a national training plan, upgrading methods, knowledge and to be in accordance with time but the government has not taking over the control of any roll" **(found in Ruiz, D., 2012)**

CHAPTER 3: THEORETICAL FRAMEWORK

The purpose of this section is to provide theoretical descriptions of motivation and to provide the importance of these elements on the teacher's life.

3.1 MOTIVATION

Motivation has been tried to be defined for many years and in conclusion nowadays a proper definition cannot be bound. H. Douglas Brown "points out a cognitive view of motivation includes factors such as the need for exploration, activity, stimulation, new knowledge, and ego enhancement" Brown, (2007), pp.160-166. In other words, motivation as other areas that are influenced by external and internal factors and as Harmer, (2001), p.32 says "motivation is divided into two areas 'extrinsic' and 'intrinsic.'".

Extrinsic motivation is caused by any number of outside factors, for example, the need to pass an exam, the hope of financial reward, or the possibility of the future travel.

Intrinsic motivation, in contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of the learning process itself or by a desire to make themselves feel better. Most researchers and methodologists have come to the view that intrinsic motivation is especially important for encouraging success. "Even where the original reason for taking up a language course, for example, is extrinsic, the chances of success will be greatly enhanced if the student comes to love the learning process" Harmer, (2007), p. 51.

Brown and Harmer hold that teachers must be careful at the beginning with their students because the body language, the mood, the way we say and explain the contents, the time dedicated to planning, everything ends up influencing the classroom environment.

In this research we found many other authors that describe motivation. However, Zoltán Dörnyei, is one of the most important research that points out the motivation in different points of view like to find the motivation through the vision, the classroom environment, the language aptitude, among others. From the theoretical point of view of the vision, Dörnyei (2013) supports that vision is the mental representation of the sensory experience of a future goal state (involving and imagery), it is currently at the forefront of motivational innovation, and in recent years it has been increasingly more often in the motivational tool kit of practicing language teachers. From the previously said and strongly agree with Zoltán, this ability, this sense allows to believe in something or someone that we see. It is an instrument that the human uses to create an imagination future too, an aspiration, a thought. But these images that we see are manipulated by companies that look inside.

Taylor, Pham, Rivkin and Armor (1998), p.430, suggest “that it is due to this that mental simulations gain motivational power; by functioning within the constraints of reality we are able to believe them to be genuine possibilities”. Such imagined realities can give rise to strong emotional reactions, allowing individuals to prepare coping and other strategies in advance of the event itself. The possibility of gaining something, to be stimulated, by different kinds of

visual tools are one of the motivational aspects that helps us to affirm that the human takes decision about the things and places that he/she sees. All that the man sees at the first time, influences on the appreciation, and according to the EOD, the most probable is that when these people took the course, they saw something on internet, on a paper or in an education magazine.

In motivational psychology, the best paradigm to accommodate and operationalize the concept of vision has been possible self's theory as set out by Markus and Nurius in their seminal paper (1986), p.41 As it has often been described in the literature, this theory foregrounds three types of possible selves, "imagined as what a person *might* become, what they *would like* to become and what they are *afraid of* becoming. When a person has created an intricate vision of their ideal self, that is, what they would like to become" Higgins, (1998), p 30. It describes motivational impetus being created by the vividly explicit discrepancy between this imagined self and a person's present self.

From what has been previously said, it is important to remark that this kind of manipulated vision, influence in all aspects of our life, thanks to technology and the huge step forward in evolution. In other words the teachers who saw the EOD on the internet, flyers and the social networks did not doubt to believe in this program which is connected to MINEDUC.

When we talk about motivation, we are referring to a feeling that is part of our productive activities during a period of time. If we do a task whatever it is, motivation

is a fundamental factor for those who receive that task due to the response we have created, which is why motivation must be the key of the results we want to obtain.

Motivation is, in one way, a positive activity or feeling that helps to strengthen an important objective. Each person seeks their own motivation in their work environment, personal and emotional aspects in the changes that happen in a society.

There are different points of view inside motivation; the main dialogue of a motivation is about its position, extrinsic or intrinsic. These ones can be divided into: Extrinsic motivation is the one that is removed from the activities of the environment that surrounds the person. If we talk about a woman whose entire family has negative changes and family issues; we can realise that the motivation of this person causes trouble.

We can clearly realise in our daily routines that many things affect what we want to do. If we would like to do some exercises but the problems at home are almost impossible to avoid, the motivation that we felt before this episode would not be the same. The environment is a boost to do activities with a motivational strength.

In contrast, we can refer to extrinsic motivation as a behaviour which is necessary for us and the people that are around us are fully involved in our motivation.

Intrinsic motivation can refer to the inner feelings of the individual. As we referred to earlier, the environment affects motivation, but at a personal level and what each person wants for himself, is part of a process. Earlier we referred to extrinsic motivation

in several areas. So we can analyze that intrinsic motivation is the conduct that involves a personal ambition to achieve a goal or objective.

Often both motivations are used or developed by us; we can present such great ambitions of wanting to satisfy each themselves, and the environment around us. Having two types of motivation in our outlook on life, it may be ambitious, but it can want to think big. Since they satisfy your own desires and goals as well as meeting the people who surround you.

If we talk about a manager of a company, his motivation may be a combination of extrinsic and intrinsic, since it is doing a great job as it is to keep a customer happy, and still get a good job, great challenge as a professional.

The objective is aimed at teachers, motivation of teachers to deliver content to diverse students. There are many teachers who throughout the years lose their motivation to educate and so the lessons delivered seem routinary and repetitive. What students need today is an extrinsic motivation that would clearly have to do with the actions of the teacher in front of them, and would also have to be connected to intrinsic motivation where they are slated to work on themselves in order to capture or make a positive motivational behavior. (No intention to leave a positive or negative motivation) Both motivations are considered as a complement, a good element to achieve own expectations.

As teachers we must fulfill certain functions, but imagine a teacher without motivation, whether conduct or activity that makes you feel full face work or

professional situation. This is why we believe that teachers need to always have with them a motivation that leads them to make positive, entertaining and nice to make it available in an environment with students who want to be guided by the best possible things.

Mainly consider motivation as an important link in making any order for a society shaft. As is the classroom. It is the perfect setting to demonstrate that we teach, we want to learn and want to deliver "something" meaningful to those who are in the vicinity of what it means to be a teacher.

What we investigate is about motivation that teachers have to keep learning about new ways of teaching, new ways to deliver content and show students that being a teacher is not easy. To be a teacher you have to practice either extrinsic or intrinsic motivation. It is a matter of being willing to have the same motivation to be part of everything you want to deliver. In simple words, the motivation for teachers is a key to delivering a good student teaching role. If I had a teacher whose motivating behavior were far from being developed, he would be a teacher whose role of teaching would be overshadowed by his surroundings, while the development of the class would be a repetitive act and out the interesting by students. Today students seeking dynamic and practice on a theory class, so we are increasingly convinced that the motivation could be an important part of what makes a person a professional teacher.

3.2 MOTIVATION ON TEACHERS

The qualitative study of data set of a longitudinal mixed method of the development English as a foreign language (EFL) teachers. The investigation has generated variable degrees to which teacher education programmes and in-service teacher development initiatives facilitate development. It includes teachers' pre training cognitions with a proven track record of being resistant to change. We know, for example, that affective factors play a significant role in teacher's growth.

The attention of the dimension in teacher development has received is far from a systematic process established, which puts motivation at the centre of any developmental process.

"The following discussion focuses on a specific aspect of the LTCC model, the construct of possible language teacher self, and illuminates how its relationship with the reform input determines a degree of language teachers' cognitive development." Dörnyei and Ushioda, (2009),p 317.

Consulting the domain of teacher motivation does not appear any more satisfactory. Various typologies of micro and macro contextual factors impacting on motivation to teach which have resulted from the largely fragmented research in this area have generated important insights into the aspects that could potentially facilitate or hinder teacher learning.

"I believe that the theoretical framework of possible selves can provide the all-important bridge and shed light on the relationship among these factors." Dörnyei, and Ushioda (2009), p315

The dimension of language teacher cognition is conceptualised as the possible language teacher self: it is the possible level of English that the teacher can get depending on how teacher works his/her abilities, ideal language teacher self which is the target of language that every teacher wants to get according the actual level they have, which constitutes identity goals and aspirations of the language teachers, this involves the self, which they would ideally like to attain; it is assumed that, irrespective of what the content of this ideal self is, teachers will be motivated to expend effort to reduce a discrepancy between their actual and ideal teaching selves, because the actual teaching selves is understood by the real level that the teacher has in the moment, but the teacher know has to improve their actual level, and that moment is produced a confront between the actual versus the ideal teaching selves, it is means the level that the teacher wants to get. Although not explicitly conceptualised in either the L2 motivational self-system which has important practical implications due to opens a venue for motivating language learners, the researchers of motivation for L2 think a foreign language is more than a code of communication or self-discrepancy theory; this theory states teachers or people compare their actual level of English with the level they want to get and this make a emotional discomfort. The teachers' vision of negative consequences is taken here to represent a distinct third type of possible self: The actual teaching selves, the ideal teaching selves and the L2 motivational self-system.

Feared language teacher self refers to someone that the teacher could become if either the ideal or perceived obligations and responsibilities were not lived up to.

Following, we will document the multiple identity goals that the current research participants adopted in their respective teaching contexts and will also illustrate an uneasy relationship between teachers' possible and present states as these interact with the teacher development input and determine its ultimate impact.

"An in depth exploration of the teachers' motivation to pursue their career revealed two major incentives. The first concerned the participants' positive attitude towards the subject matter, which, according to Csikszentmihalyi (1997), constitutes one component of intrinsic motivation to each. This is in agreement with findings in other Eastern European contexts, such as Poland (Johnston, 1997) or Slovenia (Kyriacou & Kobori, 1998), where positive attitudes towards the English language and the desire to improve English proficiency have been found to be primary motives for people who pursue or consider an EFL teaching career. "Dörnyei, and Ushioda, (2009).

P.38

Another distinction and pervasive motives motives from the data information of the research sample related to the teachers' more general psychological requirements. The teaching work was an important means of fulfilling their striving for recognition, appreciation, respect and authority, a set of motives which do not typically feature in teacher motivation frameworks.

3.3 ENGLISH AS A FOREIGN LANGUAGE

English Foreign Language can be understood as a term of use or study of English Language by non-native speakers in different countries where English is not the local medium of communication. When we talk about English Foreign Language (EFL), it is observable different levels of second language (L2), the levels can be distinguished in the basic skills of English, written; reading; speaking and listening. According to that, the levels can be studied by researchers to determinate the major ability of the learner and how can improve the others abilities.

Sasaki (2000), p.262. States that even though "some studies included ``skilled" versus ``unskilled" contrasts, virtually no studies have included a ``novice" versus ``expert" contrast where ``expert" were those who used L2 writing for professional purposes. Furthermore, many previous studies have employed cross-sectional designs only, lacking developmental perspectives, including multiple perspectives where novice writers are compared with expert writers as their ultimate possible goals of achievement, or where the novice writers are compared before and after a certain period of writing instruction with other intervening variables controlled, which is crucial for building a more comprehensive and dynamic model of L2 writing processes."

Many studies about EFL can show us that a great part of learners of a second language have two important factors that can influence the acquisition of a foreign language and those factors are a motivational factor and the skill of the learners. The students can be divided in two groups, skilled and unskilled based on the knowledge

and the abilities of every person because they have different levels of abilities and according to their skills they can be classified in groups to make the teaching process easier. People used to think other factor that could influence the learning of a second language, the gender but a lot of researchers investigated about that belief to debunk it, and finally they conclude that gender is not a factor to learn a foreign language. An individual learner has different characteristics and different rhythm to learn so that teachers use not only one method but different methodologies to teach which are also complicated to apply in different contexts.

Bernat & Lloyd, (2007), p.89 Stated that “learners who have been learning a foreign language for longer and have achieved greater proficiency tend to hold more positive and realistic views about language learning, than those at early stages of their language learning, suggesting that experience also plays a role in shaping language learner beliefs”

Although the studies realized by the researchers prove that gender is not a factor that affects learners in any way, they discovered differences between male and female learners. A male has a high self-esteem that gives them better results than female learners. A motivated learning behaviour influence in a positive way, because a good attitude allows a better acquisition of a foreign language than a bad attitude, the intrinsic motivation to learn something is important at the moment to try learn a language anyone else because the disposition of every learner make easier to the teacher applied their methodologies for example communication strategies to develop the oral skill or any other skill of English.

The expectations that every student has to learn a Second Language (L2) tend to have the problem to be relationship with the First Language (L1) in writing or speaking abilities. It is known that one of the most common mistakes made by learners is the confusion between the mother tongue and the foreign language, all of this could be a reason which confused to the students. For this reason, the role of the teacher is important to guide and give feedback to the learners and make them notice why they are making mistakes.

Sasaki, (2000), p. 269 States: "I added the two additional categories of ``translating" and ``evaluating" to suit the particular nature of the present data. It is noted here that ``translating" in the present study was operationally defined as ``expressing the generated ideas (whether it may be in the form of L1 or not) into L2," not as ``expressing the generated ideas into L1" as was used in Hayes and Flower's (1980) L1 writing model. Because the distinctions among the subcategories under the same category were often important for characterizing each group's strategy use (e.g., the difference between ``global planning" and ``local planning"), the present analysis mainly focused on the level of subcategories for analyzing the data."

The translation from the native language to the second language is difficult for students of a foreign language too. As the author explained on the quote above, there are moments when the students try to explain something in the second language using the structure of their language. When this occurs the teacher makes the appropriate corrections to stop such errors and mistakes. If the student has the tendency to make

the same mistake repeatedly, the student would feel insecure about their abilities so in these cases the teacher motivated the learners.

3.4 EXAMPLE OF A STUDY CARRIED OUT IN SLOVAKIA BETWEEN IN-SERVICE TEACHERS (EFL)

The following is an investigation carried out by researchers who decided to make an investigation about what really motivate teachers to continue teaching in Slovakia, because they are exploring a field which nobody mentioned before. They want to know why they are so motivated to continue doing their jobs as teachers, but on the other hand, if we think about that study realized by them and make a comparison with our reality in Chile, we are far away from that, since in our country people are more concerned about students' motivation than teachers' motivation, so it is important to consider to apply an study in a near future about the relationship with the motivation of all Chilean teachers.

The case of a study carried out in Slovakia that exposes the examples of the intentions of these mixed methods. The study consisted to explore the possible impact of a specially designed 20 - hour experimental in - service teacher development (TD) course on conceptual change among eight non-native speaking EFL teachers in Slovakia. Seven of the eight research participants were working in the state sector, with four of these teaching in secondary schools, one in primary school and two working in the tertiary context.

The teacher development courses content are focusing on strategies for creating a conducive psychological climate in the L2 classroom, particularly motivation-sensitive and autonomy-supporting teaching approaches and group-building strategies (Dörnyei, 2003), and encouraged a reflective approach to teaching, while prospective language teachers in Slovakia receive strong training in linguistics and language teaching methodology.

The qualitative data analysis can be characterised as following a theory-building path, that is, the data were examined for emerging themes and recurring patterns and this process has led to the development of the novel theoretical model of language teacher conceptual change.

A central cognition language teacher self in the teachers' cognitions and the pivotal role's reform induced dissonance between actual and ideal selves that plays in the teacher conceptual change, so the motivational orientations of the research participants uncovered a link between teacher motivation and the construct of ideal self.

3.5 CLASSROOM ENVIRONMENT

This part of the study attempts to know how effective it is an appropriate environment inside the class and how this could affect either positive or negative aspects. For that the following has a direct relationship with a study about the environment inside the class.

The complex question of what makes a classroom environment motivating. It is a very important question because an unpleasant environment may cause different difficulties both to learn and to teach English. so that is important to consider the environment when we refer to motivation because is proportional a good place to teach allow to teachers feel comfortable with their job, undoubtedly the motivation that teachers could get needs to be consider because is frequently to hear the people talking about how to motivate students but nobody tend to think in the motivation that the teachers need to have, they stand up in front of 45 students with different styles to acquire something, also is important to consider the factors could affect the motivation, and if we have teachers that are not motivated how we expect to have motivated students. so we know the education usually focus on issues such as the quality and quantity, but if we want an education with those characteristics we must to change the focus of attention and to think not only in the students and how to motivated them, indeed it is important but we must to think and how to get motivated teachers too and the environment inside the class is an important factor to consider.

To have a good environment it is important the relationship between the members of the group of class, the quality of teaching and learning is different depending on the weather of the class. A good relationship between classmates and a good relationship from the students toward the teacher that allows an environment in which the teaching of L2 is appropriated for both students and teachers, because the

mission to teach is easier when exists respect between all the members of the class students-students and students-teacher.

On the other hand if there is a negative environment where there is not exist trust between the members of the class, this would be a factor who influence in a negative way, so in this type of cases the role of the teacher is very important owing to the teacher has the role of leader trying to keep a good environment inside the class, but this is possible only if the students get an understanding and support between them that allows the teacher feels comfortable making the class. While better be the quality inside the class between the members of the group, better will be the environment at the moment to try to teach something and better will be the teacher's self-esteem. Because if we want to get motivated students first we need a motivated teacher who teaches for vocation and not for an obligation. To avoid a climate that will be stressful for teachers the coexistence between teachers is important to consider because in every recess the teachers must to live together and that moment must be pleasant.

There are two main factors that influence the environment trust and support, when there are these factors present in the class teaching a foreign language is better making this much productive.

If the teacher establish some norms inside the class this could help to the teacher to make his/her work more effectiveness. because when are a lot of people in a place is difficult to work for that some norms such as do not answer the mobile phones, or do not talk meanwhile the teacher is giving an instruction and if an student do not respect the norms he or she will receive a sanction for instance stay five minutes more

after finished the class so the teacher will prevent chaos and allow everybody makes their business without the necessity to say something aloud.

"Although many psychologists believe that children are inherently eager to expand their knowledge about the world and, therefore, the learning experience is by definition a source of intrinsic pleasure for them, classroom teachers tend to have perceptions that are in sharp contrast with this idyllic view. Instead of all those keen pupils, all they can often see is rather reluctant youngsters who are totally unaware of the fact that there should be an innate curiosity in them, let alone a desire to learn. And even if we are fortunate to have a class of students with a high degree of academic motivation, we cannot expect all the students to favour the L2 course over all the other subjects they study. Thus, unless we are singularly fortunate with the composition of our class group, student motivation will not be automatically there." Dörnyei, Z. (2007) p. 727.

Generally the psychologists tend to think in an intrinsic motivation, but apparently that is not completely true, According to Dörnyei the motivation rise from not only for an instinct, could be rise for the environment and the motivation from others who implant different ideas in our minds, those just are some reasons that would influence in the motivation, then when someone caught our attention we start to feel a real interest in any topic, maybe to learn or acquire information related to an specific issue.

3.6 REFRESHING COURSES

Refreshing courses have the main objective to reacquaint one with topic previously studied by the teachers and they felt the necessity to refresh their knowledge to be updated with most recently methods to teach English. Nowadays it is very important for all the people who dedicated their life to teach to take that kind of course to improve their knowledge and their skills. If the environment in class is not appropriate for any reason the teachers start to feel uncomfortable with themselves, they start to ask themselves if the work that they are making is correct or not. All of that would be produced by the motivation the students have at the moment the teacher is performing their class because if the students were not motivated, the teachers lose their motivation to teach too.

So, this is why the teachers decided to take these courses to refresh their methods, skills and abilities or learn new methodologies that they can apply with their students, because the main reason to get motivated teachers is to have motivated students who will pay attention in class and learn the contents taught by the teachers. These courses work directly with the intrinsic motivation of the teachers who want to improve their previous education. That is to say, these courses are short and its efficiency depends on the motivation the teachers have at the moment to decide take the refreshing courses, and the objectives that the teachers develop depends on themselves because they are the only ones who know what it is exactly that they need to improve to be better teacher. The idea is teachers find what was the first thing that motivated them, whereby they

decided to become teachers, and as a teacher they try to stay always updated with the latest teaching methods.

3.7 EFFECTIVENESS

One of the most important aspects inside the teacher is effectiveness, which could be defined as:

Medley and Shannon (1994) recommended that “all the evaluations of teachers be based on information about teacher effectiveness but noted that because direct information about teacher effectiveness is not available, many teacher evaluations are based on information about teacher competence or teacher performance” Found in Hunt, B., (2009) p.616.

Anderson (1991) claims that “an effective teacher is one who quite consistently achieves goals which either directly or indirectly focus on the learning of their students” Found in Hunt, B., (2009) p. 18.

Dunkin (1997) considered that “teacher effectiveness is a matter of the degree to which a teacher achieves the desired effects upon students. He defined teacher competence as the extent to which the teacher possesses the requisite knowledge and skills, and teacher performance as the way a teacher behaves in the teaching process” Found in Hunt, B., (2009) p.18.

The term teacher effectiveness means a series of features, competences and

behavior of teachers which will be implemented in all the different levels of education.

We find different variables, which are related to teacher effectiveness; Vegas and Petrow (2008) categorized the variables as follows:

“Student characteristics and behaviours. These include health and nutrition, preschool experience, age of entry into school, support from parents and siblings, socioeconomic status, and home language.” Hunt, (2009), p. 3.

“School and teacher characteristics and behaviours. School characteristics include infrastructure, materials and textbooks, class size, peer group and school climate and the amount of time in the school day and year. Teacher characteristics include motivation, knowledge/education, pedagogy, time in the profession/experience, rotation and turnover, and sense of professional calling.” Hunt, (2009), pp.3-4.

“Organizational factors. These factors include teacher salaries and special incentives; level of decision-making authority; technical assistance and financing; curriculum and standards; national assessment; and involvement of teachers’ unions, parents, and community” Hunt, (2009), p. 4.

These variables may affect teacher effectiveness, if these are not present in the different levels of education it would not be effectiveness.

Many experts feel they can easily identify excellent teacher, it has proven extraordinarily difficult to determine exactly which teacher characteristics contribute to desired students' outcomes (Medley and Shannon, 1994). Imig and Imig (2006) clarified some of the controversy that surrounds this area of research, especially in the United States. They identified two movements in U.S education: the "essentialists" and "the progressives." Essentialists, they said, focus on content and on student learning. Teachers are responsible for leading whole classes of students and for the setting of high expectations and directing students' learning toward measurable ends. In contrast, the progressives advocate child-centered curricula, constructivist approaches, and the consensus of experts to define high-quality education.

Leu provided a list of qualities to be found in good teachers:

- *Sufficient knowledge of subject matter to teach with confidence.*
- *Knowledge and skills in a range of appropriate and varied teaching methodologies.*
- *Knowledge of the language instruction.*
- *Knowledge of, sensitivity to, and interest on young learners.*
- *Ability to reflect on teaching practice and children's responses.*
- *Ability to modify teaching/learning approaches as a result of reflection.*

"Nuthall (2004), seeking to find out exactly how teaching relates to learning, reviewed research on teaching effectiveness. He cited research by Hopkins and Stern (1996) yielding the list of characteristics of excellent teacher:

- *Passionate commitment to doing the best for students.*
- *Love of children enacted in warm, caring relationships.*
- *Pedagogical content knowledge.*

- *Use of variety of models of teaching and learning.*
- *Collaborative working style with colleagues.*
- *Reflective practice.*

These characteristics should be present in the teacher in a good and excellent teacher which are connected with the motivation of the teachers.

CHAPTER 4: METHODOLOGICAL FRAMEWORK

In this chapter we are going to present the methodology stages that this study followed, how we collected the data and explain the issues presented in our investigation.

It is necessary to mention the type of methodology on which this investigation is based, which is mixed, because two of its data collection instruments were surveys that investigated the level of awareness of teachers regarding the inset courses given by the Ministry of Education, “English Opens Doors” program .

The second survey was centered on the level of motivation teachers attending the Inset Courses presented to remain in such courses. Third, the last instrument was an interview to 30 teachers attending the Inset Courses, in order to learn what the main factors for a teacher to be willing to pursuit his/ her improvement on his/her field are. One of the purposes of this last instrument is to collect opinions and comments of the participants to be studied as relevant data, which will be a great help to support our forthcoming analysis.

With these three different instruments which were used in this investigation, the methodology implemented must be mixed because there is some data collection which was analyzed through graphs and the interview was interpreted according to the opinions given by teachers.

4.1 DATA COLLECTION

This study focused on teachers who pursue a Certificate in English as a training course at Cardenal Raúl Silva Henríquez University which is in charge of the program “English Opens Doors” program given by MINEDUC.

The first survey was applied to 70 teachers of different schools around Santiago. The survey intended to be aware of the level of knowledge about the Inset Training courses and, if they knew about those courses, their advantages and disadvantages.

The second and third instruments were taken to a different sample. In this opportunity, teachers already inserted in the Certificate of English program were asked to answer a survey and a personal interview about the motivational factors that influenced their participation, and which helped them to remain in the program.

4.2 ISSUES

The issues presented along our project were related to external factors such as applying the first instrument. The instrument had to be delivered at different schools in Santiago, and the main problem was that some schools were not willing to receive any survey, owing to internal rules. Finally, we could find schools that were able to receive the surveys.

The other problem which was presented during the study was related to the second and third instruments which owing to the students' strike during mid-November and December did not allowed to apply the last survey and interview.

4.2.1 ETHICAL ISSUES

The participants were assured that the information provided in the first survey, which was applied to different teachers in Santiago, was completely confidential and the data collected from it, was totally for research purposes only.

The teachers- students from the English Opens Doors program English Certificate were also assure that the answers provided of the survey and interview that they answered were for research purposes only.

In order to get realistic and honest answers the instrument did not ask for the name of the participants.

4.3 INSTRUMENTS

In this investigation three instruments were used; two surveys and an interview.

The main objective of the first survey was to know if the teachers of different school of Santiago were familiar with the Inset Courses given by English Opens Doors program.

The survey had nine questions. The first four questions were focused on the awareness of teachers about the Inset Courses given by English Opens Doors program, so the answer to these questions could only be “yes” or “no”.

The fifth question was not a yes/no question, but this inquiry was aimed to ask teacher his / her desire to participate at the EOD program courses and the areas of interest, such as: Methodology, English language, grammar, speaking or some other.

The remaining four questions were focused on the teachers who answered yes to the previous questions. The main goal of these questions was to be in possessions of the positive or negative facts that teachers who had participated in the Inset Training Courses could found

The second survey aimed to understand the main characteristics that teachers who attend to this course appreciate or do not like about it and how these reasons influence into remain at the Inset Courses.

The third instrument was an interview which had open questions in which teachers gave their opinions about the main factors that led them into take Inset Training Course given by English Opens Doors program.

4.4 PROCEDURE

The plan to the first survey was to give about four or five surveys in different schools in Santiago, and finally 70 surveys were given back and the results were analyzed through graphs.

On the second survey the plan was to give 30 surveys to teachers who participated in inset training courses. This survey recollected information about the teachers' opinions based on the English certificate classes, including whether they liked the methodologies implemented, and the contents taught.

The last instrument that was applied was an interview, the procedure of this, was to interview the same teachers of the survey above. The purpose of this interview was to know the main motivational aspects which influenced teachers to take an inset training course.

CHAPTER 5: DATA ANALYSIS

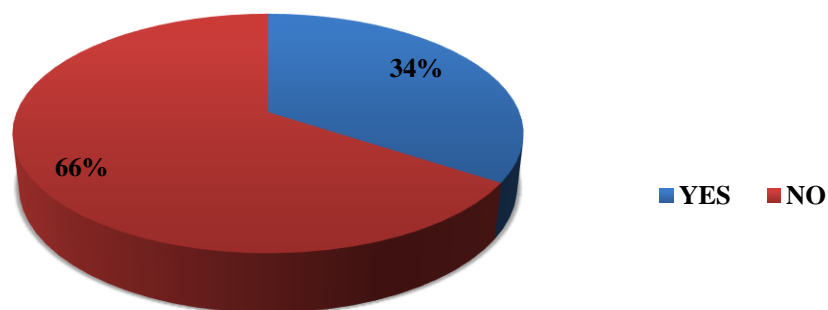
In this chapter it is going to be presented and explained the results and analysis obtained in this investigation, which were related to the diagnostic survey applied to teachers from different schools around Santiago, the second survey applied to teachers from the English Certificate given by EOD and the third instrument that was an interview applied to the same teachers mentioned above as well.

5.1 DIAGNOSTIC SURVEY

This survey was to get information about teachers' knowledge in the INSET TRAINING COURSES given by MINEDUC. This survey consists of nine questions which were focused on different aspects of these courses.

The survey was applied in semi-private and public schools out of 70 surveyed teachers the results were the following:

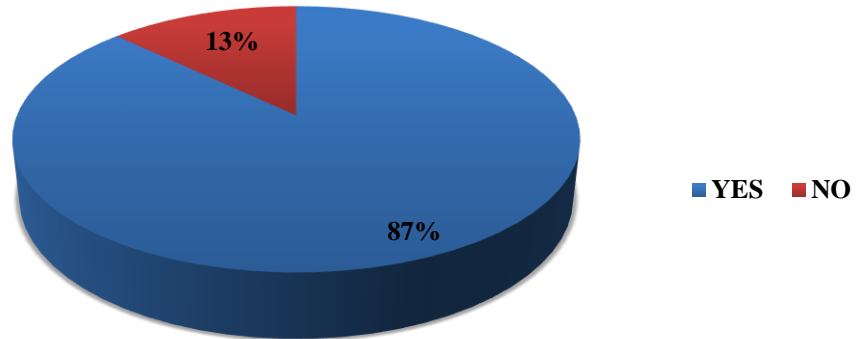
1. Are you familiarised with the inset courses offered by the Ministry of Education?



Graph 1

In graph N.1 above, we can appreciate that two thirds (66%) of the surveyed teachers pointed out that they were not familiarized with the INSET courses offered by MINEDUC, whereas only a third (34%) of them indicated that they were. Since the majority of these teachers stated that they had no reference about such courses, it might be implied that teachers do not know about these courses

2. Are you interested in obtaining more information about these courses?

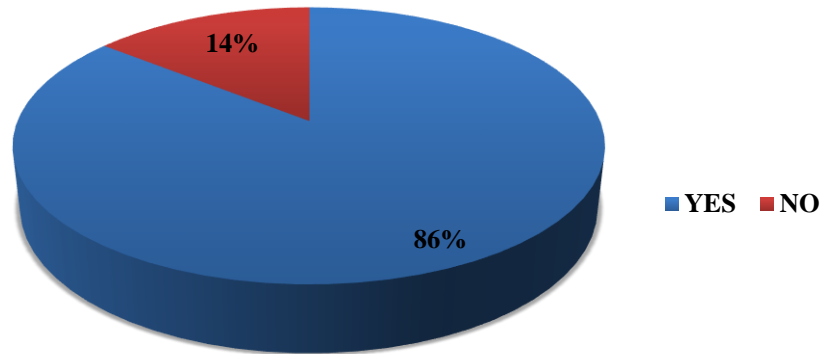


Graph 2

In graph N. 2 above we can appreciate that more than two thirds (87%) of the surveyed teachers pointed out that they were interested in obtaining more information about INSET courses, whereas less than one third (13%) of them indicated that were not.

These results might imply that teachers are interested in obtaining more information about these courses which could also imply that they could take part in an inset training course.

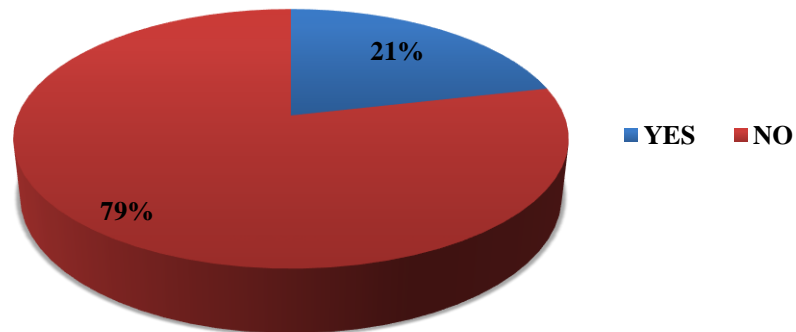
3. Would you be interested in taking any of these courses?



Graph 3

In graph N.3 above we can appreciate that more than two thirds (86%) of the surveyed teachers pointed out that they were interested in taking these courses, whereas less than one third (14%) of them indicated that they were not interested in taking them. It might imply that a high percentage of the surveyed teachers would be interested in participating in these courses.

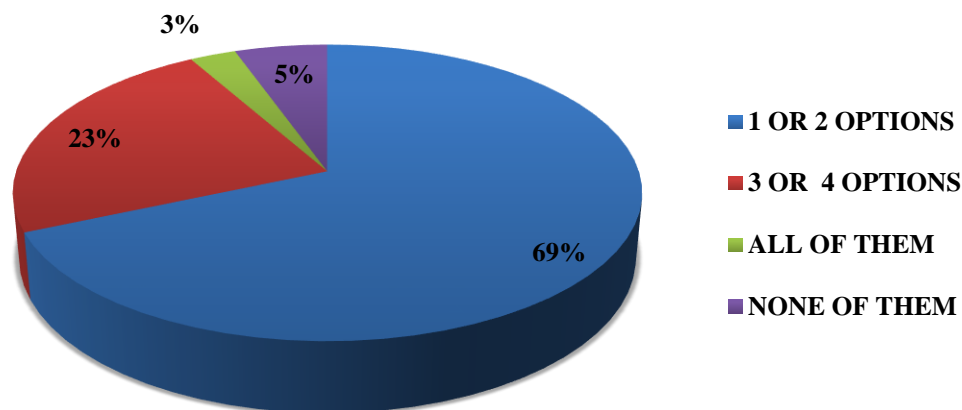
4. Has the Ministry of Education contacted you or your school in order to take part in some kind of activity that will help you and/or the teachers' staff at your school develop skills?



Graph 4

In graph N. 4 above we can observe that more than two thirds (79 %) of the surveyed teachers pointed out that the Ministry of Education had never contacted them or their school, whereas less than one third (21%) of them indicated that the Ministry had contacted them. The results might implicate that teachers do not know about and have never participated in any inset training courses due to that the Ministry of Education (MINEDUC) has never contacted them or the institution in which they work.

5. If you were willing to participate in these courses, which areas would you be most interested in?



Options:

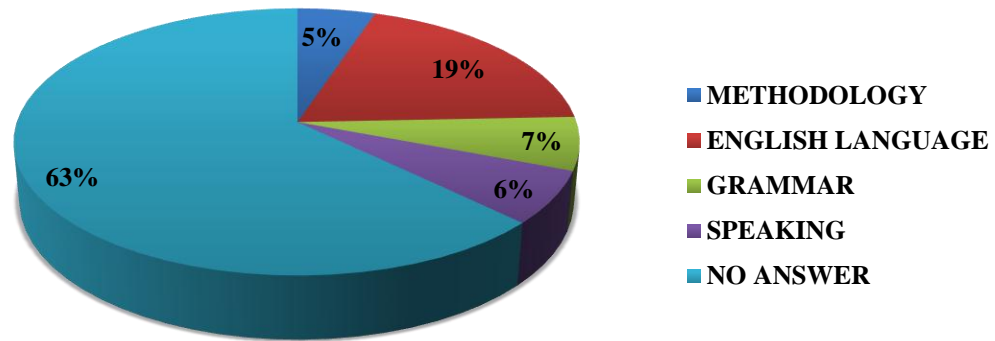
Methodology	English language	Grammar	Oral English

Graph 5

In graph N.5 above, we can appreciate that more than two thirds (69%) of the surveyed teachers pointed out that they would choose one or two options, 23 % three or four options, 3% all the options, whereas a 5% none of them.

It might implicate that the majority of the surveyed teachers selected one or two options which were given in the survey.

6. If you have already participated in these courses, in which areas did you take part?

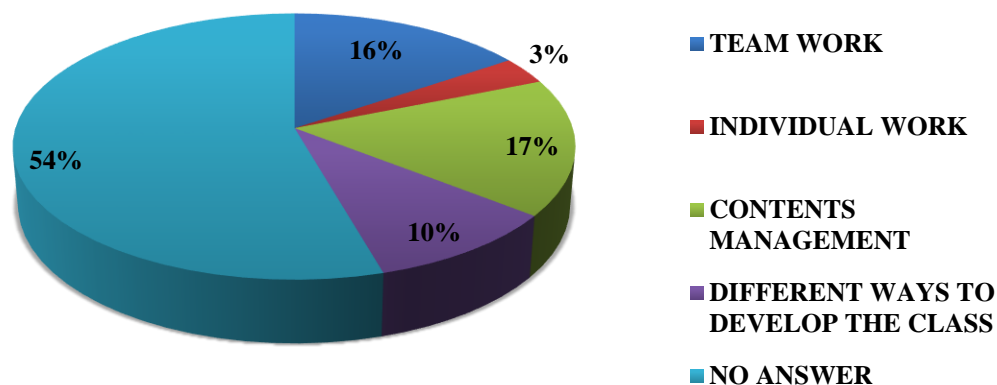


Graph 6

In graph N. 6 above, we can appreciate about two thirds (63%) of the surveyed teachers did not answer this question, whereas 19% took part in an English language, 7% took part in a grammar course, a 6 % took part in an oral English course and 5% took part in methodology course.

The results might implicate that teachers did not answer due to the fact that they have not participated in any of the courses given by English Opens Doors program.

7. If you already participated in these courses, please identify the strongest points developed during the course.

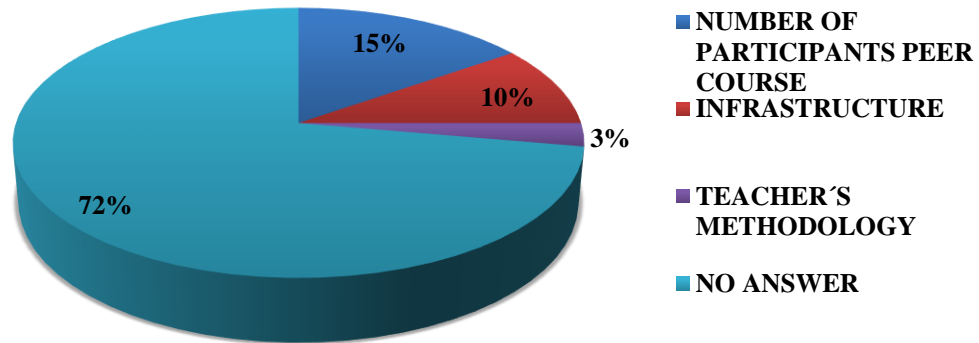


Graph 7

In graph N. 7 above, we can appreciate that two thirds (54%) of the surveyed teachers did not answer this question due to the fact that they have not participated in inset courses. Whereas 17% of them identified the strongest point was contents management, 16 % of them identified the strongest point was teamwork, 10% of them indicated that the strongest point was different ways to develop the class and only 5 % of them indicated that the strongest point was individual work.

It might be implicate that the majority of teachers have not answered this question due to the fact that that they have not participated in these courses.

8. If you already participated in these courses, please identify the weakest points of the course.

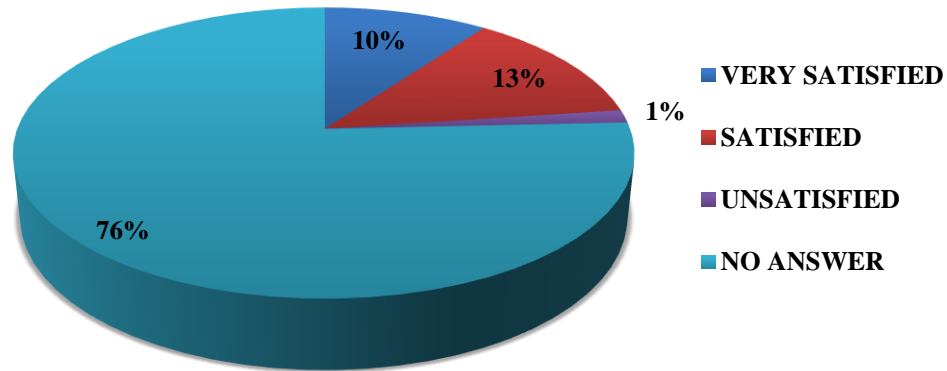


Graph 8

In graph N 8 above, we can observe that more than two thirds (72%) of the surveyed teacher did not answer this question because they have not participated in this courses. 15% of them indicated that the weakest point was the number of participants in a course; 10% of them indicated that the weakest point was the infrastructure, and a 3% of them indicated the weakest was the teacher's methodology.

The results might implicate that the majority of surveyed teachers have not participate in any of these course.

9. Indicate your level of satisfaction after completing the course.



Graph 9

In graph N. 9 above, we can appreciate that more than two thirds (79%) of the surveyed teachers did not answer this question because they have not participated in any of these courses. 13% of them indicated that they were satisfied with this course, 10% of them indicated that they were very satisfied with this course, and 1% of them indicated that they did not felt satisfied with this course.

It might implicate that teachers did not answer this question because they have not participated in these courses.

5.2 DATA INTERPRETATION FROM THE SECOND SURVEY

This survey was to get information about the aspects of the teachers had to remain in the English Certificate course given by MINEDUC.

The survey consisted of 24 statements which were focused on the aspects of the class. In this survey the teachers had to answer the levels of agreement and disagreement that they had with the different statements proposed in the survey.

5.2.1 Desarrollo de la clase.

Caracterice las clases en los siguientes aspectos:	En desacuerdo	De Acuerdo	No se/ No Aplica
1.- Las clases me estimulan a pensar desde distintas visiones o perspectivas para tomar mejores decisiones pedagógicas.	0%	100%	0%
2.- Hay espacios para participar activamente, consultar dudas o generar aportes.	3%	94%	3%
3.- Se utilizan diferentes estrategias para lograr los objetivos de aprendizaje (ej. discusión, trabajo colaborativo, debates, otros).	16%	84%	0%

Chart 1 (above)

According to the surveyed teachers the majority of them agreed with the statements previously mentioned in the chart which were focused on the development of the class.

5.2.2 Aplicación del conocimiento.

¿Durante lo que va corrido del curso, con qué frecuencia el docente...	Nunca o casi nunca	Regularmente	En la mayoría de las clases
4.-... ha usado bibliografía o recursos (de información, audiovisuales, artísticos u otros) variados y atinentes a los objetivos del curso?	0%	60%	40%
5.-...ha vinculado los contenidos del curso a ejemplos asociados a situaciones reales o hipotéticas ?	0%	43%	57%
6.- ...ha presentado nuevas ideas, hallazgos o metodologías asociadas a los contenidos del curso	4%	56%	40%

Chart 2 (above)

The surveyed teachers pointed out that they were regularly agreed with the questions and statement proposed in the chart which were focused on the application of knowledge.

5.2.3 Organización de la enseñanza.

Con respecto a la organización de la enseñanza en este curso	Nunca o casi nunca	Regularmente	Siempre o casi siempre
7.- Los tiempos dedicados a las distintas actividades del curso han sido adecuados.	6%	74%	20%
8.- Ha existido una clara relación entre los contenidos del curso y las actividades pedagógicas implementadas (prácticas, laboratorios, reflexiones u otras).	3%	60%	37%

Chart 3 (above)

According to this chart the majority of the surveyed teachers pointed out that they regularly agreed with the teaching organization.

5.2.3 Metodología de enseñanza aprendizaje

¿Durante este curso, con qué frecuencia el docente ha estimulado...	Nunca o casi nunca	Regularmente	Siempre o casi siempre
9.-...que los estudiantes hagan preguntas durante las clases?	3%	47%	50%
10.-...que los estudiantes busquen información o investiguen en forma autónoma?	7%	60%	33%
11.-... que los estudiantes trabajen en grupo en alguna actividad dentro o fuera de la sala de clases?	4%	53%	43%

Chart 4 (above)

According to this chart the majority of the surveyed teacher pointed out that they regularly agreed with the methodology implemented in the English Certificate Course.

5.2.4 Evaluación y retroalimentación a los estudiantes.

¿Durante este curso, con qué frecuencia el docente...	Nunca o casi nunca	Regularmente	Siempre o casi siempre
12.-... ha realizado evaluaciones con criterios explícitos y conocidos por todos los estudiantes?	0%	43%	57%
13.-... ha entregado a tiempo retroalimentación (individual o grupal) acerca de las fortalezas y debilidades del desempeño de los estudiantes?	3%	50%	47%
14.-... ha utilizado diferentes métodos, situaciones, formas o tipos de preguntas para evaluar los aprendizajes del curso?	3%	50%	47%

Chart 5 (above)

According to this chart the majority of the surveyed teachers pointed out that they were focused on two variables of the chart which were regularly and always or often. These percentages were related to evaluation and the feedback given to the students by the teacher in charge of the English Certification course.

5.2.5 Relación con los estudiantes.

	Nunca o casi nunca	Regularmente	Siempre o casi siempre
15.- El docente ha estado disponible para responder mis consultas en el horario acordado de atención de los estudiantes.	0%	27%	73%
16.- El docente ha sido respetuoso con todos los estudiantes del curso.	0%	17%	83%
17.- El docente ha mostrado confianza en la capacidad de aprender de los estudiantes del curso.	0%	20%	80%

Chart 6 (above)

According to this chart the majority of the surveyed teachers pointed out that they always agreed with the statements proposed above which were focused on the relationship between the teacher in charge of the English Certification course and the teachers who participate in it.

5.2.7 Labor del professor

Caracterice la labor del profesor en los siguientes aspectos:	En desacuerdo	De Acuerdo	No Se/ No Aplica
18. El profesor transmite interés en la enseñanza y los contenidos del curso.	0%	97%	3%
19.-. El profesor tiene un conocimiento profundo de los temas que enseña.	0%	97%	3%
20.- El profesor explica con claridad.	0%	97%	3%
21.-. El profesor explicita y clarifica los criterios de evaluación.	0%	97%	3%

Chart 7 (above)

According to this chart the majority of the surveyed teachers pointed out that they agreed with the statements proposed which were focused on the teacher's tasks.

5.2.8 Comentarios

22.- Señala algunos aspectos que consideras **se deberían mantener** en el desarrollo de este curso o en el trabajo de este profesor:

- Organización y Metodología del Profesor
- TICS
- Dinámica de la clase
- Trabajo grupal
- Fechas y rúbricas de evaluación
- Motivación del Profesor
- Evaluaciones variadas

Within the comments given by teachers it can be found the following opinions such as : Organization, teacher´s methodology, ICT, class dynamic, team work, rubrics, teacher´s motivation and different evaluations.

23.- Señala algunos aspectos que consideras **deberían mejorar** en el desarrollo de este curso o en el trabajo de este profesor:

- Demora de información administrativa
- Organización Curricular
- Claridad y tiempo para las evaluaciones

- Respetar fechas
- Organización de los programas
- Fechas inicio y término de módulos

Within the comments given by teachers focused on the aspects which should be improved during the course, we have administrative information, curricula organization, clarity, period of evaluations, program's organization and the beginnings of the course and their.

24.- ¿Cree que los factores mencionados anteriormente han influenciado en su asistencia y/o participación en este curso? ¿Por qué?

- Sí; porque si el profesor no motivara no asistiría al curso. / Porque no queda claro fechas de evaluaciones. / Porque afecta, no hay organización y no hay orden lógico de los módulos.
- No; porque invertí en un curso y se debe asistir igual pese a las dificultades.

Within the comments given by teachers regarding this question, we find the following answers which are a summary of all opinions given by them, those factors that influenced in the participation of the course are those if affect such as if teacher does not have motivation the participants will not participate in the course, other factor is the lack of organization, clarity and the logical order in the modules.

On the other hand we find those factors which according to the opinion given by the teachers do not affect their participation in the course such as paying a percentage in the course and have to assist during the class although there were difficulties.

5.3 INTERVIEW

This interview focused on to collecting personal information about the English Certificate course given by the EOD. The objective of this interview to find the main reasons to take this course and to remain in it.

The interview included thirty teachers who took the course during this semester. This instrument had five questions that pointed out the personal reasons for taking this course and remaining in it. Teachers wrote their own answers explaining the reasons why they thought in specific things. From this, every question was analyzed and reduced into key words to obtain a short answer.

5.3.1 ¿Cuál fue su principal motivación para realizar un postítulo?

Reasons	Educational refinement	Income improvement	Personal reasons	English level Improvement	Certification	Others e.g. travelling abroad
N° of teachers	16	2	3	6	1	2

The main reason was educational refinement because teachers need to improve their knowledge and methodologies.

However, there is a considerable number of teachers who took this course to improve their English level.

5.3.2 ¿Por qué decidió tomar un postítulo impartido por el PIAP?

Reasons	Monetary	Quality	Confidence	Fellowship	Educational refinement
N° of teachers	1	2	9	16	2

The main reason was the fellowship given by their school to acquire more knowledge and then apply it at their school.

5.3.3 ¿El postítulo ha cumplido con sus expectativas? y ¿por qué?

Reasons	Teacher	Administration and organization	Knowledge
N° of teachers	2	16	12

This English Certificate course has not achieved the administration and organization level that it was promised.

5.3.4 ¿Cuál (s) cree usted que fueron los factores que influyeron en su permanencia durante la realización del curso?

Reasons	The Teacher	Methodology	Improvement of language	Invested money	Updating of knowledge	certificate quality	Personal reasons	Asistantship required	others
N° of Teachers	7	7	3	4	1	1	5	2	

The factors to remain in this course were the teachers in charge of each class who worked with professionalism and dedication. At the same time, the methodology used by the teacher was the main reason to stay in it.

5.3.5 ¿Cuál es el objetivo principal que usted espera obtener al realizar este postítulo?

Reasons	Aplication of new methodologies	Improvement as a teacher	English improvement	Bussiness espectations	Practice in basic education
N° of Teachers	12	5	7	3	3

The main reason to take this English Certificate course was the application of new methodologies, but around these two semesters the teachers noticed that this course was to refresh knowledge and just a little part of it was to learn new methodologies.

CONCLUSIONS

CONCLUSIONS

Nowadays, teachers believe that it is important for them to learn more about their own subjects because they are conscious of the necessity to refresh their knowledge and if they have the chance to teach other subjects, it may be a good choice. In other words, teachers should not only transmit merely their own knowledge because students need to find a congruence between the subjects and if they can find a similitude it would be a great job in terms of education.

The new curriculum focuses on the last Educational Reform which, apart from some changes in the contents, it has also implied the creation of new systems to refresh the teachers' knowledge and their classroom management too.

This research focused on the motivational aspects for EFL teachers to start and complete INSET courses implemented by English Open Doors program. As it was previously said, different instruments of evaluation were designed in order to learn the motivational aspects for teachers who follow these courses to participate and remain in these courses.

The researchers thought that data collection and teachers' appreciation of the English Certificate given by the English Opens Doors program were necessary; to learn about this, the first survey was created. The schools where this survey was applied were chosen randomly, to make the investigation more transparent. The instrument was applied on twenty - five schools in Santiago.

The second survey and third instrument, which was an interview, were applied on teachers that took the courses and chose the options that represented their motivational aspects to enroll on these courses and to remain in them.

It is important to highlight that the survey and the interview applied to the teachers from English Opens Doors program, was mainly to identify the motivational aspects that influence teachers to want and desire to remain in the class.

This investigation has revealed that the teacher-students who attended the English Certificate Courses' chief reasons to enroll were mainly for rather personal purposes, they expressed that they wanted to improve their teaching abilities during their own classes, means, English level and their knowledge about methodologies, strategies and the possibilities to get better jobs.

As it can be observed, we can establish that the main motivation to be part of the course is an intrinsic motivation, because their desires to improve themselves as teachers encourage them to participate. As minor reasons, but no less important, there were some extrinsic motivation. Some teachers claimed that the possibilities to apply for better jobs and therefore to earn more money, motivate them to enrolling in an English Certificate.

To remain in this course, the surveyed teachers mentioned that the fellowship generated during classes is one of the main reasons to stay in this course because they help each other to understand some contents that are not completely understood and to

develop during classes, that is, papers, essays, micro teachings and different assignments.

Another important reason that they mentioned was the energy and enthusiasm expressed by the relator of the course to teach their classes and the different methodologies such teachers used to deliver in class were of much interest for students, since they presented some degree of novelty and motivation to them.

Many of the teacher-students attended the English Opens Doors program certificate because the teacher interacted and shared with them and the teacher-students liked it and felt confident to participate during the classes; on the other hand, there are also important reasons why some of these students did not feel comfortable in this certificate; they pointed out that some teachers did not respect dates and days of the schedule or period of time to finish their assignments owing to the fact that they had to do many things in their jobs and sometimes they felt that relators of the certificate forgot that they were teachers too.

EOD Students usually presented both intrinsic and extrinsic motivation initially when they came to the EOD, first, for personal purposes that influenced a part of their career, but in time, they developed some kind of extrinsic motivation because they felt like people from the schools they worked for, expecting a positive achievement, which would lead them to remain in their posts for the following years.

As a general perception from the participants to this English Certificate, it can be identified that the lack of management and administration from EOD was not the expected by the participants; this, owed to the documents and material designed to develop the course were not delivered at the moment expected, as a consequence, the teachers manifested that they felt the proposal made was not what they expected from the course.

In order to outline directions for future work we suggest that investigators make a research comparing an English Certificate by MINEDUC and at the same time an English Certificate by a private Institution. Future research could focus on the methodology and practice at the beginning of these courses, in order to follow up these procedures.

Finally, we believe that this research showed us that nowadays many teachers want to improve their knowledge to create a better quality in education and we believe that it is a good example to be followed.

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APPENDICES

ENCUESTA

Estimado Profesor: somos un grupo de estudiantes de Pedagogía en Inglés de la Universidad Católica Silva Henríquez que estamos realizando nuestro seminario de título. Para nuestra investigación rogamos encarecidamente su cooperación, ya que nos será de muchísima ayuda que usted conteste este breve cuestionario que a continuación le presentamos. Queremos asegurarle que toda la información recopilada en este cuestionario será usada sólo para nuestra investigación y le garantizamos la anonimidad en todo momento. De antemano, muchas gracias.

- ✚ Curso/s en que realiza clases: ejemplo (1° Básico)
 - ✚ Nombre del establecimiento en el que trabaja:
 - ✚ Fecha:
-

Inset courses son cursos de perfeccionamiento docente, dados por el MINEDUC, y dirigidos a profesores de enseñanza General básica y Media que quieren desarrollar sus habilidades en el inglés por motivos académicos o personales.

1. ¿Usted está familiarizado con los *INSET Courses* impartidos por el MINEDUC?

SI NO

2. ¿Usted estaría interesado en obtener mayor información sobre estos cursos?

 SI NO

3. ¿Usted estaría interesado en participar de estos cursos?

 SI NO

4. El MINEDUC se ha contactado con usted o con su colegio para participar en alguna actividad que desarrolle habilidades y competencias del cuerpo docente del establecimiento académico?.

 SI NO

5. Si usted está interesado en participar de estos cursos, ¿Qué áreas le interesarían?

A. Metodología

B. Lengua inglesa

C. Gramática

D. Inglés oral

E. otras (indique cuáles)

6. Si usted ya ha participado de estos cursos, ¿En qué áreas?

A. Metodología

B. Lengua inglesa

C. Gramática

D. Inglés oral. otras (indique cuáles)

7. Si usted ha participado de estos cursos, por favor indique las mayores **Fortalezas** que desarrollo a lo largo del curso.

A. Trabajo en equipo

B. Trabajo individual

C. Mayor manejo de los contenidos

D. Distintas formas de desarrollar su clase

8. Si usted ha participado de estos cursos, por favor indique las mayores **Debilidades**

- A. N° de asistentes por sala
- B. Infra estructura del lugar
- C. Calidad del curso
- D. Metodología del profesor

9. Qué nivel de satisfacción presentó para usted una vez finalizado el curso?

- A. Muy satisfecho
- B. Satisfecho
- C. Medianamente satisfecho
- D. Nada de satisfecho.

Encuesta

En base a los Cursos de Perfeccionamiento Docente

Semestre/año:		Profesor:	
Sigla curso/sección:		Nombre curso:	

Caracterice las clases en los siguientes aspectos:	En desacuerdo	De Acuerdo	No se/ No Aplica
1. -Las clases me estimulan a pensar desde distintas visiones o perspectivas para tomar mejores decisiones pedagógicas.			
2.- Hay espacios para participar activamente, consultar dudas o generar aportes.			
3.- Se utilizan diferentes estrategias para lograr los objetivos de aprendizaje (ej. discusión, trabajo colaborativo, debates, otros).			

Aplicación del conocimiento

¿Durante lo que va corrido del curso, con qué frecuencia el docente...	Nunca o casi nunca	Regularmente	En la mayoría de las clases
4.-... ha usado bibliografía o recursos (de información, audiovisuales, artísticos u otros) variados y atinentes a los objetivos del curso?			
5.- ...ha vinculado los contenidos del curso a ejemplos asociados a situaciones reales o hipotéticas?			
6.- ...ha presentado nuevas ideas, hallazgos o metodologías asociadas a los contenidos del curso			

Organización de la enseñanza

Con respecto a la organización de la enseñanza en este curso	Nunca o casi nunca	Regularmente	Siempre o casi siempre
7.- Los tiempos dedicados a las distintas actividades del curso han sido adecuados.			
8.- Ha existido una clara relación entre los contenidos del curso y las actividades pedagógicas implementadas (prácticas, laboratorios, reflexiones u otras).			

Metodología de enseñanza aprendizaje

¿Durante este curso, con qué frecuencia el docente ha estimulado...	Nunca o casi nunca	Regularmente	Siempre o casi siempre
9.-...que los estudiantes hagan preguntas durante las clases?			
10.-...que los estudiantes busquen información o investiguen en forma autónoma?			
11.- ... que los estudiantes trabajen en grupo en alguna actividad dentro o fuera de la sala de clases?			

Evaluación y retroalimentación a los estudiantes

¿Durante este curso, con qué frecuencia el docente...	Nunca o casi nunca	Regularmente	Siempre o casi siempre
12.- ... ha realizado evaluaciones con criterios explícitos y conocidos por todos los estudiantes?			
13.-... ha entregado a tiempo retroalimentación (individual o grupal) acerca de las fortalezas y debilidades del desempeño de los estudiantes?			

14.- ... ha utilizado diferentes métodos, situaciones, formas o tipos de preguntas para evaluar los aprendizajes del curso?			
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Relación con los estudiantes

	Nunca o casi nunca	Regularmente	Siempre o casi siempre
15.- El docente ha estado disponible para responder mis consultas en el horario acordado de atención de los estudiantes.			
16.- El docente ha sido respetuoso con todos los estudiantes del curso.			
17.- El docente ha mostrado confianza en la capacidad de aprender de los estudiantes del curso.			

Labor del profesor

Caracterice la labor del profesor en los siguientes aspectos:	En desacuerdo	De Acuerdo	No Se/ No Aplica
18. El profesor transmite interés en la enseñanza y los contenidos del curso.			
19.-. El profesor tiene un conocimiento profundo de los temas que enseña.			
20.- El profesor explica con claridad.			
21.-. El profesor explicita y clarifica los criterios de evaluación.			

Comentarios.

22.- Señala algunos aspectos que consideras se deberían mantener en el desarrollo de este curso o en el trabajo de este profesor:

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23.- Señala algunos aspectos que consideras **deberían mejorar** en el desarrollo de este curso o en el trabajo de este profesor:

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24.- ¿Cree que los factores mencionados anteriormente han influenciado en su asistencia y/o participación en este curso? ¿Por qué?

--

ENTREVISTA

La siguiente encuesta que responderá, contiene preguntas sobre su percepción acerca del curso de perfeccionamiento docente que se encuentra realizando en la Universidad Católica Silva Henríquez.

Responda las preguntas realista y objetivamente de acuerdo a su apreciación personal.

1.- ¿Cuál fue su principal motivación para realizar un postítulo?

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2.- ¿Por qué decidió tomar un postítulo impartido por el PIAP?

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3.- ¿El postítulo ha cumplido con sus expectativas? Y ¿por qué?

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.....
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4.- ¿Cuál (s) cree usted que fueron los factores que influyeron en su permanencia durante la realización del curso?

.....
.....
.....
.....

5.- ¿Cuál el objetivo principal que usted espera obtener al realizar este postítulo?

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