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SEMINARIO DE TÍTULO

ENGLISH LANGUAGE TEACHERS PERCEPTIONS ABOUT EDUCATION RECEIVED AS ENGLISH LANGUAGE TEACHERS AND AS AN EDUCATORS AT UNIVERSIDAD CATÓLICA SILVA HENRÍQUEZ.

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

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Abstract

The Education in our country has suffered many changes throughout years. The teacher´s role into the classroom has been affected in different ways; the relation among colleagues and students, and the problems that can be found at schools such as resources to qualify students according to the parameters of the Ministery of Education.

In like manners we can identify important changes in classrooms regarding teaching tools such as ICTs that are malleable in relation with globalization provided that information changes every time and new contents are added in education themes. Because of this, another teaching tool that is inside of this change atmosphere is Lesson Plan, which in complementation with ICTs are the foundation of the development of the receptive and reproductive skills such as Listening, Reading, Speaking and Writing. With this in mind we must understand the difficult relation regarding with classrooms and the changes produced by a globalized society in which we as teachers must face the continuing changes throughout time to improve our teaching and help creating an appropriate environment for Teaching-Learning process.

As English Teachers, we want to emphasize the importance of our role into the classroom because we work with people who have different ways of learning, skills and interests, these people who have developed their lives in different contexts and have different experiences; besides there are cases in which some of these

students have special needs be taken into account whilst in the Teaching- Learning process.

According to that, the final goal of this research study is to know if Universidad Católica Silva Henríquez gives future teachers, the main teaching tools to make them as competent teachers who are able to manage all these aspects.

CHAPTER 1:

INTRODUCTION

1.1 Introduction

Nowadays, Education is an important issue in our country because; the quality of teachers has been criticized. This includes their knowledge, the way they do their job and how they involved into the school community with their profession. Our research study encompasses the ability of Universidad Católica Silva Henríquez graduates within the school community, as they relate as competent teachers inside and outside the classroom, and what the level of Teaching-Learning process is at the University in these contexts.

> *"True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own."*
> (Kazant N, 2005)

The University teaches academic subjects, but is very important to keep in mind that there are subjects that can be more beneficial than others. For that reason our analysis presents an idea about how significant these subjects are for the development of our profession, subjects such as English courses (Phonetics, Language and Culture, Grammar and Linguistics) as Core Curriculum (Teoría de la Enseñanza, Evaluación de los Aprendizajes, Construcción Pedagógica del Aprendizaje and Currículo) taking into account that we are educating future adults that our society hopes.

We are responsible for molding the minds of future generations. Being a teacher is important in our society because he or she is who brings the tools and knowledge in order to create complete citizens of future society. An ideal teacher must be one who is able to manage social changes and is aware about what our society needs and requires day by day.

The importance of learning English as a Foreign Language as it is universal language which connects us with the world. That is why, as teachers, we need to know the importance of foreign language skills, designing, selecting or adapting appropriate resources for teaching a foreign language. It is also important for teachers to be aware of the different problems that can affect this process in the school community.

1.2 Objectives

The objectives of this research are divided in two:

General objective

The general objective that this research intends to reach at the end of this process is the following:

- To identify the strengths and weaknesses of the education received at Universidad Católica Silva Henríquez as an English Language Teacher and Educator.

Specific Objectives

- To compile information about the different difficulties graduates have to face as English Language Teacher and Educator regarding school context.

- To account for English Teacher's perceptions about their professional competences.

1.3 Justification.

As English Teachers, we are constantly making efforts to educating the new generations in order to train successful people in the different and varied stages of their lives, it is fundamental that education takes a role over life and the development of students of different ages.

> *"Los estándares presentados en este documento orientan los conocimientos y habilidades que debe demostrar el futuro profesor o profesora del área disciplinar para que puedan desempeñarse en los respectivos grados que comprenden estos niveles de escolaridad"*.
> (MINEDUC, 2014, pp.15)

According to the standards of the Ministery of Education, teachers of English have pedagogical tools that promote personal and social development of students, and they should know the curriculum for primary and secondary education to develop pedagogical approaches. As Teachers of English as a Foreign Language, we should understand the importance of the development of the four foreign language skills, to design, select or adapt appropriate physical and virtual resources for teaching a foreign language.

In that sense our work wants to explore how Teachers of English face different situations as EFL Teachers and as Educators in their professional experience related to solve and face the different challenges, such as underprivileged students and learning disabilities students, parents meeting, bullying, conflict resolution and

administrative management (e.g. class book, Minutes, SINEDUC, course advice, guidance and leadership.)

1.4 Problem Statement

Due to the fact that Teaching English as a Foreign Language is an extremely difficult task, because of many institutions impart the English language only in older generations (5th grade), English Language Teacher has to emphasis this task, because there is not a good "support" of this kind of subject, in which the teachers have to reinforced to be easier their task: to teach.

On the other hand, there is a big difficulty inside schools; it is to educate children with learning disabilities, because teachers do not have the necessary teaching tools to work with that kind of issues. It is important that the English Language Teacher knows how to labor with children with special needs to include all students in a same learning context.

Moreover, due to global world, teachers have to manipulate technology, in this case, smart boards, digital books and ICTs which help teachers to have as successful performance in their labor.

Besides, teachers are faced to different kinds of students even with special needs, hyperactivity disorder, dyslexic, learning disabilities and they must also be able to confront different aspects of a school community such as, how to work with the

school book, different planning formats, managing conflicts between students and parents, and to know the different context where their students develop their lives to understand some behaviors and, in that way, adjust the contexts according to the reality and students environment in order to obtain an effective Teaching-Learning process.

1.5 Hypothesis

Universidad Católica Silva Henríquez English Language Teachers graduates have the necessary competences to practice in school context as teachers.

As well as we go into our career to become competent professionals in the field of education; we feel prepared for the national education context in the best way Universidad Católica Silva Henríquez was able to prepare us. With this study we want to clarify the shortcomings in the curriculum which affect both the interpretation of the graduates facing the reality of schools, and the perception of them to address complex educational situations, either because of misinformation or for not having developed in graduates the skills needed to perform as a competent teacher.

1.6 Research Questions

1.-What are the strengths and weaknesses detected from Universidad Católica Silva Henríquez graduates as English Language Teachers and as Educators?

2.-Does the English Teaching Training Program at Universidad Católica Silva Henríquez provide teachers the required tools in the area of English Language Teaching and Education?

3.-Is the reality suggested by Universidad Católica Silva Henríquez an ideal image of school context nowadays?

CHAPTER 2:

THEORETICAL FRAMEWORK

2.1 Introduction

Within this chapter, certain concepts that are key to understand this study will be defined. Concepts such as "perception", English Language Teacher and Educator profiles will be put forward, notions that will allow us to understand the main objectives of this study and perceive the Universidad Católica Silva Henríquez intentions in relation with its graduates.

Undoubtedly, technology in this century is an important work tool for teaching labor. Teachers implementing projectors, notebooks and smart whiteboards are allowed to improve their performance regarding students learning.

It is very important that teachers know the importance of lesson planning and organization of the content. This is in order to implement learning strategies in the classroom, developing a well-structured class according to their students learning necessities. However, there are some teachers who believed that there is no need to plan for a class performance. According to Harmer (2007, pp.311) this is just an ability that only experienced teachers are capable to do.

Just as in every research study, we must first recognize the context and the reality we face to understand what we are studying and how is its behavior to improve our research in the best way and having all the possible data we can obtain.

2.2 Context of Study.

2.2.1 Mission and Vision.

The following information will guide us to understand an important part of Universidad Católica Silva Henríquez intentions to present in a social level what is wanted to achieve on graduates.

Mission.

"La misión de la Universidad Católica Silva Henríquez es contribuir al desarrollo integral de sus estudiantes y de este modo de la familia humana, ofreciendo una educación superior de excelencia a todos quienes puedan beneficiarse de ella, especialmente a los jóvenes talentosos provenientes de sectores socialmente desfavorecidos, a partir del modelo de formación salesiano inspirado en la razón, el amor y la trascendencia". (UCSH, 2014, paragraph.2)

Vision.

"La Universidad Católica Silva Henríquez, a partir del ideario formativo de Don Bosco y del Sueño de Chile, legado del Cardenal Silva Henríquez, quiere ser reconocida como una Universidad inclusiva e innovadora, que orienta su docencia, investigación y vinculación con el medio al conocimiento, protección y promoción de

la juventud, la familia, la ecología humana y el bien común". (UCSH,

2014, paragraph.3).

These elements, mission and vision will be useful as basic guidelines to know the reached objectives being developed within the institution, expose the values and educational training that the Universidad Católica Silva Henríquez wants to offer; the reason for the objectives and goals set by the University, in order to know the importance of this establishment.

2.2.2 Salesian Formation Profile.

In this instance we put emphasis on the Salesian essence of Universidad Católica Silva Henríquez profile to understand what are the spiritual and ethical expectations graduates have to provide to society in their classroom and how graduates should learn from themselves in relation with autonomous training.

2.2.2.1 Our Training.

According to the appendix number 1, it is believed that is important to follow a training given by Universidad Católica Silva Henríquez in order to educate competent teachers with quality education and the necessary capabilities to front different issues that arise in institutions.

Future teachers are acquiring knowledge in their work experience by providing clear and concrete ideas for the field and its future students.

2.3 English Language Teachers

2.3.1 National Curriculum

What do we understand for National Curriculum? It is the implementation of all the educational tools and contents to be done into the classroom; this is predominant as norms to be established at every educational institution. Both teachers and authorities of the educational institutions have to follow it in order to entrust that the National Curriculum is realized inside the classroom. This helps to maintain a range of leveling, because the National Curriculum is the leading norm in the country and ensures that all students are evaluated in the same way. As a common objective, National Curriculum aims at reducing the difference among schools.

The National Curriculum was modified in 2009 after changing its Bases Curricular. These Bases helped to improve the national education, since it took the main objectives and the minimum obligatory contents to transform them in common stand inserting them into the curriculum researching the same learning objectives.

> *"Los Objetivos de Aprendizaje establecen aquellos aprendizajes que deberán lograr los estudiantes, los que quedan definidos por una habilidad que se adquiere en relación a un contenido específico."*
> (EDUCARCHILE, 2012, paragraph.3)

In that way curriculum is related to the classroom in a direct form, because teachers need a lesson plan according to National Curriculum to develop a class with the intention of helping to obtain the objectives that are required to get in students.

The minimum objectives and the contents for the English as a Foreign Language subject were implemented in the modification in 2009, due to the needs such as ICTs use and the global world that the education in our country was having.

> *"El propósito principal del curriculum de Inglés es entregar a los y las estudiantes las habilidades necesarias para utilizar el idioma como una herramienta que les permita acceder a la información, así como resolver situaciones comunicativas simples de variada índole, en forma oral y escrita." (MINEDUC, 2012, pp.68)*

The main objective that has the national curriculum referring English as a Foreign Language is that students are able to be part of a global world, where the tools given at school are the appropriate ones so students can acquire knowledge, which in other times was limited due to the little use of the foreign language.

The hence abilities in language that the students will have, are the main objectives in the minimum obligatory contents from 9th to 12th grade. This also includes the increase of vocabulary in order to ease the production of the foreign language. In this way students will improve their skills in foreign language. On the other hand

the grammatical structures are not important in the new curriculum due to the fact that it hopes that students who get to 12th grade are able to express themselves naturally, with an increment of vocabulary and greater recognition of words on reading comprehension skill.

According to Sampieri & Mendoza (2008) triangulation is:

"Lograr convergencia, confirmación y/o correspondencia o no, de métodos cuantitativos y cualitativo."

Triangulation is basic desired that gives a mixed approach to the research study. With triangulation we can corroborate the least that graduates of Universidad Católica Silva Henríquez related to the National Curriculum.

2.4 Universidad Católica Silva Henríquez Profile.

Universidad Católica Silva Henríquez's profile consists of three parts, namely training profile, student profile and the educator profile.

The University´s training profile contains five points in which it emphasizes their Salesian profile.

According to appendix number 2; the research study will explain that in the student profile from Universidad Católica Silva Henríquez, the student must be capable of executing their skills, competences, own rationing of the graduate either in the general aspect as into his/her training field. According to the profile of University the student must be a competent person; capable of dealing with different problems related into the school community (e.g. underprivileged students, learning disabilities) and being able to put into noticed his/her knowledge, be autonomous regarding his profession and capable of having effective and competent interaction with his/her pairs.

It must also relate his/her profession along with the typical features of the Universidad Católica Silva Henríquez that shows a Christian and Salesian profile, where to give values in his/her vision humanist and Christian.

Regarding to Universidad Católica Silva Henríquez (2003) Educator*:*

> *"Los académicos de la UCSH deben caracterizarse por la permanente búsqueda, renovación y actualización de las metodologías de enseñanza y estrategias de aprendizaje que mejor contribuyan a la formación integral de los estudiantes."*

This wants to say that the methodology must have a teacher of the university must be in favor of the education of the students, across a Salesian profile where they could develop in such a way that it exists fitted for the dialogue inside this one, aside from the knowledge that must give to the students, the professors must be in favor of the critical and constructive reflection for the improvement of the educational work.

The Universidad Católica Silva Henríquez profile for this research study has as purpose, to know the perception from graduated students and to know if they achieve it according with Salesian profile.

2.5 English Language Teachers Standards.

In this section we turn our attention to "ESTANDARES ORIENTADORES PARA CARRERAS DE PEDAGOGIA EN INGLES" government document, article published by the Ministery of Education to provide the initial training for graduates.

These Standards include:

> …"Orientaciones claras y precisas sobre los contenidos disciplinarios y pedagógicos que debe saber todo profesor o profesora al finalizar su formación profesional, de modo de contar con las competencias necesarias en el posterior ejercicio de su profesión". (MINEDUC, 2014, pp.3).

The standards are used as a reference instrument to establish parameters for all universities regarding students training contexts without limiting autonomous universities decisions.

One thing that is cleared up by this document is that there is no interference with the autonomy of each university according to the graduated profiles. So, the use we need to give to this instrument is that we can establish through it certain parameters to know if the basic competences are all covered by the Universidad Católica Silva Henríquez teacher's profile, in this case related to English Language Teaching Graduates.

For this is why we need to use standards for our research as a guidance in our study to get the weaknesses and strengths of Universidad Católica Silva Henríquez.

According to the document "Estándares Orientadores Para Carreras De Pedagogía En Inglés", Universidad Católica Silva Henríquez Graduates must count with the complete achievement of the summarized suggested points shown in appendix 3. All this points contains more specific indicators and develop the main objectives from the summarized points from Standards.

Concerning this, Ministery of Education establishes the importance of the complete achievement of each Standard with all corresponding indicators to accomplish adequately the main intentions of this document, because not only the Standards must be attained to know if teachers are complete professionals, also indicators are a very important subject to measure the competence of graduates facing the National Curriculum and its objectives.

Further on this research, we are going to establish the weaknesses and strengths from Universidad Católica Silva Henríquez graduates in relation with the profile from the institution and the indicators shown by the government program.

2.6 English Language Teaching Tools

In this area it will be presented the characteristics of the main teaching tools that teachers need to develop knowledge inside the classroom. To continue, there will be a brief explanation about what they consist, the importance of these and how these tools influence in students' understanding.

2.6.1 ICTs in the English Classroom

Traditionally, in the education of English as a Foreign Language, technologies were used in the Teaching-Learning process. However we have realized the importance of ICTs in order to help us to get to understand in a precise knowledge of the civilizations about English speaking countries through audio-visual records in order to study lifestyles and their systems of communication. While on the other hand, they help us to include more diverse resources in order to motivate and encourage students in the communicative approach of English.

> *"Tradicionalmente, en la enseñanza del inglés, se han utilizado los sistemas multimedia con gran frecuencia, pero la entrada de las TICS de forma "masiva" en algunos centros ha hecho que el profesorado disponga de una herramienta potente para motivar al alumnado, aunque lo verdaderamente relevante y determinante será el uso pedagógico que nosotros, como docentes-mediadores, hagamos de ellas".* (Carretero Ramos A., 2005, pp.1)

As English Language Teachers, we know that it is important to have an advanced use of the new technologies, such as smart boards, digital books, media technologies; Thanks to these we can organize our classes in order to adapt them to the interests and capacities of pupils. Internet has turned into an immense source of information that provides us authentic materials that in other way it would be difficult to obtain from Speaking English countries.

As English Language Teachers we must also get involved in the changes education is experiencing nowadays. Of course, we must not only seamlessly integrate the tools that we have, such as, kinds of lesson plan, smart boards, digital books, media technologies as if they were mere neutral carriers of information, but, it is required to contribute to the essential development of our pupils through classroom interventions that have an impact on our curriculum.

2.6.2 Lesson Plan

In this section of the study we are giving certain definitions about what a lesson plan means, its functions and the different lesson plan formats that we use as students and we are using as professionals. Both items explained in a precise way and in the context of our specialty as English Teachers and Educators with a common curriculum.

2.6.2.1 Concept of "Lesson Plan"

Before establishing a definition we must put emphasis on all the characteristics required in the context of planning, both objectives that we want to project in our students' learn ship and the reality of the students regarding their capabilities. With none of this, planning is no more than what we want to teach to a determined group of students. (Harmer J, 2007, pp.308).

To start with a simple and precise definition we can add from Robertson:

> *"A lesson plan is a framework for a lesson… Are the product of teachers' thoughts about their classes; what they hope to achieve and how they hope to achieve it".* (Robertson C, 2000, pp.3-4).

Robertson establishes that for everything we want to teach and how we are going to reach the proposed objectives we must elaborate a map to know how we are going to get to our objectives.

On the other hand, in government documents we may find the next characteristics:

> *"Planificar implica trazar un plan de algo que se realizará. En este caso, se trata de trazar un plan sobre qué se enseñará y cómo se enseñará, a partir de los conocimientos que poseen los estudiantes para lograr los objetivos propuestos"* (MINEDUC, 2010, pp. 2).

According to this definition taken from "Orientaciones para la Planificación Escolar", we understand planning as the instance in which we transcribe our

organized teaching intentions in order to implement an effective teaching-learning process.

Both government and outstanding authors share a general idea of what a lesson plan or planning is about and which their main goal is: (e.g.) to frame our professional intentions on teaching.

But, what about lesson plan formats? We can evidence more rustic formats from government curriculum different from some authors given by Universidad Católica Silva Henríquez's Teaching Training Program.

In case of MINEDUC (2010) formats, there are those that refer to the period of planning, (e.g.), year planning, which describes the planning for a whole year and our objectives for the different semesters. Semester planning that describes our every month intentions for this period. Monthly planning describes what we want to achieve during the four weeks, and class by class planning which describes our main goals for every day of the year.

According to "Orientaciones para la Planificacion" (2010) lesson planning aims at highlighting the presence and importance of skills to be learnt in English as a Second Language, incorporating the relevance of the attitude that the students achieve. The documents in charge of the organization of contents in the National Curriculum are Study Plans and Programs. These are documents that contain all levels information about contents and values to improve in schools. These documents establish "Objetivos de Aprendizaje" and "Contenidos Minimos Obligatorios" that promote both formative education in relation with cognitive skills,

education based on academic results that considers tests, exams, group research and every assignment given by teachers in relation with marks. Also, values and principles promotion to improve social relations among students.

On the other hand, as Universidad Católica Silva Henríquez Teaching Training Program states, we find three of the most important lesson plan formats used for students, these are: Task-Based Learning, Pre-While and Post and Presentation-Practice-Production.

1. Task-Based Learning is understood as the method that aims at discussing language use the performance of given tasks. It has subsidiary aims such as correcting and adjusting language to what it is needed. This consists of three stages: Pre-task, stage in which teacher give the approximation to language like key words to understand instructions to complete the task. The next stage is Task Cycle which involves team or pair work while the teacher monitors students in performance. Then, students communicate with other classmates to later discuss how they achieved tasks, either written, or any other one they may find needed. Finally, the Language Focus stage is the analysis of the language used by the students and the one supplied by the teacher. Students work on activities such as reading or listening for the achievement of the task. The teacher will then put in practice the result of used language. (Harmer, 2007, pp.86-87)

2. Another commonly used strategy is Pre-While and Post, used to develop receptive skills (reading and listening) which consist of three principle stages: Pre reading/listening is the moment of a lesson for teachers to introduce keywords or

instructions from texts or audios as the main activity. While reading and listening are the stages for students to encourage English language use either in texts or audios. And finally, Post reading/listening as the instance for teachers to give certain instructions for texts or audios to be analyzed or to extract implicit or explicit information needed. (Fadwa, 2010, pp.27-28)

3. The last method is the most used; PPP (Presentation-Practice-Production) generally encourages the use of new grammar contents in classroom. Presentation consists of the introduction of content either with questions, videos, music or whatever the teacher can extract inferences from their students. Further, the Practice stage uses techniques such as choral and individual repetition and participation from students to develop their practice and put them to work in pairs or groups to make sure learning world be complete. Last, Production stage encourages creativity for using new language in a significant way. (Harmer, 2007, pp. 81-82-83)

Indeed, planning requires professional judgment to be applied and to develop teaching-learning process the best as possible to achieve our intentions with students and to increase language in our classrooms to make students express and communicate properly.

2.7 Educator

2.7.1 Core curriculum Universidad Católica Silva Henríquez.

The education faculty has as goal:

*"Contribuir al mejoramiento de la calidad de la educación chilena aportando al desarrollo humano y el bien común, comprometiéndose con la formación inicial, continua y postgradual de excelencia para jóvenes y adultos con vocación docente, mediante el modelo formativo salesiano, en diálogo con redes de producción de conocimiento académicas y profesionales, nacionales e internacionales". (*UCSH, 2014, Paragraph.1)

1° Semestre	2° Semestre	3° Semestre	4° Semestre	5° Semestre	6° Semestre	7° Semestre	8° Semestre	9° Semestre	10° Semestre
Teoría de la Educación	Contextos Socioculturales: Taller Pedagógico I	Gestión Escolar: Taller Pedagógico II	Psicopedagogía del Desarrollo	Construcción Pedagógica del Aprendizaje	Teoría de la Enseñanza	Currículo: Teoría y Desarrollo	Evaluación para los Aprendizajes	Investigación Educativa	Seminario de Grado
Taller de Desarrollo Léxico	Optativo de Desarrollo Personal	Optativo	Gestión de Aula: Taller Pedagógico III	Optativo	Electivo	Optativo de Formación Teológica	Optativo de Formación Teológica	Optativo de Formación Ética	Práctica Profesional II
Optativo	Optativo	Gramática Implícita	Electivo	Gramática y Léxico de la Lengua Inglesa II	Gramática y Léxico de la Lengua Inglesa III	Gramática Comparada	Didáctica I: Metodología de la Enseñanza del Inglés para Adolescentes	Didáctica II: Taller de Consolidación Metodológica	
Lengua y Cultura Anglosajona I	Lengua y Cultura Anglosajona II	Lengua y Cultura Anglosajona III	Gramática y Léxico de la Lengua Inglesa I	Lengua y Cultura Anglosajona V	Lengua y Cultura Anglosajona VI	Lengua y Cultura Anglosajona VII	Lengua y Cultura Anglosajona VIII	Práctica Profesional I	
Taller de Introducción a la Pronunciación Inglesa	Fonética del Inglés I	Fonética del Inglés II	Lengua y Cultura Anglosajona IV	Fonética del Inglés IV	Lingüística General	Lingüística Aplicada a la Enseñanza del Inglés	Optativo		
			Fonética del Inglés III		Optativo				

* Este Plan de Estudio representa exclusivamente la expresión gráfica del mismo. Sus prerrequisitos, créditos y otros detalles, se especifican en los respectivos programas de estudio.
La Universidad se reserva el derecho de ajustar sus planes de estudio, de acuerdo a la evidencia evaluativa para su mejoramiento continuo.

Plan Común
Plan Especialidad

(UCSH, 2013)

According to the previous Core Curriculum image; it will be described the following subjects:

Currículo: Teoría y Desarrollo: This subject program has as main objective to generate competences in students that allows them to understand the basis of the curriculum, design, develop lesson planning at the classroom according to the knowledge and understanding of certain theories and curriculum models. (UCSH, 2010, paragraph.4)

Teoría de la Enseñanza: This subject program has as main objective to know and analyze the historical and cultural evolution of the concept of education and

didactic action in the context of the construction of school knowledge, which it will allows to the future teacher practice as mediator and facilitator of the teaching learning process efficiently , innovatively and effectively. (UCSH, 2010, paragraph.4)

Evaluación De los Aprendizajes: This subject handles to give to the education students Universidad Católica Silva Henriquez's the conceptual basis acquisition and methodologies to develop evaluative process consistent with the main education objective. (UCSH, 2008, paragraph.3)

Construcción Pedagógica del Aprendizaje: This subject program has as main objective to know the principal explanatory approaches about the learning in the school context, considering the psychological indicators such as learning concept, learning processes, goal of education, motivation, role of the teacher and the learner. (UCSH, 2014, paragraph.3)

For the purpose of this thesis it is relevant to show and describe the Core Curriculum because it is one of the main important contexts in this research study and for the evaluation on the instrument of data collection. These subjects programs are included to evidence the importance of each subject according to their experiences at Universidad Católica Silva Henríquez. It is also significant to know about the objective of each subject and compare it with the Educator characteristic.

2.8 Marco para la buena Enseñanza.

"Marco para la buena Enseñanza" has four main scopes. The first one talk about teaching preparations and it is closely related to the preparation of the education.

The criteria which are related to the preparation of the education are the following:

"**Criterio A.1***: Domina los contenidos de las disciplinas que enseña y el marco curricular nacional."*

"**Criterio A.2***: Conoce las características, conocimientos y experiencias de sus estudiantes."*

"**Criterio A.3***: Domina la didáctica de las disciplinas que enseña".*

"**Criterio A.4:** *Organiza los objetivos y contenidos de manera coherente con el marco curricular y las particularidades de sus alumnos".*

"**Criterio A.5:** *Las competencias de evaluación son coherentes con los objetivos de aprendizaje, la disciplina que enseña, el marco curricular nacional y permiten a todos los alumnos demostrar lo aprendido*" (MINEDUC, 2008, pp.12)

The criterion in this domain is related to both, the teaching subject (e.g. English) that teaches, and the principles and teaching skills needed to organize the

teaching process. Great importance is given to engaging all students with learning within the specific features of the context in which this process occurs. This criterion is related to the pedagogical competences about how to plan a lesson and what teachers have to manage in order to handle with different activities to promote and achieve meaningful learning in their students.

The second one is related to the "Creation of an appropriate environment for the learning process". This criterion refers to the ideal environment where students and teachers develop the teaching-learning process. This ideal environment depends on how well the teacher knows his/her students and how well they plan their classes. Taking the different experiences, social components and the affective climate where every student develops their life.

> *"Dentro de este dominio, se destaca el carácter de las interacciones que ocurren en el aula, tanto entre docentes y estudiantes, como de los alumnos entre sí. Los aprendizajes son favorecidos cuando ocurren en un clima de confianza, aceptación, equidad y respeto entre las personas y cuando se establecen y mantienen normas constructivas de comportamiento. También contribuye en este sentido la creación de un espacio de aprendizaje organizado y enriquecido, que invite a indagar, a compartir y a aprender".*
> (MINEDUC, 2008, pp.9)

This kind of relationships between teachers and students is distinguished by a respectful and heartfelt treatment, where teachers do not have to forget their role

as a pedagogical authority and that they are responsible for the group they teach and students must be able to recognize their authority. In other words, it does not promote a close friendship between teachers and students that would be friends. Instead of that, there would be a relation of work in which both teachers and students work looking for the same results.

The criterion C **"Enseñanza para el aprendizaje de todos los estudiantes"**

"Especial relevancia adquieren en este ámbito las habilidades del profesor para organizar situaciones interesantes y productivas que aprovechen el tiempo para el aprendizaje en forma efectiva y favorezcan la indagación, la interacción y la socialización de los aprendizajes". (MINEDUC, 2008, pp.9)

This domain involves all the aspects of the teaching-learning process that makes possible a true commitment of the students in their learning process. This puts forward the principles to enrich the schools as a mission, in order to generate learning opportunities and development for all its students.

Finally, the criteria D: **"Responsabilidades profesionales"**

"*El compromiso del profesor con el aprendizaje de todos sus alumnos implica, por una parte, evaluar sus procesos de aprendizaje con el fin de comprenderlos descubrir sus dificultades, ayudarlos a superarlas y considerar el efecto que ejercen sus propias estrategias de trabajo en los logros de los estudiantes. Por otra parte, también implica formar parte constructiva del entorno donde se trabaja,*

compartir y aprender de sus colegas y con ellos; relacionarse con las

familias de los alumnos y otros miembros de la comunidad; sentirse

un aprendiz permanente y un integrante del sistema nacional de

educación" (MINEDUC, 2008, pp.10)

This criterion is focused on the professional responsibilities that every teacher should have as the main purpose and commitment in order to help all students in their pedagogical process. Moreover, this criterion distinguishes the importance of an appropriate relationship among teachers as colleagues that focus on the same goal, with an educational community, the educational system taking into account families of students.

 "Marco para la Buena Enseñanza" is relevant for this research, because it demonstrates what the Chilean teachers should know what they are able to do and determine how well they teach in the classroom and at school. It also shows the competences that graduated at Universidad Católica Silva Henríquez should have to be a comprehensive teacher as educator.

2.9 Estándares de Educación Media

Pedagogical standards are understood as the knowledge, skills and professional attitudes necessary for the development of the teaching experience which must have a Pedagogy´ graduate, regardless of the field that it teaches in the high school education.

With these standards, we learn about the processes and procedures that are approached to meet the students, they are also necessarily to have the knowledge of the curriculum of high school Education and fundamental elements of the Teaching-Learning process in the school situation, such as: planning, teaching, assessment and reflection.

Similarly, these standards incorporate considerations for the generation of appropriate learning environments, considering elements such as effective communication with students, parents and professional peers.

Moreover, it is expected that a future teacher addresses the moral dimension of their profession through the commitment to their own learning and their students, considering his/her own professional training as a fundamental element.

At the same time, it is expected to show interest to learn continuously, to know how to generate and transform school culture and to be prepared to promote personal and social development of students.

According to the document "Estándares Orientadores Para Carreras De Pedagogía En Inglés" (2013), Universidad Católica Silva Henríquez Graduates must have the following summarized standards of high school pedagogical education that will be presented in detail on appendix 4.

The high school pedagogical standards are important in this research study because they are the basis and the guide for the Educator Profile. It is relevant to know if the Universidad Católica Silva Henríquez graduated have the profile that these standards mentioned previously

2.10 Perception

"La palabra percepción viene del latín perceptio, compuesto del prefijo per (intensidad), el verbo capere (capturar) y el sufijo tio (ción, acción y efecto). Es la manera en que capturamos nueva información. Esto puede ser una imagen, un sonido, un olor, etc. La percepción es el concepto que formamos cuando sentimos algún estímulo. Los estímulos los sentimos por medio de nuestros sentidos. Cuando percibimos algo que creemos que es nuevo, formamos nuevas conexiones de neuronas. Cuando percibimos algo que ya hemos visto, lo conectamos a neuronas que forman un concepto que ya tenemos en la mente". (Etimologias del concepto, 2014, paragraph. 6)

There exist diverse definitions of the perception that they have been involved towards the implication of the experiences and the internal processes of a person.

According to Massarik & Wechsler (2000), the perception is to form opinions whether favorable or unfavorable that influences our social behavior. It is a means through which people form impressions and achieve understanding. These authors identify three basic aspects of the social perception:

1.   The perceiver or the person who looks at and tries to understand

2.   The perceived

3.   The situation or the way where the act of the perception is located.

On the other hand, mean proposes that the traces of past experiences continuously involve the perceived world. In our previous experience we have learned how to associate certain features and behaviors with specific traits. In the perceptive process we develop some keys, which are pieces of information that constitute the raw material for our impressions and judgments about something or someone. These keys are interpreted according to past experiences. (Barra, 1998).

Often the same key, either a behavior or a feature, can be interpreted in different forms. In that case, what we use, is the knowledge that is more accessible for us. (Barra, E., 1998, pp.74-75).

According to Neisser's (2006) classic psychology, the perception:

> *"es un proceso activo-constructivo en el que el perceptor, antes de procesar la nueva información y con los datos archivados en su conciencia, construye un esquema informativo anticipatorio, que le permite contrastar el estímulo y aceptarlo o rechazarlo según se adecue o no a lo propuesto por el esquema. Se apoya en la existencia del aprendizaje".*

It refers to that, the perception is a cyclical process, of active, constructive character, cognitive top processes and that elapses in the time. The perception is a complex process that depends on the information that the world gives us, as well as the physiology and experience of the perceiver. Through perception we catch

the world around us and realize our own inner world. But perceiving is a more complex act than it seems, because we do not limit to photographing the reality. (E.g.) We see a twisted stick in the water, but "we know" that it is straight, this make we perceive it this way. Then, somehow, we will have to distinguish between the information that contribute the senses (the sensations) and what we really perceive.

In all cases the same perceptual data produce different perceptions depending on the subject, which it means that what we perceive depends on each of us, of our subjectivity. It is like these data accommodate our mental disposition. However, everything is not pure subjectivity, because there are ways to organize sensations, perceptions, which are shared by all of us as human beings, which they are called objective conditions. Then there are others that depend on each of us, as in reversible figures called subjective conditions.

In general we could say that perception is a process by which we perceive the world around us in a certain way, influenced by external stimulus, besides of the perceiver features. When we perceive, we use our senses to generate a response, this perception will be conditioned by past experiences, understanding and meaning of events.

According to the concept previously mentioned, it is necessary to define the term perception because this research study it is about the perception that English Language Teachers have about the education received at Universidad Católica Silva Henríquez. This is a subjective term and is about our way of thinking or

feeling and it is not about the object itself. It is the correct way and resource to get and capture the correct opinion in the data collection instrument Chapter 4.

2.11 Special Needs

In this section of the research it will be defined the concept of Special Needs, which will help us to know how teachers are prepared to deal with different cases of children with learning disabilities.

It will be known how teachers work with students with intellectual disabilities and know the methodologies that they use to prepare the content.

> *"Se entenderá por discapacidad intelectual a la presencia de limitaciones sustantivas en el funcionamiento actual del estudiante, caracterizado por un desempeño intelectual significativamente por debajo de la media que se da en forma concurrente con limitaciones en su conducta adaptativa, manifestada en habilidades prácticas, sociales y conceptuales, y que comienza antes de los 18 años".*
> (MINEDUC, 2013, paragraph.1)

Special educational needs are a set of pedagogical measures are put in place to improve the difficulties that a student face in order to progress in a school context, either if the student captures the content faster than others or lack of motivation

that the students will have to face with a new content; therefore the student will have to show a progress in comparison with their classmates, they will require additional support and resources; temporarily or permanently, to lead the process of development and learning, and contribute to achieving the aims of education.

There are different kinds of disabilities that pose a challenge to the education system and teachers, who are responsible for implementing different teaching methodologies to develop and solve all kinds of needs that these students require.

Educational institutions often identify Special Needs, as: deafness, visual problems, autism, psychological disorder and orthopedic damages.

"-Hearing loss: Hearing impairment, to hear Decrease, full or partial Inability to hear.

- Visual Problems: Visual impairment, significant reduction in the visual field of the eye, blindness.

- Psychological disorder: Inability to learn, inappropriate emotions.

- Orthopedic impairment: Congenital Anomalies, damages for different diseases.

- Specific learning difficulties: perceptual disorders, brain injury, minimal brain dysfunction, Dyslexia, Aphasia.

- Language disorders: Stuttering, articulation dysfunction, dysfunction in the language". (UCLM, 2004, paragraph.11)

2.12 Conclusion

As shown in this chapter it is detailed the basic key concepts and fundament to extract the most relevant points of view for our research study and to put into context our main objective that is to know the weaknesses and strengths of Universidad Católica Silva Henríquez graduates.

In our research study the application of the theoretical fundaments marks a very important basic context for the elaboration of the theory that we will use to achieve our main goal mentioned above. For this, we establish to include the information in a triangulation of information; taking into account the point of view of the Ministry of Education facing the main competences of an English Language Teacher, with the document "ESTANDARES ORIENTADORES PARA CARRERAS DE PEDAGOGIA EN INGLES", which gives us a basic guide in relation with the Teacher Training Program both specialty and Educator matters. Also, an important point of view concerning as a confirmation for the image of graduates, is the standpoint of Universidad Católica Silva Henríquez, which in their "Vision and Mission" grant us a different and complementary look to the third and final view point which will be finally presented, in which we consider our point of view about the strengths and weaknesses of the Universidad Católica Silva Henríquez graduates.

On the other hand, another reviewed document, this time to put our specific objectives into context, was "MARCO PARA LA BUENA ENSEÑANZA" which

reflects a more detailed context facing general school community relationships and lesson planning instances. This, to identify those difficulties that, Universidad Católica Silva Henríquez graduates can find in their labor and which, have not been developed within the training program.   In addition, the National Curriculum provide us with key information about the basis that every teacher must run against his/her teaching and planning and how to develop the main skills of English as Second Language in classrooms.

CHAPTER 3:

METHODOLOGICAL FRAMEWORK

3.1 Introduction

The following chapter aims to provide a general view of the investigation method we have chosen in order to carry out our investigation.

This chapter will provide the necessary steps to carry out the purpose of complying with the objective proposed by this research work, and thus, to get the necessary evidence to sustain its importance.

This project is based on the "English Language Teachers perceptions about the education received as English Teacher and as an Educator at Universidad Católica Silva Henríquez"

This chapter will mention the following:

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

- Research Approach

- Research Method

- Research Design

- Research Sample

- Research Instrument

3.2 Research Approach

In the field of social science research, specifically, in the educational field, there is great diversity of types of research that respond to varied criteria. In the following lines, with no intention of doing a complete overhaul of all methodological existing classifications, it will show those research approaches that may be useful in our research work.

In accordance to Latorre, Rincón & Arnal (2005)

> *"Another aspect of the research process is the methodology, as it is the plan or scheme of work of the researcher. The researcher must choose a method suitable for the objectives of the research […] that reflects the plan or scheme of work this is being thought by the researcher."*

This is the reason why two possible approaches, that this work can be based on, will be checked now.

On the one hand, we focus on the characteristics of quantitative or empirical-analytical methodology, based on the positivist paradigm which takes place as a method of the physical and natural sciences. Its main purposes are the generation of knowledge from this perspective follows a deductive process. To review existing theories, proposed hypothesis and, test the hypothesis through appropriate research design. The results may confirm the hypothesis or refute it, forcing to

seek further explanations or hypothesis of work or, ultimately, the rejection of the theory.

According to Denzin & Lincoln (2005)

> *"Although the field of qualitative research is defined by constant breaks and ruptures, there is a shifting center to the Project: the avowed humanistic and social justice commitment of study the social World from the perspective of the interacting individual."*

Quantitative research	Qualitative research
The emphasis of Quantitative research is based on collecting and analyzing numerical data; it concentrates on measuring the scale, range, frequency, of phenomena. This type of research, although harder to design initially, is usually highly detailed and structured and results can be easily collated and presented statistically. (Sampieri, 2010, pp.11)	Qualitative research is more subjective in nature than Quantitative research and involves examining and reflecting on the less tangible aspects of a research subject, e.g. values, attitudes, perceptions. Although this type of research can be easier to start, it can be often difficult to interpret and present the findings; the findings can also be challenged more easily. (Sampieri, 2010, pp.11)

Finally, as the main purpose of this research work is to obtain its main objective, this research is located in both qualitative and quantitative research.

Mixed methods research is a methodology for conducting research that involves collecting, analyzing, and integrating (or mixing) quantitative and qualitative research (and data) in a single study or a longitudinal program of inquiry. The purpose of this form of research is that both qualitative and quantitative research, in combination, provides a better understanding of a research problem or issue than either research approach alone.

3.3 Research Method

With the intention that the above points are achieved, it is possible to identify two types of method being this, a mixed investigation:

Concurrent execution	Sequential execution
Simultaneously both methods (quantitative and qualitative data are collected and analyzed more or less at the same time) applied. Of course, we know in advance That	In the first stage there is gathered and analyzes quantitative or qualitative information, and in the second phase there is obtained and analyzes information of

Regularly qualitative data requires more time and analysis.

Competing designs involve four conditions.

a. Are collected in parallel and separately quantitative and qualitative data.

b. Neither the analysis of quantitative data nor the qualitative data analysis is built on the basis of other analyzes.

c. The results of both types of analysis are not consolidated at the stage of interpretation of the data for each method, but until both sets of data were collected and analyzed separately performed the consolidation.

d. After the collection and the interpretation of information Quantitative and Qualitative

another method. Typically, when the qualitative information is gathered first, the intention is to explore the exposition with a group of participants in his context, later to expand the understanding of the problem in a major sample and to be able to effect generalizations to the population.

In the sequential designs, data collected and analyzed in a study phase (quantitative or qualitative) are used to inform the other phase of the study (qualitative or quantitative). (Sampieri, 2010, pp. 559)

| components, they realize one or several "goal - inference" and conclusions of the information, and quantitative and qualitative results realized separately.(Sampieri, 2010, pp.559) | |

Due to this study is a mixed investigation, the method used in this case is Sequential Execution, because, in a first phase there was information of the quantitative data were gathered and in a second phase, there was obtained the information of the qualitative method.

3.4 Research Design

According to Sampieri (2010) design refers to the plan or strategy that the researcher uses in order to obtain the information that is needed into the research study. The design helps to achieve the general objective of the study. It is not the same to select a type of design that another, each one has its own characteristics, but for the purpose of this research study we select a mixed survey, in that order we can use quantitative and qualitative type.

In Patidar's view a non-experimental research design is *"which the researcher observes the phenomena as they occur naturally, and no external variables are introduced."* The researcher is not a participant in the sample, and besides the descriptive research intends to specify the characteristics, profiles and attribute of certain groups that is introduce into analysis (Sampieri, 2010). In this type of research it is important to maintain the results given by the interviewees without interfering in the sample, it is needed to get knowledge about the point of view of the graduated teachers.

The quantitative and qualitative process will be more effective, due to a mixed research helps giving wide information about what is studied.

According to Creswell (2009) a mixed type research tries to explain how this affects to the participants in comparison with who is not in the study.

To make this research viable we start with what we want to achieve. So that, we applied the survey to graduate students but they did not have the requirement to enforce the survey to our own purpose.

The research design helps to achieve an answer of the general objective of the study, the answers that we had were according to what we want to lead the research.

The variable can be dependent and independent; the independent variable is the one that can develop itself and on the other hand dependent variable is the one that needs a subject to be developed.

In this research study, independent variable is the graduate teacher because is the main objective in this investigation, what they all have in common is that all of them face the same training regarding teachers or competences. The variable is how they absorbed what they learned at the Universidad Católica Silva Henríquez.

On the other hand, there are dependent variables, which in this case are practicums and skills that graduate students have; the competences that students have within the University and how is their performance in practice, since they have different perception about how they evolved in the University, for that reason this variable is a variable dependent on place, due to each practice has a different context and there is where Universidad Católica Silva Henríquez taught skills are applied. Universidad Católica Silva Henríquez was always systematic within a single context and that is the variable.

3.5 Sample

> *"El investigador combina técnicas probabilísticas (estadísticas) y técnicas guiadas por un propósito, para ubicar y seleccionar su muestra, de acuerdo con el planteamiento de su problemas"*
> (Sampieri, 2010, pp.581)

This research it has chosen 10 teachers who have worked at metropolitan school, in a subsidized private and public dependence; where they have one year as minimum experience as head-teacher and two years as English language teachers. This research has been determined as voluntary and anonymous sample chosen where teachers graduated since 2008 to 2012.

To determine the requirements of the sample we focused on the experience of teaching as English Language Teachers and Educators since this research was based on the pedagogical area such as class meeting, teacher meeting, counseling classes and the specialty field as an English language teacher to evaluate the Grammar, Phonetics, Linguistics, Language and Culture.

The purpose of the research is to obtain the perceptions of graduated teachers to identify the strengths and weaknesses of the education received in the Universidad Católica Silva Henríquez, which will be a contribution to a scarcely explored field in which the future Teachers and the University are expect to benefit.

The investigation sample in this case has been defined as non – probabilistic with intentional characteristics; because the elements are chosen based on criteria or judgments preset by the researcher. In this case the participants were chosen strictly on pre-established requirements in order to obtain accurate information and a broader view of what is being investigated.

The weaknesses in the selection of the sample were the time of each teacher; because it does not coincide at all to answer the questions, which all fulfill the requirements after same way because we do not have database to find the teachers and interviewees were dispersed within the country by many whom were not practicing as English Language Teachers, this is why we had to personally search to give with the appropriate subject.

3.6 Data Collection Method.

In this section of the research the reader is able to understand how the obtained data was processed and analyzed according to the methodology that this survey is based on and the context of this.

3.6.1 Instrument

First, we shall start developing this tittle with the definition of research instrument:

> *"Un instrumento de recolección de datos e información es un recurso metodológico que se materializa mediante un dispositivo o formato (impreso o digital) que se utiliza para obtener, registrar o almacenar los aspectos relevantes del estudio o investigación recabados de las fuentes indagadas".* (Omar E., 2012, pp. 4).

In addition to our survey instrument we have defined it as a mixed product, so we can guide our subjects by giving them multiple choices in a narrow study earning key data to process a general background. Also in a wide spectrum we can obtain certain information that our survey can enrich our intentions and we could have a large interpretation of data. Our instrument consists of a structured interview, instrument formulated in response to the research questions and the specific objectives of this study taking into account the variable of research as the academic teaching principles of the Universidad Católica Silva Henríquez.

For this research, the instrument was taken into invalid when presented to graduates from Universidad de Santiago de Chile and from Universidad Católica Silva Henríquez graduates in this instance, who did not accomplish with the basic requirements for the interview. This process gives us the recognition to know about the exclusivity on the application to Universidad Católica Silva Henríquez

graduates due to the no accomplishment of the required objectives with a different subject (McMillan & Schumacher, 2005, pp. 216).

The participants were able to share their opinions, experiences and thoughts about their point of view from their training period and how they become better teachers, making a comparison between what they learnt at English Teaching Training Program and what they are learning in their daily life routines as education professionals.

The collection, processing and analysis of data from this methodology have followed certain parameters:

- Objective and subjective vision from investigators to understand in widely all matters.

- Its purpose is to understand and explain graduates reality.

- It establishes as quality criteria (internal and external) validity, reliability, and objectivity.

- Instrument, valid and reliable, for the collection of data involve the interpretation of facts (structured interview).

- The analysis of the data is quantitative and qualitative to earn precious data from their choice and for us to interpret their points of view.

Due to none preview researches this research study counts with an exploratory approach to examine new issues regarding the Universidad Católica Silva Henríquez graduates in terms of strengths and weaknesses in their training.

In this research study an exploratory data collection technique such as an interview has been applied. This instrument gave us the instance to collect data from graduates in relation with their experience.

Analysis information from the data is going to be shown in the next chapter in a graphical and analytical way. And the purpose is to represent graphically the information contained in the data and summarize the information contained.

To sum up, this investigation has provided a particular view of graduates nowadays, how they see their profession and how much have they learnt until now, how they see each other as teachers and how they have been improving during their life as educators.

3.6.2. Procedure

Before mentioning the specifications of the applied instrument for this research, it is critical to inform the context about the time it took to present the instrument to interviewees. Communication with graduates required for this instance was especially difficult because they shared a different availability of time for our meeting. Social networks such as Facebook were used to keep contact with

subjects, and on occasions it was decided to change the interviewee by another as these did not answer to our requests for the achievement of the interviews. Various towns and schools were visited to keep in touch to each subject at different times and days. The interviews were fully developed in number after two weeks of contact with graduates.

3.7 Conclusion.

As shown in this chapter it was appreciated five stages that it must follow in a research study: Research Approach, Research Method, Research Design, Research Sample, and Research Instrument.

According to the research approach previously mentioned, it was chosen the mixed method that links up qualitative and quantitative approaches, which gives better understanding to the problem statement, unlike it has been a research by itself.

Summarizing the research method, it was chosen a Sequential investigation because this type of method starts analyzing quantitative data in graphs and secondly, it analyzes the qualitative data extracting common opinions.

To sum up the research design it was evidenced that it is a non – experimental design because there was not intervention in the sample. Also, it is an exploratory approached because it is characterized by inquiring into a small study field and with limited information at the educational level. For this reason, it was explored

just the main characteristics that the teachers must have in general as an Educator and as an English Language Teacher. However, there are not previous study fields about teacher perceptions in the educational area.

On the other hand, this research was a descriptive approached because the facts are described as they are observed in the reality and in the current time. It was observed teacher´s perception about their experiences at school.

The research sample exposed in this chapter was defined as non – probabilistic with intentional characteristics because it was based on the interviewer criterion and judgments with the objective to obtain from the participants specific information related to the research study.

Finally, in relation with the research instrument, which it was elaborated to respond the questions statements and the specific objectives, the participants shared their opinions about varied topic related to education as ICTs, children with special needs, English Teaching tools and handle conflicts at school.

CHAPTER 4:

RESULTS

4.1 Introduction

The analysis of the data collection will be presented in two forms; the first one represents the qualitative analysis of 5 wide questions, which has as purpose to collect personal information from graduated teachers at Universidad Católica Silva Henríquez where it has as main goal collecting the common answers of each interviewee.

On the other hand, it will be exposed the quantitative analysis where five closed questions were elaborate with four alternatives, that it has as a main objective to extract and analyze the statistics data that were formulated through the graphs observations.

Afterward, it will be showed in details both qualitative and quantitative research, with their corresponding analysis for each one. There will also be a general review about the appropriate conclusions.

4.2 Data analysis

The analysis was made according to the following questions:

1. - How do you develop speaking and writing skills in your EFL lessons?

Based on the questions asked to the interviewees, the main objective in their lesson is the speaking skill, because we could see that the teacher tries to make students communicate using English almost the entire lesson. The resources are similar among the interviewees: they make short conversation, dialogues, presentations, role play, and they try to sing songs. In that way the students improve their level according to their needs.

The speaking skill is necessary in a classroom because it helps students to improve their English abilities, in that sense they can communicate with fluency when they need it.

On the other hand writing skill is applied in every lesson, they all agree that is important to make students to know the correct form of the words and their meaning. They apply resources like text books given by the Ministery, and they also write short paragraphs of a specific topic given by the teacher, short quizzes four times in the semester, worksheets in every lesson, and the teacher gives students an extended vocabulary that they can use to make their exercises and sentences.

Teachers make students use topics that are close to the reality and in that way they can use and apply them in their lives, like sending e-mails or writing topics that interest them like movies, music and series.

In conclusion the interviewees found important in the speaking skill and the writing skill to apply topics that the students are interested in, because it is the easy manner to make them pay attention and learn in a way that they can understand EFL.

2. - In your teaching training, does Universidad Católica Silva Henríquez qualify you to the optimum use of ICTs? (Smart boards, digital books, audio-visual equipment)

Based on the questions asked to the interviewees, it was noted that the University did not give them the required knowledge in courses taught within the institution in how to use the ICTs, in which, most respondents noted that Universidad Católica Silva Henríquez only focused on imparting knowledge on how to develop the four language skills: Listening, Speaking, Writing and Reading, as well, most of them said they have only learnt to handle this type of ICTs through their own after graduation.

According to the interviewee number 10:

"No, it didn't. As far as I can remember, at the university I was never exposed to techniques that helped me to use ICTs, I had to learn on my own after I graduated."

This Interviewee said that he/she is disagreed, because he/she never received the necessary knowledge for using the ICTs within classrooms and on the other hand, he/she said he/she had to learn by their own after graduated.

A smaller group of interviewees reported that the university gave them the basic knowledge for using of ICTs within classrooms, but it was not enough to be applied.

3. - Did Universidad Católica Silva Henríquez pedagogical training give you the necessary competences to handle conflict inside and outside the classroom?

This question refers to the existence of subjects or instances that can strengthen the criterion of the teacher in the field of management of conflicts regarding special needs like learning disabilities either outside or inside the classroom.

In relation to answers from Universidad Católica Silva Henríquez graduates there is a main tendency of negative answers about our interest to know if there are any competences developed by the university. On the contrary, we found the tendency of an autonomous work in asking for pieces of advice from colleagues to face each

instance of conflict with students. This is reflected on the repetitive use of words, when answering this question, such as "yourself", and "from supporting", this last related with colleagues help. Although, there are some cases in which answers reflected the great job from our training program teachers in relation with this issue. Interviewees even mentioned as an important instance all subjects from Universidad Católica Silva Henríquez teaching training program concerned about stages of cerebral maturation, like "Construcción del Aprendizaje" or "Psicopedagogía de la Educación" subjects that gave them the most precise and basic data about students psychology.

Similarly "experience" is another great quoted word that interviewees chose to explain their situations in schools. This is a matter of experience. Theoretical contents just provide a general image of what is to face school real important contexts.

Quoting the most complete analyzed answer from interviewee 9:

> "*In some ways they did, but most of the lessons were about showing us only the theoretical part. We all know that the theory and practice are two very different worlds, and perhaps, with good strategies these theories might be very helpful…*"

Having mentioned this experience we put emphasis on the need to develop practicum periods inside English Teaching Training Program. As society expects graduates should be prepared to face almost the great amount of issues in relation with socialization inside and outside the classroom.

4. - Do you think you are ready to apply foreign language content for children with special needs? (E.g.: hearing loss, visual or orthopedic impairment, autism, psychological disorder)

Having analyzed the answers demonstrate that the general feeling of the interviewees is that Universidad Católica Silva Henríquez does not give them the necessary tools to approach the cases of children with special needs. For example, interviewee 4 said:

> *"I learnt to deal with it in my work, I have many students with special needs and in my school they have trained me in this area".*

Most of the interviewees do not feel prepared to apply Foreign Language contents. However, it must be noted that some interviewees recognized that the education received give them general theoretical knowledge, but it cannot be put into practice.

Interviewees 5 said:

> *"Some courses at University are designed to teach you the theory of how to deal with children with special need, but then again, they just showed me the written without any context…"*

They have to adapt themselves to the social reality they are involved in their work.

Interviewee 3 point out that:

"Universidad Católica Silva Henríquez does not prepare their

students to handle the reality of being a teacher in our country…"

Finally, the general feeling is that it is needed more training to approach these special cases. Interviewee 10 mentions that:

"I think I need further preparation…"

As conclusion, the interviewees mention 3 important points of view about this question. The first one is that they do not feel prepared to apply foreign language contents for children with special needs, second, they learnt theory but it was not enough to put into practice or context and third they need more preparation and training in this area.

5. - Did Universidad Católica Silva Henríquez give you the necessary knowledge to planning with "Bases Curricular" according to the school context?

Based on the questions asked to the interviewees, it was noted that the University imparted the required knowledge in courses given within the institution, in which certain planning was taught to develop class to class within establishments, but the time you get to practice these previous knowledge was adapted, because the format of these planning did not agree with what they learned in the university.
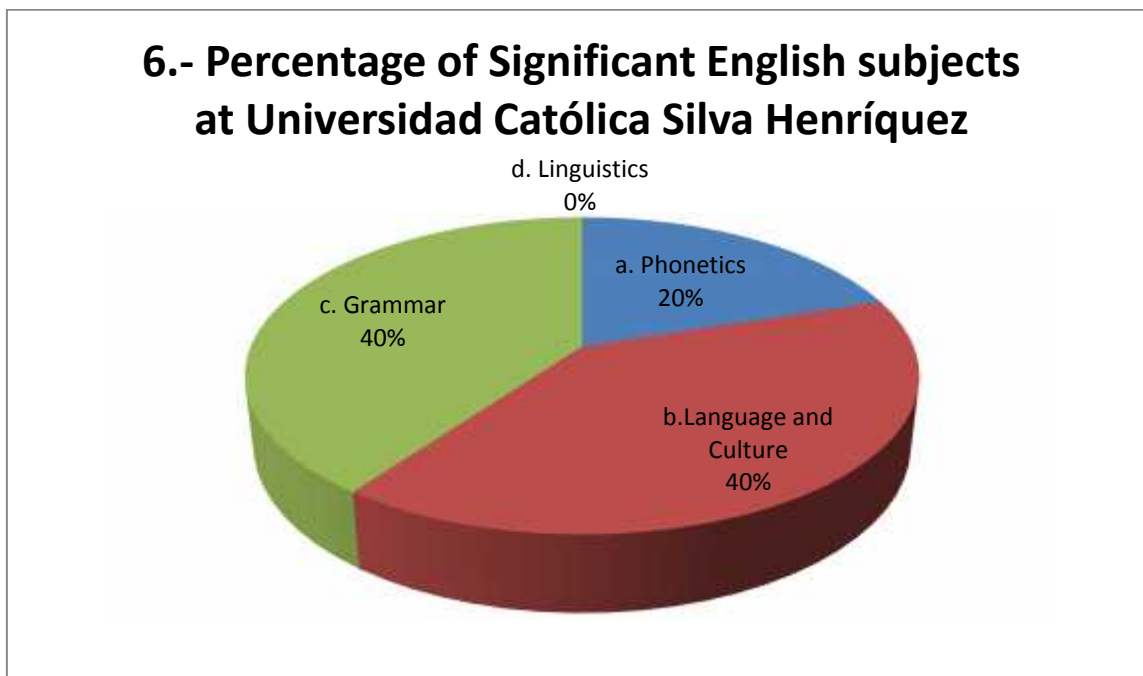
According to the interviewee number 5:

> *"Yes, they did. There are some courses are specifically designed to teach how to plan, but these courses do not fulfil the courses´ description as they do not teach you explicitly how to plan a lesson or which the most important parts of the planning are. They just give you the knowledge to plan, that is why lots of teachers in their first years of teaching have a huge gap and they do not know how to plan a simple lesson".*

This Interviewee said that he/she agrees with delivered at the University, although that information was not delivered explicitly, where the teachers could properly apply the contents within planning.

A smaller group of interviewees reported that the University did not give the basic knowledge for planning, as it is not understood broadly in the issue, so they were forced in the practicum to order and apply the content efficiently.

4.2.1 Data Presentation (Graphs)

Graph 1

6.- Percentage of Significant English subjects at Universidad Católica Silva Henríquez

d. Linguistics 0%

a. Phonetics 20%

c. Grammar 40%

b.Language and Culture 40%

According to this graph the percentage of significant English subjects at Universidad Católica Silva Henríquez shows clearly preferences in Grammar and Language and Culture subjects with 40% each, followed by Phonetics with 20% of preferences and finally Linguistics that it was not chosen by any interviewee.

Grammar, Language and Culture are subjects that can be taught easily in any context or educational level. Besides, these subjects are important to develop English skills and English Teaching as a Foreign Language. Grammar is the most used subject in the English classes, either, explicit or implicit. Otherwise, it is included in the national curriculum.

Graph 2

7.-Lesson plan format percentage of use on English Lessons.

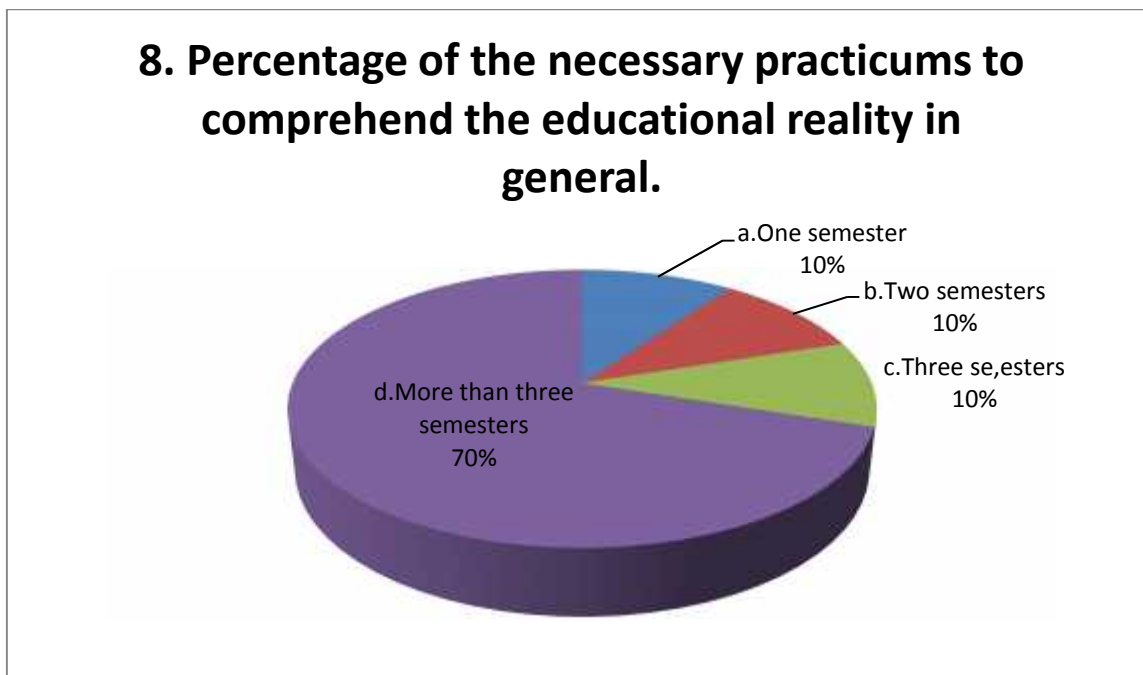c.Task-Based-Learning
10%

b.Pre-While-Post
0%

d.None
10%

a.Presentation-Practice-Production(PPP)
80%
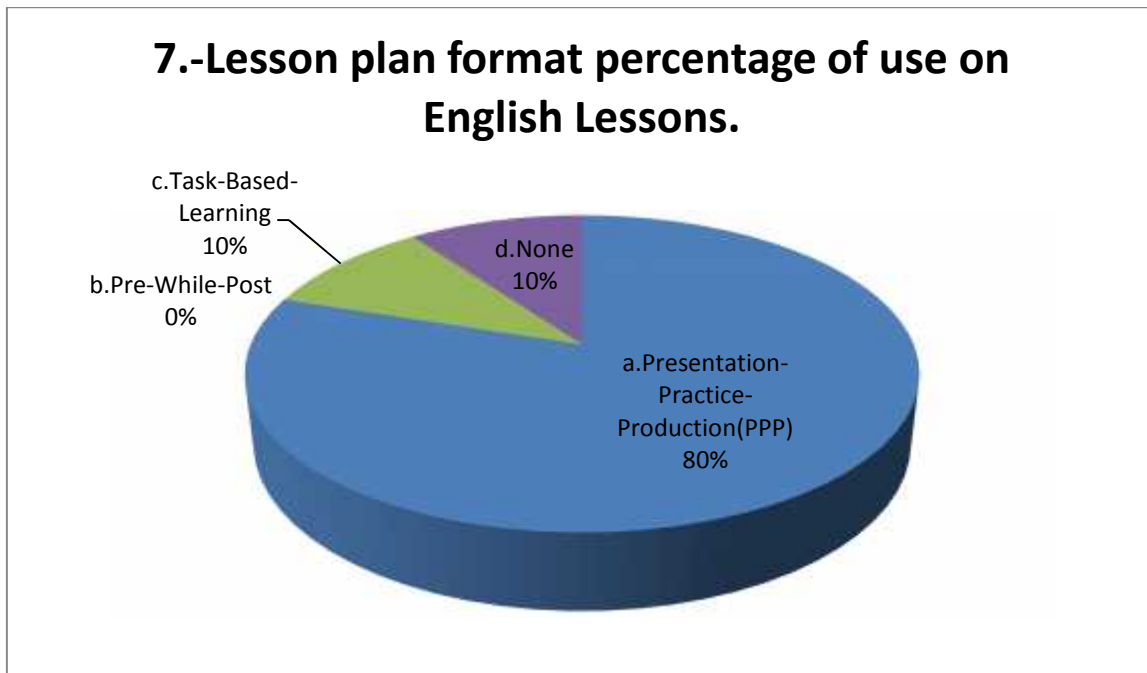
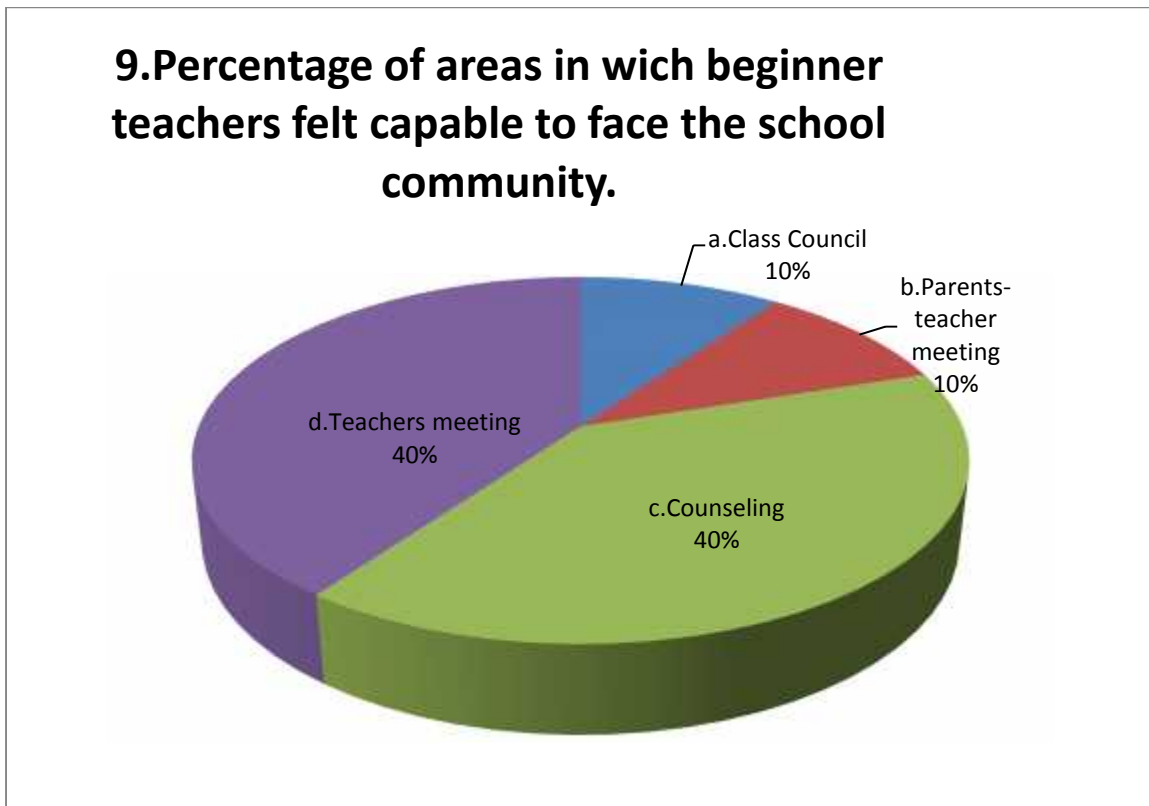The results revealed that 80% of the interviewees say that they use the type of planning "Presentation-Practice-Production" because most of them were taught to use that kind of planning and not another, moreover 10% said that they use the Task-Planning type Based-Leaning planning, because, that is the kind of planning that can adapt in their classes, on the other hand, 10% also said not to take up any kind of planning mentioned.

8. Percentage of the necessary practicums to comprehend the educational reality in general.

a.One semester
10%

b.Two semesters
10%

c.Three se,esters
10%

d.More than three
semesters
70%

According to the results it was revealed that 70% of the interviewees were in favor of practicum of more than 3 semesters within higher education; being that less practicum, it does not cover all the theoretical knowledge acquired in the Universidad Católica Silva Henríquez to put in practice into the school context; also the interviewee believe it helps them gain experience to know the occupational field in which they will perform. While 10% believe it is necessary only 3 semesters to function and develop your professional training, the other 10% just 2 semesters and the remaining 10% believes only 1 semester, it can cover the need of the school and develop the necessary competence into the classroom.
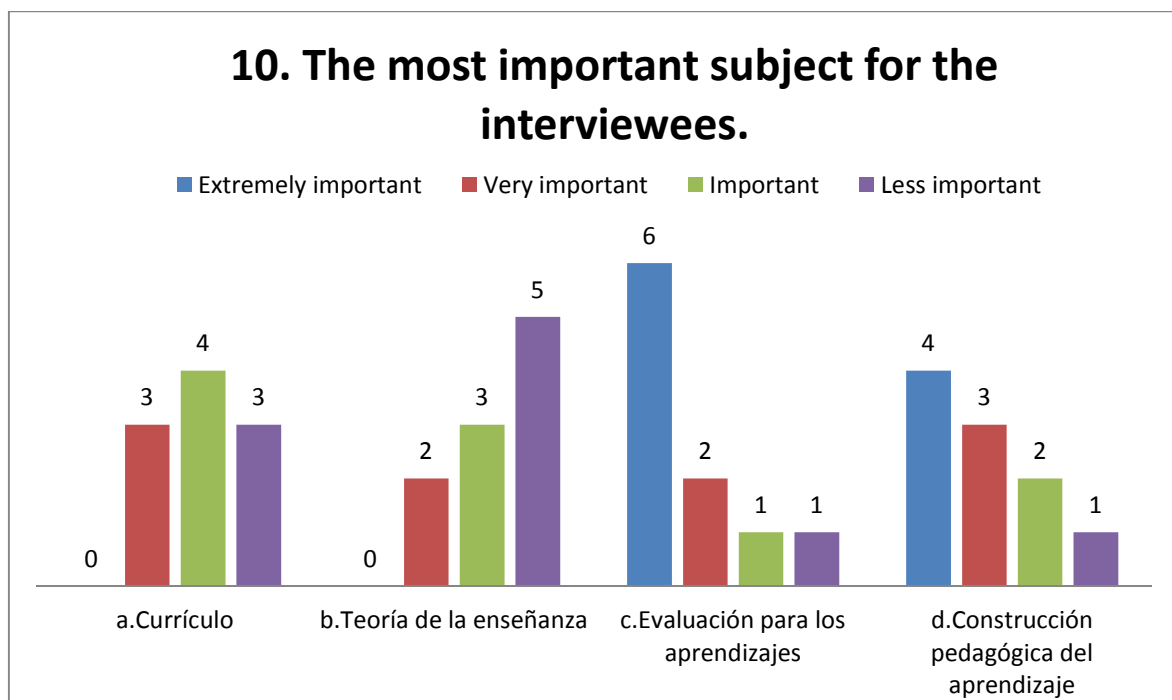
Graph 4

9.Percentage of areas in wich beginner teachers felt capable to face the school community.

- a.Class Council 10%
- b.Parents-teacher meeting 10%
- d.Teachers meeting 40%
- c.Counseling 40%

The analysis of this question corresponds to the social context in which the graduate must face the educational community of the school where they belong. As we can see, graduates face most part of community in Counseling, instance developed for students. Concentrating problems or issues that exist in society, such as drug addiction, premature sex and pregnancy and school violence. This develops a communicative cycle approach to a problem presented by teachers in overall with professionals of school, stage better known as Teachers' meeting, instance of group reflection and analysis of students and their context in school. The data suggested in relation with social contents then is presented to students to

establish learning and understanding about the theme to develop then to raise a personal perception of each student, either on the conduct of any student or any problem that could be detected.

Graph 5

10. The most important subject for the interviewees.

■ Extremely important ■ Very important ■ Important ■ Less important

	a.Currículo	b.Teoría de la enseñanza	c.Evaluación para los aprendizajes	d.Construcción pedagógica del aprendizaje
Extremely important	0	0	6	4
Very important	3	2	2	3
Important	4	3	1	2
Less important	3	5	1	1

According to the results of the questions, we can show that the most important subject to the graduate students was "Evaluación de los Aprendizajes", because it was important and useful in their practice and work as an English Teacher and educator. The other subject that is important was "Construcción de los Aprendizajes", and the less important was "Teoría de la Enseñanza", that means that the interviewees do not apply that subject in the teaching-learning process of the foreign language.

4.3 Analysis Conclusion

According to our analysis of every question asked we can conclude the following:

Regarding to the interviewees, the answers which were very similar, the Universidad Católica Silva Henríquez did not give them the necessary tools to help to the students in their practice. For example in relation to the use of ICTs into the classroom, there are many materials that they can use, but they did not learn how to use them in the university.

They all agree, they were not prepared about how to face conflicts but they have learned during their practice and the development of their profession by themselves.

The university focused on imparting knowledge, but the training was not effective enough. According to the results, in question number 8, many of the interviewees thought that the practicum has to be more than three semesters. This would help to know the Chilean education reality to the students, because just two semesters is not enough if we want to be a competent educator.

The interviewees agree that the University helped them to create a lesson plan according to the "Bases Curricular". But at the same time, it did not teach them how to use the class book until their practice.

The analysis shows us that grammar, language and culture were the most important subjects that they learnt at the University. This is because it helped them

how to teach the students: vocabulary and the grammatical structures, thanks to that, the teacher can encourage and immerse the students into their EFL lessons. It is also very important in their lessons the speaking skill, because it helps the students to improve their English knowledge using vocabulary that there it is close to their reality.

Another subject that helped the graduate students of English was "Evaluación de los Aprendizajes", because in this subject they learnt how to create a test, how to ask about a specific content and in the correct way which students can achieve a significant learning.

In conclusion we agree that the knowledge given by the Universidad Católica Silva Henríquez does not help to fulfill the entire requirement that a teacher needs to know in their profession. But the university gives the adequate knowledge that a teacher needs to develop their classes.

CHAPTER 5:

CONCLUSIONS

5.1 General Conclusion

The results found in this research study brought many answers for the main objective of this study. What are the strengths and weaknesses detected from Universidad Católica Silva Henríquez graduates as English Language Teachers and as Educators?

Firstly, we shall start mentioning strengths from graduates in relation with English Language Teaching Training at Universidad Católica Silva Henriquez.

For this instance, one of the advantages that we can mention from this research in relation with subject is that the interviewees are capable to apply national curriculum items, such as basic contents and values, as a method that is useful to implement into classrooms and to improve their performance as English Language Teachers. This, due to Universidad Católica Silva Henríquez training in relation to national curriculum.

Another remarkable detected strength from graduates, is the autonomous work on technological tools, that can be considered Teaching Tools on depending the teaching intentions the graduate could have regarding to students.

Secondly, weaknesses employ a major space on this conclusions, and we should mention, because of Universidad Católica Silva Henriquez training.

According to the analysis obtained during the process of this thesis, we can conclude that the Universidad Católica Silva Henríquez does not provide teaching tools to their students of English Teaching Program to be able to exercise this

profession in greatest manners, due to Universidad Católica Silva Henríquez only focuses on giving basic tools, some of these unnecessary, even, tools that are not consistent with the national educational reality, for which a graduate of this University can work according to what is required within an establishment of education, such as teaching cultures from another countries, this, being for some students redundant, being that is in a very distant reality unlike the one students live in, therefore not significant enough.

In addition, one of the major weaknesses that we could find is that competencies received during training process within English Teaching Program is that it is not taught how to deal with special needs on students, because graduates have learned on their own how to deal with this kind of problems. This, because there are not subject in concerned about this great importance in education context nowadays. Often in our country, it is with great frequency within the classrooms and that in addition, not to know how to handle this kind of fragile instances, this means that teacher is even more difficult.

In relation with the triangulation, on the one hand, Universidad Católica Silva Henríquez graduates are very far from what is required as a minimum competency. The demands according to the University and as required by the Ministery of Education according to "Estándares Orientadores para Carreras de Pedagogía en Inglés", "Marco para la Buena Enseñanza" and the general curriculum are not met. Graduates get their degrees with empty knowledge and competences. According with graduates, they learn in practicum periods, not in professional labor. The

necessary competences are improved with experience as a teacher already graduated from degree.

About Universidad Católica Silva Henriquez most significant English Teaching Training subject, Linguistics was the less significant one. Clearly does not give significance enough to graduates in difference with subjects like Language and Culture or Grammar.

Finally, the mentioned statements reflect the distrust from Universidad Católica Silva Henriquez to train competent teachers in relation with Raul Silva Henriquez point of view.

5.2 Reflection

Our research study was based on about how teachers felt about their competences in relation with their profession and what they received from Universidad Católica Silva Henríquez in relation with the necessary training and tools to develop their classes and all they needed to know to work in a school community with all obligations that a competent teacher needs to know and manage.

In our research study we tried to emphasize that as students of English Language Teaching, we need to receive an appropriate education and training to be a competent teacher. The English Teaching Training Program gives us some tools to become teachers with knowledge and with necessary competences, but we need to learn how to do the educator work only with experiences, work such as filling teacher class books, head teachers obligations or behavior management.

We think that during all our years of career we should know this actual reality not only on our last year regarding practicum periods, because we think that is not time enough to face our important labor as one of the most important actors in future critic people training. But it is very difficult to accomplish with the exact educative reality if Teaching Training Program is juts focused on a homogeneous context and we need to be prepared for heterogeneous realities.

This research study is a little guide for Universidad Católica Silva Henriquez to take into account about the strengths and weaknesses of its curriculum and the subjects

that can be improved to obtain competent graduates who will further establish Raul Silva Henriquez Cardinal's intentions into practice in an increasingly difficult society.

With this research study then installed under Universidad Católica Silva Henríquez public knowledge we may find some investigation aspects that we left aside. We concerned about training in relation with graduates, but, Are graduates prepared to face low socioeconomic status schools in terms of strategies performance? Another question we can mention in connection with graduates and training, Is lesson planning from Ministery of Education adequate to setting up a correct approach to English Language Teaching?

Lastly we can add in context with Universidad Católica Silva Henriquez English Language Training, Are Universidad Católica Silva Henriquez graduates prepared to face a new curricular reform which contains inclusion of children with learning disabilities into classrooms with regular perceptive children average?

Glossary

Educator: It refers a person that imparts knowledge.

Competence: It is associated to skills that a teacher has to possess in relation with responding to basic educative necessities regarding student's needs.

Cultural scope: It is associated to the different environment and context socio-economic where teacher has to development.

Head Teacher: It refers to someone who is in charge of a group of students

ICTs: (Information and Communication Technologies). It is associated all those tools that manage, transmit and share information through technological devices such as personal computers, scanners, data sources and multimedia applications.

Perception: is greatly associated with the process that usually a subject develops as predominant learning style such as visual, auditory or kinesthetic.

Teaching Tools: It refers to the necessary characteristic that a teacher needs to develop into the school context.

Triangulation: It refers to the contrast between three points of view of the same theme.

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Appendices

Appendix 1: Nuestra Formación Salesiana Universidad Católica Silva Henríquez

Estamos orgullosos de seguir el camino del Cardenal Silva Henríquez, formando a los primeros profesionales de miles de familias chilenas, entregándoles una educación de calidad sin importar las limitantes socioeconómicas.

Creemos que el Estudiante es protagonista en su proceso de aprendizaje y lo apoyamos para que potencie su vocación y fortalezca sus aptitudes. Nuestro modelo de formación le da la oportunidad de construir su propio plan de estudios, al contar con una mayor cantidad de actividades curriculares optativas y espacios para la autoformación.

La UCSH aplica el Sistema Preventivo de la pedagogía de Don Bosco, que busca el crecimiento de los jóvenes con libertad interior y superando los formalismos externos, para que hagan el bien.

El centro de nuestro quehacer es el desarrollo de la juventud, opción que atraviesa todas las actividades de esta universidad, en busca de facilitar los procesos de aprendizaje y la superación de sus dificultades.

Somos una universidad privada con vocación pública, que está realizando aportes concretos al crecimiento del país y queremos ser parte de la construcción de una sociedad justa y del sueño de un país más solidario.

(UCSH, 2014, paragraph.3-7)

Appendix 2: Perfil de Formación Universidad Católica Silva Henríquez

1 ° Formación Salesiana centrada en la autonomía y protagonismo de los estudiantes en su aprendizaje y en la competencia de los académicos para su enseñanza.

2° Organización Curricular que oriente la producción y modificación de los planes de estudio de los Programas de Formación.

3° Un Cuerpo de Académicos responsable de las actividades de docencia, investigación y servicios realizados por la UCSH.

4° Escuelas, Departamentos, Instituto y otras Unidades Académicas responsables de la calidad de la docencia, investigación, servicios y el desarrollo de actividades disciplinarias.

5° Servicios estudiantiles y recursos educacionales que garanticen la experiencia formativa de estudiantes y académicos. (UCSH, 2003, pp.10)

Appendix 3: Estándares Orientadores para Carreras de Pedagogía en Inglés

1. Capacidad de comunicación oral y escrita de manera adecuada, coherente y correcta, en diversos contextos profesionales.

2. Capacidad de comunicación en un segundo idioma en forma oral y escrita, de manera adecuada, coherente y correcta, en diversos contextos profesionales.

3. Capacidad de aprender y actualizarse permanentemente. Manifiesta un interés por la cultura global, los procesos de cambio y la experiencia en el ámbito laboral, que lo mantiene actualizado.

4. Capacidad creativa, espíritu emprendedor e innovación. Demuestra creatividad al generar nuevas alternativas en las soluciones que se plantean. Realiza proyectos por iniciativa propia, asumiendo los riesgos que esto implica. Responde a los requerimientos, demandas sociales y organizacionales, innovando en los procesos para mejores y mayores resultados.

5. Una sólida capacidad de abstracción, análisis y síntesis. Es capaz de trabajar con constructos abstractos de procesos de análisis y síntesis.

6. Conocimientos de análisis cuantitativo, que le permitan leer, analizar e interpretar los distintos tipos de dato.

7. Habilidades en el uso de TIC y en gestión de información, lo que le permitirá acceder a nuevos conocimientos y al uso de herramientas de productividad.

8. Compromiso ético en su trabajo acorde con principios y valores, tales como responsabilidad, compromiso, perseverancia, y proactividad. (MINEDUC, 2013, pp. 13-14)

Appendix 4: Estándares de Pedagogía en Educación Media

Estándar 1: Conoce a los estudiantes de Educación Media y sabe cómo aprenden.

Estándar 2: Está preparado para promover el desarrollo personal y social de los estudiantes.

Estándar 3: Conoce el currículum de Educación Media y usa sus diversos instrumentos curriculares para analizar y formular propuestas pedagógicas y evaluativas.

Estándar 4: Sabe cómo diseñar e implementar estrategias de enseñanza aprendizaje adecuadas para los objetivos de aprendizaje y de acuerdo al contexto.

Estándar 5: Está preparado para gestionar la clase y crear un ambiente apropiado para el aprendizaje según contextos.

Estándar 6: Conoce y sabe aplicar métodos de evaluación para observar el progreso de los estudiantes y sabe usar los resultados para retroalimentar el aprendizaje y la práctica pedagógica.

Estándar 7: Conoce cómo se genera y transforma la cultura escolar.

Estándar 8: Está preparado para atender la diversidad y promover la integración en el aula.

Estándar 9: Se comunica oralmente y por escrito de forma efectiva en diversas situaciones asociadas a su quehacer docente.

Estándar 10: Aprende en forma continua y reflexiona sobre su práctica y su inserción en el sistema educacional. (MINEDUC, 2013, pp.18)

UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ
Salesiana

English language teachers' perceptions about the education received as English teacher and as an educator at Universidad Católica Silva Henríquez.

This survey is voluntarily and anonymous. The results will be presented in the research.

Requirements:

1.   Universidad Católica Silva Henríquez graduated since 2008 to 2012.

2.   Have been continuously practicing over a period of two years as English teacher.

3.   To have one year as minimum experience as head-teacher.

4.   Have been currently working in state or subsidized schools.

5.   Have been practicing as English teacher in Metropolitan Region only

Genre **(Answer filling in with "x" in the corresponding box)**	Male	Female
Experience as teacher of English (years) **(Answer filling in with numbers)**		
Years as a head teacher		

School dependence **(Answer filling in with "x" in the corresponding box)**	Subsidized	State
Years as graduated		

Instructions: Answer the following questions based on your own English teacher and Educator experience.

1.How do you develop speaking and writing skills in your EFL lessons?

_____

_____

2. In your teaching training, does Universidad Católica Silva Henríquez qualify you to the optimum use of ICTs? (Smart boards, digital books and audio-visual equipment)

_____

_____

3. Did Universidad Católica Silva Henríquez pedagogical training give you the necessary competences to handle conflict inside and outside the classroom?

_____

_____

4. Do you think you are ready to apply foreign language content for children with special needs? (E.g.: hearing loss, visual or orthopedic impairment, autism, psychological disorder).

_____

_____

5. Did Universidad Católica Silva Henríquez give you the necessary knowledge to planning with "Bases Curricular" according to the school context?

_____

_____

Instructions: Choose (x), the most suitable option according to your experience

6. Which was the most significant English subject for you at Universidad Católica Silva Henríquez?

    a. Phonetics.

    b. Language and culture.

    c. Grammar.

    d. Linguistics.

7. Which of this lesson plan format is the most useful on your English lessons?

    a) Presentation-Practice-Production (PPP)
    b) Pre-While-Post
    c) Task-Based-learning
    d) None

8. How many practicums do you think are necessary to comprehend the educational reality in general?

a. One semester

b. Two semesters

c. Three semesters

d. More than three semesters

9. About your first teacher experience, In which of these areas did you feel capable to face the school community?

a. Class council

b. Parents-teacher meeting

c. Counseling classes

d. Teachers meeting

10. Put in order from the most to the less important subject **for you** at Universidad Católica Silva Henríquez (1=most important-4= less important)

a. Currículo   __

b. Teoría de la Enseñanza   __

c. Evaluación para los aprendizajes   __

d. Construcción pedagogía del aprendizaje   __