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**EXPLORING STUDENTS' PERCEPTION ON COLLABORATIVE READING  
ACTIVITIES IN AN 11<sup>TH</sup> GRADE OF A SEMI-PRIVATE SCHOOL IN  
SANTIAGO, CHILE**

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## ABSTRACT

The following research project is aimed to explore the perceptions of 11th grade students after having participated in collaborative reading activities. The research took place at Master College in Santiago, Chile. The researchers implemented three lessons in which only collaborative reading activities were applied.

The research explored whether students have improved their participation on English lessons, their motivation levels and a withdrawnness reduction. The class was composed of 28 students, from which seven students were selected to take part of the sample. Data collection and implementation of the research took place from September 25<sup>th</sup> until November 24<sup>th</sup>.

The pedagogical motivation arose after numerous meetings where it was a discussion about pedagogical necessities on the researcher's practicums. The results have shown that most interviewed students do prefer to work collaborative although there is a minority that still prefers to work individually. Also, the students' perceptions tell us that a key element to aid them on the improvement of motivation within the classroom is the methodology implemented by the teacher.

**Key words:** Collaborative learning, reading comprehension, demotivation.

## RESUMEN

El siguiente proyecto tiene como objetivo el explorar las percepciones de un grupo de estudiantes de un 3ro Medio, después de haber participado en actividades colaborativas de lectura.

El proyecto se llevó a cabo en el establecimiento educacional Master college.

Los investigadores implementaron tres clases, en las cuales contemplaron solo actividades colaborativas de lectura.

El proyecto exploró si los estudiantes habían mejorado su participación en las clases de inglés, la motivación y habilidades de lectura o no. El curso seleccionado estaba compuesto por 28 estudiantes, de los cuales se seleccionó a siete de ellos para que fueran parte de la muestra de la investigación.

La recolección de datos e implementación del proyecto fueron desarrolladas desde el 25 de septiembre hasta el 24 de noviembre. La motivación pedagógica surgió luego de numerosas reuniones en las cuales se discutió sobre actuales necesidades pedagógicas presentes en las prácticas profesionales de los investigadores. Los resultados han mostrado que la mayoría de los estudiantes entrevistados prefieren trabajar colaborativamente a pesar de existe una minoría de ellos que prefiere trabajar individualmente. Además, las percepciones de los estudiantes nos dicen que un elemento clave que los ayuda a mejorar los niveles de motivación dentro de la sala de clases, es la metodología implementada por el profesor.

**Palabras clave:** Aprendizaje colaborativo, comprensión de lectura, desmotivación.

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## **CHAPTER 1: INTRODUCTION**

### **1.1 General Background**

In the past two decades, the concept of demotivation has come to be the point of attention for many educational types of research since it has a negative impact on the second language acquisition (Li & Zhou, 2017).

A constant problem that seems to affect most students within the national curriculum might be related to demotivation and withdrawnness at the moment of expressing ideas in EFL. Therefore, this research team has decided to go deeper into this exploration in the students' perception on collaborative activities.

This research team has found that demotivation according to Dornyei is composed of external forces or components that eliminate the actual commitment when performing a task (as cited in Chili Li & Ting Zhou, 2017). Therefore, this main issue is considered as a prior element that needs to be analyzed and scrutinized.

### **1.2 Theoretical Motivation**

Demotivation and withdrawnness on students at the moment of participating in EFL is an issue that the researchers first thought as a subject to explore. Based on what was previously stated, an idea occurred which consisted in providing students a chance to work collaboratively to increase participation and to diminish demotivation as suggested in a study (Zoghi, et al., 2010). Together with this, as this study is based on the skill of reading, the collaborative activities are aimed to approach students to better learning opportunities for the said linguistic skill.

Although Zoghi et al. (2010) investigated on collaborative learning; there has not been enough research in collaborative reading activities whose results are evinced through students' perceptions. Moreover, as pre-service teachers we commit ourselves to cover students' necessities based on current meaningful methodologies.

### **1.3 Pedagogical Motivation**

The main issue that encouraged the researchers to explore on the students' perception on collaborative reading activities was based on the patterns that affected negatively the development of the classes they were involved in, such as having a considerable number of demotivated learners that were not in spirits to participate in classes. All of that in an effort to achieve techniques that would definitely provide significant improvement in terms of encouraging students to feel comfortable within the learning process.

By being aware of the nature of this issue, it is compulsory to explore students' perception on collaborative learning through reading activities, and of course, to approach further investigations in this field.

This research project is aimed at exploring students' perceptions after facing CRA (collaborative reading activities) in order to improve motivation and in-class participation, as well as to avoid withdrawness on students.

By providing collaborative reading activities techniques to students, it is likely to contribute meaningful and engaging opportunities for students to successfully enhance their learning (as suggested in a study done by Zoghi, et al., 2010)

## **1.4 The Current Study**

### **1.4.1 The Problem of Study**

English language teaching in the Chilean context varies depending on the socio-cultural context students come from. Most schools in Chile belong to a societal stratum that does not guarantee same quality education standards found in some elite schools. The problem arises, then, when facing students who feel demotivated trying to learn a language which might not seem to be useful for their lives, a case that is present in many middle-class schools in Chile.

A second factor is present in traditional teaching with the ‘unconscious’ thinking behind classroom and students’ interactions. The so-called *student-centred approach* seems to be questioned when seeing traditional classroom seating arrangements which favor teachers rather than students themselves (students seated facing the teacher, sometimes individually). As a result, students are more likely to be passive learners who wait for information to be provided by teachers rather than by discovering, co-constructing and interacting with others.

A third factor that needs to be considered is how the national curriculum for English language teaching seems to be more connected to developing students' receptive skills providing few opportunities for productive skills. Maybe the teaching process as it is known has to be reconsidered. At times keeping in mind all the ministerial requirements prevent teachers to think on new ideas to implement inside the classroom. For example, to think on redesigning the sitting arrangement of the classroom itself.

By taking this example, we can notice the importance of sitting arrangement on the learning process, which can encourage students to a betterment learning process in

texts' comprehension, particularly when collaborative learning is the focus of exploration more information can be revised in Chapter 2.

### **1.4.2 Research Questions**

Our research is based on the following question: ‘‘what are students' perceptions on collaborative reading activities in an 11<sup>th</sup> grade in a semi-private school in Santiago, Chile?’’

### **1.4.3 General Objective**

To evince students' perceptions after applying collaborative learning in the classroom while developing reading skills.

### **1.4.4 Specific Objectives**

To examine the students' perceptions after having participated in collaborative reading activities.

To evince students' preferences about two different learning styles (Collaborative work and individual work)

To know about students' previous experiences in group work.

To identify factors that might decrease withdrawnness on students when expressing ideas in EFL.

### **1.4.5 Assumptions**

After applying collaborative reading materials, this research team believes that withdrawnness at the moment of participating among 11th grade students can be reduced. Moreover, it is expected motivation to be enhanced on students as well as their passiveness. In that way, researchers of this study believe that the implementation of

collaborative reading strategies will create opportunities for students to interact, help others improve their understanding, and overcome comprehension problems by changing their attitude towards the subject encouraging motivation.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Introduction**

In this chapter, the most important conceptual features of this research are stated, defined and described. Furthermore, the aspects to be explained in this section seek to help readers understand the factors that could lead students to a better comprehension on reading activities.

This section is divided into nine main categories. The first category is about a proposed definition of collaborative learning. The second classification reviews the topic on passive and active learners as a matter of perspectives. The third category is a proposed definition and explanation of Bloom's Taxonomy. Some Active-learning methods divided into Problem-based learning, Team-based learning, and Studio-based learning are also mentioned in the fourth classification. The fifth category is about a definition and different types of motivation. Following, reading comprehension and teaching reading comprehension in EFL are mentioned and described in categories six and seven. The eighth classification is about the good and the bad about the National Curriculum considering some key points related to this investigation. Finally, the last category reviews the topic on classroom management a key element that every single teacher should have in mind when it comes to setting up the structure of the lesson.

### **2.2 Collaborative learning**

Definitions on what collaborative learning means have been held throughout the years. On the one hand, according to some authors (Slavin, 1983; Scharan et al. 1984 in Nunan, 1992), "collaborative learning entails students working together to achieve

common learning goals''. On the other hand, learning is less significant when there is no interaction among students. Some possible reasons for this can be a problem of withdrawnness and demotivation that students might feel at the moment of participating or being part of a conversation during the class. Education, inside of the school context, is supposed to be a communicative situation and a social phenomenon. Communicative and linguistic features that are found inside a classroom are essential to explore how learning is developed. Communication in the class, is a way to transmit knowledge and at the same time a way to comprehend and interpret the social context. Therefore, a lack of interaction among students affects learning in many ways. For instance, Molina and Perez (2006) state that:

*"If relationships are based on positive attitudes, such as cooperation, dialogue, solidarity, participation and autonomy among others, the classroom environment might be positive and fruitful, and as a consequence learning is more likely to be significant. On the other hand, if relationships in the classroom are based on negative attitude sort of competition, intolerance, individualism, frustration, tactlessness, postponement of decisions among others, the classroom environment might be negative and the learning process less significant."* (Molina & Perez, 2006, p.43).

The most relevant aspect when involving students in any role at school is to be aware of their first duty. That is to say, students working in small groups are more likely to participate rather than working individually because of the roles that students have to fulfill when working together. These roles that students have to fulfill during work in joint activities might be different and specific for every member depending on the number of persons that integrate the group work (Herbert, Walberg & Paik, 2005). Those roles are:

- The coordinator: this member should be capable of generating synergy in the team work.
- The creative: this member contributes to the group with his/her imagination and creativity.
- The investigator: this member has a good communication skill, and seeks for opportunities to analyze and develop strategies for the rest of the group. Their main role is to avoid team's standstill.
- The driving force: this member has a challenging and dynamic personality who sets new goals and ways to achieve them.
- The linker: the main characteristic of this member is that he/she has a cooperative, calm and perceptive personality. He/she is a good listener.
- The evaluator: this member provides different tools for the team to analyze in order to decide for the best alternative to follow.
- The introducer: this member is the practical organizer who transforms decisions and strategies into definitions and reliable tasks.
- The finisher: the role of this member is looking for mistakes and details in their work to ensure that everything is done.
- The specialist: the main characteristic of this member is to provide technical and specific knowledge (Marzano, Gaddy & Dean, 2000)

A key point on collaborative learning is the teacher's role. Denegri, Opazo, and Martinez (2007) claim that the teachers' role is essential when performing collaborative



work in the classroom. The teacher's role is focused on providing the objectives, facilitating the access of the information, supporting group work and verifying the results. In collaborative lessons, teachers share their authority with students (Collazos, Guerreo, Vergara, n.d.). In such approach, teachers engage students to participate in the development of the lesson and give them choices of different activities and tasks, in order to motivate students to be part of the educational process. Additionally, teachers encourage students to make use of their own knowledge with the purpose of allowing students to share their knowledge and strategies of learning, treating others with respect and focusing on high levels of understanding. In other words, the teacher acts as a guide rather than a supervisor (Denegri, et al, 2007).

It is understood the importance of the student and the teacher in collaborative learning. However, it is also important to inquire about the different models applied in Collaborative methodologies which are mentioned in point 2.2.

### **2.2.1 Cooperative vs Collaborative learning**

Over the years, many people have discussed the nature of the concepts of collaborative and cooperative learning explaining that there are some similarities amongst collaboration and cooperation, yet they are not equal. Then, how can they be defined or distinguished? It can be understood from a definition by Dillenbourg, as cited in Hammond, 2017:

*"Cooperation is a method in which the members of the group split up the work, trying to reach the same goal by working separately, having as a result, the final version of the task by assembling the different parts into one piece of work".*

Whereas collaboration, Hammond defined it as:

*“The method in which the members of the group participate and do the work together”.*

Thus, what differentiates the one from the other is that in cooperation, the members of the group work individually for a certain purpose; and on the other hand, in collaboration the entire group works together, without splitting the team, for a final purpose.

The researchers of this investigation are aware of the different stances in terms of collaboration and cooperation in the discussion of the literature. However, this research aims at working with the concept of collaboration rather than cooperation because there is an interest in working together with students instead of assigning separate roles for an individual end.

Under a collaborative learning approach, students’ behavior has different kinds of characteristics when facing joint activities:

- I. To be responsible for both their knowledge and others', defending the aims of the learning process.
- II. To be motivated to learn.
- III. To be conscious that learning is a social process, that is to say they are "open" to listen to the ideas of other members of the group and to keep an open mind to intercede with opposite opinions.
- IV. To be strategic in order to develop different methods to solve problems. As a consequence, all the mentioned characteristics of students' behavior create possibilities to apply and transform knowledge with the purpose of solving problems in a creative manner and to be capable of making connections in different levels (Collazos, Guerrero, Vergara, n.d., p. 3).

### **2.3 A matter of perspectives: active and passive learners; teacher- and student-centered approaches**

Having students engaged to a greater or lesser degree in a class and related activities is also a factor to consider in the analysis. It is without any doubt that traditional learning and teaching practices required students to be filled in with information as if they were empty buckets. However, thanks to cognitive perspectives to learning (Ausubel, 1983), it is possible to know that learning is more than just being able to remember information. Ever since Bloom's taxonomy was devised, and because of the nature of language learning as a system that cannot be "remembered" but used to communicate with others, it is important to talk about active and passive learners.

Active learning must be understood as a process in which the student is the main agent during the learning experience, not the instructor. Teachers' roles under such approach is seen as a mediator, facilitator and evaluator, rather than a supervisor. The learner is engaged in activities such as reading, writing, and discussing (Bonwell and Eisen, cited in Riley & Ward, 2017). Whereas, in passive learning, it is considered as the traditional procedure lecture format where students are receivers of information. As a way to approach the active learning working rationale, teachers should be able to forget that they are the main focus in a learning environment experience and allow students to obtain such a leading role.

Therefore, it might not be strange to see that learner-centered instruction (LCI) has definitely gained attention as a very effective approach. Current global educational betterments campaigns have appealed and called for teachers to endorse, and embrace the learner-centered approach in order to increase students' motivation, as well as the

accomplishment of the quality of education over the traditional teacher-centered method (Brandford, Brown, & Cocking, 1999; Granger et al., 2012; McCombs, 1997; Rallis, 1995, as cited in Ji-Hye Kim, Ho Soo Kang, Colleen M. Kuusinen, Kyoungho Park, 2017).

This approach looks forward to helping teachers to be able to enhance their teaching skills and methods, as well as the students' learning outcomes. Whereas, yet conventional teacher-centered, or didactic instructional methods, is designed for and thought for the teacher as they are the center of the classroom, LCI is mainly defined as instruction designed from the students' perspectives and optimizes positive learning experiences in order to facilitate success in learning (McCombs, Danels and Perry as cited in Ji-Hye K et al., 2017).

In contrast to the teacher-centered instructional approach, LCI is theoretically rooted in constructivism, which considers that knowledge emerges from the interaction among students, and reflection on their own experiences and ideas, not by transmission of knowledge (Vavrus et al, cited in Ji-Hye, 2017). This is why an LCI is closer to creating active learners, more likely to reach higher-end cognitive skills (analysis, synthesis and evaluation in Bloom's terminology).

### **2.3.1 Bloom's Taxonomy**

All over the decades, teachers around the world have used Bloom's Taxonomy as a tool to establish learning aims. According to Krathwohl (2002), Bloom's Taxonomy is an ensemble of three hierarchic models utilized to classify learning objectives in complexity levels.

The sequence of the levels changed their order inside the pyramid. At its origins, the Bloom's taxonomy in its last two levels was organized first as "synthesis", followed by "evaluation". From 2001, the reorganization was established as the verbs "to evaluate", and finally the verb "to create", were added in that order.

This tool is notably useful to construct knowledge so as to improve the quality of learning. The author, Santiago Aliaga Olivera, explained the sequence of the knowledge construction in Bloom's taxonomy as the following (Aliaga S., n.d.):

- Knowledge: it implies the memorization of information which can be expressed as the recognition/memory of specific isolated facts.
- Comprehension: it refers to the capacity to comprehend and internalize; in which the students know what is being communicated, and make use of the materials and ideas presented by the teacher, such as lectures, visual aids, videos, audios, etc.
- Application: it follows the same principles that the previous one, the only evident difference is the quantity of original elements utilized in activities. For example, some strategies such as demonstration, projects, practicums, drawing sketches, role-play, etc.
- Analysis: it consists in the division of every single part and the meaning perception of the parts in relation to the ensemble. Analysis comprises the examination of elements, relations, etc.
- Synthesis: It is the process of working with fragments, parts, elements, organize and order them in order to construct a scheme or every structure that was not clear before. This process requires:

- The creation of a plan, in other words, the ability to propose different ways to prove hypothesis.
  - The development of sets of relationships to classify or explain data.
  - The deduction of propositions and relationships.
  - Construction of a structure model.
  - Reorganize the parts in a logical sequence. For instance, the use of projects, study of cases, discussions, etc.
- Evaluation: it comprises the ability to formulate judgements about the value of some intentions, giving learners certain ideas, tasks, materials, solutions, methods. The judgements could be either quantitative or qualitative. The evaluation must be done in based both to internal or external criterion (Olivera, S. W. 2011).

The last level is the most important because in it, it is located the critical thinking, in which students have the skill of analyzing facts, generating and organizing ideas, defending opinions, making comparisons, inferences, evaluating arguments and solving problems are found (Chance, 1986, p.6).

Having mentioned the different levels in Bloom's taxonomy, it is important to follow and work on each level from knowledge to evaluation. Learning quality can be improved by using Bloom's taxonomy along with some useful active learning methods, as it will be explained below.

### **2.3.2 Some Active-Learning methods: Problem-Based Learning, Team-Based Learning, and Studio-Based Learning**

Active learning methods are being implemented in the learning process to make the students be part of the lesson and not just the receptors of information and knowledge.

- Team-Based Learning (TBL): this is a teacher-centered method where small learning groups are set up in a numerous class. This method has a similarity with PBL, in terms of instructional features. Complex problems and application activities are exposed in class, and then the students prepare themselves out-of-class. TBL differs from PBL, in a classic TBL lesson, the teams are composed from 5 to 7 students, and the problem-solving or application activity is prepared by a content-expert instructor.
- Studio-Based Learning (SBL): this method has a similarity with PBL, it is based on the idea that learning is situated and emphasizes the importance of practical experience (Dewey, 1938). The difference amongst Problem Based learning and Studio Based Learning is that in SBL, the problem is highly ill-structured. The instructor (in this case, the teacher), acts as an expert who support student work by means of discussions, explicit prompts, assignments, and reminders (Gabelica C. and Fiore S. 2013).
- Problem-Based Learning (PBL): in this controversial and the most documented pedagogic active method, Barrows (as cited in Gabelica, C. and Fiore, S. 2013) claims that ‘‘the learning process occurs in small groups of students under the guidance of a tutor who facilitates student learning’’. In PBL, meaningful and authentic real-world problems are presented to the

students which must be reformulated and analyzed (problem representation).

The students, therefore, are given time to study, analyze the problem, and come up with possible solutions.

For instance, step by step:

1. The teacher gives the students a real-world problem (in this case, what would you do if your leg gets burnt?).
2. Students think for possible solutions to deal with a burn.
3. Then, they are given some instructive piece of paper with information on it.
4. Students take their time to read the piece of information and think in the solutions supported by what they read.
5. Students discuss about their answers.
6. Students compare their hypotheses with their final answers.

The role of the teacher in PBL method is not the traditional one (e.g. in traditional education, the teacher is the source of all knowledge inside the classroom). In this method, the teacher turns into a coach or guide for the students, that is to say, students will just need to be guided in the process of searching for solutions and solving problems. When the students get better on solving problems, the teacher's help will be decreasing slightly (In the classroom: Problem-Based Learning, n.d., p.8 – 10).

Problem-based learning is an effective method to deal with demotivation in the classroom when trying to learn English, in the way that students confront, as it was



mentioned before, real-world problems. But how can we identify motivation on students inside the classroom? In the following point, it is completely detailed what motivation is.

## **2.4 Motivation**

People's perception on how they conceive the world is connected to a field of investigation that this study intends to examine as well as the presence of unmotivated students inside the classroom. It is important to mention that motivation is widely recognized as a variable of importance in human beings' learning processes. On the one hand, motivation reflects their pure intentions when achieving goals, directions or paths pursued, levels of efforts invested, depth of engagement, as well as the degree of persistence in learning (Emma, in Sierra et al, 2014). On the other hand, the counterpart of this concept plays an important role in every teaching scenario, better known as demotivation. According to Domyei (as cited in Chili Li & Ting Zhou, 2017), when this concept is intertwined with learning a foreign language, it can be understood as ‘‘specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action’’.

The definition mentioned above provides a neat differentiation between these two concepts. Whereas, motivation shall increase the propensity of performing an action, demotivation would diminish it.

When these two concepts are seen in the field of education, a demotivated learner has been originally motivated to accomplish a goal in a foreign language learning activity, yet in the process he or she has become disinterested in accomplishing it, because of disturbing influences of specific external factors (Chili Li & Ting Zhou, 2017).

Jenkin (2016) identified a number of studies (e.g. Gorham & Christophel; Ushioda; Dörnyei; Hasegawa) and has found that demotivators fall into several broad categories, such as:

- Teacher behavior (personality, enthusiasm, ability, teaching methods)
- Learning activities (course book, presentation of materials, activity types)
- School environment (exams, classroom equipment, class size, class level)

It is important to mention the existence of types of motivation, since there are many ideas and stimuli that lead people to perform certain actions. By way of illustration (Ryan & Deci, 2000) these are:

- Intrinsic motivation: people accomplish a work, or and action based on personal interests without expecting rewards, but the feeling of satisfaction the action brings. It is divided into four types:
  - Intrinsic motivation by obligation or self-demanding: according to Deci and Ryan (1985) persons consider the actions to accomplish as responsibilities and perform in order to fulfill their duty.
  - Investigators: Without any recompense people continue investigating or exploring with the ambition to obtain knowledge.
  - Heroism: People seek to protect the integrity of others despite their own integrity.
  - Altruism: People help without expecting any acknowledgement.
- Extrinsic motivation: The accomplishment of certain actions is based on external factors as well as rewards (Harter, 1981). It is divided into four types:

- Economic motivation: the reward of applied effort, the greater the economic reward, the greater will be the effort expended to obtain it.
- Social motivation: It is a motivation based on public recognition.
- Individual motivation: Only one person is rewarded.
- Collective motivation: A group of people is recompensed because of the accomplishment of goals.

Motivation can be interpreted as one of the most important factors when facing collaborative learning, since literature has demonstrated its consistent significant effect in the process of learning. Deci and Ryan (as cited in Sansone & Harackiewicz, 2000) claims for "the diverse forms of understanding motivation respond to both different theoretical perspectives and willfulness".

## **2.5 Reading comprehension**

One concept that is important to know about in this project is reading comprehension. It is one of the four language skills when learning English (speaking, listening, writing and reading); they are divided into two groups, which are receptive and productive abilities. Reading comprehension is placed into the receptive ability. MINEDUC claims that meanings are supposed to be constructed based on the written information expressed in different kind of texts together with readers' knowledge. Reading comprehension allows students to be in contact with comprehensible information in the target language and models of language which will be used in written production. The development of reading comprehension is an essential tool that allows students to reach new knowledge, interesting topics and English cultural aspects. Reading comprehension is built with

students' previous knowledge according to the tasks and objectives of the reading. Hence, students read a piece of text in which they recognize a topic, its general ideas or then they are able to express their feelings about what was read.

Why has this skill been chosen? There are plenty of reasons why choosing this ability might be a good source for teachers to encourage students in term of empowering the language acquisition.

For instance, Jeremy Harmer on his book "How to teach English" (Harmer, 2007) stated that reading is a versatile tool that teachers should frequently implement on their classes, because it leads to a higher probability of language acquisition through the process. Besides, it is expected that this skill – reading comprehension – may improve other skills as well, such as vocabulary knowledge, spelling and their writing performance. That is to say, reading comprehension can be implemented as a tool that embraces and empowers the other linguistic skills that students should develop.

Teachers can also use reading comprehension to transform their classes on pure fascination, although this sounds unimaginable for most of the students. This is deeply connected with the role of the teacher in maximizing the impact on the students and let students become lifelong readers. The teacher must be sure that the reading lesson will be attractive on any way to the students, to stimulate them and their curiosity. By doing and following steps before stated, students will find a relevance on what they are reading and hopefully, connect what has been read to their life choices (Moreillon, 2007).

Besides, by providing reading material sources, students are exposed to good models for their own writing, and to understand how sentences, paragraphs and whole texts are constructed.

Reading comprehension involves three kinds of phases called pre-, while-, and post reading stages.

*"The intention is to ensure that reading is "taught" in the sense of helping readers develop increasing ability to tackle texts. This is in contrast to more traditional materials in which readings will be "tested" through a procedure in which learners would read a text with or without an introduction, possibly with some pre-teaching of vocabulary, and then would be required to answer comprehension questions. Many contemporary materials reflect this three-face procedure" (Hedge, 2000)*

According to Tricia Hedge (2000) during the pre-reading phase, learners can be encouraged to do a number of things: Become oriented to the context of the text, for example what purpose it was originally produced for; tune in to the content of text; establish a reason for reading; express an attitude about the topic; review their own experiences in relation to the topic; activate existing cultural knowledge; and become familiar with some of the language in the text. More precisely, the teacher prepares students to be focused on the content of the text, the key vocabulary they will find while reading the text, as well as ensure proposed objectives of the reading. To properly cover this stage, there are a wide range of activities that teachers can apply, for example: ask students to predict from the title what the text will be about or teaching key vocabulary through matching activities. More details can be found on the methodological chapter.

Since the adoption of the idea of reading as an interactive process, "while- reading activities has been used: these generally aim to encourage learners to be active as they

read. Students can be given activities which required them to do any of the following: Follow the order of the ideas in a text; react to the opinions expressed; understand the information it contains; ask themselves questions; make notes; confirm expectation prior knowledge; or predict the next part of the text from various clues” (Hedge, 2000). In other words, to keep them focused on what they are reading using different kind of activities such as, provide students a chart to fill in with points of information, give them questions to stop and think about, among others, in order to intervene in the reading process in some way. Tricia Hedge (2000) claims that

*“There are few research studies to show the effects of intervention, and their outcomes are contradictory. However, many students report positively on the usefulness of while-reading activities and many teachers therefore try to encourage activity, reflection, and response while reading” (p. 210)*

“Post-reading activities can be as varied as the text they follow, but ideally will tie up with the reading purpose set, so that students check and discuss activities done while reading and make use of what they have read in a meaningful way” (Hedge, 2000). Some examples of the kind of activities students can face at this stage are: role-play, debate, etc. Therefore, students become aware of their own thinking processes as their work on texts. Moreover, Clarke (as cited in Tricia Hedge, 2000) suggests a useful way of involving students in the design of post reading questions. After doing a pre-reading activity prepared by the teacher and individual reading of the text, students work in small groups to check their understanding and to construct key questions. The teacher elicits questions from the group, corrects them, and then the class selects a set of questions which students answer in their groups.

To conclude, reading lessons should strengthen learners’ skills such us:

- I. To develop competence in the foreign language,
- II. To recognize the structure in a written text,
- III. To be confident in using these to create meaning from a text,
- IV. To adopt different types of reading styles which are helpful for interacting successfully with text in order to develop critical discernment.

### **2.5.1 Differentiation between extensive and intensive reading**

Harmer (2007) considers that making a distinction between ‘extensive and intensive’ reading is needed.

On the one hand, extensive reading can be understood as the reading process that students perform away from the classroom; it involves, reading novels, web-pages, newspapers, magazines or any other reference material. The activities mentioned are highly connected to reading for pleasure or joyful reading.

On the other hand, the term intensive reading, can be associated with reading texts that often take place inside the classroom. Teachers are likely to ask their students to read extracts from different sources, such as magazines, poems, internet web-sites, novels, newspapers, plays and a wide range of other text genres. What differs from the concept stated above is that intensive reading aims at the specific purpose in which students are involved, i.e. texts that may aid students within the contents studied in class.

The teacher is the one in charge when it comes to selecting the appropriate and suitable material for the achievement of the lesson objective. These texts are connected with the results the teacher wants the students to achieve. That is the reason why the

research team established that the type of reading to be implemented was of an intrinsic nature because it involves topics of interests and connection with students' context.

### **2.5.2 Texts types according to reading levels of English**

Teachers often want their students to read authentic texts; those ones that present interesting and meaningful content (Harmer, 2007).

The book, novel or reading activity delivered by the teacher must be balanced with the students' capabilities, yet at the same time, it has to contain authentic English in order for them to comprehend what is read. At lower levels, students can face difficulties when dealing with a big amount of unknown language presented in texts, having as a result, the non-internalization of the content of the text. This is where the balance has to be implemented by the teachers.

In addition to the point stated above, Harmer (2007) claims there are some useful, specific, written materials aimed for beginner learners (p. 100). These ones are:

- Menus
- Timetables
- Signs
- Basic instructions

Students' performance in reading activities, will definitely depend on whether the texts are designed for intensive or extensive purposes. If the students read texts with the support of the teacher as well as the help of classmates, they will be able to deal with higher-level material, and higher cognitive skills. For example, skills such as solving problems or discovering information with the help of other peers can be done with much



less difficulty or stronger engagement. For the sake of this dissertation project, this is considered to be a positive aspect as reading in collaboration with others fosters on-task participation rather than if they were doing their activities on their own: Students in such condition may feel more tempted to stay off-task whenever they feel like doing so, especially because individual work does not depend on the work of others, their time and effort.

For that reason, teachers tend to encourage lower-level students to work with simplified material, so students can enjoy and feel pleasure in reading the material provided even when there is no help from teachers.

### **2.5.3 Scan or skim skills**

On the reading process students are encouraged to develop some abilities that are needed in order to achieve the main goal: understanding, vocabulary build-up, learning language form good models, among others.

While reading texts, students need to use different skills depending on the information they have to extract from a text. Firstly, the skill of scanning is needed on the process of searching for specific information, or looking for details. Secondly, the skill of scanning is needed whether the teacher asks for a more overviewed information about the text in order to obtain rapidly the general idea of it.

Teachers' job is to encourage students to learn how to read using these abilities, this has to be accomplished through the use of different materials and methodologies that could help students to practice these skills.

#### **2.5.4 Reading principles**

According to Harmer's perspective (2007) in every reading activity there might be certain principles that define the entire process. The first principle to be mentioned, is that students need to be encouraged to read as much as possible. That is to say, the more students read, the better for their own benefit.

The second principle states that students need to be involved and connected with what they read. On the other hand, having students reading extensively should be an engaging and joyful activity. For that reason, the teacher's duty is to help them to get as much pleasure from this experience as possible. On the other hand, in lesson time, teachers need to commit themselves, and do their best to ensure that students get involved with the topic of the reading text, as well as the activities that will be provided later.

The third principle to have in mind refers to encouraging to study the text provided in order to understand the structure of the text itself, as well as the language utilized. However, what seems to be a prior element in this principle is the meaning of the document and the personal engagement caused by it. As a consequence, teachers provide a chance to respond to that message by expressing what they feel when reading the text.

The fourth principle that the author mentions, talks about how prediction plays a major factor in reading. In this point, he states that expectations seem to be a key component when the reading process begins. The human brain starts foreshadowing what it is going to be read just by having a brief look at the cover or the appearance before even reading a single word. Therefore, in class time, teachers are expected to give clues to students, so they can foretell what is coming.

The fifth principle claims that there must be coherence when matching the task to the topic when utilizing intensive texts. In this sense, the teacher's duty is to determine what reading text the students are going to read, and this is totally based on the learners' level, the topic itself, its linguistic, and activation potential.

This process is followed by choosing appropriate activities or good reading tasks, the ones that should be challenging and according to students' level of English.

And, last but not least, the author mentions on the sixth principle that good teachers are the ones that establish a difference in terms of exploiting texts to the full. This means that teachers integrate meaningful activities in which students employ discussions and further analysis of each text.

## **2.6 The importance of reading comprehension in EFL: "Struggling to accomplish successful reading"**

Many foreign language students around the world, usually need the English language as a tool to succeed on their academic or professional projects. The problem appears in that moment on trying to understand the information needed.

Roscoe and Al-Mahrooqi (2014) state that

*'reading is an important predictor of students' prediction and measure their academic success'' (p. IX).*

That is to say that students who read are likely to have a better performance in academic tasks. Yet, most of the students struggle with reading skills, this, because some of them are weak readers in life, as a consequence, they often do not understand what they read.

Some key features that lead students to succeed on reading comprehension are:

- Firstly, vocabulary. According to Liu Na and Nation (as cited in Roscoe and Al-Mahrooqi, 2014) it has been demonstrated that a student needs around 3000 words for 95% text comprehension.
- Another important factor in terms of reading comprehension for EFL students, is to read both extensively and intensively to reach proficiency on reading. The one and the other previously explained in point 2.5.1

A factor to success on reading comprehension is vocabulary. Liu Na and Nation (as cited in Roscoe and Al-Mahrooqi, 2014) demonstrated that a student need around 3000 words for 95% text comprehension.

## **2.7 Teaching reading comprehension in EFL learners: some helpful teaching strategies**

In the matter of teaching reading comprehension in EFL learners, some authors (Alyousef and Hesham Suleiman, 2005) reach an agreement that reading comprehension is "a complex process". The authors mentioned before, proposed a technique to the searchers who are interested in integrating activities for the students when learning how to read. Rigg (1989) claims that "Language Experience Approach " method "is an excellent way to control vocabulary, structure, and content" for beginning readers (Rigg, as cited in Alyousef and Hesham Suleiman, 2005). This technique could be used to take advantage of students' ideas and own

words to prepare reading materials. In simple words, students write their own texts, they decide what they want to say and how to say it.

Another technique proposed by Krashen is the "Narrow reading", better known as "Intensive reading". Krashen (as cited in Suleiman H, 2005) also mentions that "Narrow reading refers to the reading that is confined to a single topic or to the texts of a single author". Krashen concludes by suggesting that this type of reading could help in an efficient way to reading comprehension when learning English as a second language.

## **2.8 The National Curriculum: the good and the bad**

Chilean education is regulated by "Ministerio de Educación", following a national educational structure called the National Curriculum. It is a tool that teachers must use to prepare the lessons in schools. In addition to this, schools require to follow a formal and a legal structure to operate. National Curriculum suggests teachers of English how to work, together with the students on the basic contents when using English as a second language. It also asks for teachers to teach the four linguistic skills of the English language in a correlated way. The students are supposed to be familiarized to the real use the language, as they will face relevant, meaningful, and motivate tasks that contribute to develop fluent production and comprehension.

The manner in which "Ministerio de Educación" explains how to use the National Curriculum seems to be easy to implement in Chilean classrooms, yet the reality of schools does not fit with what "Ministerio de Educación" proposes. The actual level of English present in Chilean students' population does not go together with what the National Curriculum expects to achieve. There is a huge gap in terms of unknown knowledge the students do not demonstrate in the actual performance of the language.

The English standards proposed by the National Curriculum propose that at high school students should have:

- Achieved an A1 level by the end of 10<sup>th</sup> grade (Educación 2020, n.d., para. 1-2)
- Achieved an A2 by the end of the process in year 12<sup>th</sup> (Educación 2020, n.d., para. 1-2)

Based on the results of the last English "SIMCE" test, taken in 2015, it is a noticeable fact that Chilean students were not even close to achieve the level of English that the National Curriculum hopes for.

If the reality of eleventh grade is analyzed, it can be found that "from 186.000 students of eleventh grade assessed, just a 18% of them obtained a certification, that is to say, only an 82% of the students cannot communicate in English, not achieving what the National Curriculum wishes." (Simce de Inglés: La brecha continúa, n.d, para. 3)

Nowadays, the demands of the National Curriculum do not suggest how to approach attitudinal factors. It only mentions that the attitudes to develop in English classes must be the following (the most required):

- To express a positive attitude in front of themselves and their abilities to learn and use the language, valuing at the same time, the achievements of others.
- To demonstrate interest in the continuous and independent learning as part of a personal project and contribute to the society.

- To work responsibly in a proactive and collaborative way with a common goal, and showing respect for the interests and ideas of the others" (MINEDUC, 2015).

It seems hard to develop these three main points in the students if they do not have the motivation that is needed to achieve them properly and when there is not enough time to work with them. For example, the number of hours to teach English at private schools go beyond 3 per week, and also the use of English language starts at an early age; in public schools, on the other hand, students only have 3 hours per week, beginning in 1<sup>st</sup> grade of primary school, sometimes 5<sup>th</sup> grade, and in the cases of technical/vocational schools, the hours per week are even reduced.

## **2.9 Classroom management**

In this research project a key component that needs to be included is related to the appropriate use of a seating arrangement plan for the development of the class that every teacher should have in mind when it comes to setting up the structure of the classroom.

Hue Ming- tak & Li Wai-Shing (2008) claim that

*"Recently, classroom management has been perceived as the art of establishing a good climate and managing instruction effectively. It involves more than just implementing procedures for organizing the students or setting rules for a disciplined classroom — it is about how a teacher establishes his/her authority by offering interesting lessons"* (p. 46).

Apart from the concept of classroom management, it is important to revise the conceptualization of the term from a distinctive point of view, for example the

administration of the classroom. Shower (as cited in Ahmad, Hussain, Ayub, Zaheer & Batool, 2017) points out that

*"Administration can be viewed as the way toward outlining and keeping up any setting in which individuals work in gatherings with the end goal of fulfilling specific objectives. Classroom administration is a setup in which the educators build up and keep conditions to empower learners to accomplish instructional destinations productively".*

Nevertheless, in this investigation the focus is not in the overall classroom management, yet in the seating arrangements connected to collaborative work.

### **2.9.1 Seating arrangement**

An important aspect to have in mind when it comes to achieving a successful learning process within the classroom, is commonly connected with the seating arrangement that teachers choose inside their classroom.

To compare individual versus small group seating arrangement and their positive aspects; Gremmen, H. M. van den Berg, Segers, H. N. Cillessen (2016) state that:

*"A seating arrangement in rows compared to groups can instigate such positive academic behaviors (e.g., hand-raising for assistance and complying with requests). Rows can especially support students' on-task behavior during independent work. In contrary, it has been shown that seating arrangements in small groups can facilitate interaction between students due to proximity and close positions between peers. This is for example useful during brainstorming and group assignments" (p. 751).*

In this research, the aspects reviewed from the authors above have been at the moment of applying the methodology to be used on the intervention explained step by step in chapter 3.



Considering all these theories, concepts and learning concepts in the chapter of Literature Review, we developed a chart as a summary of this chapter, on the following page.

**Table 1:** An informed framework for material design and methodology

	Principles to consider
Collaborative learning	<ul style="list-style-type: none"><li>• Interacting is important for students to achieve a goal in common.</li><li>• Interaction is relevant.</li><li>• Work in groups.</li></ul>
Active learners	<ul style="list-style-type: none"><li>• Students' centered approach.</li><li>• Active learning.</li></ul>
Bloom's taxonomy	<ul style="list-style-type: none"><li>• Classification of learning objectives.</li><li>• Higher-end cognitive processes are promoted.</li><li>• Improvement of the quality on learning.</li></ul>
Active-learning methods	<ul style="list-style-type: none"><li>• Problem-Based Learning.</li><li>• Team-Based Learning.</li><li>• Studio-Based Learning.</li></ul>
Motivation	<ul style="list-style-type: none"><li>• School environment.</li><li>• Intrinsic and extrinsic motivation.</li><li>• Teacher's behavior</li><li>• Learning activities.</li></ul>
Reading comprehension	<ul style="list-style-type: none"><li>• Reading in EFL learners.</li><li>• Pre-reading, while-reading, post-reading stages.</li></ul>

	<ul style="list-style-type: none"><li>• Texts according to the student's level.</li><li>• Scan or skim abilities.</li></ul>
Classroom management	<ul style="list-style-type: none"><li>• Students' behavior under control</li><li>• Students focus on tasks</li><li>• Teachers are aware of academic performance and social development.</li></ul>

### CHAPTER 3: METHODOLOGICAL FRAMEWORK

The type of methodology employed in this investigation is of a Qualitative Design, aiming at determining the nature of the main issue to be explored: students' perception on collaborative reading activities in an 11<sup>th</sup> grade of a semi-private school in Santiago, Chile.

The numeric measuring is not executed; thus, the analysis is not statistical. Data gathering consists in obtaining students' perspectives and points of view (Sampieri, R. n.d.), that is to say, this research aspires to comprehend the principal thoughts and factors that are behind students' perception when learning to read in collaboration with others.

Furthermore, this study consists of an Exploratory Research. As the name states, it intends to explore the research questions without attempting to reach final and conclusive solutions to existing problems. Sampieri also mentions that "exploratory studies are carried out when the objective is to examine a topic or problem of investigation that has not been previously studied. Topics include those which many people have doubts about or may want to cover in more detail." (Sampieri, R., n.d.)

In this case, the focus of study is to discover what is behind collaborative reading, because it has not been investigated in depth, so there is no evidence to conclude or continue this type of investigation on a highest level. The researchers are willing to change their direction as a result of the findings of new data and new insights.

Cohen (2007) stated seven types of the data collection, however in this research, the examiners are willing to use just two of them, which are (I) semi-

structured interview, which will be taken orally; and (II) participant and non-participant observation, in order to record students' performance when confronting collaborative reading comprehension methods, aimed to be analyzed afterward. The data collection methods mentioned before are suitable when recovering information about students' perception because, as Cohen (2007) claims:

*“The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The order of the interview may be controlled while still giving space for spontaneity, and the interviewer can press not only for complete answers but also for responses about complex and deep issues. In short, the interview is a powerful implement for researchers.” (p. 349)*

Especially when researchers want to understand and comprehend the pedagogical context in which students are immersed.

Observation is another useful tool since it allows to gather additional data about the educational context we aim to understand. As Cohen (2007) calls:

*"Observation enables researchers to understand the context of programs, to be open-ended and inductive, to see things that might otherwise be unconsciously missed, to discover things that participants might not freely talk about in interview situations, to move beyond perception-based data." (p. 396).*

Having said that, the mentioned elements are suitable to examine adequately and deeply to the expected sample.

### **3.1 The School**

Master college is a small semi-private school community located in the district of San Bernardo. This school was created in the 1985; under the initiative of a group of teachers who desired to implement their beliefs and methodologies in a new institution,

in order to provide society a safe and reliable education. This institution was also aimed at bringing the opportunity for teachers and students to work and develop their skills in a friendly, familiar, and professional environment.

This school is exactly located in #240 Arturo Pratt Street, placed in the district downtown. It has been 32 years since this project started off with the firm determination to educate new young generations with the main purpose ahead, which is to prepare school students to become active citizens into the society.

Master College's staff is comprised as most of Chilean Schools. The head master of the institution is Juan De Dios Cea Gonzales, the principal is Mr. Sergio Jose Diaz Parra, the general inspector Mr. Sergio Diaz, and additionally, 4 heads of department, 32 teachers, 267 female students and 258 male students.

The mission this institution looks forward to achieving is to bring to the school community a concrete and suitable basis for both formal and value-based education: this means, that students will be able to develop a solid purpose in life, the one that reinforces their beliefs for personal and professional development. The ethos works under a guideline formed by a set of regulations that facilitate the pedagogical achievements.

### **3.2 Participants**

A group of 28 secondary students took part of this pedagogical research, in which 18 of the students are women and 10 are men. The age of the contributors ranged from 16 to 17 years-old. Many of the students belong to a middle-class family from the district of San Bernardo, Chile.

The group of students attends English classes twice a week for 5 pedagogical hours (225 minutes; 3 hours and 45 minutes). Furthermore, 2 out of 28 students have been professionally diagnosed with Autism and Asperger syndrome.

### **3.3 Methodology**

#### **3.3.1 The intervention**

Authorities of the school and parents were informed throughout a request form about three videotaped interventions, in which their children would participate for a research project to explore students' perception in collaborative reading activities. As mentioned above, students were sat in groups in order to work collaboratively as Zoghi & Mustapha (2010) explain:

*"The reason for such infusion is that the combination of strategic reading with learning in groups creates an opportunity for students to (a) interact, (b) help one another increase their understanding, and (c) overcome their comprehension problem of the text" (p. 68).*

The interventions were carried out in November 8<sup>th</sup>, November 13<sup>th</sup>, and November 21<sup>st</sup>, where 2 out of 5 researchers applied the material designed to develop a collaborative environment focused on reading comprehension activities. The goal that each researcher has to accomplish is the following:

- Researcher n°1: This member has to apply the planned lesson based on collaborative learning methodology.

- Researcher n°2: the role of this investigator is of an active observation by nature, which means, he/she performs as a participant/observer, collaborating with the researcher n°1. Additionally, the researcher oversees taking notes.

Researchers decided to develop three lessons in which collaborative reading activities will be applied.

The first lesson was developed with topic based on the national curriculum from 11<sup>th</sup> grade, researchers selected this topic in order to introduce students to reading comprehension with easy texts (see Appendix B2.1). It is important to mention, that in the first lesson, the task was not asked to be developed in groups, yet it was a pair-work instead.

On November 8<sup>th</sup> the first lesson took place with the 11<sup>th</sup> grade as planned, the intervention was carried out by the research team, the one whose main aim was related to develop a pair-work collaborative activity. In this session, the teacher delivered a two-page printed worksheet about jobs, places, and activities they enjoyed the most. In the first stage of the class, the teacher asked students to get together in pairs and start working on the pre-reading activity. Once that part of the class was finished, the teacher explained the procedure for the following task, the one concerning a story of a man, who prefers to work on holidays. The next part of the activity consisted of a discussion between the participants in order to select the most suitable alternative for each question.

For the development, the teacher established that the pair-work was the key component to succeed in the goal of the class. For further information about the class, see Appendix B1.



The second lesson was implemented on November 13<sup>th</sup>, in this occasion students were tasked to get together in groups of 4 and read collaboratively a piece of text about natural disaster. In the first stage of the class, the teacher delivered a short-printed worksheet in which students had to match some key words with sentences. After finishing this activity, the teacher instructed the class to get together in groups of 4 before continuing with the lesson, once all groups were formed, the teacher introduced to the class through a PPT 8 different pictures about natural disasters.

Each group had to select one topic, and the teacher delivered them a piece of text with all the information needed. Afterwards, the teacher told students to start reading collaboratively, while he was delivering some colored poster-boards and markers to each group to create a mind map with general information about the chosen natural disaster. After completing this task, students had to present in front of the class their mind map, for more detailed information about this lesson and its planning, see Appendix B1.

The third lesson was carried out on November 21<sup>st</sup>, and in this opportunity the objective of the class was related to a collaborative reading activity in which students were tasked to gather information from a specific text and debate against another group.

The teacher started the lesson by asking students whether they knew the structure of a debate session. In this part of the lesson, the teacher told the class that they had to get together in 6 groups of 4 members each, and to arrange seats in a fixed manner.

Once all groups have got together, the teacher arranged the seats for the lesson. The one which consisted of having two groups seating face to face, in order to create a debate scenario. The rest of the groups were tasked to do the same.

When all the groups were distributed around the classroom; the teacher determined whether the group was in favor of or against the topic. After doing that, the teacher delivered the material to each group that it was going to be used during the lesson. Students were tasked by the teacher to read collaboratively and gather the main information, as well as valid arguments in order to defend their position, for further information about this lesson, see Appendix B1.

### **3.3.2 Material Design**

The material used was designed with the purpose of allowing students to be active actors in the teaching-learning process, organizing their actions and making decision about their own learning. In collaborative work it is not enough to arrange students in groups, facing an activity waiting for learning to happen by itself, yet to promote a work among the members of the team in order to achieve a common goal.

To accomplish the former, we, as researchers will determine the learning objectives that students have to reach when finishing a collaborative activity, structuring the activities that ensure the participation of all the students within each team and requesting a single document for each team to report the solutions, either in writing or through an oral presentation.

In addition, the material created has to promote critical thinking between students in order to exchange different ideas and opinions. Moreover, each group had to report to the class the final results of each activity, and finally the teacher gave feedback to all the participants.

It is important to mention that there were three different materials created to be applied one per day. These materials presented different levels of difficulty being the first one the easiest and the last one the hardest in terms of the amount of words per text, the type of activity and the evolution of the student's cognitive process that the material required.

The material number one was created to be applied in a ninety-minute lesson with the idea of presenting and exposing students to work in pairs through a reading comprehension task about jobs and occupations. On the one hand students have to infer what the text will be about by looking at the pictures presented on the worksheet as a pre-reading stage indicates, on the other hand, as a while reading activity, they have to read a short text and then answer some questions, in which they have to discuss and apply a present perfect structure as the national curriculum indicates for a 11<sup>th</sup> grade student. Furthermore, and finally, as a post-reading task, students have to discuss some questions about their job interests, take notes about their peer's opinions, write them down to be shared at the end of the activity. To see in more detail the material designed, see Appendix B2.1.

The second material was created with the purpose of presenting and exposing students to work in groups of three through a reading comprehension task about natural disasters. Firstly, as a pre-reading activity the students receive a worksheet in which they will have to match some key words found in a box and link them with some sentences in order to get familiarized with the topic. The created piece of material was based on vocabulary and contents previously studied by the students such as, the use of the modalverb “would”, second conditional clauses and the function of giving advice using

“should” in order to answer some questions like “if the natural disaster you chose happened, what would you do?”, etc. Secondly, as a while reading activity some pictures about natural disaster will be presented to the students and they will have to choose one to receive a piece of information related to the topic chosen to answer some questions like the previous one. Thirdly, as a post- reading activity, students make a mind map with notes or main ideas about the text to finally present and share their final work to the class. Importantly, the topic about natural disasters was chosen because of the context in Chile since most of the students have experiences with earthquakes, and some others with fire, flood, volcano eruptions, among others. To see the material created in more details, see Appendix B3.1.

The third material was created due to an annual activity that takes place at the school which consists of a debate. The students have to express arguments and use debate phrases to expose different topics such as, vegetarianism, cyber bullying, etc., which are remarkable for teenagers. As pre-reading activity, students are asked some questions in order to introduce them in light of this new situation. Afterwards, as a while-reading activity the students read a text with the information about the topic to prepare a presentation exposing their arguments. The text used to create the material was based on the vocabulary students are supposed to manage according to the MINEDUC student’s book. Finally, as a post- reading activity the students create a poster exposing present the pros and cons arguments. To see the material in more details, see Appendix G.

### **3.3.3 Teaching Methodology**

To apply collaborative learning in the classroom, the researchers decided to apply certain methodologies that could be useful to confront withdrawnness on students, and also to increase motivation, amongst reading comprehension.

Firstly, reading comprehension was chosen to work with students and their lacks. It is true that reading comprehension is a cross-curricular skill found in every school, which in some cases it is more focused on the practice of it rather than the others.

Secondly, to motivate to collaboration in groups, the researchers' group thought of how to use texts which students could be interested in reading, and together with it, to work in group. The researchers of this investigation have chosen Problem-Based Learning teaching methodology, a method in which students are exposed to real world cases, in which students analyze those cases by giving hypothesis and assumptions. Then, after reading texts with information of the cases, students support their hypothesis and give concrete answers.

The teacher plays a fundamental role in these activities of reading comprehension, which are clearly not to act in the same way as a common teacher one in which teachers transmit knowledge with the assumption of filling gaps in students' minds, in a rather traditionalist, teacher-centered and outdated manner. The role of the teacher is to become a guide of students, who verifies their answers and then shows them the correct way of the answers.

The aims of these Reading comprehension activities are clearly focused on the levels owned to Bloom's Taxonomy. How it is evidently mentioned and explained in

chapter 2, in the evaluation stage, critical thinking takes place and it is developed, considering that students have the skill of analyzing facts, generating and organizing ideas, defending opinions, making comparisons, inferences, evaluating arguments and solving problems. The texts' analysis will make students develop their creativity together with their critical thinking.

### **3.4 Data gathering methods**

The following section describes the methods and tools used in this investigation to gather all the necessary information to explore students' perceptions for further analysis of the data collection.

#### **3.4.1 The interview**

The research team started the design of the interview by translating all the objectives of this research into questions. Then, variables were written according to what the team wanted to find in the students' responses.

On Friday November 24th, an interview was applied on students of eleventh grade from Master College to get to know their perceptions of the activities utilized by the researches in the three previous days. As Cohen, Manion & Morrison (2007) stated, interviews:

*"enable participants – be they interviewers or they interviewees- to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view" (p. 349)*

The research team has selected the interview as a data gathering tool, based on the literature review and the benefits and results that this research aimed to explore. This

interview process was carried out after having selected seven students who participated and were active members of each group during the three lessons.

In addition to this, the interview process was recorded in order to obtain a register of the overall expressions that occurred during the session.

The distribution of the days was intended to compare the performance of the students when facing a collaborative class against a ‘‘traditional class’’ given by their head teachers. As well as, to identify students’ perception about the intervention and the activities given by the researchers to aid the accomplishment of the declared investigative outcomes.

Throughout all the phases, the authors assumed an active participation on creating the material for a collaborative classroom, in order to apply it and gather all the information of the results provided by the students.

### **3.4.2 Interview design**

The design of the interview was discussed to be the most suitable for the project and its purpose as well. For this process, the research team based their questions on the 4 different specific objectives of this investigation.

Patton (as cited in Cohen, Manion & Morrison, 2007) states that there are four types of interviews:

*"Informal conversational interviews; interview guide approaches; standardized open-ended interviews; closed quantitative interviews." (p. 353).*

Patton (as cited in Cohen et al, 2007) reviewed the strengths and weaknesses of these different types of interview. Nevertheless, in the figure below it is only displayed one of them that suits with this exploratory research.

**Table 2:** Standardized open-ended interview type

<b>Type of interview</b>	<b>Characteristics</b>	<b>Strengths</b>	<b>Weaknesses</b>
Standardized open-ended Interviews	The exact wording and sequence of questions are determined in advance. All interviewees are asked the same basic questions in the same order.	<p>Respondents answer the same questions, thus increasing comparability of responses; data are complete for each person on the topics addressed in the interview.</p> <p>Reduces interviewer effects and bias when several interviewers are used. Permits decision- makers to see and review the instrumentation used in the evaluation.</p> <p>Facilitates organization and analysis of the data.</p>	Little flexibility in relating the interview to particular individuals and circumstances; standardizes wording of questions may constrain and limit naturalness and relevance of questions and answers.

Source: Cohen, Manion & Morrison, 2007.

The table above is useful to compare and to find similarities with the actual interview type selected by the researchers, which is the semi-structured interview.

Cohen et al. (2007) stated that:



*"The popularly used interview technique employed in qualitative research is the semi-structured interview, where a schedule is prepared that is sufficiently open-ended to enable the contents to be reordered, digressions and expansions made, new avenues to be included, and further probing to be undertaken" (p. 182).*

It has to be mentioned, that all members of the research team participated on the creation of the questions. Furthermore, one of them was the responsible of taking part as the interviewer of the project. In this process, the research team aimed to create questions that were directly connected with the 4 specific objectives. These questions were intended to obtain the students' perceptions as faithful as possible.

### **3.4.3 Interview processing device**

In this part of the research project, it will be presented the device in which the research team processed all the information obtained after applying the interview.

For a better understanding of this interview processing device, the research team used some structures and codes that are going to be defined:

First, the interview is divided into 4 different specific objectives; they contain different categories in which questions can be found. These categories are separated in order to establish a differentiation of the different area that these questions crave to aim.

Each specific objective is expressed as **SO**. In the case of the first objective, it is classified with the code **SO1**.

The questions on this interview processing device are accompanied by the code **RQ**. In the case of the first question, it is expressed as **RQ1**.

The categories on this interview processing device are classified with a specific code depending on the order of each category. In the case of category N°1 from the first specific objective, it is expressed as **SO1.1**.

On the section called "codes", the research team quotes an interviewee's answer that contains the strongest idea or argument that supports each question. The research team mixed the previous codes mentioned above in order to reference them on the interview data processing, e.g. "**SO1.1.RQ1**", it refers to question N°1 from the category N°1 of the first specific objective.

**Table 3:** Interview processing device

<b>Title:</b> EXPLORING STUDENTS' PERCEPTION ON COLLABORATIVE READING ACTIVITIES IN AN 11 <sup>TH</sup> GRADE OF A SEMI-PRIVATE SCHOOL IN SANTIAGO, CHILE.		<b>Key words:</b> Collaborative learning, reading comprehension, demotivation	
<b>General objective:</b> To evince the students' perceptions after applying collaborative learning in the classroom in reading skills development.	<b>Research question:</b> "what are students' perceptions on collaborative reading activities in an 11 <sup>th</sup> grade in a semi-private school in Santiago, Chile?"	<b>Categories:</b>	<b>Codes:</b>
<b>Specific objective 1:</b>  To know about students' previous experiences in group work.  What are the students' previous experiences in group work?	<b>RQ1-</b> ¿Has trabajado en equipo antes?	<b>SO1.1</b> Find out information about previous experiences	<b>SO1.1.RQ 1</b>
	<b>RQ2-</b> ¿Qué recuerdas de estas experiencias previas? mencione un ejemplo		<b>SO1.1.RQ 2</b>
	<b>RQ3-</b> ¿Cuál fue el resultado obtenido de estas experiencias previas? Mencione un ejemplo.		<b>SO1.1.2.RQ2</b>
			<b>SO1.1.RQ 3</b>
		<b>SO1.2</b> Understand students'	<b>SO1.2.RQ 4</b>

	<b>RQ4</b> -¿Cuál es el modo en el que se trabaja en equipo? Mencione un ejemplo.	techniques when working in groups.	<b>SO1.2.1R Q4</b>
	<b>RQ5</b> -¿Consideras que al realizar actividades en conjunto fortalece el aprendizaje?	<b>SO1.3</b> Improvement obtained in the learning process	<b>SO1.3.RQ 5</b>
<p><b>Specific objective 2:</b></p> <p>To evince students' preferences about two different learning styles (Collaborative work and individual work)</p> <p>What learning styles do students prefer?</p>	<p><b>RQ1</b>-Al momento de trabajar con un texto en inglés. ¿Consideras que aprendes más trabajándolo individual o grupalmente?</p> <p><b>RQ2</b>- Al trabajar en equipo, ¿qué elementos favorecen el desarrollo del trabajo y cuáles no? Da ejemplos.</p> <p><b>RQ3</b>-¿Prefieres trabajar individualmente o en grupo? ¿Por qué?</p>	<b>SO2.1</b> Preferences of reading in group vs individually.	<b>SO2.1.RQ 1</b>
			<b>SO2.1.1R Q1</b>
			<b>SO2.1.RQ 2</b>
			<b>SO2.1.1R Q2</b>
			<b>SO2.1.RQ 3</b>
			<b>SO2.1.1R Q3</b>
	<p><b>RQ4</b>-¿Consideras que el objetivo de la clase se logra más exitosamente al trabajar en equipo? ¿Por qué?</p> <p><b>RQ5</b>-¿Consideras que más actividades debiesen ser realizadas grupalmente?</p>	<b>SO2.2</b> The achievement of the objective of the class when working in groups	<b>SO2.2.RQ 4</b>
			<b>SO2.2.RQ 5</b>
	<b>RQ6</b> -¿Crees tú que el trabajo en equipo es más exitoso en cuanto a aprendizaje?	<b>SO2.3</b> Success of the learning when working in group	<b>SO2.3.RQ 6</b>
	<p><b>RQ7</b>-¿Qué diferencias notaste en las últimas tres clases respecto de las anteriores?</p>	<b>SO2.4</b> Differences between previous sessions	<b>SO2.4.RQ 7</b>
<b>SO2.4.1.R Q7</b>			
<b>RQ8</b> -¿Consideras que continuar con este tipo de actividades de lectura,	<b>SO2.5</b> Future improvements	<b>SO2.5.RQ 8</b>	

	tendría buenos resultados en tus calificaciones? ¿Por qué?		
<p><b>Specific objective 3:</b></p> <p>To examine the students' perceptions after having participated in collaborative reading activities.</p> <p>What are the students' perceptions after having participated in collaborative reading activities?</p>	<p><b>RQ1</b>-¿Te gusta aprender inglés? ¿Por qué?</p>	<b>SO3.1</b> Perception in motivation	<b>SO3.1.RQ 1</b>
	<p><b>RQ2</b>-Con respecto a cómo enseña el profesor. ¿Cuáles fueron los elementos que te resultaron motivantes y cuáles no?</p> <p>Refiérase a la actitud y postura frente al curso por parte del profesor.</p>	<b>SO3.2</b> Teacher's impact in EFL classroom	<b>SO3.2.RQ 2</b>
	<p><b>RQ3</b>-Con respecto al material empleado ¿Consideras que las actividades de comprensión de Lectura te motivaron a trabajar? ¿Por qué?</p>	<b>SO3.3</b> Material.	<b>SO3.3.RQ 3</b>
	<p><b>RQ4</b>-Respecto del desarrollo de la clase, ¿consideras que las sesiones generaron instancias para participar activamente en el aula?</p>	<b>SO3.4</b> Development of the class.	<b>SO3.4.RQ 4</b>
	<p><b>RQ5</b>-¿Te gustó haber participado en estas sesiones? ¿Por qué?</p>		<b>SO3.4.RQ 5</b>
<p><b>Specific objective 4:</b></p> <p>To identify factors that might decrease withdrawness when expressing ideas in EFL.</p> <p>Which factors decrease withdrawness when students express their ideas in EFL?</p>	<p><b>RQ1</b>-¿Consideras que el trabajar grupalmente en actividades de comprensión de lectura te sientes más seguro al expresarte en el idioma extranjero?</p>	<b>S.O.4.1</b> Reliability when expressing ideas orally in a work group.	<b>SO4.1.RQ 1</b>
	<p><b>RQ2</b>-En caso de exponer frente al curso, ¿te sientes más seguro de hacerlo individual o grupalmente? ¿Por qué?</p>	<b>S.O.4.2</b> Understand students' preferences at the moment of discoursing	<b>SO4.2.R2</b>
	<p><b>RQ3</b>-¿Qué factores incrementan tu seguridad al trabajar en conjunto?</p>	<b>S.O.4.3</b> Facing insecurity when working in groups	<b>SO4.3.RQ 3</b>
	<p><b>RQ4</b>-¿Cómo puedes combatir posibles inseguridades al momento de producir ideas cuando se trabaja en equipo?</p>		<b>SO4.3.RQ 4</b>

#### **3.4.4 Observation Rubric Design**

The observation rubric was designed to obtain information about the actions taken in the development of the English classes. Such classes are carried out under an investigative methodology for subsequent reflexive practice among peers through a collaborative reading methodology. The main objective of this observation guide is to analyze the educational process while teaching under such methodology, and to inquire into student's reactions when facing a collaborative learning method.

This observation rubric presents two possible answers: "yes" and "no" due to the nature of this investigation which is qualitative, and it does not try to find an impact or quantify data yet to understand students' learning context and their perception after applying a collaborative methodology. In addition, there is an empty space named "observations" to be used to add more information required for later analysis.

In order to accomplish the previous objectives, different observation criteria were developed such as, classroom environment which consists in how the teacher promotes a proper learning environment for the students like participation and rules presented by the teacher. The second observation criterion is class organization which covers the use of the space and the different activities during the lesson. More clearly, how the teacher develops the class following a structure: engaging, presentation, practice, production and close-up. The third and last criteria used is learning mediation which consists in the intentional actions established by the teacher to stimulate students' achievement of learning objectives, such as to communicate learning objectives and to consider students' previous knowledge.

The observation methods are mostly used as investigative tool because they are helpful for qualitative researches in many ways. For instance, an observation process analyzes non-verbal expressions of feelings, determines whom the students interact with, to comprehend how the students communicate with peers and to verify how much time is spent in certain activities (Schmuck, 1997). In addition, the observation acts as a support for researchers to verify concepts used by the participants in interviews, as well as, to observe events that participants cannot or do not want to express, to observe situations which informants have described in the interview in that way specify about any vagueness obtained from the interview (Marshall & Rossman, 1995).

This method is necessary to accomplish the main objectives of this research on students' perception in collaborative reading activities. To see in more detail the instrument created, see Appendix E.

### **3.5 A Methodological Proposal**

Since the main focus of the research is not to give a pedagogical proposal for the improvement of the education, researchers of this project have thought of including a paragraph to clarify this point.

The research team realized that encouraging students to a variety of reading activities could improve the lack of the motivation on students and in-class participation as well. In addition to this, the students involved in this research, will not only be faced to reading, but also writing, listening and speaking, as secondary skills. The idea is that the reading comprehension will lead them to other skills as mentioned.

It is for that reason that the intention of this methodological proposal is to encourage other teachers to have access to the possibility of planning lessons based on the techniques applied in this investigation. This practice can be implemented in most Chilean schools, given the nature of the issue, because most students suffer from demotivation and withdrawnness when it comes to producing ideas or participate in any foreign language interaction.

### **3.6 Gantt Chart**

The following version of a Gantt chart in Table 3 shows in a general view the timetable for this research.

**Table 4:** Gantt Chart

	August	September	October	November	December	January
Conceptualization						
Literature Review						
Sampling Collection						
Theoretical Framework						
Corpus Analysis						
Data Interpretation						
Conclusions						
Corrections						
Oral Defence						



## CHAPTER 4: DATA ANALYSIS

In this chapter, it is presented the in-depth analysis of the results of both instruments to gather data for this investigation, the interview and the observation rubric. The former was individually applied to 7 students, 5 of them were women and 2 of them were men. It is important to mention that for the purpose of this investigation, the interview was applied in Spanish, therefore it will be presented in such a way, since our objective is to accurately capture students' perception on collaborative reading through their mother tongue. The latter was applied by the researcher n°2 in three occasions:

- I. The researcher implemented the instrument while watching a video recording of the first class.
- II. In the second class the researcher n°2 took notes during the lesson to lately fill in the observation rubric.
- III. In class number three, the same previous criteria were applied.

To see the observation rubric in more details, see Appendix E.

### 4.1 Interview analysis

To analyze the interview, four main topics were selected to show the student's perception on collaborative reading activities:

- a. Perception in motivation: To enquire into student's levels of motivation when learning English.
- b. Collaborative work vs individual work: To evince student's preferences about this two learning styles.

- c. Previous experiences: To find out information about student's previous experiences in group work activities.
- d. Factors decreasing withdrawnness: To identify factors that might decrease student's withdrawnness when expressing ideas orally in a group work.

The research team gathered the information obtained after applying the interview, and analyzed it through the "interview processing device".

#### **4.1.1 Interview data processing**

This next stage contains the analysis of the answers provided by students who participated in the interview. After reading the transcriptions from all students, the research team processed the information obtained and came with these results (for more information about the interview processing device, see Appendix F):

- The analysis of the first objective found on the interview processing device contains 3 categories:

→ **Category 1 (SO1.1):** "find out information of previous experiences".

**(SO1.1.RQ1):** *"Si, en ferias científicas, en varias".* (Interviewee #2).

The answer from the previous code confirms that students have had experiences in group work activities.

**(SO1.1.RQ2):** *"Eh, fueron buenas experiencias porque trabajaba en equipo porque... de hecho yo trabajaba en equipo con una persona que yo ni conocia antes, y entonces te llega como a conocer mas a las personas y hacen un gran aporte, ellos dan ideas y complementamos todas las ideas que dieran".* (Interviewee #6)

From the previous answer, it can be concluded that students remember good experiences from past group work activities because they had opportunities to interact and

discuss with their peers. In addition to this, it can be mentioned that students appreciate any chance to complement ideas, thoughts, and beliefs when working in groups.

**(SO1.1.2.RQ2):** *"Un ejemplo. Eh feria científica del año pasado eh lo hice en historia, eramos vikingas, y la verdad eh me sentí super fuera del grupo eh yo tenía toda la disposición a trabajar, pero me sentí super fuera del grupo, porque al final el trabajo me lo llevaba yo y mi otra compañera, y no era, no lo sentía muy justo, pero sin embargo nos salió bien, pero no es una experiencia que recuerde, así como: oh que bonito".* (Interviewee #3)

This statement provides that not all students have had positive experiences when it comes to working in groups because some of them did not get a proper connection with the rest of group, which led to an individual work instead.

**(SO1.1.RQ3):** *"El resultado obtenido: experiencia. La experiencia, porque uno ahí, mientras más trabaja en equipo uno va aprendiendo. Uno aprende a saber escuchar al otro, a integrarse uno mismo, porque, uno no tiene que esperar a que lo integren, sino que uno tiene que hacerse respetar y eh integrarse al grupo, entonces, más que nada experiencia, y también recuerdo buenos grupos, como malos grupos".* (Interviewee #3)

From the previous statement, students mentioned good and positive results in their previous group work experiences. They remarked that experience was a crucial outcome of their respective past tasks.

→ **Category 2 (SO1.2)** "Understand students' techniques when working in groups"

**(SO1.2.RQ4)** *"Eh, se toma ciertas ideas se hace como una lluvia de ideas y después se ordena todo, y también uno tiene que trabajar en cuanto a sus capacidades, por ejemplo, unos a lo mejor redactando, otros mejor escribiendo, unos mejor en la oratoria*

*entonces ahí uno tiene que ir juntándose y pero también diferenciándose en cuanto nuestras capacidades para así complementar". (Interviewee #4)*

The previous answer shows that students prefer to split up the work to benefit the final results of the task. They use these techniques in which a specific task is assigned to each member of the group, so students seem to feel at ease working in this manner.

**(SO1.2.1.RQ4):** *"El modo en el que se trabaja en equipo, uno tiene que tener la disposición y uno tiene que saber escuchar al otro, porque si uno no sabe escuchar al otro eh ya de ahí parte todo mal. Y uno tiene que tener la confianza de poder expresar lo que uno quiere con el grupo que esta. Tiene que haber una buena convivencia, un buen "feeling" en el grupo". (Interviewee #3)*

Students mentioned that an important factor to succeed in a collaborative work is related to personal values, such as respect and good cohabitation. The participants also mentioned that another factor that benefits the development of a good group work environment has to do with maintaining a harmonious atmosphere inside the group.

→ **Category 3 (SO1.3):** "Improvement obtained in the learning process"

**(SO1.3.RQ5):** *"Si. Lo fortalece bastante, porque como uno ya no puede saber tanto y uno y otros que ya manejan, pueden hacer una red de ayuda, y así cada uno aprende y al final pueden llegar al mismo nivel" (Interviewee #4).*

In the previous statement, students mentioned that by working collaboratively there is betterment on the learning process because students are able to support each other in a variety of ways; they also comment that opportunities of learning rise when there is team support.

- The analysis of the second objective found on the interview processing device contains 5 categories:

→ **Category 1 (SO2.1):** "Preferences of reading in groups vs individually"

**(SO2.1.RQ1):** *“No, definitivamente, grupalmente. Por el hecho de tener un texto en mano hay algo que tú no sabes cómo traducirlo, que significa, vas a tener a tus compañeros al lado que te va a ayudar, que va a saber más que tú, que te va a ayudar y es una retroalimentación conjunta mutua”* (Interviewee #5).

Students stated that when working with others on the same task, they could receive help in moments in which they do not know how to progress. Moreover, they made clear the fact that by working collaboratively they can feedback to one each other.

**(SO2.1.1.RQ1):** *“Eh por lo general, individual. Porque me concentro más en lo que yo estoy leyendo, en lo que yo entiendo, y en lo que yo... voy a seguir con el texto, pero... igual el trabajo grupal no estaría mal, porque así tengo muchas más ideas y validen lo que pueda hacer más adelante, y ver si está bien o está mal”* (Interviewee #7).

Some students quoted that they feel comfortable by working on their own because they are in charge of their own reading process; they mention that there is no interference from others that might slow them down. Yet, they still authenticate the fact that by working collaboratively, it would not be such a bad idea, because they would be able to discuss ideas and solve questions with the rest of the team in order to progress on the task.

**(SO2.1.RQ2):** *“Eh sobre todo el tema el texto porque si uno tiene un texto aburrido no es algo que llame la atención, uno no va a trabajar. También la motivación que uno tenga también influye la hora en que se hace, si es la hora final uno a veces está cansado, lo ideal es que cuando uno quiere aprender algo tan difícil como inglés, sea en horarios más temprano, donde la energía esté más”* (Interviewee #4).

Students established that there are external factors that might affect the development of the group work task, such as the topic of the texts, time of the day, tiredness, and motivation that could lead to a possible failure on the task.

**(SO2.1.1RQ2):** *“Por ejemplo que una persona se motive a algo que una persona quiera participar en eso entonces como que eso mismo te baja a ti como esa energía como eso sería por ejemplo en la primera clase, algunos no querían participar, entonces era como más como más aburrido, pero luego como que ya se empezaron a motivar un poco de cada clase, y era como más entretenido”* (Interviewee #2).

In contrast, some students commented that the development of the group work task is related to an internal factor such as the commitment that each member of the group has. They also stated that the atmosphere of the class was a key component in terms of having a proper environment because it would encourage students to participate actively in the sessions.

**(SO2.1.RQ3):** *“En grupo, porque además de la instancia de debate porque uno como que se siente más seguro al hablar, con una persona porque si es en grupo, y con personas que conozca obviamente que ya la ya sé cómo (dice una palabra incomprendible) entonces como que me gusta expresarme con personas que le tengo confianza”* (Interviewee #2).

Some students stated that group work was considered a better strategy when it comes to learning. They appreciated that the teacher provided opportunities to interact with other participants of the sessions because they felt secure when producing ideas with their partner by their side.

**(SO2.1.1.RQ3):** *“Me gusta trabajar individual, porque no sé, soy así. Soy como una persona súper independiente, pero no tengo problema en trabajar en grupo, pero preferentemente trabajo sola”* (Interviewee #3).

There are some students who stated that working individually was better for them, mainly because of their own preferences in learning, yet they did not deny the fact that they could join a group to work in a specific task.

→ **Category 2 (SO2.2)** "The achievement of the objective of the class when working in groups"

**(SO2.2.RQ4):** *“Sí. Porque como dije unos quizás ya saben y otros quizás ya no no tienen idea, entonces uno se va complementando con el otro y al final el objetivo se alcanza grupalmente mucho mejor que individualmente donde solamente uno alcanza el objetivo y otros quedaron colgados”* (Interviewee #4).

Although there were some students who mentioned that they had preferences on working individually, they did not reject the fact that the achievement of the objective of the class would succeed by working in groups. Most of them mentioned that by working in groups would increase the chances of learning.

**(SO2.2RQ5):** *“Eh sí, de hecho, considero que deberían ser la mayoría realizada grupalmente porque así uno aprende mejor, aprende de manera más didáctica y también puede ayudar a otro”* (Interviewee #4)

Students appreciated these 3 sessions because they were involved in scenarios in which participation among students was a prior element. They mentioned that more lessons should include group work activities because they believe that by working collaboratively they are able to learn more, help others, and because it promotes learning in a didactic manner. Since the nature of this exploratory project aims to generate interaction between the participants, students claimed that these activities were appropriate to the final goal proposed.

→ **Category 3 (SO2.3):** "Learning achievement when working in groups"

**(SO2.3.RQ6):** *“Sí. A veces me voy por una pregunta en teoría si uno trabaja en grupo puede llegar a ideas más claras, a ideas más concretas puede aprender uno y que*

*el otro aprenda y claro, también tiene que ver con la motivación, pero creo que es fundamental trabajar en equipo” (Interviewee #4).*

Students confirm the preference of working in groups. They emphasize the fact that if a classmate is in the group, they can reach clearer ideas in which all the members of the group may gain advantage respecting the task given.

They mentioned that the union of their actions and ideas may have a good final result on the learning of all the group members.

→ **Category 4 (SO2.4):** "Differences between previous sessions"

**(SO2.4.RQ7):** *"Eh... La motivación sobre todo, las ganas que le pusieron, porque las otras clases por lo general se ven haciendo nada literalmente y con estas clases ya fue un poco más movidas las clases por decirlo así, o sea pasamos adelante, ya quien habla, ya quien dibuja, entonces fue todo un poquito más movido" (Interviewee #7).*

Students who were interviewed made a remarkable differentiation between previous sessions of English -with their head teacher- and the intervention sessions. They noticed that their own classmates showed more motivated at the moment of participating doing the specific tasks given.

They remarked that the range of different activities encouraged the students to become active members of the classroom.

**(SO2.4.1.RQ7):** *"Hmm, como a unas personas como que tenían miedo a expresarse en una clase y después en otras clases empezaron a hablar más como era estaban más incentivados a hablar” (Interviewee #2).*

Students' responses to this question indicate that some of them that used to be passive learners became more talkative at the moment of participating. That is to say that



according to this question, collaborative reading activities method could actually lead to a diminution on students' withdrawnness at the moment of expressing their ideas.

→ **Category 5 (SO2.5): "Future improvements"**

**(SO2.5.RQ8):** *“Porque siento que la lectura es la base de todo. Entonces uno tiene que aprender a leer, aprender a eh procesar lo que uno está leyendo, y así uno puede enfrentarse a más situaciones, porque si uno no sabe leer, o no entiende lo que lee, después en la prueba uno está, así como: “¡a ver, esto lo leí!” Y uno ahí, y uno ahí se empieza a cuestionar: “¿pero lo entendí?” ¡Eso es!”* (Interviewee #3).

The interviewee considers that reading comprehension skill is essential as well as a base to reach good grades.

The interviewee also mentioned that understanding is deeply connected with reading comprehension, and both concepts connected to the achievement of good marks.

- The analysis of the third objective found on the interview processing device contains 4 categories:

→ **Category 1 (SO3.1): "Perception in motivation"**.

**(SO3.1.RQ1):** *“Eh si bastante es que el inglés me va a ayudar muchísimo o sea el inglés es prácticamente la lengua del futuro en cuanto a mi desarrollo profesional que tengo planificado me va a servir muchísimo, y aparte también para mis hobbies que tengo por ahí”* (Interviewee #5).

From the previous statement, the research team concluded that among students there exists a disposition to learn the language. Most students seemed interested in learning English because they consider it as a tool that might help them in their future.

→ **Category 2 (SO3.2): "Teacher's impact in EFL classroom"**.

**(SO3.2.RQ2):** *“En general que las clases fueron demasiado didácticas. En comparación porque con el otro profesor es lo típico o sea la tele prenderla y escribir en la pizarra, y ya listo, en cambio con el otro profesor fue mucho más didáctico, ‘ya formen grupo, cartulinas, escriban’ y me gusta hacer carteles, y todo lo que implica dibujo”* (Interviewee #7).

Most students commented that the role of the teacher during these sessions was a key element for the success of the target objective. Students mentioned that the methodology employed by the teacher during these three interventions stood out in comparison to what the other teacher used to do. Most students who were interviewed claimed that their classmates seemed committed to participate actively in the lessons.

→ **Category 3 (SO3.3):** "Material".

**(SO3.3.RQ3):** *“Si, si porque eran temas interesantes, eran tópicos interesantes, por ejemplo, el tema de los desastres naturales, el tema de lo que uno hacía en el verano, que pude conversar, no sé con mi compañera de que hacía en el verano. Darme cuenta de que teníamos más cosas en común, y el tema de los vegetarianos también”* (Interviewee #3).

Students claimed that the material applied to the lessons caught their attention because they considered them as interesting topics. They also commented that they learned relevant information from the texts employed.

Students claimed that during the development of the sessions, they were able to get to know better with the classmates because they had to share personal information.

→ **Category 4 (SO3.4):** "Development of the class".

**(SO3.4.RQ4):** *"Sí. Sí. Sí, porque eh cada actividad era una oportunidad para expresar el punto de vista de uno, y varias personas que yo a veces veo que no participan nada de las clases, en las clases participaron"* (Interviewee #3).

From the previous statement, we can conclude that most students who participated in the lessons were active member inside of the classroom. They encouraged themselves to express their ideas and thoughts, even when most students are not used to take steps into participation during class time.

**(SO3.4.RQ5):** *"Si. Porque no, en realidad yo... por lo general, no soy mucho de participar ni que salga adelante ni que lea porque no es que no me guste, pero no me acomoda pero en esta instancia, si, fue algo como ya que me motivó a hacerlo"* (Interviewee #7).

Students who collaborated agreed that they were contented after having participated in these three lessons because they compared their performance in previous sessions with the achievement obtained during these past three classes. They noticed that they were in good spirits to participate, as well as motivated in developing a collaborative work with their classmates.

- The analysis of the fourth objective found on the interview processing device contains 3 categories:

→ **Category 1 (SO4.1):** "Reliability when expressing ideas orally in a work group."

**(SO4.1.RQ1):** *"Eh, sí Si porque pucha al momento de exponer como se dieran estos casos, nosotros tuvimos a nuestro compañero al lado entonces en caso de que se nos olvidara algo, o nos pusiéramos nerviosos, íbamos a tener a nuestro compañero que iba a estar al lado, diciendo, corrigiéndonos, y ayudándonos, y uno se refresca al tiro la mente y empieza a hablar y hablar lo que tenía pensado"* (Interviewee #5).

Students confirmed that having a partner next to them at the moment of participating in the class, gave them confidence and a sense of supportiveness. They also manifested that expressing ideas when working in groups reduce the fear of failing because students would back up each other.

→ **Category 2 (SO4.2):** "Understand students' preferences at the moment of discoursing".

**(SO4.2.RQ2):** *"Eh, personalmente a pesar de que si pueda hacerlo solo e individual y me guío mejor individualmente. Hacerlo grupal me da ciertos respaldos, en cuanto a que si me equivoco, no voy a estar solo frente del curso, y si mi compañero se equivoca tampoco va a estar solo frente al curso, entonces para mi me resulta mucho más mejor y más grato todo"* (Interviewee #4).

As it is stated in this previous comment, the student manifested that there is no problem for that person to discourse in front of the class, yet the student claims that by having a partner by their side, will provide you a sense of relief, because there is someone sticking up for you in case of making a mistake, or just to reinforce what you are saying.

→ **Category 3 (SO4.3):** "Facing insecurity when working in groups".

**(SO4.3.RQ3):** *"Que factores incrementan mi seguridad mmmm, que las otras personas también manejen el tema. Que las otras personas dediquen completamente su concentración en el tema, porque yo eso hago, yo doy mi 100, para recibir el 100, en cuanto a un trabajo en grupo"* (Interviewee #3).

Students commented that working with others would decrease insecurity when it comes to discourse or just participate in an activity in which English is involved. They stated that supportiveness from your teammates is a key component in the success of the task, mainly because students encourage each other.

**(SO4.3.RQ4):** *"Mmm como el apoyo de decirle a la otra persona que si puede hacerlo y de que no tenga miedo porque yo soy muy insegura de repente porque si si hay pocas personas en la sala, yo hablo o sea, me explico, pero cuando hay muchas personas, por ejemplo que no tengo seguridad, como que soy más cabizbaja, como que no hablo tanto y entonces decirle a otra persona que si puede hacerlo y que lo haga y que da lo mismo como les salga, porque lo voy a hacer bien eh como que me ayuda"* (Interviewee #2).

Students claimed that supporting each other at any cost would definitely eliminate the fear of failure. Although they stated that crowded rooms might increase the insecurity when producing ideas in front of people, they commented that supportiveness inside of the group work will have a positive effect on the students' performance.

#### **4.2 Observation rubric analysis**

The observation rubric was applied with the purpose of gathering additional evidence about the educational context we aim to understand and to inquire into student's reactions when facing a collaborative learning method.

To analyze this instrument, three main criteria were selected to obtain information about the actions taken in the development of the collaborative English classes:

- a. Classroom environment: to identify the actions taken by the teacher in order to establish a good learning environment.
- b. Class organization: How the teacher organizes the space and the class structure to develop a collaborative class.
- c. Learning mediation: How the teacher stimulates students' achievement of learning objectives.

#### **4.2.1 Intervention number one**

From the observation of the video of the ninety-minute class made by the researcher n°1, some important features stand out. Following some of the most relevant qualitative elements are described.

Firstly, the teacher (researcher n°1) greeted the students, then he explained to the students the main objective of the class. Once this step has finished the teacher gave instructions to the class to join in pairs. Afterwards, the teacher provided a worksheet to each couple, and explained the first activity. In this first 10 minutes of the class, as a pre-reading activity, students had to complete two questions on the worksheet: the first one by producing a sentence about jobs they like and dislike, as second one the students had to make predictions about what they think the text will be about by looking at some pictures below. Most of the students worked on the activity and share their predictions orally to the class, except one girl who is exempt from the school's English classes and two boys who were using their cellphones.

Secondly, on the ten minutes study/presentation stage the teacher started by introducing to the students the instructions of the following activity found on the first page of the worksheet. After that, the teacher explained the procedure of the succeeding activity where the students had to read very carefully these 4 instructions before start reading the text, and then the teacher gave some minutes, so students can read and comprehend the instructions which indicate:

- I. Read the questions and analyze them with their team.
- II. Negotiate and understand the meaning of the present options.
- III. Discuss the correct answer and make a decision.

IV. Share their answer with the class. Afterwards, in case some students do not understand the instructions, the teacher explained the instructions orally and set everything up. It was perceived that the students were interested in the activity dictated by the teacher.

Thirdly, as a thirty-minute practice stage, students started reading the text with their partner. Once students finished reading the text, they started working on answering the next page questions. In this part, the teacher explained to the class that they had to read and analyze the questions before coming to a definitive answer. In the meantime, he explained that students have to negotiate with their classmate the meaning of the present options to make the final decision. The final 10 minutes of this stage all the couples shared their answers with the class.

Fourthly, in the activate/production stage the teacher explained to the students what the following activity is going to be about. After, the teacher read out loud 5 instructions that helped in the development of the activity, then students are tasked by the teacher to read the following questions, and use a piece of paper to take notes from what it is said during the conversation with their classmate. All the students were working on this task, they took notes and wrote down about what their partner said. In the end, each couple came in front of the class and shared their answer and ideas.

Finally, as a close-up phase he teacher asked some students to come up with locations they would like to visit in the future, and write them down in their notebooks.

#### **4.2.2 Intervention number two**

It is important to mention that there is no visual or written support of this class since the researcher n°2 acted as a "co-teacher". The observation rubric of this lesson was filled according to the researcher memories about this particular intervention.

#### **4.2.3 Intervention number three**

The observation of the third intervention was made through taking notes by the researcher n°2 during the whole lesson. However, in this occasion he did not perform as co-teacher. Differently from the observation of the first intervention which was based on a video recording.

According to the notes taken, as a warm-up stage the teacher explained to the class the main objective. Once he did that, he introduced the class to the topic of the lesson, and asked them some questions about debate structure. Later, in the study/presentation phase the teacher told the class that they will have to get together in 6 groups of 4 members each, and to arrange their seats in a fixed manner, in order to get two groups seating face to face. When all the groups were distributed around the classroom, the teacher decided whether the groups are pro or against the topic given by the teacher. After that, the teacher delivered the material to each group that was used during the activity.

As a practice stage, the teacher made sure that every group had understood the main objective of the lesson by asking group by group to verify their understanding. Once he did that, the teacher told the class to start reading the articles received. Afterwards, students were tasked to look for relevant information about the given topic, and look for valid arguments based on facts that will help them when debating against the opposite team. In the meantime, the teacher walked around the classroom, and delivered markers,



as well as colored poster board to each group and the teacher announced that the poster board was going to be used to gather relevant information and arguments to defend the topic given.

Thereupon, as an activate/production stage the students finished creating the mind map on the poster board and the teacher selected the first two groups with the same topic but with pro and cons arguments to explain their mind maps.

At the end of the lesson, as a wrap-up phase the teacher asked students to come up with vocabulary words that they have learned in the lesson. To see in more details the notes taken in this intervention, see Appendix B5.

Starting with the analysis of the results of the observation rubric, we can notice that there are certain common characteristics presented in every lesson. Regarding the first criteria related to the classroom environment it is deduced that the teacher promotes an environment of attention and order control to start the teaching learning process by greeting students and establishing routines. In other words, the general climate or atmosphere of a classroom, whether it is positive or negative, can have a tremendous impact on how well teachers begin their classes. Research and practical experience tell us that students are more engaged and better behaved in classrooms in which students feel that they have a positive relationship with their teacher. One easy and effective way to address this "problem" is greeting students at the door in a positive, intentional, and strategic way (Cook, n.d, para.1). That is why we think it is important to remark that in the three classes this criterion was accomplished since, based on the observation notes, "the teacher greets the students and explains step by step the activities to do". Additionally, the teacher promotes an environment of respect in the classroom because he

made sure everyone was in silence before students gave their answer in a certain item. Other key points we think it is important to mention are that the teacher communicated the instructions clearly to lead the learning process except in some moments of the second intervention because instructions were repeated more than once. Furthermore, in all the classes the teacher answered constructively when students made mistakes and he provided full explanations and deep answers to correct them. Moreover, according to Slaving & Scharan (1992) "collaborative learning entails students working together to achieve common learning goals". Having said this, in the three classes the teacher promoted communication and participation in different moments of the class between students specifying that the activities consisted of the interactions between them. Consequently, the students seemed to be motivated and self-confident when participating and working in groups. The students also collaborated with the learning of their peers, they were opened to listen to other opinions besides of the differences of ideas as researcher n<sup>o</sup>2 reported in the observation rubrics.

Regarding the second criteria, class organization is related to the seating arrangement and use of space, as well as how the different activities were organised in the class, their time and pace. Importantly, for the purpose of this investigation the focus is not on the overall management of the classroom, but in the seating arrangement linked to collaborative work. In fact, the teacher organized the space according to the activities to best promote collaborative interaction. Similarly, the same happened in terms of class organization when the teacher communicated and wrote the objectives of the class following the structure indicated on the lesson plan. The five expected parts of a lesson were observed: Engage, study/presentation, practice, productions and close-up. To

support all the previous steps mentioned before, "effective teachers organize a safe classroom environment. They strategically place furniture, learning centers, and materials in order to optimize student learning and reduce distractions" (U.S. Department of Education, 1998, p. 121).

Regarding the third and last criteria analyzed, learning mediation is related to the intentional teaching actions to stimulate students' achievement of learning objectives. As the researcher n°2 observed during the interventions, the teacher stimulated and motivated students in collaborative activities based on student's previous knowledge or experiences by monitoring each group and encouraging them to work and solve problems together. To back up the previous specified, Denegri, Opazo, and Martinez (2007) claim that the teachers' role is essential when performing collaborative work in the classroom. The mentioned role is focused on providing the objectives, facilitating the access of the information, supporting group work and verifying the results. In collaborative lessons, teachers share their authority with students (Collazos, Guerreo, Vergara, n.d). In addition, the teacher formulated questions for the students to comprehend the contents properly. Also, the teacher was constantly praising the students, as researcher n°2 pointed in the observations, the teacher congratulated students when their answers were correct, motivating some students to continue adding information and talking about the topic. Importantly, the teacher engaged students to think and solve problems critically, based on the PBL methodology, to generate opportunities for the students to discuss and make a decision, to solve problems by themselves. The same was indicated by Chance (1986, p.6.) when he said that the level named "evaluation" is the most important because in it, it is located the critical thinking, in which students have the skill of analyzing facts,

generating and organizing ideas, defending opinions, making comparisons, inferences, evaluating arguments and solving problems. That is why the teacher tried to guide students to make connections between the contents seen in class and other situations of daily life, by asking students to interact, talk and share previous knowledge. For example, in PBL the teacher turns into a coach or guide for the students, that is to say that students will just need to be guided in the process of searching for solutions and solving problems. (In the classroom: Problem-Based Learning, n.d., p. 8 – 10), therefore students were responsible and more important, they became active agents in their learning process.

As we mentioned in the previous sections of our analysis, many criteria, categories and concepts were relevant to manage the analysis of the results gathered by both data collection tools. In spite of the variety, all of them pointed to our main objective as researchers: to explore on student's perceptions on collaborative reading activities.

## **CHAPTER 5: FINDINGS, DISCUSSIONS, AND CONCLUSIONS**

### **5.1 Introduction**

In this chapter, on the one hand, the final results of the investigation will be commented in general terms; and also, the main findings that were not considered from the beginning of this investigation. On the other hand, the research question, assumptions, general and specific objectives will be analyzed in order to confirm whether the research achieves or not what was proposed; in addition to this, the last part will be focused on the suggestions to future researchers interested in this topic.

### **5.2 Main Findings**

After months of investigation and an arduous work by the researchers, some aspects come to light which were not taken into consideration from the beginning. Motivation was one of the main topics that were taken care of during the intervention lessons; at the same time, the withdrawnness on students when communicating in English. The research team used a cross-curricular skill of the English language learning found in every school: reading comprehension. Through using understandable readings in a collaborative method, students were working their weaknesses, the ones that were witnessed by the researchers from the beginning.

Due to active learning methodologies, the texts chosen could be well directed, adapting them into the "Problem-based learning" method. The three activities were also focused on the evaluation level of the Bloom's Taxonomy, in which the students had to analyze and generate ideas, to then expose them in front of their classmates and defend

them. After applying the intervention lessons and collected the information through the interview and observations, some impressions have been exhibited by students.

From students' perspective obtained by the research team, it can be mentioned that students were able to participate actively during these lessons due to the exposure to group work activities. Furthermore, most students were contented in participating in these three classes because they were encouraged by the teacher to employ the foreign language in context.

In fact, the research team discovered that students have worked in group before the intervention lessons; however, they claimed their previous participations as individual rather than collaborative. Another aspect mentioned was the reason why the students tended to be withdrawn, and their responses in general terms were related to the lack of respect from peers, as well as the lack of opportunities provided by the teacher in terms of working in groups.

### **5.2.1 Discussions**

In this section of the chapter, the research team will explain in detail the discussion from both the interview results, as well as the results obtained on the observation rubric.

### **5.2.2 Interview results discussion**

After completing the data processing step, the research team was able to identify key elements that confirm and support what has been stated in the literature review by several authors.

From the statement provided by Molina and Perez (2006) it is said that by creating relationships based on positive attitudes and values the chances of generating a proper

environment for the collaborative work are developed. This is connected with the students' answers expressed on the code (SO1.2.1RQ4); the research team has discovered that an important factor when working in collaboration with others depends on how good the group atmosphere is.

As another point discovered by the research team that has been quoted by Helbert, Walber & Paik (2005) in terms of the task distribution within groups' work that is connected with the students' answers on the same question described above (SO1.2.RQ4), in which some students commented that group work is more likely to be successful if the participants take roles and distribute the work.

It can be mentioned that students seem to be interested in participating in small groups because they are able to accomplish the main goal by distributing roles within the group.

From the statement cited by Denegri, Opazo, and Martinez (2007), teachers' role within the classroom is essential when it comes to performing collaborative work, it is relevant to say that, the interviewees commented that the teacher's methodology impacted on students' participation, which is also possible to confirm through the observation made in this study. It can be mentioned that students felt motivated in having an active role because the teacher encouraged and guided them to use their knowledge in order to achieve the final objective of the class.

In relation to the characteristics acquired by students on a collaborative learning process stated by Collazos, Guerrero, Vergara (n.d., p.3), it is mentioned that several behaviors are observed on students when facing group work activities. The

research team had found in the code **(SO2.2.RQ4)**, that students complement their knowledge by supporting each other at the moment of working in groups, and they feel that no one was left behind within the process. In addition to this point, the research team found in the code **(SO2.2.RQ5)** that students learn better because they feel motivated to participate in a group work activity given to the didactic strategies employed in the lesson.

From the statements claimed by McCombs, Danels and Perry as cited in Ji-Hye K et al, 2017, found on the literature review, the research team has established a connection in the effect of student-centered approach inside of the classroom. In the code **(SO2.4.RQ7)**, students concluded that after participating in these sessions they realized they had felt motivated and had enjoyed the learning process since they had an active role on each lesson because they saw themselves more involved as actors not receptors.

According to the reference found in the literature review by Jenkin (2016), he identified a number of studies (e.g. Gorham & Christophel; Ushioda; Dörnyei; Hasegawa) in which he mentions that demotivating factors depend on the teacher's behavior, the learning activities and the environment. Having said that, this can be related to the code **(SO2.4.RQ7)**, from the answer of participant N°6 that says: *“La diferencia que note a las otras clases no tan aburridas, pero estas clases eran como más entretenidas, todos aportaban, todos participaban, y eran más dinámicas, y las otras clases eran como lectura de textos, entonces era como otro contexto, el profe te animaba a participar, entonces eso me gustó”*.

It is important to mention that participant N°6 wanted to join these lessons, despite the fact that she is exempted from learning English due to medical issues. She added that



she wanted to participate in these classes because she knew it was going to be a challenge, and she was going to work in groups.

The research team concluded that these three concepts quoted by Jenkin, were key components in order to motivate students during the lessons given to the teacher's enthusiasm and methods, as well as the types of activities involved.

### **5.2.3 Observation results discussion**

After applying the observation rubric, we think that it is a useful device that enables teachers to self-evaluate the aspects that could be developed and/or improved. In addition, it is an instrument of easy application as long as the categories are clearly operationalized and pointed to the objectives of the investigation.

After critically examining our work during the investigation, there are some actions that could have altered or disrupted the results of this research. The previous mentioned is presented below:

- The Co-teacher performance by researcher n°2 during the second intervention could have altered the results expected by the investigators, since the original idea was not to intervene the students' learning process, except the researcher n°1, the teacher. In addition, the role of co-teacher is not frequently presented in the Chilean educational system, except when it is required to cover certain educational special needs, for example. The researcher who performed as co-teacher, intervened a considerable number of times which could have change the focus of the students and therefore their perceptions on the collaborative class.

- Regarding the application of the observation rubric we think that, undoubtedly, we would have done a better work if we had had a digital record of the intervention n°2 and n°3 in order to observe and later make an accurate and authentic filling of the rubric. Actually, intervention number two was recorded, however, the person who helped us in the recording of this lesson, never returned the material and, surely the researcher's memories about the lesson without underestimating the work and effort made, were not sufficient,
- With respect to the interview, we critically think that what changed and disrupted the results was the fact that the interview was applied by the same researcher in charge of performing the class. This decision could clearly affect the students' answers and opinions, since they may not have been completely honest and opened to reveal their real perceptions of what was experienced during these three interventions. Another important element that could have affect the results and answer was the physical plane in which the interview was carried out, since the place was too noisy, and it may have affected the student's concentration, fluency and diction when expressing their opinions and perceptions on what working collaboratively was like.

### **5.3 Final Conclusion**

The research team can conclude after working on this project that collaborative reading activities might be an interesting methodology to be implemented within Chilean classrooms. Students' perceptions tell

us that the methodology employed during these three lessons played an important role in encouraging students to participate in all the activities that were involved in this process.

The results have also shown that students perceived the material employed as a key element to becoming active members of each lesson, since all activities involved participation and interaction among students. We can conclude that the material implemented did help to reduce withdrawnness on students at the moment of participating. however, quantitative studies need to be done to study the rate of participation in detail.

Additionally, the students' perceptions reflected that they had noticed a shift in terms of the role of the teacher in the lessons. Students were encouraged to participate and to be the focus of each class by being active agents inside the classroom.

It is important to mention that the activities employed in these lessons led to encouraging students to be motivated in participating due to the CRA methodology implemented by the researchers.

As we have mentioned above, we believe that CRA methodology might actually be implemented on classroom due to the results of this project, yet we want to clarify that our hopes are that this research continues as a quantitative and/or mixed perspective. This, in order to get different results and to confirm the reliability of CRA.

### **5.3.1 Answering the General Objective**

The general objective of this research was to evince students' perceptions after applying collaborative learning experiences in the classroom while working in collaborative reading skills.

The main purpose of this thesis was achieved due to the fact that, based on students' answers with the main tool used of data collection: the interview, we achieved to evince student's opinions and perceptions on collaborative work. In order to answer to the general objective, the research team obtained the final answer based on the findings, observations and the discussions mentioned above.

### **5.3.2 Answering the Specific Objectives**

This study aimed to achieve four different specific objectives as follows:

- I. *To examine the students' perceptions after having participated in collaborative reading activities.* It can be claimed that students were more motivated during the lessons based on their opinions and thanks to the data collection obtained. Despite indicating that working individually was a preference of one group, there is a bigger group that indicated a strong inclination on working collaboratively, they liked the fact they had to interact, talk, share ideas and opinions, and most important they liked the fact that most of the time they were supported by their peers in the learning process. However, more quantitative study and analysis needs to be done in this regard.
- II. *To evince students' preferences about two different learning styles (Collaborative work and individual work).* With regard to the students' preferences, it can be evinced that the methodology employed during these three interventions is preferred by students in comparison to what the other teacher used to do. Most students claimed that they are more likely to participate actively

in the lessons because they were involved in different stages in which participation among students was an essential element. They also mentioned that by working collaboratively they are able to learn more and help others, because it promotes learning in a didactic manner. Further statistical studies can be done to see the number of preferences with details.

III. ***To know about students' previous experiences in group***

***work.*** Students stated that when working with others on the same task, they could receive help in moments in which they do not know how to progress. Moreover, they made clear the fact that by working collaboratively they can give and receive feedback among them. It can be concluded that students remember good experiences from past practices when working in groups, because they were able to share and listen to others' ideas and opinions. Additionally, it can be claimed that students appreciate any opportunity to complement ideas and thoughts when working together.

IV. ***To identify factors that might decrease withdrawnness when expressing***

***ideas in EFL classes.*** Students confirmed that having a partner next to them at the moment of participating in the class, gave them confidence and a sense of support. They also argued that expressing ideas when working in groups the fear of failing seems to reduce because students back up each other students commented that working with others; this would decrease insecurity when it comes to elaborating discourse or just participating in

an activity in which English is involved. They stated that being supported by their classmates was a key element in the success of the task, essentially because working in groups allows students to encourage each other.

### **5.3.3 Answering the Research Question**

The study sought to answer one question: ‘what are students' perceptions on collaborative reading activities in an 11th grade in a semi-private school in Santiago, Chile?’ As mentioned above, after applying collaborative reading materials, this research allowed us to notice that there would be a reduction of withdrawnness among 11th grade students, although further quantitative studies need to be carried out to confirm this with facts. Moreover, it can be stated that motivation seems to increase among students, as well as their active role in the English classes, however, this needs further quantitative inquiry. In that way, the implementation of collaborative reading strategies created opportunities for the students to interact between them, help others to improve their understanding, and overcome reading comprehension problems by changing their motivational attitude when dealing with reading lessons.

### **5.4 Suggestions for future research**

As researchers, we invite future investigators interested in this topic to inquire into the factors that affect withdrawnness of the students when being exposed to the English language in front of a group of people. Furthermore, we invite future researchers to investigate the impact of the collaborative methodology on students' grades and academic performance, led by a quantitative method research.

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## Appendices

### Appendix A: Problems encountered in our teaching context

What learning and teaching context are/were you involved in at school? what problem(s) did you encounter there which you would like to find out more?



JAVIERA PAZ LUQUE GONZALEZ 19 ago.

The school where I am doing the practicum is Manuel Arriaran Barros. This school was the work of the spiritual and pedagogical St. Juan Bosco, who created it with the idea to form people in the ways of christianism and to be honest citizens. Arriaran Barros's school has more than 100 years trajectory teaching Don Bosco's faith, culture and life's perspective to their students.

Arriaran Barros is a boys' school with 1527 enrolled students, and it is located in Jose Miguel Carrera, La Cisterna. The base of the school administration is the religious community, and all the rest of authorities base its rules through the values that give the Salesian world. This School counts with 41 classrooms which are divided into 3 letters A, B and C. Besides, English is taught since their first years at school and the textbook that their use in all their levels is English in mind by Cambridge. The school counts with 4 English teachers, 2 in primary and 2 in secondary school.

Talking about problems...

I have observed that all the students do not have the levels that the teachers suppose that they have or pretend to, so the class' structure has not the proper course as it was planned. For example, in the seven grades, 18 students got insufficient marks, a number that is alarming. Therefore, this can also be represented by the scores obtained in the SIMCE years before.

These situations I was mentioned, made me realized that the realities at the school were more difficult than I would have been imagined. Nonetheless, this represented a great challenge, because I needed to reconsider all the methodologies used until now by the teachers.

The 6 month that I have worked with all my classes, are allowed me to realize that most of the students do not have autonomy and initiative which do not allow them to think about problems and look for solutions.

Another problem that I became fully aware of was the persistent confrontation with parents for not accepting the use of English in the classroom, situation that has affected my labor as a teacher. In addition to this, I think this problem could be a very interesting subject that I would like to find out more.



**OSVALDO RODRIGO LLAITUQUEO PILLANCAR** 20 ago.

One of the problems that I've observed in Domeyko is the use of technology. There's a lack of resources that don't let the students learn basic aspects of the English subject. There is a English LAB with 14 computers for the students and 1 for the teacher. The activities that the students do when they have to go the LAB are so boring, even for me. They just have to record themselves, by reading a piece of a text and that activity would be a grade for the semester. Also, in the two classrooms of English, they only can count with dictionaries sent from the Minister, a whiteboard, and their chairs. There are not Data shows and stereos. So, it turns so hard when doing the lesson properly, the students can't understand by reading or working in a piece of paper that is unreadable. I would like to look for an idea or solution for this big problem that is affecting to the students and the teachers also.

← Responder

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**NICOLE SILVANA LOPEZ LIJENA** 21 ago.

My teaching and learning context is in La Pintana. I'm working with boys and girls between the ages of 12 and 13 who have a low level of English. Naturally, there are some exceptions, but unfortunately they are the minority (about 8 of 35 students). As antecedent concerning to English teaching, it is necessary to mention that the school had an English laboratory, which is no longer used for these purposes, so the facilities and resources to encourage English learning are limited only to the lessons, that is to say 5 hours per week. Some problems I think deserve some solutions are: to adress my student's special education needs, because I think I'm not prepared at all and sometimes I get the feeling that they feel they are not part of the class. That's why I'd like to explore this topic. The other problem is that sometimes it's hard to motivate students, especially because there are students with a pretty low level of Eglish. I'd like to explore some estrategies.

← Responder

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**FABIAN IGNACIO TAPIA QUINTANA** 21 ago.

I'm going to start by telling that the school where I do my practicum is quite different to others schools.

This is mainly because is an "Industrial school". They have some different subjects directed to the choices they made on 11th grade. The school gives them three categories to choose from, these are: Geology assistant, industrial mechanics and Electrical technician.

I have seen how the students of the school help on their own building, maybe with the electrical part of the school or decorating it, etc.

Also, the school used to be men allowed only, but if I am not wrong, women are allowed since 2015. So, as you maybe expect, there are just a few women in the classrooms.

For me, the school seems to be of low resources, as well as the students in there. There are a strong energy of rebellion and disrespectfulness. Also I have noticed the English classes sometimes are quite plane, and do not drive to motivation at all.

← Responder



**EDUARDO IGNACIO LIZANA MIRANDA** 21 ago.

From what I have experienced throughout my practicum process at "máster college", most students show a lack of motivation in terms of producing ideas or comments within the classroom given to shyness.

This is big problem that you can see in most classrooms at the school where I teach, and sometimes it turns to be frustrating.

Another component that needs to be mentioned; is the fact that students have problems with the accent used by the English teacher(RP). They have difficulties in understanding some words or phrases.

← Responder

## Appendix B: The intervention

### Appendix B1: Lesson Plans

<b>CLASS:</b> 11th grade	<b>DATE:</b> Wednesday, November 8th 2017	<b>TIME:</b> 90 minutes	<b>SEQUENCE:</b> 1/3
<b>PRE-SERVICE TEACHER:</b> Eduardo Ignacio Lizana		<b>SCHOOL:</b> Master College	

<b>Main Objective:</b> At the end of the class, students are going to be able to work in pairs in a reading comprehension activity, in which they will have to discuss and compare their answers with the rest of the class by providing arguments.		<b>Subsidiary aims:</b> <ul style="list-style-type: none"> <li>• Students should be able to read and comprehend the main idea of a written text.</li> <li>• Students should be able to discuss with their partner.</li> <li>• Students should be able to talk about places they have visited.</li> </ul>		<b>Key Activities</b> <ul style="list-style-type: none"> <li>• Student are tasked by the teacher to complete a short activity in which they will have to construct sentences about jobs they like &amp; dislike.</li> <li>• Students are tasked by the teacher to read in pairs a piece of text, and then discuss the correct answer for each question.</li> <li>• Students are tasked by the teacher to work in pairs, and talk about places they have visited. In order to compare locations and activities they enjoyed.</li> </ul>			
<b>Contents</b>							
<b>Skills/procedures:</b> <ul style="list-style-type: none"> <li>• Reading skill through reading a short piece of text.</li> <li>• Writing skill through constructing sentences.</li> </ul>		<b>Lexis:</b> Work, car wash, shop, customers, dry, machine, tip, pounds, owner, cake shop, kitchen, recipes.	<b>Grammar:</b> <ul style="list-style-type: none"> <li>• The use of like or dislike.</li> <li>• Making predictions using will.</li> <li>• Present perfect tense</li> <li>• Past simple tense</li> </ul>		<b>Function:</b> Writing information about places they have visited, and activities they enjoyed the most, in order to find common locations and discuss the activities they did.	<b>Assumptions:</b> <ul style="list-style-type: none"> <li>• Students should have certain problems with the vocabulary.</li> <li>• Students might disagree when making a final decision in finding the correct answer.</li> <li>• Students should not have issues when remembering places, they have visited.</li> </ul>	
<b>Stages</b>	<b>Interaction</b>			<b>Evaluation</b>		<b>IT- Materials - Timing</b>	
<b>Engage/ Warm-up</b>	At the beginning of the class, the teacher explains to the students what the main objective is about. Once this step has finished the teacher will give instructions to the class to get together in pairs. Afterwards, the teacher will provide a worksheet to each couple, and explain the first activity. In this very first activity, students will have to complete two questions on the worksheet, the first one by producing a sentence about jobs they like and dislike. Once they have completed the first question, students will have to make a prediction about what they think the text is going to be about by looking at some pictures below.			Students are able to complete the task within the given time  Students are able to share their answers with the class.		<ul style="list-style-type: none"> <li>• 10 minutes</li> <li>• Marker</li> <li>• Whiteboard</li> <li>• Worksheet</li> </ul>	

<p><b>Study / Presentation</b></p>	<p>The teacher will start this part of the class by introducing to the students the following activity found on the first page of the worksheet. The teacher will explain the procedure of the following activity to make sure everyone gets the idea of how this part is going to be. Students will have to read very carefully these 4 instructions before start reading the text. The teacher gives some minutes, so students can read and comprehend the instructions. Afterwards, he explains these instructions and sets everything up so the following activity can start.</p>	<p>Students are able to read the instructions of the activity</p>	<ul style="list-style-type: none"> <li>• 10 minutes</li> <li>• Marker</li> <li>• whiteboard</li> <li>• worksheet</li> </ul>
<p><b>Practice</b></p>	<p>Students are tasked by the teacher to start reading the text found on the first page of the worksheet in silence.</p> <p>Once students have finished reading the text, they are tasked by the teacher to turn the page and start working on the following activity.</p> <p>In this part, the teacher explains to the class that students must read and analyze the questions before coming to a definitive answer. In the meantime, he explains that students have to negotiate with their classmate the meaning of the present options, so they can discuss the correct answer and make the final decision.</p> <p>Students have to work collaboratively when selecting the correct answer</p>	<p>Students are able to work in pairs and read the text.</p> <p>Students are able to discuss and negotiate with each other in order to get to the definitive decision.</p>	<ul style="list-style-type: none"> <li>• 30 minutes</li> <li>• Worksheet.</li> </ul>
<p><b>Activate/ Production</b></p>	<p>In this part of the class, the teacher explains to the students what the following activity is going to be about. In order to get this, the teacher reads out loud 5 instructions that will help in the development of the activity. Students are tasked by the teacher to read the following questions, and use a piece of paper to take notes from what it is said during the conversation with their classmate. Students are going to talk about locations and places they have visited, and activities they enjoyed when they were there. Also, they will have to check if they have any place in common they visited. When students have finished this part, they will have to write their final answers on the worksheet. The final part of this activity consists of coming in front of the class and share the location they had in common and the activities they enjoyed when being there.</p>	<p>Students are able to have a conversation with their classmates about places and locations they have visited and activities they enjoyed the most</p>	<ul style="list-style-type: none"> <li>• 30 minutes</li> <li>• Marker</li> <li>• Whiteboard</li> <li>• Worksheet.</li> </ul>

<b>Close up/ Wrap-up</b>	In the final part of the session, the teacher will ask some students to come up with locations they would like to visit in the future, and write them down in their notebooks.	Students are able to produce a correct sentence.	<ul style="list-style-type: none"><li>• 10 minutes</li><li>• No materials needed</li></ul>
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<b>CLASS:</b> 11th grade	<b>DATE:</b> Monday November 13th, 2017	<b>TIME:</b> 90 minutes	<b>SEQUENCE:</b> 2/3
<b>PRE-SERVICE TEACHER:</b> Eduardo Ignacio Lizana		<b>SCHOOL:</b> Master College	

<b>Main Objective:</b> At the end of the class, students are going to be able to produce a mind map in groups of 4 members in a reading a comprehension activity about natural disasters.	<b>Subsidiary aims:</b> <ul style="list-style-type: none"> <li>• Students should be able to read and comprehend an article about natural disasters.</li> <li>• Students should be able to identify &amp; select the main information in the text.</li> </ul>	<b>Key Activities:</b> <ul style="list-style-type: none"> <li>• Students are tasked by the teacher to match some keywords related to natural disaster in a short activity.</li> <li>• Students are tasked by the teacher to read an article in groups, and summarize the main idea in a poster board.</li> <li>• Students are tasked by the teacher to come in front of the class, present their mind map, and provide information about how to face the natural disaster.</li> </ul>
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**Contents**

<b>Skills/procedures:</b> <ul style="list-style-type: none"> <li>• Reading skill through reading an article</li> <li>• Speaking skill through presenting in front of the class</li> </ul>	<b>Lexis:</b> Eruption, tsunami, earthquake, outbreak, supplies, attack, emergency	<b>Grammar:</b> <ul style="list-style-type: none"> <li>• The use of would</li> <li>• Second conditional</li> <li>• Give advice with the use of should.</li> </ul>	<b>Function:</b> Explaining the natural disaster, and provide well-structured sentences in order to know how to react and face a natural disaster scenario.	<b>Assumptions:</b> <ul style="list-style-type: none"> <li>• Students should have issues with the vocabulary involved.</li> <li>• Students should have difficulties when reading in groups.</li> <li>• Students should not have problems in identifying the relevant information.</li> </ul>
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<b>Stages</b>	<b>Interaction</b>	<b>Evaluation</b>	<b>IT – Materials - Timing</b>
<b>Engage/ Warm-up</b>	<p>At the beginning of the class, the teacher will introduce the main objective in order to make sure everyone gets the idea of how the class is going to be.</p> <p>After doing that, the teacher will provide to the students a very short worksheet in which they will have to match some keywords found in a box, and link them with some sentences.</p> <p>Once this short activity has finished, the teacher will select some students to share their final answers with the class.</p>	Students are able to complete the task within the given time	<ul style="list-style-type: none"> <li>• 10 minutes</li> <li>• Worksheet.</li> </ul>



<p><b>Study / Presentation</b></p>	<p>In this part of the lesson, the teacher will explain to the class the procedure that it is going to be implemented in this session. After doing that, the teacher will explain that in this class students have to get together in groups of 4 students and organize the groups in different areas of the classroom.</p> <p>Once all groups have got together, and have taken place around the classroom, the teacher will introduce the following activity to the class.</p> <p>In this part of the session, the teacher will project through a PPT, different pictures related to natural disasters. Students will have to take a look at these 9 different pictures, and will have to identify each of them. One of this picture contains an interrogative symbol, representing an unknown natural disaster.</p> <p>Once all pictures have been identified, the teacher will tell the class that each group must select one natural disaster in the meantime, the teacher will provide to the groups that have selected their topics a piece of paper containing all the information needed for the chosen natural disaster.</p> <p>When all groups have selected their natural disaster, the main activity can begin.</p> <p>After doing all these previous steps. The teacher will walk around the classroom, and deliver to each group some markers and a colored poster board, so students can display the information gathered on it.</p>	<p>Students are able to get together in groups of 4 and select one natural disaster.</p>	<ul style="list-style-type: none"> <li>• 10 minutes</li> <li>• PPT</li> <li>• Worksheet.</li> <li>• Poster board.</li> <li>• Markers.</li> </ul>
<p><b>Practice</b></p>	<p>In this part of the class, the students will have to read and comprehend the main idea of the article provided by the teacher. Therefore, they will have to take notes about the most relevant information that it is going to be displayed on the mind map, and then explained to the rest of the class.</p> <p>Once the reading part has finished, students have to display all the information they have gathered on the poster board.</p>	<p>Students are able to produce a mind map with all the information collected from the article provided by the teacher</p>	<ul style="list-style-type: none"> <li>• 30 minutes</li> <li>• PPT</li> <li>• Worksheet</li> <li>• Poster board</li> <li>• Markers</li> </ul>

<b>Activate/ Production</b>	Students are tasked by the teacher to come in front of the class and present some key components about the natural disaster they have read about, and give some advice when facing a situation like this.	Students are able to present in front of the class their mind map	<ul style="list-style-type: none"> <li>• 30 minutes</li> <li>• Poster boards</li> </ul>
<b>Close up/ Wrap-up</b>	In this part of the class, the teacher selects some students to come up with the definition of certain words seen in class in order to make sure that the vocabulary has been internalized.	Students are able to provide a correct definition of a concept seen in class	<ul style="list-style-type: none"> <li>• 10 minutes</li> <li>• No materials needed</li> </ul>

<b>CLASS:</b> 11th grade	<b>DATE:</b> Tuesday november 21st, 2017	<b>TIME:</b> 90'	<b>SEQUENCE:</b> 3/3
<b>PRE-SERVICE TEACHER:</b> Eduardo Ignacio Lizana		<b>SCHOOL:</b> Master College	

<b>Main Objective:</b> At the end of the class, students are going to be able to produce a mind map on a poster board about a specific topic, and provide arguments in a debate session against another team.	<b>Subsidiary aims:</b> <ul style="list-style-type: none"> <li>• Students should read and comprehend the main idea of a text</li> <li>• Students should recognize the main information and select their arguments.</li> <li>• Students should present their arguments and debate</li> <li>• Students should remember debate phrases.</li> </ul>	<b>Key Activities:</b> <ul style="list-style-type: none"> <li>• Students are tasked by the teacher to get together in groups of 4 members, and read a text about debate topic.</li> <li>• Students are tasked by the teacher to create a mind map with the most relevant information about the topic, as well as providing arguments that might be significant when debating against the other team.</li> </ul>	<b>Assumptions:</b> <ul style="list-style-type: none"> <li>• Students should have issues with the vocabulary involved.</li> <li>• Students should not have problems when forming work groups.</li> <li>• Students should not have problems in finding the relevant information within the text.</li> <li>• Students should not have issues when remembering debate phrases.</li> </ul>
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**Contents**

<b>Skills/procedures:</b> <ul style="list-style-type: none"> <li>• Reading skill through reading and scanning for relevant information in a text.</li> <li>• Speaking skill through providing arguments in a debate session.</li> </ul>	<b>Lexis</b> Vegetarianism, carbohydrates, diet, death penalty, crime, murder, cyber bullying, log in.	<b>Grammar</b> Debate phrases.	<b>Function</b> Expressing well-structured and valid arguments based on facts when defending their topic.
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<b>Stages</b>	<b>Interaction</b>	<b>Evaluation</b>	<b>IT- Materials - Timing</b>
<b>Engage/ Warm-up</b>	At the beginning of the lesson, the teacher explains to the class the main objective. Once he has done that, he introduces to the class the topic of the lesson, and asks some questions about debate structure to the students.	Students are able to come up with a good idea of how a debate works.	<ul style="list-style-type: none"> <li>• 10'</li> <li>• No materials needed</li> </ul>
<b>Study/ Presentation</b>	In this part of the lesson, the teacher tells the class that they will have to get together in 6 groups of 4 members each, and to arrange seats in a fixed manner. Once all groups have got together, the teacher implements the seating arrangement for the lesson. In this part he mentions that all 6 groups should be distributed around the classroom in a specific manner, in order to get two groups seating face to face; the same will happen with the other 4 groups.	Students are able to get together in groups and follow the teacher's instruction.	<ul style="list-style-type: none"> <li>• 15 minutes</li> <li>• Worksheet</li> </ul>

	<p>When all the groups have been distributed around the classroom, the teacher will determine whether the group is pro or against the topic.</p> <p>After doing that, the teacher will deliver the material to each group that it is going to be used during the lesson.</p>		
<b>Practice</b>	<p>In this part of the lesson, the teacher makes sure that every group has understood the main objective of the lesson.</p> <p>Once he has done that, the teacher tells the class to start reading the articles.</p> <p>Students are tasked to look for relevant information about the given topic, and look for valid arguments based on facts that will help them when debating against the opposite team.</p> <p>In the meantime, the teacher walks around the classroom, and deliver markers, as well as colored poster board to each group.</p> <p>Students will have to write on these poster boards the main information they have gathered after having read collaboratively the article, and provide some arguments as well.</p>	<p>Students are able to read collaboratively the article, and write relevant information on the poster board</p>	<ul style="list-style-type: none"> <li>• 35 minutes</li> <li>• Markers</li> <li>• Poster boards.</li> <li>• Worksheet.</li> </ul>
<b>Activate/ Production</b>	<p>Once students have finished creating the mind map on the poster board, the teacher selects the first two groups that are going to explain their mind map, and come up with their arguments.</p>	<p>Students are able to explain their mind map with the information they gathered and provide well-structured arguments defending their posture.</p>	<ul style="list-style-type: none"> <li>• 20 minutes</li> <li>• Markers</li> <li>• Poster boards.</li> </ul>
<b>Close up/ Wrap-up</b>	<p>In the final part of the lesson, the teacher asks students to come up with vocabulary words that have learned in the lesson.</p>	<p>Students are able to remember a concept seen in class.</p>	<ul style="list-style-type: none"> <li>• 10 minutes</li> <li>• No materials needed.</li> </ul>

## Appendix B2: Worksheets

### Appendix B2.1: Warm Up 1<sup>st</sup> Lesson

# Worksheet

Names: \_\_\_\_\_ Grade: III A-B-C Date: \_\_\_ / \_\_\_ / 2017

#### I. Before reading

##### 1. What kind of jobs does you like/ dislike?

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##### 2. Look at the pictures. What do you think the text will be about?

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II. Read the text and then **circle** the correct answer: a), b), c) or d).  
(You have 20 minutes to do this part)

1. Read the questions and analyze them with your team
2. Negotiate and understand the meaning of the present options
3. Discuss the correct answer and make a decision
4. Share your answer with the class



I don't like going to the beach, playing football or swimming. I prefer finding something to do. This year, I have two different jobs. In the morning, I work in a car wash and in the afternoon, I help in my aunt's shop.

The job in the car wash isn't much fun. I don't have to wash the cars. All I have to do is dry them when they come out of the machine. Sometimes I have a chat with the customers and some of them give me a tip too, usually one or two pounds. The owner of the car wash pays me £50 a week so I make quite a lot of money.

But I love working in my aunt's shop – she has a cake shop and I love cakes, sweets and chocolate. In the kitchen, I have to decorate the cakes with sugar, cherries and cream and in the shop I have to wrap up the cakes in beautifully colored boxes. My aunt doesn't pay me very much – only £20 a week – but I'm happy to do it so I can learn the job. When I finish school I want to have my own shop and make my own recipes. I already have some fantastic ideas. What do you think of onion and apple tart or carrot and banana ice cream? They sound terrible but just wait until you taste them.

With the money I earn I want to buy myself a new guitar. My other hobby is playing music in a band!

<p><b>1. What is the text about?</b></p> <p>a) The writer's aunt's job.</p> <p>b) Why the writer likes music.</p> <p>c) What the writer likes doing.</p> <p>d) How much money the writer earns.</p>	<p><b>2. Which is the correct first sentence for the text?</b></p> <p>a) I don't like doing much in the summer.</p> <p>b) What I like doing in the summer is eating cakes.</p> <p>c) I go to the beach every day in the summer.</p> <p>d) I like working in my summer holidays</p>
<p><b>3. How does the writer feel about his job at the car wash?</b></p> <p>a) He hates talking to the customers.</p> <p>b) He thinks it's boring.</p> <p>c) He thinks it isn't well paid.</p> <p>d) He thinks it is fun.</p>	<p><b>4. How does the writer feel about his work in the cake shop?</b></p> <p>a) It is not well paid but he loves doing it.</p> <p>b) His aunt eats a lot of cakes.</p> <p>c) He doesn't like decorating the cakes.</p> <p>d) It's good because he can eat all the chocolate he likes.</p>
<p><b>5. What is special about his tart and ice cream recipes?</b></p> <p>a) They use a lot of cherries and cream.</p> <p>b) They use a vegetables and fruit.</p> <p>c) You can taste them before he makes them.</p> <p>d) He thinks they are terrible.</p>	

III. Now talk with your group about **places you have visited**. Follow the example given by the teacher. (You have 30 minutes to do this activity)

**1. Read the questions and think the answer individually 2. Listen to you partner and take notes about his/her ideas 3. Compare your ideas 4. Write down your answers in the lines below 5. Share with the class.**

**a. which places you have visited**

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---



---

b. when you went there

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---

---

c. what you did

---

---

---

d. what you liked most

---

---

---

e. what you didn't like

---

---

---



## Appendix B2.2: Warm Up 2<sup>nd</sup> lesson



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ

# SURVIVING

### VOCABULARY: Phrases with *GET*

1. Complete the phrases with GET in the sentences with the words in the box.

~~Hot~~ - wet - hungry - thirsty - lost - sunburnt - warm - stung - tired  
- cold

- a) When I go to the gym in summer I get hot.
- b) I didn't drink anything all day, so I got \_\_\_\_\_.
- c) I stayed up too late and I got really \_\_\_\_\_.
- d) I forgot my umbrella yesterday and I got \_\_\_\_\_.
- e) I'm really cold. Can I sit by the fire? I need to get \_\_\_\_\_.
- f) I didn't eat breakfast so I'm getting \_\_\_\_\_.
- g) I didn't have a map or my mobile and I got \_\_\_\_\_.
- h) I put my hand on a bee and I got \_\_\_\_\_.
- i) There's no central heating and I often get \_\_\_\_\_.
- j) I stayed out in the sun and I got \_\_\_\_\_.



## **Appendix B3: Texts Used**

### **Appendix B3.1: Texts used in 2<sup>nd</sup> lesson**

# **Earthquake**

An earthquake, also known as a quake or tremor, is the result of a sudden release of energy in the Earth's crust. We measure earthquakes with a seismograph. If an earthquake is of magnitude 3 or lower it can be relatively harmless, but earthquakes of magnitude 7 or higher can be very harmful and cause serious damage over large areas of land. An earthquake's initial point of rupture is called the epicenter. This is where the earthquake is the strongest and where it can cause the most damage. Earthquakes are difficult to predict and continue to be a huge threat to our world.

### **WHAT TO DO IF AN EARTHQUAKE OCCURS:**

- If you're indoors, stay there. Get under -- and hold onto -- a desk or table, or stand against an interior wall. Stay clear of exterior walls, glass, heavy furniture, fireplaces and appliances. The kitchen is a particularly dangerous spot.
- If you're in an office building, stay away from windows and outside walls and do not use the elevator.
- If you're outside, get into the open. Stay clear of buildings, power lines or anything else that could fall on you.
- If you're driving, move the car out of traffic and stop. Avoid parking under or on bridges or overpasses. Try to get clear of trees, light posts, signs and power lines. When you resume driving, watch out for road hazards.
- If you're in a mountainous area, beware of the potential for landslides. Likewise, if you're near the ocean, be aware that tsunamis are associated with large earthquakes. Get to high ground.
- If you're in a crowded public place, avoid panicking and do not rush for the exit. Stay low and cover your head and neck with your hands and arms.

# Wildfire

A wildfire is an uncontrolled fire that normally occurs in countryside or wilderness areas where you can find dry vegetation. A wildfire is different from other fires due to its size and how quickly it spreads. It can suddenly change direction and has the ability to cross gaps like roads or rivers. Wildfires can cause extensive damage to property, land, and human life.

## WHAT TO DO IF YOU ARE IN MIDDLE OF A WILDFIRE:

- Turn on a battery-operated radio to get latest emergency information
- If you have a ladder, prop it against the house so you and firefighters have access to roof.
- If hoses and adequate water are available set them up. Fill buckets with water.
- Remove combustible materials from the area surrounding your house. (Lawnchairs, tables, etc.)
- Turn a light on in each room for visibility in case of smoke.
- Close all doors and windows, but do not lock them.
- Open or take down flammable drape and curtains.
- Close all venetian blinds and non-flammable window coverings.
- Move upholstered furniture away from windows and sliding glass doors.
- Be ready to evacuate all family members and pets when requested to do so.
- Turn off air conditioning/air circulation systems.
- Detach electrical garage doors. Back in your car and leave the keys in the ignition.
- Secure your pets if possible.

# Tsunami

Tsunami, a Japanese word created from Tsu (harbor) and nami (wave), also known by the term “tidal wave,” is a series of waves created when a body of water is rapidly displaced. A tsunami takes place if there are earthquakes, volcanic eruptions, or large explosions under water. Due to huge amounts of water and immense energy, a tsunami could potentially destroy any coastal region. Japan is a common place for tsunamis with 195 events. Tsunami waves can rise up to as much as 14 meters and can travel as fast as 800 kilometers per hour. These immense waves have the potential to destroy anything they come across.

## WHAT TO DO WHEN A TSUNAMI OCCURS:

- Under no circumstance should you go near the coast to see the tsunami hit. Remember this: if you can see it, than you are too close to escape.
- If a tsunami is approaching and you cannot move to higher ground, stay indoors where you will be protected from the water. It is preferable for you to find a space in the house away from any windows.
- Often, tsunamis are a series of waves that can be separated by a few minutes or even an hour.
- Monitor the progress of the tsunami and be alert for any warnings or instructions from local authorities. If you're in a safe location when the tsunami strikes, stay there until local authorities indicate that the situation is under control.
- After a tsunami, floodwater can accumulate and it can be dangerous to walk or drive through these waters. Before driving, listen to instructions from local authorities that are coordinating the evacuation plans.
- Be aware of risks such as hypothermia or drowning in the floodwaters. Your local Red Cross chapter can provide more information on how to prevent these problems.

# Hurricane

A hurricane is a storm that produces strong winds and heavy rain and can be very dangerous to people if they are caught in its path. Hurricanes develop over large areas of water but quickly lose power as they travel over land. Hurricanes need the warm energy of the water to maintain their initial power, and for this reason coastal regions are particularly prone to hurricane activity. The Atlantic Ocean is a hot spot for hurricanes. If the hurricane is very strong, it will develop an "eye" at the center. This eye is very large and can range from 3 to 370 kilometers in size. Hurricanes can be catastrophic events and will destroy land, buildings, people, or anything in their way.

## WHAT TO DO IF A TORNADO OCCURS:

- Listen to your radio during severe thunderstorms. As a rule, when Environment Canada issues a tornado warning, radio stations broadcast it immediately. If you hear that a tornado warning has been issued for your area, take cover immediately.
- If you are at home, go to the basement or take shelter in a small interior ground floor room such as a bathroom, closet or hallway. Failing that, protect yourself by taking shelter under a heavy table or desk. If you are at the office or in an apartment building, take shelter in an inner hallway or room, ideally in the basement or the ground floor.
- Avoid buildings such as gymnasiums, churches and auditoriums with wide-span roofs. These roofs do not have supports in the middle and may collapse if a tornado hits them. If you are in one of these buildings take cover under a sturdy structure.
- Stay away from windows and outside walls and doors. Do not use the elevator.
- Do not get caught in a car or mobile home. More than 50 per cent of all deaths from tornadoes happen in mobile homes. Take shelter elsewhere - such as a building with a strong foundation.
- If no shelter is available, then lie down in a ditch away from the automobile or mobile home. However, beware of flooding from downpours and be prepared to move.
- If you are driving and spot a tornado in the distance, try to get to a nearby shelter. If the tornado is close by, get out of your car and take cover in a low-lying area.
- If a tornado seems to be standing still then it is either travelling away from you or heading right for you.

# **Flood**

A flood is an overflow of water that submerges land when a river or lake exceeds its capacity and breaks its banks. Floods will vary depending on seasonal change but are usually caused by heavy rainfall. If the strength of a river is high, it will break out of its channel. Floods often cause severe amounts of damage to land, property, businesses, and transportation systems, if they run out of control. Many scientists believe the increased number of floods is due to global warming and that if we do not take steps to control these floods, now they will become worse as global warming increases.

## **BEFORE A FLOOD:**

- Avoid building in a floodplain.
- Construct barriers (levees, beams, floodwalls) to stop floodwater from entering your home.
- Seal walls in basements with waterproofing compounds to avoid seepage.
- If a flood is likely in your area, listen to the radio or television for information.
- Know the difference between a flood watch and a flood warning. A watch means flooding is possible. A warning means flooding is occurring or will occur soon.

## **WHEN A FLOOD IS IMMINENT:**

- Be prepared! Pack a bag with important items in case you need to evacuate. Don't forget to include needed medications.
- If advised to evacuate your home, do so immediately.
- If there is any possibility of a flash flood, move immediately to higher ground.
- If possible, bring in outdoor furniture and move essential items to an upper floor.
- Turn off utilities at the main switches or valves if instructed to do so. Disconnect electrical appliances.

# **Pandemic outbreak**

A pandemic is the spread of infectious disease across a large region, country, or even the world. A pandemic can be very harmful to the human race. Many people become ill and some die, depending on the severity of the disease. Throughout history, there have been a number of significant pandemics. These include smallpox and, perhaps the most famous, the Bubonic Plague in the 1300s. The most recent was the swine flu pandemic in 2009, which affected many people worldwide.

## **BEFORE A PANDEMIC:**

- Store a two-week supply of water and food.
- Periodically check your regular prescription drugs to ensure a continuous supply in your home.
- Have any nonprescription drugs and other health supplies on hand, including pain relievers, stomach remedies, cough and cold medicines, fluids with electrolytes, and vitamins.
- Get copies and maintain electronic versions of health records from doctors, hospitals, pharmacies and other sources and store them, for personal reference. Get help accessing electronic help records.
- Talk with family members and loved ones about how they would be cared for if they got sick, or what will be needed to care for them in your home.

## **DURING A PANDEMIC:**

- Limit the Spread of Germs and Prevent Infection
- Avoid close contact with people who are sick.
- When you are sick, keep your distance from others to protect them from getting sick too.
- Cover your mouth and nose with a tissue when coughing or sneezing. It may prevent those around you from getting sick.
- Washing your hands often will help protect you from germs.
- Avoid touching your eyes, nose or mouth.
- Practice other good health habits. Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, and eat nutritious food.

# **Volcanic Eruption**

A volcanic eruption is one of the most dangerous and magnificent natural disasters. When a volcano erupts, the volcano sends out ash clouds, lava and even volcanic bombs. There is a high risk of danger from slow moving lava; though, the lava might move slowly, it is very dangerous and can cause a lot of damage to property and human life.

There are steps which anyone can take before a volcano erupts and they are very simple steps. These small but simple steps can help protect homes, and protect your families also in the event of a volcanic eruption. If you live in an area which has an active volcano, even if it might be up to 100 miles away, there is still a risk because a volcano can erupt at any time.

## **HAVE AN EMERGENCY SUPPLY KIT:**

This can be a small but important kit of some of the simplest items such as water, and non-perishable foods. You should look to add batteries, radios, battery powered or hand cranked radios. You can also have torches or flashlights just in case of a power cut or blackout; and have a first aid kit should anyone get hurt.

All of these supplies should be kept in a location which is easy to reach such as a car just in case you need to be evacuated or are being told to do so. If possible, try to add breathing masks or goggles to see through thick ash clouds.

## **EMERGENCY PLAN:**

A disaster such as a volcano erupting can happen at any given time and it does mean your family mightn't be at home when it happens. This is why you do need to think about getting in contact with other family members and meeting up again. You need to think carefully about all eventualities and have a good plan to get the family reunited once again.

These are simple plans but if you do live in an area very close to an active volcano, they could end up saving your life and your family's.

You might not realize or understand that a volcano is active or is about to erupt either, however, when a volcanic eruption occurs, you have to be vigilant. You have to be aware of what could happen and how a volcano works.

# **Wild Animals Attack**

It's a good thing we have mighty brains, because humans are pretty useless in the face of danger when it comes to wild animals.

From lions on safari to sharks in the sea, and all those snakes and spiders in between, there are plenty of beasts on this planet that can harm you - and the best methods for defending yourself vary greatly according to which one you're dealing with.

A well-known web page has consulted several survivalist experts and African safari guides to amass the ultimate worst-case-scenario guide, should you find yourself on the wrong side of a deadly predator.

## **HOW TO AVOID WILD ANIMALS ATTACKS:**

- Avoidance is the best defense. Keep your distance, and take steps to prevent attracting wildlife into your camp. This includes:
- Keep a clean camp. Thoroughly wash all cooking utensils after use. Seal uneaten food in airtight containers stored in bear-proof canisters, or suspend it from a bear wire away from sleeping areas.
- Treat garbage just as you would treat food — either store it in bear-proof containers or hang it from a bear wire away from the campsite until you can haul it out of the area.
- Do not take food into a tent.
- Do not sleep in the same clothes you cooked dinner in. In fact, don't even take those clothes into the tent with you.
- Remove pet food from the area. Pet food attracts bears directly and can draw the small wildlife that is prey for cougars.
- Never feed wild animals such as deer, raccoons or squirrels that can attract cougars.



## Appendix B3: Texts Used

### Appendix B3.2: Texts used in 3<sup>rd</sup> lesson

# 1. DEATH PENALTY

The death penalty is the sentence of execution for murder and some other capital crimes such as, serious crimes (especially murder), which are punishable by death. The death penalty, or “capital punishment”, may be prescribed by Congress or any state legislature for murder and other capital crimes.

Executions in most countries have become rarer in recent centuries. The death penalty is a disputed and controversial topic.

About one-third of the countries in the world have laws that allow the death penalty. Countries such as, The United States, the People's Republic of China, Japan and Iran are examples of countries that have a death penalty. Canada, Australia, Mexico and all members of Council of Europe are examples of countries that have abolished the death penalty. 75 countries have gotten rid of the capital punishment for all crimes. Another 20 can be considered abolitionist in practice.

Most of the countries that have a death penalty use it on murderers, and for other serious crimes such as rape or terrorism.

Most people believe that death penalty is a good thing, yet others state that it should not exist; there are strong arguments on both sides. One side states that death penalty is good because it scares people away from doing things that might get them killed. Whereas, the other side, states that there is a high possibility of executing an innocent person.

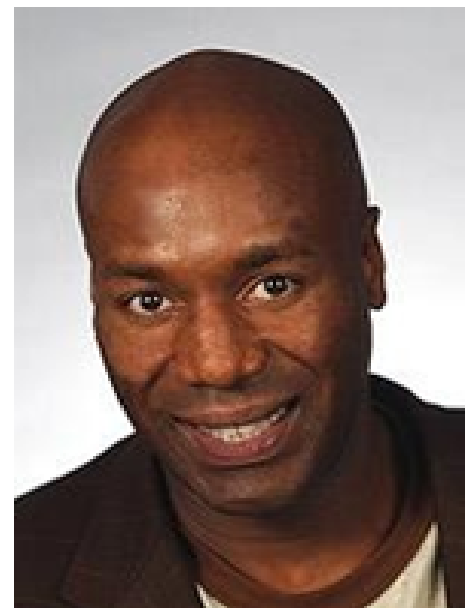
one says justice, retribution, and punishment; the other side says that execution is murder.

Throughout human history, governments and rulers have used many death penalty methods to execute people, such as crucifixion, flaying, and hanging. Some methods like crucifixion and flaying are no longer used by governments because people think that these methods of killing are too cruel.

The Council of Europe has abolished all death penalty by the 13th amendment of the European. Amnesty International opposes all death penalty on a ground of the right to life and prohibition of all tortures or any cruel, inhuman, or degrading treatment insisted by Universal Declaration of Human Rights.

**Death Penalty Case:**

Petitioner Patrick Kennedy was convicted and sentenced to death in Louisiana for the aggravated rape of his then 8-year-old stepdaughter. A Louisiana state statute authorized capital punishment for the rape of a child under 12. The State Supreme Court affirmed the statute, rejecting petitioner's reliance on *Coker v. Georgia*, which prevented the use of capital punishment for the rape of an adult woman. The Supreme Court concluded that the Eighth Amendment bars Louisiana from imposing the death penalty for the rape of a child where the crime did not result and was not intended to result, in the victim's death.



## **Pros**

- It Dissuades people from committing crimes in the future.
- You make sure to the population that every action has a consequence, and criminals will think twice before committing any crime.
- The belief that someone who has taken the life of another person does not deserve to live.
- It brings the feeling of closure to the victim's family since this process has finally finished.
- It also provides a solution for overpopulation issues in prison system.
- It provides a just response to major crimes.
- A necessary protection of society by removing the killer.

## **Con**

- The belief that executing a murderer makes us no different than the murderer.
- More often poor people are executed by rich people because they cannot afford lawyers.
- Another important argument supported by abolitionists is that the death penalty discriminates against minorities and the poor, as it is people from these groups that are more likely to be sentenced to death.
- Executions cost more than life imprisonment. Furthermore, the costs of carrying out a death sentence can be much more expensive than keeping a criminal in jail, due to legal costs, a number of appeals but also security and incarceration costs.
- Innocent people might be wrongly executed. There is also always the possibility of a wrongful verdict that might irrevocably send innocent people to the death row.
- Executions, they argue, are cruel and immoral. Human life is valuable, and everybody has a right to live. No one has the right to take away a human life, not even organized states.

**Do you think “Death Penalty” should be implemented in our society? Why? Why not?**

## 2. FACEBOOK: IS IT DANGEROUS OR NOT?

Facebook is a social networking site that makes it easy for us to connect and share with our family and friends online. Originally designed for college students, Facebook was created in 2004 by Mark Zuckerberg while he was enrolled at Harvard University. By 2006, anyone over the age of 13 with a valid email address could join Facebook. Today, Facebook is the world's largest social network, with more than 1 billion users worldwide.

Have you ever wondered why people like using Facebook? After all, there are already a lot of other ways to communicate online, such as email, instant messaging, and so on. What makes Facebook unique is the ability to connect and share with the people you care about at the same time.

Furthermore, having a Facebook account is now an expected part of being online, much like having your own email address. And because Facebook is so popular, other websites have worked to integrate Facebook. This means you can use a single Facebook account to sign in to different services across the Web.

The fancy thing about this social media website is that you can be a part of an online system in which thousands of people are connected; you are able to share your life through this virtual platform and interact with people from all over the globe. People who have a Facebook account, are able to share their photos, videos, thoughts, feelings, experiences, etc. this is why this social website is so special and has gained the attention from all over the world.

FACEBOOK case:

*Mom: Daughter's suicide linked to 'Blue Whale Challenge'*

The 'Blue Whale Challenge' is a dangerous social media game that may be linked to a number of suicides including one involving a young mother in Texas.

WICHITA FALLS, Texas — If Sandy Cadena had enough money; she would search the corners of the world for the woman she thinks killed her daughter.

Natasha Cadena, 32, hung herself July 4 in an apartment in the southwest part of Wichita Falls, according to the death report.

She may have committed this final act, her mother said. But someone else persuaded her to do it — challenged her, to be exact.

Sandy Cadena believes that her daughter fell victim to the "Blue Whale Challenge," a weeks-long social-media challenge in which strangers compel others to commit a series of 50 acts, at first innocuous, later self-mutilating. The final challenge: suicide.

Per the demand, the suicide must be on video. Sandy Cadena said her daughter's phone was found near her feet. She hanged herself after kicking a child's chair out from under her.



## PROS

- **It's free** and all you need is an internet connection and any device that can connect to the internet, mobile phones included.
- **Beyond boundaries:** Facebook transcends all physical boundaries, and lets people to connect with far away friends and distant family. People can easily be informed about what goes in the lives of people who are physically distant.
- **People can decide who to share with:** you can choose who you would like to share your status updates, photos or check-ins with.
- **A place to share thoughts, causes and ideas:** you can interact with others with similar interests and ideas across the globe. You can join groups and support fan pages, and find out what others are interested in.
- **Enhances social skills.** Facebook allows people to keep up with current friends and make new ones. When used in the right way, social media can increase a person's self-esteem and help them feel less isolated, as if they belong to a group. Facebook also allows those who are shy or have trouble making friends to socialize more easily.
- **It's educational!** Most teens use social networking to discuss school work and share discussions about school assignments.

## CONS

- **Privacy.** Privacy is a major concern for most Facebook users, and it's really important to understand the site's privacy settings and set them accordingly. And even though a lot has been done to improve the site's security, it can still be confusing. As a result, hackers can have access to your personal information.
- **People can be mean.** Cyberbullying can be a real problem. There are even some documented cases of young and adult people who committed suicide after being bullied on social networks!
- **Things aren't always what they seem.** There are many fake Facebook accounts, information that is misrepresented – your relatives can be exposed to these.
- **It's addictive!** Besides all the social features there are games on Facebook that can be very addictive. There are so many Facebook games that get people into a sort of addiction state.
- **Whose image is it anyway?** Once you upload an image to your Facebook account, it becomes public and anyone can download and misuse that image.
- **Its anti-social?** For you, online interaction could become a replacement for face-to-face meetings. This can hurt social development and isolate you.
- **It can hurt their future:** people can post regrettable information or photos that will be discovered by college admissions or potential employers in the future. Once information goes online, it never goes away.

## • **Is Facebook a dangerous app for kids and young adolescents?**

### **3. VEGETARIANISM**

Vegetarians today come from all walks of life, and all sections of society. They don't generally want to cause a nuisance when they eat out; they just want what most people want: decent food and a choice. Sadly, this isn't always available.

The Vegetarian Society defines a vegetarian as follows:

"A vegetarian is someone who lives on a diet of grains, pulses, legumes, nuts, seeds, vegetables, fruits, fungi, algae, yeast and/or some other non-animal-based foods (e.g. salt) with, or without, dairy products, honey and/or eggs. A vegetarian does not eat foods that consist of, or have been produced with the aid of products consisting of or created from, any part of the body of a living or dead animal. This includes meat, poultry, fish, shellfish\*, insects, by-products of slaughter (to kill) or any food made with processing aids created from these."

There are different degrees of vegetarianism which may be what causes confusion with caterers. The four most common forms of vegetarianism are:

- Lacto-ovo-vegetarian. Eats both dairy products and eggs. This is the most common type of vegetarian diet.
- Lacto-vegetarian. Eats dairy products but not eggs.
- Ovo-vegetarian. Eats eggs but not dairy products.
- Vegan. Does not eat dairy products, eggs, or any other animal product.

## Vegetarianism case:

*Woman who died climbing Everest wanted to prove vegetarians are not 'weak'*

Dr Strydom died of apparent altitude sickness after reaching the mountain's summit

An Australian woman who died after reaching the summit of Mount Everest had wanted to prove that "vegetarians can do anything".



Dr Maria Strydom, 34, from Melbourne, Australia, died of apparent altitude sickness while descending the summit of Mount Everest on Saturday.

Her husband, Robert Gropel, who was part of the climbing team, suffered a high altitude pulmonary edema while descending the mountain, but survived the journey.

How a Dutch climber fulfilling his 'childhood dream' ended in tragedy

Both Dr Strydom and her husband were experienced climbers and had made the decision to climb the seven summits – the highest peaks of the seven continents – in a bid to prove that "vegetarians can do anything".

In an interview conducted by Monash University's Business School where Dr Strydom was a finance lecturer, she said the couple had been inspired to climb the seven summits after following repeated questions about whether they had iron or protein deficiencies.



**Appendix B4: PowerPoint Presentation**



**NATURAL  
DISASTERS**



Lightning

Bee Sting









## Let's work!

- Make groups of three people.
- Choose just one "Natural Disaster" (IT CAN BE REPEATED FROM OTHER GROUPS!)
- You will be given a text with information about the "Natural Disaster" that your group has chosen.
- Read the text, and answer some questions:
  - What is your "Natural Disaster" about?
  - If your "Natural Disaster happens, what would you do?
  - How can you confront that problem?
  - Give some tips to survive to your "Natural Disaster"
- Write your notes or main ideas in the poster board that has been given to you.
- Present to the class what your group have done.

Appendix B5: Notes of the 3<sup>rd</sup> lesson

Lesson 3/3

observation

	(favor)	(con)
1. death penalty	4	4
2. Veggies	4	4
3. Facebook.	4	4

(contra)

Grupo 3: compañero lee y traduce para sus compañeros en español.

(favor)

Grupo 1: leen en pareja y una estudiante lee sola.

(con)

Grupo 2: Un compañero lee para todos.

(favor)

Grupo 1: Se desconcentran de la lectura con su celular.

(favor)

Grupo 2: leen entre todos y se van ayudando con vocabulario entre todos.

(favor)  
Grupo 3: El grupo no se ve  
entusiasmado (el inicio)  
ya que fue conformado  
por los estudiantes  
"sobrantes" de otros grupos  
que tenían 5 integrantes.  
Al parecer no se conoce ni  
llaman.

\* Una alumna le dice al prof.  
que no quiere participar.  
(fue suelta a la "fuerza" de  
su primer grupo).

Solo una estudiante, la renunciada,  
prefiere no participar.

---

En general no se dio un momento  
de silencio en el momento de  
la lectura.



# ① Debate (entendimiento del tema.)

Comienza Grupo <sup>3</sup> UN grupo comprendió lo que leyó y lo explicaron con sus propias palabras. el otro grupo que era a favor leyó el documento con los argumentos.

Continua Grupo <sup>1</sup>: Lean documento. no Agregan más comentarios.

Finaliza Grupo <sup>2</sup>: Crean sus propios argumentos respecto a la ley. they are creating.

## Appendix C: School' Consent Form

Santiago, 30 de Octubre de 2017



FACULTAD DE EDUCACIÓN  
INSTITUTO INTERDISCIPLINARIO  
EN PEDAGOGÍA Y EDUCACIÓN  
Plan Común de Educación

Sr. Juan de Dios Cea González

Director Master College

Presente

Estimado Sr. Cea González:

Dentro de la formación de pregrado de los futuros Profesores de Inglés de la Universidad Católica Silva Henríquez, se considera muy importante la realización de actividades de investigación.

En este marco, nuestros estudiantes de 5° año cursan la asignatura de Seminario de Grado, en la cual los alumnos desarrollan un estudio en algún aspecto educativo.

Los estudiantes más adelante señalados, están desarrollando la temática "Exploring students perception in collaborative reading activities" cuyo tutor principal es el docente Marco Castillo Tangol.

Es de nuestro interés que esta investigación se pueda desarrollar con los adolescentes que asisten a la institución "Master College". El objetivo de esta petición es que los investigadores evalúen el trabajo colaborativo a través de la habilidad de lectura en la asignatura de inglés.

Es importante señalar que esta actividad no conlleva ningún gasto para su institución y que se tomarán los resguardos necesarios para no interferir con el normal funcionamiento de las actividades propias del centro. De igual manera, se entregará a los apoderados un consentimiento informado donde se les invita a participar del proyecto y se les explica en qué consistirá la evaluación.

Los investigadores que llevarían a cabo esta actividad dentro del establecimiento son:

- Eduardo Lizana Miranda; RUT 18.662.062
- Fabián Tapia Quintana; RUT 18.127.434-4

Sin otro particular y esperando una buena acogida, se despide atentamente

Autores de la presente investigación

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Marco Castillo Tangol, Docente Guía  
Establecimiento Universidad Católica Silva Henríquez

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Firma Director  
Master College

## Appendix D: Parents' Consent Form



UNIVERSIDAD CATÓLICA  
SILVA HENRÍQUEZ

Santiago, 06 de Noviembre del 2017.

### Carta de consentimiento informado

Estimado apoderado:

La Universidad Católica Silva Henríquez, y en particular la Escuela de Inglés, han dado inicio a un programa piloto de observación, levantamiento de información y retroalimentación con nuestros practicantes en periodo de tesis; con el fin de detectar potencialidades particulares y aspectos de mejora en el aula escolar.

Es en este contexto en que la Universidad solicita la autorización, **llenando la colilla de más abajo**, para que su hijo/a participe como audiencia en la filmación de la clase de nuestros Profesores en Formación de Inglés, el próximo \_\_\_\_\_ de Noviembre, en el horario correspondiente. Su único objetivo será registrar visualmente las clases de nuestros docentes en práctica en un ambiente real, para su posterior análisis.

Para esto, se procederá con el posicionamiento de solo una cámara fija al fondo de la sala sobre un trípode en altura para evitar la exposición accidental de rostros u otros detalles identificatorios. Cualquier exposición voluntaria de algún estudiante a la filmación se entenderá cubierta bajo este consentimiento informado. En caso de no autorizar, el/la alumno/a será destinado/a a otra sala para realizar su clase normal con el profesor titular.

Finalmente, se debe enfatizar que se resguardará la identidad de los participantes en la filmación. No existirá difusión pública o privada de este registro ya que quedará protegido en nuestro centro de investigación.

Sin otro particular y agradecidos como Universidad de vuestro apoyo

Marco Castillo Tangol

Académico

Escuela de Educación en Inglés

Universidad Católica Silva Henríquez

### Colilla de autorización

Yo, \_\_\_\_\_,  
apoderado de \_\_\_\_\_, alumno/a del 3° Medio A, del  
colegio "Master College", acepto que mi hijo/a participe en la filmación como audiencia de la clase del  
Profesor en práctica de inglés (investigador) Eduardo Ignacio Lizana Miranda, durante el mes de Noviembre.

Firma: \_\_\_\_\_.

Fecha: \_\_\_\_\_.

Timbre del territorio escolar.

## Appendix E: Observation Rubrics

### Appendix E1: Observation Rubric 1<sup>st</sup> lesson

#### Observation rubric for the 1<sup>st</sup> intervention

The following observation rubric is presented to obtain information about the actions taken in the development of the English classes. Such classes are carried out under an investigative methodology for subsequent reflexive practice among peers through a collaborative reading methodology. The main objective of this observation guide is to analyze the educational process while teaching under such methodology, and to inquire into student's reactions when facing a collaborative learning method.

#### Observation Criteria

- **Classroom environment:** It refers to the actions taken by the teacher and in the classroom to establish a good learning environment focusing on rules, participation, an appropriate atmosphere for interaction and a respectful attitude among all the participants of teaching-learning process.
- **Class organization:** It refers to seating arrangements made and the use of space, as well as how the different activities take place in the class, their time and pace. The use of spaces is also relevant in order to accomplish pedagogical objectives and students to achieve expected learning aims.
- **Learning mediation:** It refers to the intentional actions established by the teacher to stimulate students' achievement of learning objectives. As an example, to communicate learning objectives and procedures, to consider students' previous knowledge, to allow students' to construct their knowledge through interactions between peers, among others.

	<b>Criteria 1: Classroom Environment</b>	<b>Yes</b>	<b>No</b>	<b>Observations</b>
1	The teacher promotes an environment of attention and order to start the teaching learning process by greeting students and establishing routines.	x		The teacher greets students and then explains the instructions for the first activity.
2	The teacher promotes an environment of respect in the classroom.	x		The teacher makes sure everyone else is in silence before a student gives his answer in a certain item.

3	The teacher communicates instructions clearly to lead the learning process.	x		The teacher gives the instructions clearly and aloud.
4	The teacher answers constructively when students make mistakes.	x		When a mistake was made by a student, the teacher provided a full explanation to correct it.
5	The teacher makes effective decisions to solve emergent difficulties		x	There is no evidence of emergent situations during the lesson.
6	The teacher promotes communication between students.	x		The teacher says that the activity consists on the interaction with the student next to them.
7	The teacher promotes opportunities of participation in different moments of the class.	x		The teacher selects students to read aloud parts of the worksheet and makes them participate.
8	The teacher considers the individual differences of students during the development of the class.		x	The teacher focuses his attention on the work-group instead of students' individual necessities.
9	The students seem to be motivated and participate in the activities given by the teacher.	x		The students finish the tasks within the given time.
10	The students seem to be self confident when working in groups.	x		Students participate whether talking in English and completing the worksheet.
11	Most students work in groups instead of an individual work.	x		All the students were working in groups.

12	The students collaborate with the learning of their peers.	x		Students seem to aid each other.
13	The students are responsible for their own knowledge because they understand that learning is a social process.	x		Students seem to understand that learning is a social process, because the manner they accomplish all the tasks.
14	The students are open to listen to others' opinions and keep an empathic attitude.	x		Besides the differences on the answers, students are empathetic
15	The students are capable of coming up with creative solutions to solve problems.	x		It seems that the answers of students were creative, in moments in which they went misguided.

	<b>Criteria 2: Class organization</b>	<b>Yes</b>	<b>No</b>	<b>Observations</b>
1	The teacher communicates the objectives of the class.	x		The teacher asks a student to read aloud the objectives of the class.
2	The teacher develops the class following structure: engage, presentation, practice, production and close-up.	x		The class followed the structure according to the lesson plan.
3	The teacher properly disposes of the resources required for the development of the class.	x		The teacher gathered all the resources before the class starts.
4	The teacher uses different strategies to achieve an organized work.		x	It was employed one methodology only from what it was watched.

5	The teacher organizes the space according to the activities to develop a collaborative class.	x		Seating arrangement is according to the pair-work.
6	The teacher integrates every student in the activities organized for the class.	x		The teacher asks for the student opinion several times, and makes them participate.
7	The teacher optimizes the available time of the class to achieve the aims of the lesson.	x		The teacher distributed the activities with a specific time limit.

	<b>Criteria 3: Learning Mediation</b>	<b>Yes</b>	<b>No</b>	<b>Observations</b>
1	The teacher promotes motivating collaborative activities based on student's previous knowledge or experiences.	x		Before planning the class, the teacher makes sure that contents were revised previously.
2	The teacher stimulates students to work collaboratively.	x		The teacher monitors each group, solving doubts and encouraging them to work
3	The teacher formulates questions for the students to comprehend the contents properly.	x		The teacher continues asking similar questions to students even when they had already respond.
4	The teacher reinforces orally the students' performance to motivate them.	x		The teacher congratulates students when their answers were correct, and because of this, some students continue adding information.

5	The teacher considers students' mistakes as an opportunity to learn.	x		When a mistake was made, the teacher takes advantage of the situation to start an explanation about the contents.
6	The teacher engages students to think and solve problems critically.	x		In some occasions the teacher generates opportunities for students to discuss and make a decision.
7	The teacher asks questions to verify student's knowledge.	x		The teacher occasionally tends to verify the students' knowledge through questions.
8	The structure of the class is based on the interaction between students.	x		Most of the time is focus on the interaction amongst students.
9	The teacher gives students' oral feedback to enhance the students' achievement of the objectives of the lesson.		x	Because of the time feedback was not delivered.
10	The teacher guides students to make connections between the contents seen in class and other situations of daily life.	x		Because of the nature of the activity, students had to refer to daily life situations.
11	The teacher uses different teaching strategies for those students that require it.		x	There is no evidence on a differentiation among students with special needs.



## Appendix E2: Observation Rubric 2<sup>nd</sup> lesson

### Observation rubric for the 2<sup>nd</sup> intervention

The following observation rubric is presented to obtain information about the actions taken in the development of the English classes. Such classes are carried out under an investigative methodology for subsequent reflexive practice among peers through a collaborative reading methodology. The main objective of this observation guide is to analyze the educational process while teaching under such methodology, and to inquire into student's reactions when facing a collaborative learning method.

#### Observation Criteria

- **Classroom environment:** It refers to the actions taken by the teacher and in the classroom to establish a good learning environment focusing on rules, participation, an appropriate atmosphere for interaction and a respectful attitude among all the participants of teaching-learning process.
- **Class organization:** It refers to seating arrangements made and the use of space, as well as how the different activities take place in the class, their time and pace. The use of spaces is also relevant in order to accomplish pedagogical objectives and students to achieve expected learning aims.
- **Learning mediation:** It refers to the intentional actions established by the teacher to stimulate students' achievement of learning objectives. As an example, to communicate learning objectives and procedures, to considerate students' previous knowledge, to allow students' to construct their knowledge through interactions between peers, among others.

	<b>Criteria 1: Classroom Environment</b>	<b>Yes</b>	<b>No</b>	<b>Observations</b>
1	The teacher promotes an environment of attention and order to start the teaching learning process by greeting students and establishing routines.	x		The teacher waits for silence and the class starts.
2	The teacher promotes an environment of respect in the classroom.	x		The teacher verifies how respectful students are to each other.
3	The teacher communicates instructions clearly to lead the learning process.		x	The instruction have to be repeated in order to students understand.

4	The teacher answers constructively when students make mistakes.	x		The teacher's answers are deep in order to students correct the mistakes.
5	The teacher makes effective actions to solve emergent difficulties	x		The teacher takes the right choices at the moment when an action to solve a problem is required.
6	The teacher promotes communication between students.	x		The teacher makes students to talk to each other.
7	The teacher promotes opportunities of participation in different moments of the class.	x		All the students have the opportunity to participate during the session.
8	The teacher considers the individual differences of students during the development of the class.		x	It is not clear the difference the teacher considers to the individual differences of students.
9	The students seem to be motivated and participate in the activities given by the teacher.	x		Students are engaged with the activities given by the teacher.
10	The students seem to be self-confident when working in groups.	x		Most student seem to show confidence on their actions.
11	Most students work in groups instead of an individual work.	x		Most of them work in groups sharing ideas.
12	The students collaborate with the learning of their peers.	x		The students aid their peers when it is required.
13	The students are responsible for their own knowledge because they understand that learning is a social process.	x		Students seem to understand that learning is a social process.

14	The students are open to listen to others' opinions and keep an empathic attitude.	x		Students listen carefully when others are presenting.
15	The students are capable of coming up with creative solutions to solve problems.		x	There is only a few students who use the creativity to solve problems.

	<b>Criteria 2: Class organization</b>	<b>Yes</b>	<b>No</b>	<b>Observations</b>
1	The teacher communicates the objectives of the class.	x		The teacher communicates the objectives orally and written in the board.
2	The teacher develops the class following structure: engage, presentation, practice, production and close-up.	x		The teacher follows the structure according to the lesson plan.
3	The teacher properly disposes of the resources required for the development of the class.	x		All the resources were checked before the beginning of the class.
4	The teacher uses different strategies to achieve an organized work.	x		The teacher adopts a different strategy if needed to achieve an organized work.
5	The teacher organizes the space according to the activities to develop a collaborative class.	x		The teacher change the seats of students after having gave the instructions.
6	The teacher integrates every student in the activities organized for the class.	x		The teacher creates opportunities for students to participate actively in the classroom.

7	The teacher optimizes the available time of the class to achieve the aims of the lesson.	x		The teacher is aware of the time remaining.
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	<b>Criteria 3: Learning Mediation</b>	<b>Yes</b>	<b>No</b>	<b>Observations</b>
1	The teacher promotes motivating collaborative activities based on student's previous knowledge or experiences.	x		The contents revised in the lesson were previously taught to students.
2	The teacher stimulates students to work collaboratively.	x		The teacher encourage student to work collaboratively by checking their work group by group.
3	The teacher formulates questions for the students to comprehend the contents properly.	x		The teacher develops some question to introduce the topic to the class.
4	The teacher reinforces orally the students' performance to motivate them.	x		The teacher encourages the students to keep talking and expressing their ideas about the work.
5	The teacher considers students' mistakes as an opportunity to learn.	x		At the moment a student makes a mistake, the teacher corrects them constructively.
6	The teacher engages students to think and solve problems critically.	x		The teacher utilized PBL methodology to develop the activities.
7	The teacher asks questions to verify student's knowledge.	x		The teacher asks for more information in order to verify students' knowledge.

8	The structure of the class is based on the interaction between students.	x		The majority of the time utilized within the lesson was focus on the interaction amongst students.
9	The teacher gives students' oral feedback to enhance the students' achievement of the objectives of the lesson.		x	There is no evidence.
10	The teacher guides students to make connections between the contents seen in class and other situations of daily life.	x		In a few occasions the teacher makes students remember past contents.
11	The teacher uses different teaching strategies for those students that require it.	x		The teacher show a special strategy when it is needed with a student.

## Appendix E3: Observation Rubric 3<sup>rd</sup> lesson

### Observation rubric for the 3th intervention

The following observation rubric is presented to obtain information about the actions taken in the development of the English classes. Such classes are carried out under an investigative methodology for subsequent reflexive practice among peers through a collaborative reading methodology. The main objective of this observation guide is to analyze the educational process while teaching under such methodology, and to inquire into student's reactions when facing a collaborative learning method.

#### Observation Criteria

- **Classroom environment:** It refers to the actions taken by the teacher and in the classroom to establish a good learning environment focusing on rules, participation, an appropriate atmosphere for interaction and a respectful attitude among all the participants of teaching-learning process.
- **Class organization:** It refers to sitting arrangements made and the use of space, as well as how the different activities take place in the class, their time and pace. The use of spaces is also relevant in order to accomplish pedagogical objectives and students to achieve expected learning aims.
- **Learning mediation:** It refers to the intentional actions established by the teacher to stimulate students' achievement of learning objectives. As an example, to communicate learning objectives and procedures, to considerate students' previous knowledge, to allow students' to construct their knowledge through interactions between peers, among others.

	<b>Criteria 1: Classroom Environment</b>	<b>Yes</b>	<b>No</b>	<b>Observations</b>
1	The teacher promotes an environment of attention and order to start the teaching learning process by greeting students and establishing routines.	x		The teacher greets the students and explains step by step the activities to do.
2	The teacher promotes an environment of respect in the classroom.	x		The teacher is attentive to maintain the respect within the class.
3	The teacher communicates instructions clearly to lead the learning process.	x		All the student understood the instructions.
4	The teacher answers constructively when students make mistakes.		x	The teacher says the right word when students make mistakes.

5	The teacher makes effective actions to solve emergent difficulties	x		The teacher dealt with rebel students in 2 occasions.
6	The teacher promotes communication between students.	x		The teacher makes students talk to each other.
7	The teacher promotes opportunities of participation in different moments of the class.	x		Every student had the opportunity to participate during the session.
8	The teacher considers the individual differences of students during the development of the class.		x	The teacher does not attend the individual needs of each student.
9	The students seem to be motivated and participate in the activities given by the teacher.	x		The students seem to be engaged to the activities.
10	The students seem to be self-confident when working in groups.	x		The students show confidence in their work.
11	Most of the students work in groups instead of an individual work.	x		Students work in groups as told.
12	The students collaborate with the learning of their peers.	x		Students work and help each other.
13	The students are responsible for their own knowledge because they understand that learning is a social process.	x		Students seem to understand and to be responsible for their own knowledge.
14	The students are open to listen to others' opinions and keep an empathic attitude.	x		Students seem to be respectful with their peers.
15	The students are capable of coming up with creative solutions to solve problems.		x	In this term students seem to think individually.

	<b>Criteria 2: Class organization</b>	<b>Yes</b>	<b>No</b>	<b>Observations</b>
1	The teacher communicates the objectives of the class.	x		The teacher writes the objective on the board as well.
2	The teacher develops the class following structure: engage, presentation, practice, production and close-up.	x		The class were structured according to the lesson plan.
3	The teacher properly disposes of the resources required for the development of the class.	x		The teacher has all the resources ready and

				planned for the development of the class.
4	The teacher uses different strategies to achieve an organized work.	x		The teacher changes his methodology according to the circumstances.
5	The teacher organizes the space according to the activities to develop a collaborative class.	x		The teacher changes the seats within the classroom in order to achieve a proper environment for the activities.
6	The teacher integrates every student in the activities organized for the class.	x		The teacher invites all students to participate on his class.
7	The teacher optimizes the available time of the class to achieve the aims of the lesson.	x		The teacher clearly indicates the available time for each activity.

	<b>Criteria 3: Learning Mediation</b>	<b>Yes</b>	<b>No</b>	<b>Observations</b>
1	The teacher promotes motivating collaborative activities based on student's previous knowledge or experiences.	x		The activities were planned according to previous content learned.
2	The teacher stimulates students to work collaboratively.	x		The teacher was checking the collaborative work group by group.
3	The teacher formulates questions for the students to comprehend the contents properly.		x	The teacher does not ask any question.
4	The teacher reinforces orally the students' performance to motivate them.	x		The teacher cheers up students to continue expressing their ideas in some opportunities.
5	The teacher considers students' mistakes as an opportunity to learn.	x		The teacher takes advantage of the errors made by the students as an opportunity to teach them.
6	The teacher engages students to think and solve problems critically.	x		The teacher promotes opportunities to



				students to think and look for the problems solutions.
7	The teacher asks questions to verify student's knowledge.	x		The teacher asks questions in the appropriate moment.
8	The structure of the class is based on the interaction between students.	x		The majority of the class time was occupied in students interacting to each other.
9	The teacher gives students' oral feedback to enhance the students' achievement of the objectives of the lesson.	x		At the end of the class the teacher announces a summary to guide them to achieve the objective of the lesson.
10	The teacher guides students to make connections between the contents seen in class and other situations of daily life.	x		The content is highly connected to daily life situations.
11	The teacher uses different teaching strategies for those students that require it.	x		The teacher approaches differently to students with special needs.

### Appendix F: Interview Processing Device

<b>Title:</b> EXPLORING STUDENTS' PERCEPTION ON COLLABORATIVE READING ACTIVITIES IN AN 11 <sup>TH</sup> GRADE OF A SEMI-PRIVATE SCHOOL IN SANTIAGO, CHILE.		<b>Key words:</b> Collaborative learning, reading comprehension, demotivation	
<b>General objective:</b> To evince the students' perceptions after applying collaborative learning in the classroom in reading skills development.	<b>Research question:</b> "what are students' perceptions on collaborative reading activities in an 11 <sup>th</sup> grade in a semi-private school in Santiago, Chile?"	<b>Categories:</b>	<b>Codes:</b>
<b>Specific objective 1:</b> To know about students' previous experiences in group work.  - What are the students' previous experiences in group work?	<b>RQ1-</b> ¿Has trabajado en equipo antes?  <b>RQ2-</b> ¿Qué recuerdas de estas experiencias previas? mencione un ejemplo  <b>RQ3-</b> ¿Cuál fue el resultado obtenido de estas experiencias previas? Mencione un ejemplo.	<b>SO1.1</b> Find out information about previous experiences	<b>SO1.1.RQ1:</b> existence of previous group work experiences. "Si, en ferias científicas, en varias" (interviewee #2)
			<b>SO1.1.RQ2:</b> Recall positive information about previous experiences in group work. <i>"Eh, fueron buenas experiencias porque trabajaba en equipo porque... de hecho yo trabajaba en equipo con persona que yo ni conocía antes, y entonces te llega como a conocer más a las personas y hacen un gran aporte, ellos dan ideas y complementamos todas las ideas que dieran"</i> (Interviewee #6).
			<b>SO1.1.2.RQ2:</b> Recall negative information about previous experiences in group work. <i>"Un ejemplo. Eh feria científica del año pasado eh lo hice en historia,</i>

			<p><i>éramos vikingas, y la verdad eh me sentí súper fuera del grupo eh yo tenía toda la disposición a trabajar, pero me sentí súper fuera del grupo, porque al final el trabajo me lo me lo llevaba yo y mi otra compañera, y no era, no lo sentía muy justo, pero sin embargo nos salió bien, pero no es una experiencia que recuerde, así como: oh que bonito". (Interviewee #3)</i></p>
			<p><b>SO1.1.RQ3</b> Positive results in previous group work experiences. <i>"El resultado obtenido: - experiencia. La experiencia, porque uno ahí, mientras más trabaja en equipo uno va aprendiendo. Uno aprende a saber escuchar al otro, a integrarse uno mismo, porque, uno no tiene que esperar a que lo integren, si no que uno tiene que hacerse respetar y e integrarse al grupo, entonces, más que nada experiencia, y también recuerdo buenos grupos, como malos grupos". (Interviewee #3).</i></p>
	<p><b>RQ4</b>-¿Cuál es el modo en el que se trabaja en equipo? Mencione un ejemplo.</p>	<p><b>SO1.2</b> Understand students' techniques when working in groups.</p>	<p><b>SO1.2.RQ4:</b> Task distribution. <i>"Eh se toma ciertas ideas se hace como una lluvia de ideas y después se ordena todo, y también uno tiene que trabajar en cuanto a sus capacidades, por ejemplo, unos a lo</i></p>

			<p><i>mejor redactando, otros mejor escribiendo, unos mejor en la oratoria entonces ahí uno tiene que ir juntándose y pero también diferenciándose en cuanto nuestras capacidades para así complementar”. (Interviewee #4).</i></p> <p><b>SO1.2.1RQ4:</b> Considering values within the group work.  <i>“El modo en el que se trabaja en equipo, uno tiene que tener la disposición y uno tiene que saber escuchar al otro, porque si uno no sabe escuchar al otro eh ya de ahí parte todo mal. Y uno tiene que tener la confianza de poder expresar lo que uno quiere con el grupo que esta. Tiene que haber una buena convivencia, un buen “feeling” en el grupo”. (Interviewee #3).</i></p>
	<b>RQ5</b> -¿Consideras que al realizar actividades en conjunto fortalece el aprendizaje?	<b>SO1.3</b> Improvement obtained in the learning process	<p><b>SO1.3.RQ5:</b> Students Consider reinforcement on the learning process.  <i>“Sí. Lo fortalece bastante, porque como uno ya no puede saber tanto y uno y otros que ya manejan, pueden hacer una red de ayuda, y así cada uno aprende y al final pueden llegar al mismo nivel. (Interviewee #4).</i></p>
<b>Specific objective 2:</b>	<b>RQ1</b> -Al momento de trabajar con un texto en inglés. ¿Consideras	<b>SO2.1</b> Preferences of reading in group vs individually.	<b>SO2.1.RQ1:</b> a better learning in group. <i>“No, definitivamente,</i>

<p>To evince students' preferences about two different learning styles (Collaborative work and individual work)</p> <ul style="list-style-type: none"> <li>- What learning styles do students prefer?</li> </ul>	<p>que aprendes más trabajándolo individual o grupalmente?</p> <p><b>RQ2-</b> Al trabajar en equipo, ¿qué elementos favorecen el desarrollo del trabajo y cuáles no? Da ejemplos.</p> <p><b>RQ3-</b>¿Prefieres trabajar individualmente o en grupo? ¿Por qué?</p>		<p><i>grupalmente. Por El hecho de tener un texto en mano hay algo que tú no sabes cómo traducirlo, que significa, vas a tener a tus compañeros al lado que te va a ayudar, que va a saber más que tú, que te va a ayudar y es una retroalimentación conjunta mutua". (Interviewee #5).</i></p> <p><b>SO2.1.RQ1:</b> a better learning individually. <i>"Eh por lo general, individual. Porque me concentro más en lo que yo estoy leyendo, en lo que yo entiendo, y en lo que yo... voy a seguir con el texto, pero... igual el trabajo grupal no estaría mal, porque así tengo muchas más ideas y validen lo que pueda hacer más adelante, y ver si está bien o está mal". (Interviewee #7).</i></p> <p><b>SO2.1.RQ2:</b> external factors of the development of the work. <i>"Eh sobre todo el tema el texto porque si uno tiene un texto aburrido no es algo que llame la atención, uno no va a trabajar. También la motivación que uno tenga También influye la hora en que se hace, si es la hora final uno a veces está cansado, lo ideal es que cuando uno quiere aprender algo tan difícil como inglés, sea en horarios</i></p>
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			<p><i>más temprano, donde la energía esté más. (Interviewee #4).</i></p> <p><b>SO2.1.1RQ2:</b> internal factors of the development of the work. <i>“Por ejemplo que una persona se motive a algo que una persona quiera participar en eso entonces como que eso mismo te baja a ti como esa energía como eso sería por ejemplo en la primera clase, algunos no querían participar, entonces era como más como más aburrido, pero luego como que ya se empezaron a motivar un poco de cada clase, y era como más entretenido. (Interviewee #2).</i></p> <p><b>SO2.1.1RQ3:</b> group work preference. <i>“En grupo, porque además de la instancia de debate porque uno como que se siente más seguro al hablar, con una persona porque si es en grupo, y con personas que conozca obviamente que ya la ya sé cómo (dice una palabra incomprensible) entonces como que me gusta expresarme con personas que le tengo confianza”. (Interviewee #2).</i></p> <p><b>SO2.1.1RQ3:</b> individual work preference. <i>“Me gusta trabajar individual, porque no sé, soy así. Soy como una</i></p>
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			<i>persona súper independiente, pero no tengo problema en trabajar en grupo, pero preferentemente trabajo sola". (Interviewee #3).</i>
<b>RQ4</b> -¿Consideras que el objetivo de la clase se logra más exitosamente al trabajar en equipo? ¿Por qué?	<b>SO2.2</b> The achievement of the objective of the class when working in groups	<b>SO2.2.RQ4:</b> succeed on the objective of the class by working in groups. <i>"Sí. Porque como dije unos quizás ya saben y otros quizás ya no... no tienen idea, entonces uno se va complementando con el otro y al final el objetivo se alcanza grupalmente mucho mejor que individualmente donde solamente uno alcanza el objetivo y otros quedaron colgados". (Interviewee #4).</i>	
<b>RQ5</b> -¿Consideras que más actividades debiesen ser realizadas grupalmente?		<b>SO2.2.RQ5:</b> more group work activities should be included. <i>"Eh sí, de hecho considero que deberían ser la mayoría realizada grupalmente porque así uno aprende mejor, aprende de manera más didáctica y también puede ayudar a otro". (Interviewee #4)</i>	
<b>RQ6</b> -¿Crees tú que el trabajo en equipo es más exitoso en cuanto a aprendizaje?	<b>SO2.3</b> Success of the learning when working in group	<b>SO2.3.RQ6:</b> success on the learning when working in groups. <i>"Sí. A veces me voy por una pregunta en teoría si uno trabaja en grupo puede llegar a ideas más claras, a ideas más concretas puede aprender</i>	

			<p><i>uno y que el otro aprenda y claro, también tiene que ver con la motivación, pero creo que es fundamental trabajar en equipo". (Interviewee #4).</i></p>
	<p><b>RQ7</b>-¿Qué diferencias notaste en las últimas tres clases respecto de las anteriores?</p>	<p><b>SO2.4</b> Differences between previous sessions</p>	<p><b>SO2.4.RQ7:</b> increment in the student's participation.  <i>"Eh... La motivación sobre todo, las ganas que le pusieron, porque las otras clases por lo general se ven haciendo nada literalmente y con estas clases ya fue un poco más movidas las clases por decirlo así, o sea pasamos adelante, ya quien habla, ya quien dibuja, entonces fue todo un poquito más como movido". (Interviewee #7).</i></p> <p><b>SO2.4.1.RQ7:</b> reduction in students' withdrawness.  <i>"Hmm, como a unas personas como que tenían miedo a expresarse en una clase y después en otras clases empezaron a hablar más como era estaban más incentivados a hablar". (Interviewee #2).</i></p>
	<p><b>RQ8</b>-¿Consideras que continuar con este tipo de actividades de lectura, tendría buenos resultados en tus calificaciones? ¿Por qué?</p>	<p><b>SO2.5</b> Future improvements</p>	<p><b>SO2.5.RQ8:</b> The students think their grades will improve.  <i>"Porque siento que la lectura es la base de todo. Entonces uno tiene que aprender a leer, aprender a eh procesar lo que uno está leyendo, y</i></p>



			<p><i>así uno puede enfrentarse a mas situaciones, porque si uno no sabe leer, o no entiende lo que lee, después en la prueba uno está, así como: "¡a ver, esto lo leí!" Y uno ahí, y uno ahí se empieza a cuestionar: "¿pero lo entendí?". Eso es". (Interviewee #3).</i></p>
<p><b>Specific objective 3:</b> To examine the students' perceptions after having participated in collaborative reading activities.</p> <ul style="list-style-type: none"> <li>- What are the students' perceptions after having participated in collaborative reading activities?</li> </ul>	<p><b>RQ1</b>-¿Te gusta aprender inglés? ¿Por qué?</p>	<p><b>SO3.1</b> Perception in motivation</p>	<p><b>SO3.1.RQ1:</b> Students are interested in learning the language. <i>" Eh si bastante es que el inglés me va a ayudar muchísimo o sea el inglés es prácticamente la lengua del futuro en cuanto a mi desarrollo profesional que tengo planificado me va a servir muchísimo, y aparte también para mis hobbies que tengo por ahí". (Interviewee #5).</i></p>
	<p><b>RQ2</b>-Con respecto a cómo enseña el profesor. ¿Cuáles fueron los elementos que te resultaron motivantes y cuáles no? Refiérase a la actitud y postura frente al curso por parte del profesor.</p>	<p><b>SO3.2</b> Teacher's impact in EFL classroom</p>	<p><b>SO3.2.RQ2:</b> the students point out that the didactic used by the teacher. <i>"En general que las clases fueron demasiado didácticas. En comparación porque con el otro profesor es lo típico o sea la tele prenderla y escribir en la pizarra, y ya listo, en cambio con el otro profesor fue mucho más didáctico, "ya formen grupo, cartulinas, escriban" y me gusta hacer carteles, y todo lo que implica dibujo)". (Interviewee #7).</i></p>

	<p><b>RQ3</b>-Con respecto al material empleado ¿Consideras que las actividades de comprensión de Lectura te motivaron a trabajar? ¿Por qué?</p>	<p><b>SO3.3</b> Material.</p>	<p><b>SO3.3.RQ3:</b> Topics of interests caught the attention of the students. <i>“Si, si porque eran temas interesantes, eran tópicos interesantes, por ejemplo, el tema de los desastres naturales, el tema de lo que uno hacía en el verano, que pude conversar, no sé con mi compañera de que hacía en el verano. Darme cuenta de que teníamos más cosas en común, y el tema de los vegetarianos también</i></p>
	<p><b>RQ4</b>-Respecto del desarrollo de la clase, ¿consideras que las sesiones generaron instancias para Participar activamente en el aula?</p> <p><b>RQ5</b>-¿Te gusto haber participado en estas sesiones? ¿Por qué?</p>	<p><b>SO3.4</b> Development of the class.</p>	<p><b>SO3.4.RQ4:</b> Students agreed that group work led to a participation of the entire class. <i>“Sí. Sí. Sí porque eh cada actividad era una oportunidad para expresar el punto de vista de uno, y varias personas que yo a veces veo que no participan nada de las clases, en las clases participaron”. (Interviewee #3).</i></p> <p><b>SO3.4.RQ5:</b> the students confirmed that they liked the sessions. <i>“Si. Porque no, en realidad yo... por lo general, no soy mucho de participar ni que salga adelante ni que lea porque no es que no me guste, pero no me acomoda pero en esta instancia, si, fue algo como ya que</i></p>

			<i>me motivó a hacerlo. (Interviewee #7).</i>
<p><b>Specific objective 4:</b> To identify factors that might decrease withdrawnness when expressing ideas in EFL.</p> <ul style="list-style-type: none"> <li>- Which factors decrease withdrawnness when students express their ideas in EFL?</li> </ul>	<p>RQ1-¿Consideras que el trabajar grupalmente en actividades de comprensión de lectura te sientes más seguro al expresarte en el idioma extranjero?</p>	<p><b>S.O.4.1</b> Reliability when expressing ideas orally in a work group.</p>	<p><b>SO4.1.RQ1:</b> Students feel self-confident when expressing ideas orally in a work group. <i>“Eh, sí Si porque pucha al momento de exponer como se dieran estos casos, nosotros tuvimos a nuestro compañero al lado entonces en caso de que se nos olvidara algo, o nos pusiéramos nerviosos, íbamos a tener a nuestro compañero que iba a estar al lado, diciendo, corrigiéndonos, y ayudándonos, y uno se refresca al tiro la mente y empieza a hablar y hablar lo que tenía pensado”.</i> (Interviewee #5).</p>
	<p>RQ2-En caso de exponer frente al curso, ¿te sientes más seguro de hacerlo individual o grupalmente? ¿Por qué?</p>	<p><b>S.O.4.2</b> Understand students’ preferences at the moment of discoursing</p>	<p><b>SO4.2.R2:</b> Self-confidence when discoursing in a group in front of the class. <i>“Eh, personalmente a pesar de que si pueda hacerlo solo e individual y me guio mejor individualmente. Hacerlo grupal me da ciertos respaldos, en cuanto a que si me equivoco, no voy a estar solo al frente del curso, y si mi</i></p>

			<p><i>compañero se equivoca tampoco va a estar solo frente al curso, entonces para mi me resulta mucho más mejor y más grato sobre todo".</i> (interviewee #4)</p>
	<p>RQ3-¿Qué factores incrementan tu seguridad al trabajar en conjunto?</p> <p>RQ4-¿Cómo puedes combatir posibles inseguridades al momento de producir ideas cuando se trabaja en equipo?</p>	<p><b>S.O.4.3</b> Facing insecurity when working in groups</p>	<p><b>SO4.3.RQ3:</b> The students feel self-confident depending on the classmate they work with. <i>"Que factores incrementan mi seguridad mmm que las otras personas también manejen el tema. Que las otras personas dediquen completamente su concentración en el tema, porque yo eso hago, yo soy mi 100, para recibir el 100, en cuanto a un trabajo en grupo".</i> (Interviewee #3).</p> <p><b>SO4.3.RQ4:</b> Supportiveness amongst students. <i>" Mmm como el apoyo de decirle a la otra persona que si puede hacerlo y de que no tenga miedo porque yo soy muy insegura de repente porque si... si hay pocas personas en la sala, yo hablo o sea, me explayo, pero cuando hay muchas personas, por ejemplo que no tengo seguridad, como que soy más cabizbaja, como que no hablo tanto y entonces decirle a otra persona que si puede hacerlo y que lo haga y que da lo mismo como</i></p>

			<i>les salga, porque lo voy a hacer bien eh como que me ayuda".</i> (Interviewee #2).
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## **Entrevista protocolar acerca de la percepción sobre la motivación en estudiantes del Tercero medio A, respecto de las actividades de comprensión de lectura en aprendizaje colaborativo.**

En la siguiente entrevista, usted deberá contestar las siguientes preguntas con relación a sus percepciones durante el desarrollo de las tres clases guiadas por los profesores investigadores. Usted debe basar sus respuestas respecto de su propia experiencia dentro de las actividades trabajadas.

- **Objetivo N°1: Indagar sobre experiencias previas de trabajo en equipo.**

- 1- ¿Has trabajado en equipo antes?
- 2- ¿Qué recuerdas de estas experiencias previas? mencione un ejemplo.
- 3- ¿Cuál fue el resultado obtenido de estas experiencias previas? Mencione un ejemplo.
- 4- ¿Cuál es el modo en el que se trabaja en equipo? Mencione un ejemplo.
- 5- ¿Consideras que al realizar actividades en conjunto fortalece el aprendizaje?

- **Objetivo N°2: Evidenciar preferencias sobre un aprendizaje colaborativo versus un aprendizaje individual.**

- 1- Al momento de trabajar con un texto en inglés. ¿consideras que aprendes más trabajándolo individual o grupalmente?
- 2- Al trabajar en equipo, ¿qué elementos favorecen el desarrollo del trabajo y cuáles no? Da ejemplos.
- 3- ¿Prefieres trabajar individualmente o en grupo?
- 4- ¿Consideras que el objetivo de la clase se logra más exitosamente al trabajar en equipo?
- 5- ¿Consideras que más actividades debiesen ser realizadas grupalmente?
- 6- ¿Crees tú que el trabajo en equipo es más exitoso en cuanto a aprendizaje?
- 7- ¿Qué diferencias notaste en las últimas tres clases respecto de las anteriores?
- 8- ¿Consideras que continuar con este tipo de actividades de lectura, tendría buenos resultados en tus calificaciones?

- **Objetivo N°3: Indagar sobre niveles de motivación al aprender inglés.**

1. ¿Te gusta aprender inglés?
2. Con respecto a cómo enseña el profesor. ¿Cuáles fueron los elementos que te resultaron motivantes y cuáles no? Refiérase a la actitud y postura frente al curso por parte del profesor.
3. Con respecto al material empleado ¿Consideras que las actividades de comprensión de lectura te motivaron a trabajar?
4. Respecto del desarrollo de la clase, ¿consideras que las sesiones generaron instancias para participar activamente en el aula?
5. ¿Te gusto haber participado en estas sesiones? ¿Por qué?

- **Objetivo N°4: Reconocer si existen componentes dentro de la actividad que reduzca la vergüenza del estudiante al expresarse en el idioma extranjero.**

- 1- ¿Consideras que el trabajar grupalmente en actividades de comprensión de lectura te sientes más seguro al expresarte en el idioma extranjero?
- 2- En caso de exponer frente al curso, ¿te sientes más seguro de hacerlo individual o grupalmente?
- 3- ¿Qué factores incrementan tu seguridad al trabajar en conjunto?
- 4- ¿Cómo puedes combatir posibles inseguridades al momento de producir ideas cuando se trabaja en equipo?

## Appendix F1: Students' interviews

### Entrevista protocolar acerca de la percepción sobre la motivación en estudiantes del Tercero medio A, respecto de las actividades de comprensión de lectura en aprendizaje colaborativo.

En la siguiente entrevista, usted deberá contestar las siguientes preguntas con relación a sus percepciones durante el desarrollo de las tres clases guiadas por los profesores investigadores. Usted debe basar sus respuestas respecto de su propia experiencia dentro de las actividades trabajadas.

**Entrevistada #1: Yosune G.**

**Sexo: Femenino.**

**Fecha de Entrevista: Viernes 24 de Noviembre, 2017.**

**Establecimiento: Colegio Master College.**

- **Objetivo N°1**
- **Indagar sobre experiencias previas de trabajo en equipo.**

**1. ¿Has trabajado en equipo antes?**

*Sí.*

**2. ¿Qué recuerdas de estas experiencias previas? mencione un ejemplo.**

*¿Que no sean las de inglés? ¿Otras anteriores? (pregunta al entrevistador)*

**(El entrevistador le aclara a experiencias previas)**

*Eh (pausa breve) maquetas si (pausa breve) oh tra (duda) (pausa breve) informes de alguna investigación.*

**3. ¿Cuál fue el resultado obtenido de estas experiencias previas? Mencione un ejemplo.**

*(Pide si le puede repetir la pregunta) (El entrevistador se la repite) Me han subido mis notas en inglés, si estoy como más concentrada en eso*

**4. ¿Cuál es el modo en el que se trabaja en equipo? Mencione un ejemplo.**

*Ehh, para, por ejemplo, en el informe ese, un informe que hice en electivo. Era...eh todos buscamos información, después nos juntábamos...eh dábamos ide.... todas las ideas las juntábamos y hacíamos el informe. Todo un poco.*

**5. ¿Consideras que al realizar actividades en conjunto fortalece el aprendizaje?**

*Depende (se ríe), porque si hay personas que no aportan nada, obviamente no (pausa breve) no va a fortalecer mi aprendizaje.*



- **Objetivo N°2**
- **Evidenciar preferencias sobre un aprendizaje colaborativo versus un aprendizaje individual.**

**1. Al momento de trabajar con un texto en inglés. ¿Consideras que aprendes más trabajándolo individual o grupalmente?**

*Individual.*

**2. Al trabajar en equipo, ¿qué elementos favorecen el desarrollo del trabajo y cuáles no? Da ejemplos.**

*Usted sabe que no trabaje en equipo (en voz baja) (pausa breve) (se ríe) Eh, o sea cuando estábamos en grupo yo leía y les iba traduciendo y ellos iban como sacando ideas y ahí armábamos la cartulina y todo eso.*

**3. ¿Prefieres trabajar individualmente o en grupo?**

*Individual*

**¿Por qué?**

*Eh (breve pausa) o sea igual depende de las personas, porque si son personas que si van a trabajar (breve pausa) ¡bacán! (enérgica), pero si no, no.*

**4. ¿Consideras que el objetivo de la clase se logra más exitosamente al trabajar en equipo?**

*Lo mismo (breve pausa) depende de las personas.*

**¿Por qué?**

*Por lo mismo, porque si no hacen nada que voy a (pausa breve) uno no llega a nada (se ríe), entonces.*

**5. ¿Consideras que más actividades debiesen ser realizadas grupalmente?**

*Sí... sí.*

**6. ¿Crees tú que el trabajo en equipo es más exitoso en cuanto a aprendizaje?**

*De nuevo lo mismo, depende de (breve pausa) con las personas que trabaje*

**7. ¿Qué diferencias notaste en las últimas tres clases respecto de las anteriores?**

*Mayor participación (breve pausa) si, bakan, se veía mucho más bakan.*

**8. ¿Consideras que continuar con este tipo de actividades de lectura, tendría buenos resultados en tus calificaciones?**

*¿En mis calificaciones? (se pregunta a si misma) Sí.*

**¿Por qué?**

*Eh (pausa breve) siento que, es que a mí me gusta leer y mientras más lea, y más en inglés, si yo creo que sí.*

- **Objetivo N°3**
- **Indagar sobre niveles de motivación al aprender inglés.**

**1. ¿Te gusta aprender inglés?**

*Sí*

**¿Por qué?**

*Es que, quiero estudiar teatro, y siento que saber inglés y aprender hablar inglés me va a llevar así al máximo (apunta con la mano hacia arriba y se ríe).*

**2. Con respecto a cómo enseña el profesor. ¿Cuáles fueron los elementos que te resultaron motivantes y cuáles no? Refiérase a la actitud y postura frente al curso por parte del profesor.**

*Eh no sé, es que tengo una motivación frente...al inglés más que nada. Además, que hacia las clases súper entretenidas.*

**3. Con respecto al material empleado ¿Consideras que las actividades de comprensión de lectura te motivaron a trabajar?**

*Sí, o sea algunos textos eran como medios (dudosa) fomes, pero otros eran bien buenos.*

**¿Por qué?**

*No sé, eso de los trabajos del que lavaba los autos no me gusto.*

**4. Respecto del desarrollo de la clase, ¿consideras que las sesiones generaron instancias para participar activamente en el aula?**

*Participé sola, pero sí (se ríe).*

**5. ¿Te gusto haber participado en estas sesiones? ¿Por qué?**

*Sí (pausa breve) eh feliz de ayudar al profe en su tesis*

- **Objetivo N°4**
- **Reconocer si existen componentes dentro de la actividad que reduzca la vergüenza del estudiante al expresarse en el idioma extranjero.**

**5- ¿Consideras que el trabajar grupalmente en actividades de comprensión de lectura te sientes más seguro al expresarte en el idioma extranjero?**

*O sea no sé si yo (habla rápido), es que a mí me da lo mismo hablar en inglés en cualquier lado, pero siento que a mis....a algunos de mis compañeros si, como que se sentían como más seguros.*

**6- En caso de exponer frente al curso, ¿te sientes más seguro de hacerlo individual o grupalmente?**

*Me da igual (con voz de desinterés).*

**¿Por qué?**

*Eh (pausa breve) es que puedo disertar sola o simplemente disertar en grupo.*

**7- ¿Qué factores incrementan tu seguridad al trabajar en conjunto?**

*Que con las personas que trabajen sepan eh (pausa breve) a como (pausa breve) a que se quiere llegar.*

**8- ¿Cómo puedes combatir posibles inseguridades al momento de producir ideas cuando se trabaja en equipo?**

*Eh (pausa breve) de qué manera (pausa breve) diciéndole que él puede po', si todos podemos, todos podemos, nada es imposible (se ríe).*

**Entrevistada #2: Solange.**

**Sexo: Femenino.**

**Fecha de Entrevista: Viernes 24 de Noviembre, 2017.**

**Establecimiento: Colegio Master College.**

- **Objetivo N°1**
- **Indagar sobre experiencias previas de trabajo en equipo.**

**1. ¿Has trabajado en equipo antes?**

*Eh, si (pausa breve) en ferias científicas (pausa breve) en varias*

**2. ¿Qué recuerdas de estas experiencias previas? mencione un ejemplo.**

*O sea, casi siempre como que los trabajos grupales, siempre los había hecho por (pausa breve) o sea (pausa breve) los trabajos los había hecho súper motivado (pausa breve) por ejemplo en la feria científica, por eso le decía, es mi trabajo grupal favorito, porque (pausa breve) hablábamos de la pólvora negra y en un (se ríe) (pausa breve) éramos de la pólvora negra, entonces hay que ver (pausa breve) era como divertido porque era (pausa breve) ya sea como que salía fuego y todo eso (pausa breve) entonces era como innovador (pausa breve) y la recuerdo bien porque hubo mucho atao' por ese proyecto porque pensaban que se estaba quemando el colegio y era en un momento porque se había levantado demasiado y así, tuvieron (pausa breve) de hecho tuvieron que buscar un extintor así, como que lo tenían cerquita (se ríe).*

**3. ¿Cuál fue el resultado obtenido de estas experiencias previas? Mencione un ejemplo.**

*O sea el aprendizaje (pausa breve) como (pausa breve) la pólvora negra (pausa breve) aprendí varios de esos temas (pausa breve) por ejemplo también había hecho proyectos de levitación magnética (pausa breve) este año hicimos un proyecto de levitación magnética y aprendí varias cosas que no tenía ni idea (pausa breve) y (pausa breve) también que (pausa breve) como carreras que me pueden ayudar más adelante (pausa breve) que tratan de ese (pausa breve) esos temas.*

**4. ¿Cuál es el modo en el que se trabaja en equipo? Mencione un ejemplo.**

*¿Modo? ¿Cómo el modo? (el entrevistador le menciona al modo de trabajar en equipo) (pausa breve) Ah, todos motivados obviamente (pausa breve) de todos comprometidos a aportar.*

**5. ¿Consideras que al realizar actividades en conjunto fortalece el aprendizaje?**

*(Pensativa) Sí (pausa breve) sí.*

- **Objetivo N°2**
- **Evidenciar preferencias sobre un aprendizaje colaborativo versus un aprendizaje individual.**

**1. Al momento de trabajar con un texto en inglés. ¿consideras que aprendes más trabajándolo individual o grupalmente?**

*¿En un texto? (se auto pregunta) Individual (pausa breve) Sí, porque (pausa breve) yo (pausa breve) como (pausa breve) en un texto (pausa breve) como que yo misma me guío (pausa breve) yo misma me entiendo (pausa breve) entonces que otra persona venga y diga "no entiendo", es como no sé cómo explicarle eso (silencio breve)*

**2. Al trabajar en equipo, ¿qué elementos favorecen el desarrollo del trabajo y cuáles no? Da ejemplos.**

*Por ejemplo (pausa breve) que una persona se motive a algo (pausa breve) que una persona quiera participar en eso (pausa breve) entonces como que eso mismo (pausa breve) te baja a ti (pausa breve) como esa energía (pausa breve) como eso sería por ejemplo en la primera clase, algunos no querían participar, entonces era como más (pausa breve) como más aburrido, pero luego como que ya se empezaron a motivar un poco de cada clase, y era como más entretenido.*

**3. ¿Prefieres trabajar individualmente o en grupo?**

*En grupo (silencio breve)*

**¿Por qué?**

*Porque (pausa breve) además de la instancia de debate (se ríe) (pausa breve) porque uno como que se siente más seguro al hablar, con una persona (pausa breve) porque si es en grupo, y con personas que conozca obviamente (pausa breve) que ya la (pausa breve) ya sé cómo (dice una palabra inteligible) (pausa breve) entonces como que me gusta expresarme con personas que le tengo confianza.*

**4. ¿Consideras que el objetivo de la clase se logra más exitosamente al trabajar en equipo?**

*Sí.*

**¿Por qué?**

*Porque uno (pausa breve) eh, por ejemplo (pausa breve) aprende como siendo (pausa breve) en un grupo uno puede reírse y hablar (pausa breve) y experiencias (pausa breve) y uno como que esas experiencias las va recordando (pausa breve) entonces, cuando uno recuerda esa experiencia, recuerda lo que vio ese día (pausa breve) fue algo que aprendió.*

**5. ¿Consideras que más actividades debiesen ser realizadas grupalmente?**

*Sí. Es como fuera de la rutina (pausa breve) como un día (pausa breve) sí.*

**6. ¿Crees tú que el trabajo en equipo es más exitoso en cuanto a aprendizaje?**

*Sí (pausa breve) por lo mismo que le había dicho, de que uno recuerda la experiencia (pausa breve) y como que eso se le va recordando.*

**7. ¿Qué diferencias notaste en las últimas tres clases respecto de las anteriores?**

*Mmm (pausa breve) como (pausa breve) a unas personas como que tenían miedo a expresarse en una clase (pausa breve) y después en otras clases empezaron a hablar más (pausa breve) como era (pausa breve) estaban más incentivados a hablar.*

**8. ¿Consideras que continuar con este tipo de actividades de lectura, tendría buenos resultados en tus calificaciones?**

*Sí (pausa breve) (se ríe) si usted me hubiese puesto nota por esa clase, yo me hubiese sacado un siete.*

- **Objetivo N°3**
- **Indagar sobre niveles de motivación al aprender inglés.**

**1. ¿Te gusta aprender inglés?**

*Me fascina (se ríe)*

**¿Por qué?**

*Porque (pausa breve) o sea (pausa breve) yo quiero (pausa breve) a mí me gusta viajar (pausa breve) entonces yo quiero viajar a otras partes del mundo, o sea (pausa breve) recorrer como los países y pa' hacerlo, el habla que utilizan, el universal es inglés (pausa breve) me sirve pa' aprenderlo.*

**2. Con respecto a cómo enseña el profesor. ¿Cuáles fueron los elementos que te resultaron motivantes y cuáles no? Refiérase a la actitud y postura frente al curso por parte del profesor.**

*¿Se está refiriendo a las tres (pausa breve)? (le pregunta al entrevistador) yap, motivantes (pausa breve) si, el trabajo en grupo (pausa breve) como que estar con otra persona y a la vez discutir un tema me gustó (pausa breve) que teniai' que con una cartulina que escribir me gustó eso (pausa breve) poner ideas y después disertarlas.*

**3. Con respecto al material empleado ¿Consideras que las actividades de comprensión de lectura te motivaron a trabajar?**

*Sí (pausa breve) o sea, eran temas interesantes, entonces como que (pausa breve) aprendía cosas nuevas, por ejemplos los tornados, como que me gusta eso de los tornados, tsunamis (pausa breve) como que me gustan esas cosas, y (pausa breve) sí.*

**4. Respecto del desarrollo de la clase, ¿consideras que las sesiones generaron instancias para participar activamente en el aula?**

*Si (pausa breve) de hecho eso es lo que me gusta, cuando todos como participan en algo como que se me quita el miedo de expresarme.*

**5. ¿Te gustó haber participado en estas sesiones? ¿Por qué?**

*Si (pausa breve) (se ríe) además de que perdí un poco de clases (se ríe) ya, porque (pausa breve) Era como (pausa breve) un día le dije (pausa breve) una instancia de*

*participar en la vida (pausa breve) así como que era entretenido (pausa breve) como que salía fuera de la rutina...*

- **Objetivo N°4**
- **Reconocer si existen componentes dentro de la actividad que reduzca la vergüenza del estudiante al expresarse en el idioma extranjero.**

1. **¿Consideras que el trabajar grupalmente en actividades de comprensión de lectura te sientes más seguro al expresarte en el idioma extranjero?**

*Sí (pausa breve) porque siento el apoyo de la otra persona que está a mi lado y sé que (pausa breve) como preocupada con el tema y no sé decirlo, esa persona me va a ayudar, y ahí yo me explico.*

2. **En caso de exponer frente al curso, ¿te sientes más seguro de hacerlo individual o grupalmente?**

*Grupal, por el mismo apoyo.*

3. **¿Qué factores incrementan tu seguridad al trabajar en conjunto?**

*Eh seguridad (pausa breve) como que me siento más seguro cuando (pausa breve) es como relajado la clase (pausa breve) como que no hay tanta presión (pausa breve) y eso que haya como una energía muy positiva (pausa breve) entonces como no pesado, diciendo que nos va a salir mal y eso.*

4. **¿Cómo puedes combatir posibles inseguridades al momento de producir ideas cuando se trabaja en equipo?**

*Mmm (pausa breve) como el apoyo de decirle a la otra persona que si puede hacerlo (pausa breve) Y de que no tenga miedo (pausa breve) porque yo soy muy insegura de repente porque si (pausa breve) si hay pocas personas en la sala, yo hablo (pausa breve) o sea, me explico, pero cuando hay muchas personas, por ejemplo que no tengo seguridad, como que soy más cabizbaja, como que no hablo tanto (pausa breve) y entonces decirle a otra persona que si puede hacerlo y que lo haga y que da lo mismo como les salga, porque lo voy a hacer bien (pausa breve) eh (pausa breve) como que me ayuda.*

**Entrevistada #3: Monique.**

**Sexo: Femenino.**

**Fecha de Entrevista: Viernes 24 de Noviembre, 2017.**

**Establecimiento: Colegio Master College.**

- **Objetivo N°1**
- **Indagar sobre experiencias previas de trabajo en equipo.**

**1. ¿Has trabajado en equipo antes?**

*Antes de las clases, si muchas veces.*

**2. ¿Qué recuerdas de estas experiencias previas? mencione un ejemplo.**

*Un ejemplo. Eh feria científica del año pasado (cuestionándose) eh (pausa breve) lo hice en historia, éramos vikingas, y la verdad eh (pausa breve) me sentí súper fuera del grupo (pausa breve) eh (pausa breve) yo tenía toda la disposición a trabajar, pero me sentí súper fuera del grupo, porque al final el trabajo me lo (pausa breve) me lo llevaba yo y mi otra compañera, y no era, no lo sentía muy justo, pero sin embargo nos salió bien, pero no es una experiencia que recuerde, así como: oh que bonito (con tono sarcástico).*

**3. ¿Cuál fue el resultado obtenido de estas experiencias previas? Mencione un ejemplo.**

*El resultado obtenido: - experiencia. La experiencia, porque uno ahí, mientras más trabaja en equipo uno va aprendiendo. Uno aprende a saber escuchar al otro, a integrarse uno mismo, porque, uno no tiene que esperar a que lo integren, si no que uno tiene que hacerse respetar y (pausa breve) e integrarse al grupo, entonces, más que nada experiencia, y también recuerdo buenos grupos, como malos grupos*

**4. ¿Cuál es el modo en el que se trabaja en equipo? Mencione un ejemplo.**

*El modo en el que se trabaja en equipo, uno tiene que tener la disposición y uno tiene que saber escuchar al otro, porque si uno no sabe escuchar al otro eh (pausa breve) ya de ahí parte todo mal. Y uno tiene que tener la confianza de poder expresar lo que uno quiere con el grupo que esta. Tiene que haber una buena convivencia, un buen "feeling" en el grupo.*

**5. ¿Consideras que al realizar actividades en conjunto fortalece el aprendizaje?**

*Mmm (pausa breve) Sí, si lo fortalece.*



- **Objetivo N°2**
- **Evidenciar preferencias sobre un aprendizaje colaborativo versus un aprendizaje individual.**

**1. Al momento de trabajar con un texto en inglés. ¿consideras que aprendes más trabajándolo individual o grupalmente?**

*Mmm (pausa breve) me gusta trabajarlo grupalmente. Si (pausa breve) siento que aprendo más, porque tengo más puntos de vista aparte del mío, y yo puedo estar errónea en algo que piense yo del texto, y la otra persona lo puede tener correcto y podemos concordar, y podemos hablar sobre el texto.*

**2. Al trabajar en equipo, ¿qué elementos favorecen el desarrollo del trabajo y cuáles no? Da ejemplos.**

*Ya (pausa breve) los que favorecen: la disposición de las personas, y que las personas eh (pausa breve) que por ejemplo, yo trabaje con la Vicky, la Solange, y la Montse, porque las conozco, entonces sé que ellas van a trabajar conmigo y me van a colaborar. Pero, lo que no es colaborativo, es que, y bueno lo que, echa abajo todo el trabajo, es que hayan instancias en las que una anda desanimada, o no quiera hacer nada y está cansada, o no le gusta el tema.*

**3. ¿Prefieres trabajar individualmente o en grupo?**

*Me gusta trabajar individual, porque no sé, soy así (se ríe). Soy como una persona súper independiente, pero no tengo problema en trabajar en grupo, pero preferentemente trabajo sola.*

**4. ¿Consideras que el objetivo de la clase se logra más exitosamente al trabajar en equipo?**

*Sí. En equipo es mucho mejor, porque eran (pausa breve) eran actividades en las que si una persona sola la podía hacer, pero más entretenido interactuar con la otra gente para poder llegar a un resultado mejor.*

**5. ¿Consideras que más actividades debiesen ser realizadas grupalmente?**

*Sí, porque la gente no sabe trabajar en grupo (pausa breve) y hay que aprender.*

**6. ¿Crees tú que el trabajo en equipo es más exitoso en cuanto a aprendizaje?**

*Mmm depende, depende de uno mismo, depende de la disposición que uno tenga al trabajar en equipo.*

**7. ¿Qué diferencias notaste en las últimas tres clases respecto de las anteriores?**

*Respecto de las anteriores (pausa breve) ah (pausa breve) que mis compañeros eh (pausa breve) estaban así como respetando más, e interactuaban más, daban sus puntos de vista. No se crearon instancias, así como de desorden, sino que cada uno daba su punto de vista en una (pausa breve) de una forma ordenada (pausa breve) y (pausa breve) si eso.*

**8. ¿Consideras que continuar con este tipo de actividades de lectura, tendría buenos resultados en tus calificaciones?**

*Sí.*

**¿Por qué?**

*Porque siento que la lectura es la base de todo. Entonces uno tiene que aprender a leer, aprender a (pausa breve) eh (pausa breve) procesar lo que uno está leyendo, y así uno puede enfrentarse a mas situaciones, porque si uno no sabe leer, o no entiende lo*

que lee, después en la prueba uno esta, así como: “¡a ver, esto lo leí!” (Se dirige hacia ella misma) Y uno ahí, y uno ahí se empieza a cuestionar: “¿pero lo entendí?” (Se dirige hacia ella misma). Eso es.

- **Objetivo N°3**
- **Indagar sobre niveles de motivación al aprender inglés.**

**1. ¿Te gusta aprender inglés?**

*Me encanta aprender inglés (con voz relajada)*

**¿Por qué?**

*Porque siento que (pausa breve) que es como una herramienta súper útil en cuanto a mi futuro o en sí, la verdad me gusta aprender cosas y el inglés es algo que cuando lo conocí como que ya me enamoré.*

**2. Con respecto a cómo enseña el profesor. ¿Cuáles fueron los elementos que te resultaron motivantes y cuáles no? Refiérase a la actitud y postura frente al curso por parte del profesor.**

*Mmm (pausa breve) algo motivante fue los incentivaba a todos a participar, así como que, pero tampoco los obligaba, sino que el que quería participar podía participar, se podía repetir, entonces por ejemplo a mí eso me gusta, porque interactué mucho en las clases.*

**3. Con respecto al material empleado ¿Consideras que las actividades de comprensión de lectura te motivaron a trabajar?**

*Sí, sí porque eran temas interesantes, eran tópicos interesantes, por ejemplo, el tema de los desastres naturales, el tema de (pausa breve) lo que uno hacía en el verano, que pude conversar, no sé con mi compañera de que hacía en el verano. Darme cuenta de que teníamos más cosas en común, y el tema de los vegetarianos también.*

**4. Respecto del desarrollo de la clase, ¿consideras que las sesiones generaron instancias para participar activamente en el aula?**

*Sí. Sí. Sí porque eh (pausa breve) cada actividad era una oportunidad para expresar el punto de vista de uno, y varias personas que yo a veces veo que no participan nada de las clases, en las clases participaron.*

**5. ¿Te gusto haber participado en estas sesiones? ¿Por qué?**

*Sí, sí me gusto, porque siento que (pausa breve) comparando mis clases de inglés eh (pausa breve) con el otro “teacher” a estas sesiones, siento que, en estas sesiones aprendí mucho más y siento que eh me exprese más de lo que me expreso en las otras clases.*

- **Objetivo N°4**
- **Reconocer si existen componentes dentro de la actividad que reduzca la vergüenza del estudiante al expresarse en el idioma extranjero.**

- 1. ¿Consideras que el trabajar grupalmente en actividades de comprensión de lectura te sientes más seguro al expresarte en el idioma extranjero?**

*La verdad, sea extranjero o no sea extranjero el idioma me siento mucho más segura con alguien respaldándome.*

- 2. En caso de exponer frente al curso, ¿te sientes más seguro de hacerlo individual o grupalmente?**

*Mmm (pausa breve) grupalmente.*

**¿Por qué?**

*Porque, ósea yo tengo confianza en mí misma, y yo puedo enfrentarme al curso solo, o a algún lugar sola (pausa breve) pero en grupo siento que, es más, es más fácil, porque uno tiene el apoyo de los demás. Uno sabe que, si uno se equivoca, el otro va a quedar así como: ¡ya, hay que arreglar esto! (con tono enérgico) Y uno lo puede arreglar, entonces uno si se pone nervioso, el otro va a poder seguir y no se ve mal.*

- 3. ¿Qué factores incrementan tu seguridad al trabajar en conjunto?**

*Que factores incrementan mi seguridad (pausa breve) Mmm (pausa breve) que las otras personas también manejen el tema. Que las otras personas dediquen completamente su concentración en el tema, porque yo eso hago, yo soy mi 100, para recibir el 100, en cuanto a un trabajo en grupo.*

- 4. ¿Cómo puedes combatir posibles inseguridades al momento de producir ideas cuando se trabaja en equipo?**

*Apoyando al otro, escuchándolo y aconsejándolo, porque en eso se basa todo, en hablar las cosas, en conversarlas.*

**Entrevistada #4: Ricardo.**

**Sexo: Masculino.**

**Fecha de Entrevista: Viernes 24 de Noviembre, 2017.**

**Establecimiento: Colegio Master College.**

- **Objetivo N°1**
- **Indagar sobre experiencias previas de trabajo en equipo.**

**1. ¿Has trabajado en equipo antes?**

*Sí (enérgicamente). Sobre este mismo tema, en inglés.*

**2. ¿Qué recuerdas de estas experiencias previas? mencione un ejemplo.**

*Eh (pausa breve) recuerdo bastante, sobre todo el (pausa breve) la poca motivación de algunos compañeros y alguna (pausa breve) y a la motivación de muchos otros, pero también está en la guía que me dieron algunos profesores que tuve, que fueron fundamentales para que yo y mis compañeros lográramos llegar al objetivo, que fue terminar el trabajo de investigación y llegar a una idea concreta.*

**3. ¿Cuál fue el resultado obtenido de estas experiencias previas? Mencione un ejemplo.**

*Eh (pausa breve) yo, una apreciación mía (pausa breve) porque la nota todavía no llega (pausa breve) una apreciación mía fue bastante buena porque (pausa breve) a (pausa breve) compañeros míos que no se manejaban en el idioma, y tampoco en el tema (pausa breve) eh (pausa breve) supieron mucho más sobre manejarse como (pausa breve) conceptos e ideas en inglés y (pausa breve) yo a veces las sabía y algunas no (pausa breve) pero ellos también las aprendieron, entonces trabajar en grupo fue una gran idea y fue una gran motivación para que ellos aprendieran y para que yo aprendiera.*

**4. ¿Cuál es el modo en el que se trabaja en equipo? Mencione un ejemplo.**

*Eh (pausa breve) se toma ciertas ideas (pausa breve) se hace como una lluvia de ideas y (pausa breve) después se ordena todo, y también uno tiene que trabajar en cuanto a sus capacidades, por ejemplo, unos a lo mejor redactando, otros mejor escribiendo, unos mejor en la oratoria (pausa breve) entonces ahí uno tiene que ir juntándose y pero también diferenciándose en cuanto nuestras capacidades para así complementar.*

**5. ¿Consideras que al realizar actividades en conjunto fortalece el aprendizaje?**

*Sí. Lo fortalece bastante, porque (pausa breve) como uno ya no puede saber tanto (pausa breve) y uno (pausa breve) y otros que ya manejan, pueden hacer una red de ayuda, y así cada uno aprende y al final pueden llegar al mismo nivel.*

- **Objetivo N°2**
- **Evidenciar preferencias sobre un aprendizaje colaborativo versus un aprendizaje individual.**

**1. Al momento de trabajar con un texto en inglés. ¿consideras que aprendes más trabajándolo individual o grupalmente?**

*Yo considero que trabajo mejor individual (pausa breve) pero (pausa breve) pero hay un cierto matiz que es que (pausa breve) como uno no sabe más, uno puede ayudar al compañero que no sabe tanto (pausa breve) y así uno puede generar una red (pausa breve) todos podemos aprender mejor.*

**2. Al trabajar en equipo, ¿qué elementos favorecen el desarrollo del trabajo y cuáles no? Da ejemplos.**

*Eh (pausa breve) sobre todo el tema (pausa breve) el texto (pausa breve) porque si uno tiene un texto aburrido (pausa breve) no es algo que llame la atención, uno no va a trabajar. También la motivación que uno tenga (pausa breve) También influye la hora en que se hace, si es la hora final uno a veces está cansado, lo ideal es que cuando uno quiere aprender algo tan difícil como inglés, sea en horarios más (pausa breve) temprano, donde la energía esté más (silencio largo).*

**3. ¿Prefieres trabajar individualmente o en grupo?**

*En grupo (enérgicamente).*

**¿Por qué?**

*Porque el (pausa breve) se genera más instancias de debate (pausa breve) sobre todo en temas como esos y (pausa breve) y claro, uno individualmente puede pensar y reflexionar (pausa breve) pero si uno piensa y reflexiona con todos los demás, se hace algo mucho más interesante.*

**4. ¿Consideras que el objetivo de la clase se logra más exitosamente al trabajar en equipo?**

*Sí. Porque como dije (pausa breve) unos quizás ya saben y otros quizás ya no (pausa breve) no tienen idea, entonces uno se va complementando con el otro y al final el objetivo se alcanza grupalmente mucho mejor que individualmente donde solamente uno alcanza el objetivo y otros quedaron colgados.*

**5. ¿Consideras que más actividades debiesen ser realizadas grupalmente?**

*Eh (pausa breve) sí, de hecho considero que deberían ser la mayoría realizada grupalmente (pausa breve) porque así uno aprende mejor, aprende de manera más didáctica y (pausa breve) también puede ayudar a otro.*

**6. ¿Crees tú que el trabajo en equipo es más exitoso en cuanto a aprendizaje?**

*Sí. A veces me voy por una pregunta (pausa breve) en teoría (pausa breve) si uno trabaja en grupo puede llegar a ideas más claras, a ideas más concretas (pausa breve)*

*puede (pausa breve) aprender uno y que el otro aprenda y claro, también tiene que ver con la motivación, pero creo que es fundamental (pausa breve) trabajar en equipo.*

**7. ¿Qué diferencias notaste en las últimas tres clases respecto de las anteriores?**

*Pfff, millones (irónicamente). Aparte de la organización, era que uno (pausa breve) como uno estaba trabajando individualmente, uno se terminaba desconcentrando, se terminaba yendo de la clase (pausa breve) en cambio si uno trabaja grupalmente, uno puede conversar y (pausa breve) ya te dan prácticamente el permiso de conversar (pausa breve) uno tiene la autorización para conversar con alguien, y uno se motiva a conversar sobre el tema que te dan.*

**8. ¿Consideras que continuar con este tipo de actividades de lectura, tendría buenos resultados en tus calificaciones?**

*En mis calificaciones, sí.*

**¿Por qué?**

*Porque (pausa breve) a pesar de que a mí ya me va bien, eh (pausa breve) trabajar de manera grupal, ya que no es tanto una evaluación de conocimiento normal, si no que tanto uno aprende (pausa breve) tiene una cualidad humanista y una cualidad de lógica, de conocimiento, entonces (pausa breve) creo que esas dos a evaluar (pausa breve) y me van a ayudar a mi sobretodo en mis notas.*

- **Objetivo N°3**
- **Indagar sobre niveles de motivación al aprender inglés.**

**1. ¿Te gusta aprender inglés?**

*Sí, me gusta mucho (lo dice felizmente)*

**¿Por qué?**

*Eh, porque creo que va a ser una herramienta fundamental en mi desarrollo profesional universitario, además que a mí eh (pausa breve) me encanta aprender idiomas así que lo encuentro una motivación extra aprender idiomas y trabajar en lo que me gusta.*

**2. Con respecto a cómo enseña el profesor. ¿Cuáles fueron los elementos que te resultaron motivantes y cuáles no? Refiérase a la actitud y postura frente al curso por parte del profesor.**

*Que el profesor no se ganó en un rincón como siempre, como usualmente lo hace que se pone al frente, eh, si no que se acerca más a los alumnos (pausa breve) eh (pausa breve) se pone a conversar con ellos, con el grupo, puede dar ideas igual o puede dar un indicio de idea para que el alumnado siga con el tema y eso fue motivante porque uno no lo ve a la distancia (pausa breve) yo que me siento atrás, no veo la distancia del profesor hablándoles a los primeros sino que el profesor da vueltas y el profesor también estaba atrás, estaba adelante, lo encuentro motivante.*

**3. Con respecto al material empleado ¿Consideras que las actividades de comprensión de lectura te motivaron a trabajar?**

*Sí (enérgicamente), son temas interesantes y (pausa breve) eh (pausa breve) yo creo que no es un tema así como solamente lo que uno tiene que aprender, sino que además uno aprende y además uno conoce y averigua nuevos temas .*

**4. Respecto del desarrollo de la clase, ¿consideras que las sesiones generaron instancias para participar activamente en el aula?**

*Sí (enérgicamente). Porque como dije los temas son interesantes, en cambio si uno tiene un tema poco interesante o tiene solamente lo que quiere aprender, uno no se motiva, entonces los temas como son súper controversiales, se puede generar argumentos en base a ellos y si son motivantes los encuentro novedoso.*

**5. ¿Te gusto haber participado en estas sesiones? ¿Por qué?**

*Sí, me gustó bastante. Eh, porque se trabaja en grupo (pausa breve) además que uno no está solo, y como usted decía (pausa breve) y a veces estoy (pausa breve) da mucho sueño lo que dice el profe (pausa breve) porque está muy lejos o porque lo que dice es demasiado aburrido y (pausa breve) encuentro que el tema junto con trabajar con ya sea amigo o compañero, hace que sea una motivación extra que a uno le guste trabajar en equipo.*

- **Objetivo N°4**
- **Reconocer si existen componentes dentro de la actividad que reduzca la vergüenza del estudiante al expresarse en el idioma extranjero.**

**1. ¿Consideras que el trabajar grupalmente en actividades de comprensión de lectura te sientes más seguro al expresarte en el idioma extranjero?**

*Eh, sí. A pesar de que (pausa breve) una persona ya se maneja en el idioma, la persona (pausa breve) que ya prácticamente sepa inglés o cualquier otro idioma extranjero, puede ser muy tímida (pausa breve) eh, yo en mi caso no soy tímido, pero hay otras personas que se manejan en el idioma, pero son muy tímidas, y si los sacas solos al frente, se, se ponen (pausa breve) entonces la idea es que cada uno se apoye al otro y uno tiene un respaldo al lado, uno no se siente solo al frente, entonces es muy grato.*

**2. En caso de exponer frente al curso, ¿te sientes más seguro de hacerlo individual o grupalmente?**

*Eh, personalmente (pausa breve) A pesar de que si pueda hacerlo solo e individual y (pausa breve) me guio mejor individualmente. Hacerlo grupal me da ciertos respaldos, en cuanto a que si me equivoco, no voy a estar solo al frente del curso, y si mi compañero se equivoca tampoco va a estar solo frente al curso, entonces para mi me resulta mucho más mejor y más grato sobre todo.*

**3. ¿Qué factores incrementan tu seguridad al trabajar en conjunto?**

*Claro, el tener un respaldo (pausa breve) a una persona al lado, o más si es que se puede (pausa breve) es mucho más gratificante a la hora de disertar y de dar ideas,*

*porque si a lo mejor puede ser tú te equivoques y este te ayuda, y después otro genera otra idea, y así se va a ir generando una muy buena disertación y una buena oratoria con respecto a lo que uno diserta.*

**4. ¿Cómo puedes combatir posibles inseguridades al momento de producir ideas cuando se trabaja en equipo?**

*En sí, eh (pausa breve) Es entender al otro, porque si uno no entiende y no (pausa breve) no da el espacio, porque si algunas personas se toman demasiado el protagonismo, y otras quedan muy tímidas, uno tiene que tener un lado humanista y el profesor también tiene que saber eso (pausa breve) de que también tienen que preguntar (pausa breve) tienen que hacer preguntas fundamentales para (pausa breve) así todos pueden tener un punto de opinión, también tener mucha empatía, porque si no... se cierra en su mente y sus ideas, eh... jamás van a llegar a lo concreto... entonces para que una persona que no le gusta decir sus ideas, pero las tiene muy brillantes, eh (pausa breve) es que el profesor se sepa guiar a los que sabe que son protagonistas, no sé si se me va a entender (pausa breve) para que así (pausa breve) por ejemplo el "Pipe", eh (pausa breve) un compañero, eh (pausa breve) es muy tímido con respecto a sus ideas, pero él es muy brillante, y que los profesores se sepan (pausa breve) eh (pausa breve) dar eso en un grupo y enfocar sobre sus ideas, es muy interesante.*



**Entrevistada #5: Ángel.**

**Sexo: Masculino.**

**Fecha de Entrevista: Viernes 24 de Noviembre, 2017.**

**Establecimiento: Colegio Master College.**

- **Objetivo N°1**
- **Indagar sobre experiencias previas de trabajo en equipo.**

**6. ¿Has trabajado en equipo antes?**

*Sí.*

**7. ¿Qué recuerdas de estas experiencias previas? mencione un ejemplo.**

*Eh (pausa breve) bueno, podría darle el caso de la pasada feria científica (pausa breve) eh (pausa breve) a la vez lo tomamos un poquito "light" (se ríe) de hecho tuvimos (pausa breve) nos atrasamos en algunos temas o el hecho de que (pausa breve) el tema que nosotros escogimos era un tema que nos gustaba a ambos, entonces, comparábamos nuestros conocimientos previos, si nosotros decaíamos en algún sector y dice: "oye sabi que esto es así, asá", y no fue una bonita experiencia, el hecho de armar un computador (pausa breve) me encanta, no tengo otras palabras que decir para eso.*

**8. ¿Cuál fue el resultado obtenido de estas experiencias previas? Mencione un ejemplo.**

*La verdad yo creo que fue siempre positivo, o sea eh (pausa breve) se unieron más los lazos de amistad, de conocimiento, eh (pausa breve) vimos también la capacidad que tenemos en torno al tema que nosotros escogimos, y no siempre grato.*

**9. ¿Cuál es el modo en el que se trabaja en equipo? Mencione un ejemplo.**

*Bueno siempre lo importante es con la disponibilidad, lo primero. Eh (pausa breve) segundo (pausa breve) la (pausa breve) que este motivado a desarrollar el tema (pausa breve) y tercero (pausa breve) el compañerismo, siempre tiene que estar presente esos tres temas durante un trabajo en equipo.*

**10. ¿Consideras que al realizar actividades en conjunto fortalece el aprendizaje?**

*Sí.*

- **Objetivo N°2**
- **Evidenciar preferencias sobre un aprendizaje colaborativo versus un aprendizaje individual.**

**9. Al momento de trabajar con un texto en inglés. ¿consideras que aprendes más trabajándolo individual o grupalmente?**

*No, definitivamente, grupalmente. Por El hecho de tener un texto en mano hay algo que tú no sabes cómo traducirlo, que significa, vas a tener a tus compañeros al lado que te va a ayudar, que va a saber más que tú, que te va a ayudar y (pausa breve) es una retroalimentación conjunta (pausa breve) mutua.*

**10. Al trabajar en equipo, ¿qué elementos favorecen el desarrollo del trabajo y cuáles no? Da ejemplos.**

*Eh (pausa breve) bueno yo creo que la disposición, la amabilidad, la buena onda, siempre tienen que estar presentes para poder hacer un trabajo y que te queden recuerdos gratos de esto, que recuerdes que fue un buen momento, que tuviste.*

**11. ¿Prefieres trabajar individualmente o en grupo?**

*No, grupalmente. Por lo mismo, o sea, en el caso de que me quede estancado en alguna parte voy a tener a mi compañero al lado que me va a ayudar o yo a él en alguno de los temas, como dije “denante”, una retroalimentación mutua.*

**12. ¿Consideras que el objetivo de la clase se logra más exitosamente al trabajar en equipo?**

*Sí. Bueno, voy a nombrar de nuevo la retroalimentación mutua, y el hecho de que (pausa breve) personalmente yo siento que al momento de estar exponiéndome, tratando de responder las preguntas, van a haber varios puntos de vista los cuales nos van a conducir a una respuesta que quizás no teníamos en mente y era la indicada.*

**13. ¿Consideras que más actividades debiesen ser realizadas grupalmente?**

*Sí, definitivamente.*

**14. ¿Crees tú que el trabajo en equipo es más exitoso en cuanto a aprendizaje?**

*Sí (silencio largo).*

**15. ¿Qué diferencias notaste en las últimas tres clases respecto de las anteriores?**

*Yo creo que un poco (pausa breve) de cómo (pausa breve) de la actividad de los alumnos, o sea, típico de una clase de inglés a las 9 de la mañana, o sea 8 de la mañana (pausa breve) todos están durmiendo, eh (pausa breve) escribiendo, repitiendo, pero en cambio, en estas oportunidades se vio como, note yo como una mayor actividad en cuanto a mis compañeros y a mis amigos, o sea el hecho de que estuvieran mucho más motivados al trabajar .*

**16. ¿Consideras que continuar con este tipo de actividades de lectura, tendría buenos resultados en tus calificaciones?**

*Sí, definitivamente.*

**¿Por qué?**

*Eh por lo mismo porque No solo aparte de quizás ampliar mi vocabulario de la forma en que se trabajaron, también muchas veces (pausa breve) obtenemos (pausa breve) como (pausa breve) por así decirlo (pausa breve) como un conocimiento general en el ámbito (pausa breve) entonces yo creo que eso siempre es bienvenido o sea muy positivo (pausa breve) conocimientos generales.*

- **Objetivo N°3**
- **Indagar sobre niveles de motivación al aprender inglés.**

**1. ¿Te gusta aprender inglés?**

*Eh (pausa breve) si bastante (pausa breve) es que el inglés me va a ayudar muchísimo (pausa breve) o sea (pausa breve) el inglés es prácticamente la lengua del futuro (pausa breve) en cuanto a mi desarrollo profesional que tengo planificado me va a servir muchísimo, y aparte también para mis hobbies que tengo (pausa breve) por ahí.*

**2. Con respecto a cómo enseña el profesor. ¿Cuáles fueron los elementos que te resultaron motivantes y cuáles no? Refiérase a la actitud y postura frente al curso por parte del profesor.**

*Bueno en ese caso yo creo que más que nada la cercanía y la buena onda del profesor en lo que es el momento de explicar (pausa breve) eh estarse paseando de un lado para el otro en la sala (pausa breve) dando ideas a los alumnos que vean ellos (pausa breve) que están perdidos por así decirlo.*

**3. Con respecto al material empleado ¿Consideras que las actividades de comprensión de lectura te motivaron a trabajar?**

*La verdad es que sí, porque aparte de no solo quizás ver mi vocabulario en inglés, (pausa breve) eh, aprendía sobre otros temas, que quizás no venga mucho al caso, eh por ejemplo desastres naturales (pausa breve) eh no sé (pausa breve) zombis de repente aparecieron por ahí, entonces creo que es un material bastante interesante y básicamente un dos por uno (se ríe).*

**4. Respecto del desarrollo de la clase, ¿consideras que las sesiones generaron instancias para participar activamente en el aula?**

*Sí, no, completamente, de hecho parte (pausa breve) de los objetivos de las clases era salir adelante y explayarte, que es lo que aprendiste o que es lo que te tocó hacer y da (pausa breve) esas instancias de debate*

**5. ¿Te gusto haber participado en estas sesiones? ¿Por qué?**

*Si completamente, eh (pausa breve) yo creo que con estas sesiones salimos prácticamente de la rutina, eh (pausa breve) hicimos actividades que no muchas veces se realizan en el colegio, y no, me gustó bastante.*

- **Objetivo N°4**
- **Reconocer si existen componentes dentro de la actividad que reduzca la vergüenza del estudiante al expresarse en el idioma extranjero.**

**5. ¿Consideras que el trabajar grupalmente en actividades de comprensión de lectura te sientes más seguro al expresarte en el idioma extranjero?**

*Eh, sí (pausa breve) Si porque pucha al momento de exponer como se dieran estos casos, nosotros tuvimos a nuestro compañero al lado entonces en caso de que se nos olvidara algo, o nos pusiéramos nerviosos, íbamos a tener a nuestro compañero que iba a estar al lado, diciendo, corrigiéndonos, y ayudándonos, y uno se refresca al tiro la mente y empieza a hablar y hablar lo que tenía pensado.*

**6. En caso de exponer frente al curso, ¿te sientes más seguro de hacerlo individual o grupalmente?**

*Grupalmente, por lo mismo porque sé que voy a tener a mi compañero al lado apoyándome en todo (pausa breve) en todo los sentidos.*

**7. ¿Qué factores incrementan tu seguridad al trabajar en conjunto?**

*Eh (pausa breve) el respeto y (pausa larga) yo creo que el respeto más que nada, destaca el respeto porque si uno si sabe que los demás compañeros que van a estar atentos a tu exposición, no se van a reír, van a estar atentos a lo que vas a estar diciendo, pucha es como un alivio, porque yo creo que esa es la principal fuente de la vergüenza, al momento de exponer, que es lo que ocurre.*

**8. ¿Cómo puedes combatir posibles inseguridades al momento de producir ideas cuando se trabaja en equipo?**

*O sea yo creo que no hay que tener vergüenza, eh (pausa breve) el hecho de que si tú vas con la intención de que querer aportar, aunque tu idea sea errónea, yo creo que ya es algo positivo, porque pucha tuviste la intención y te esmeraste en aportar algo, entonces nunca cuando tuviste que soportar la experiencia de que va a estar malo, de que te van a rechazar, de que “no, ya tu soy malo, tu eres malo” (hace un gesto despectivo con las manos) (pausa breve) siempre tienes que estar con esa predisposición de (pausa breve) pucha, genial, aportaste, me gusta tu forma de trabajar, que estuviste erróneo pero lo podemos corregir, a lo mejor no estuvo del todo erróneo, podemos irte ayudando a perfeccionar tu idea, y yo creo que eso en general.*

**Entrevistada #6: Valentina (estudiante eximida de la asignatura de inglés)**

**Sexo: Femenino.**

**Fecha de Entrevista: Viernes 24 de Noviembre, 2017.**

**Establecimiento: Colegio Master College.**

- **Objetivo N°1**
- **Indagar sobre experiencias previas de trabajo en equipo.**

**11. ¿Has trabajado en equipo antes?**

*Sí, muchas veces.*

**12. ¿Qué recuerdas de estas experiencias previas? mencione un ejemplo.**

*Eh, fueron buenas experiencias porque trabajaba en equipo porque... de hecho yo trabajaba en equipo con persona que yo ni conocía antes, y entonces te llega como a conocer más a las personas y hacen un gran aporte, ellos dan ideas y complementamos todas las ideas que dieran.*

**13. ¿Cuál fue el resultado obtenido de estas experiencias previas? Mencione un ejemplo.**

*Eh, un resultado súper bueno (se le pide un ejemplo, se le ayuda mencionándole sobre una feria científica). Es que la feria científica si, hubo un problema si, pero entre todas como que apoyamos y logramos salir a adelante, entonces eso es bueno.*

**14. ¿Cuál es el modo en el que se trabaja en equipo? Mencione un ejemplo.**

*Eh, el modo en que trabajo en equipo (pausa breve) eh, cada una aporta una idea, entonces las ideas mejores que (pausa breve) van proyectando al equipo y cosas así.*

**15. ¿Consideras que al realizar actividades en conjunto fortalece el aprendizaje?**

*Yo creo que sí, porque cada una tiene ideas diferente y pensamientos diferentes de decir "ya, una persona sabe menos y la otra más" y uno como que va así (pausa breve) comprendiendo y va así (pausa breve) como se dice esta palabra (preguntándose a sí misma) (pausa breve) es que se me olvidó lo que iba a decir (pausa breve) como logrando aprender más de lo que sabe la otra persona.*

- **Objetivo N°2**
- **Evidenciar preferencias sobre un aprendizaje colaborativo versus un aprendizaje individual.**

**17. Al momento de trabajar con un texto en inglés. ¿consideras que aprendes más trabajándolo individual o grupalmente?**

*Grupalmente, porque así aprendo más de lo que dicen las otras chiquillas, porque... igual como digo, estoy eximida, entonces si lo hago individualmente no voy a cachar nada de lo que está en el texto, entonces si me ayudaban las chiquillas, ellas iban a entender más, iban a comprender lo que decía en el texto.*

**18. Al trabajar en equipo, ¿qué elementos favorecen el desarrollo del trabajo y cuáles no? Da ejemplos.**

*Lo que favorece es la confianza en el equipo, de que te apoyen porque si no te apoyan, uno como que se "bajonea", y dice "no, esto esta... no puedo" cosas así.*

**19. ¿Prefieres trabajar individualmente o en grupo?**

*En grupo, me ayuda más.*

**20. ¿Consideras que el objetivo de la clase se logra más exitosamente al trabajar en equipo?**

*Eh, yo creo que sí. Porque ayuda más yo creo, por motivación.*

**21. ¿Consideras que más actividades debiesen ser realizadas grupalmente?**

*Yo creo que sí.*

**22. ¿Crees tú que el trabajo en equipo es más exitoso en cuanto a aprendizaje?**

*Eh... Yo creo que sí, porque cada uno pone un aporte, entonces es como que ya "tu hace una parte y después hacemos un conjunto de todo lo que hicimos, entonces es más fácil.*

**23. ¿Qué diferencias notaste en las últimas tres clases respecto de las anteriores?**

*La diferencia que noté a las otras clases no tan aburridas, pero estas clases eran como más entretenidas, todos aportaban, todos participaban, y eran más dinámicas, y las otras clases eran como lectura de textos, entonces era como otro contexto, el profe te animaba a participar, entonces eso me gustó.*

**24. ¿Consideras que continuar con este tipo de actividades de lectura, tendría buenos resultados en tus calificaciones?**

*Eh, yo creo que sí, porque aporta mucho con la otra cosa, y yo creo que sí, aportaría mucho a la nota.*

- **Objetivo N°3**
- **Indagar sobre niveles de motivación al aprender inglés.**

**6. ¿Te gusta aprender inglés?**

*Eh, de hecho si me gusta aprender inglés, me gusta aprender muchos idiomas y todo, aunque no haya estado (pausa breve) aunque este eximida y todo, si, porque yo creo que igual te ayuda un día (pausa breve) si algún día tení que viajar, y no sabí, igual te ayuda el inglés.*

**7. Con respecto a cómo enseña el profesor. ¿Cuáles fueron los elementos que te resultaron motivantes y cuáles no? Refiérase a la actitud y postura frente al curso por parte del profesor.**

*Eh (pausa breve) lo que estaba motivante es que el profesor no estaba ahí solamente parado viendo si el alumno trabajara o no, él se acercaba y veía si te dificultaba algo o no, y cosas así (se ríe).*

**8. Con respecto al material empleado ¿Consideras que las actividades de comprensión de lectura te motivaron a trabajar?**

*Eh (pausa breve) si en conjunto si me motivaron (pausa breve) eh aunque no entendía bien lo que estaba leyendo porque no sé mucho inglés (pausa breve) eh las chiquillas me ayudaban y todo, y eso me motivaba a aprender más.*

**9. Respecto del desarrollo de la clase, ¿consideras que las sesiones generaron instancias para participar activamente en el aula?**

*Eh, no, de hecho, los alumnos participaban más en las clases, eso.*

**10. ¿Te gusto haber participado en estas sesiones? ¿Por qué?**

*Si, si me gusto. Porque aprendí como más que las otras clases, eran como medias aburridas, no eran tan dinámicas como estas, eran como más trabajos y todo eso me gustó.*

- **Objetivo N°4**
- **Reconocer si existen componentes dentro de la actividad que reduzca la vergüenza del estudiante al expresarse en el idioma extranjero.**

**9. ¿Consideras que el trabajar grupalmente en actividades de comprensión de lectura te sientes más seguro al expresarte en el idioma extranjero?**

*Si, al trabajar en equipo me da menos vergüenza, porque es un apoyo que me dan.*

**10. En caso de exponer frente al curso, ¿te sientes más seguro de hacerlo individual o grupalmente?**

*Grupalmente, si, definitivamente. Porque... (Dice una palabra inteligible) es como que estoy ahí, todos me miran, como que no, no me gusta.*

**11. ¿Qué factores incrementan tu seguridad al trabajar en conjunto?**

*Eh, el apoyo. Si, el apoyo. Fundamentalmente es el apoyo, porque si no tenía apoyo, te sentí solo aquí, el apoyo es fundamental porque te da más fuerzas de hacer las cosas y todo.*

**12. ¿Cómo puedes combatir posibles inseguridades al momento de producir ideas cuando se trabaja en equipo?**

*Yo diría que apoyándolo entre todos, porque a lo mejor él, en los otros grupos no había sentido apoyo, y siempre quedó con (pausa breve) no sé po, algunos quedan con las ganitas de que "no, no me gusta trabajar en grupo porque siento que nadie me apoya, que mis ideas no son buenas" y yo creo que apoyándolo entre todos, y diciendo que las ideas, que da o todo lo que él da, sigue siendo un gran aporte, creo, eso.*



**Entrevistada #7: Pamela**

**Sexo: Femenino.**

**Fecha de Entrevista: Viernes 24 de Noviembre, 2017.**

**Establecimiento: Colegio Master College.**

- **Objetivo N°1**
- **Indagar sobre experiencias previas de trabajo en equipo.**

**16. ¿Has trabajado en equipo antes?**

*Sí, varias veces.*

**17. ¿Qué recuerdas de estas experiencias previas? mencione un ejemplo.**

*Por lo general, son todas buenas, o sea cada experiencia se trae un nivel pequeño de estrés porque no todos en su momento, ya no quieren nada, no quieren decir nada, pero en los grupos que yo he estado, eh por lo menos siempre trabaja la gente, siempre hemos sido un buen grupo en general.*

**18. ¿Cuál fue el resultado obtenido de estas experiencias previas? Mencione un ejemplo.**

*Eh, por lo que yo presencie, siempre fueron buenos, nunca hubo como una discusión, ni una como, diferencia, en los grupos que yo he estado.*

**19. ¿Cuál es el modo en el que se trabaja en equipo? Mencione un ejemplo.**

*Eh, no se yo creo que lo principal que tiene que haber en un grupo es sobre todo el respeto y la motivación, porque si en un grupo ya de partida no hay motivación no puede haber nada, o sea se supone que es un grupo, no puede haber solamente una persona diciendo "ya hagamos esto" y los demás lo hacían porque si, solamente tienen que... el compañerismo, y todo eso influye siempre en un grupo.*

**20. ¿Consideras que al realizar actividades en conjunto fortalece el aprendizaje?**

*De nuevo depende, porque depende de la persona, o sea en general, por lo que yo he vivido en los grupos que he estado así, siempre ayudo un poco ya... "ya a ver, hagamos esto, ya pero eso me molestó", al final termina siendo siempre buena idea, pero eh, si yo lo hago individual igual yo se lo que hago, se que lo que estoy haciendo bien, se lo que puedo hacer, pero en un grupo nunca esta demás una buena idea, y así complementándose un poco más*

- **Objetivo N°2**
- **Evidenciar preferencias sobre un aprendizaje colaborativo versus un aprendizaje individual.**

**25. Al momento de trabajar con un texto en inglés. ¿consideras que aprendes más trabajándolo individual o grupalmente?**

*Eh por lo general, individual. Porque me concentro mas en lo que yo estoy leyendo, en lo que yo entiendo, y en lo que yo... voy a seguir con el texto, pero... igual el trabajo grupal no estaría mal, porque así tengo muchas mas ideas y validen lo que pueda hacer más adelante, y ver si está bien o esta mal.*

**26. Al trabajar en equipo, ¿qué elementos favorecen el desarrollo del trabajo y cuáles no? Da ejemplos.**

*La disposición, sobre todo. Porque por ejemplo, si yo estoy en un grupo que yo no me llevo por lo general no hablo con la gente de ese grupo, va a ser raro, va a estar una parte del grupo con otra parte, y después alla, y después pa' unirse va a ser como medio raro, pero en ese caso tiene que haber disposición y compañerismo y todo eso.*

**27. ¿Prefieres trabajar individualmente o en grupo?**

*Eh, en grupo. Porque me siento mucho más segura, tengo un respaldo... o sea, soy lo bastante segura para hacerlo sola, pero un grupo siento que es un poco más rápido y un poquito más didáctico en realidad.*

**28. ¿Consideras que el objetivo de la clase se logra más exitosamente al trabajar en equipo?**

*Si, por un lado porque es un poco más rápido y fluyen más rápido las ideas y esto como más corto de tiempo pero mucho mas rápido.*

**29. ¿Consideras que más actividades debiesen ser realizadas grupalmente?**

*Si, en este caso no sirve mucho porque el curso ya no es muy unido que digamos, y la actividad de grupo serviría bastante en la... hacer que el curso se sienta un poquito más agradable.*

**30. ¿Crees tú que el trabajo en equipo es más exitoso en cuanto a aprendizaje?**

*Depende. Depende de que tipo de grupo sea, por ejemplo si es un grupo que no trabaja, que tengo que estar constantemente diciendo que hagan algo, no. Entonces en ese caso preferiría hacerlo sola.*

**31. ¿Qué diferencias notaste en las últimas tres clases respecto de las anteriores?**

*Eh... La motivación sobre todo, las ganas que le pusieron, porque las otras clases por lo general se ven haciendo nada literalmente y con estas clases ya fue un poco más movidas las clases por decirlo así, o sea pasamos adelante, ya quien habla, ya quien dibuja, entonces fue todo un poquito más como movido.*

**32. ¿Consideras que continuar con este tipo de actividades de lectura, tendría buenos resultados en tus calificaciones?**

*Mis calificaciones si. Porque a mi me serviría bastante porque yo tengo pensado ir a estudiar afuera porque el campo de lo único que quiero estudiar en Chile no es muy grande, entonces me serviría hablar inglés y para el futuro quizás próximo.*

- **Objetivo N°3**

- Indagar sobre niveles de motivación al aprender inglés.

**11. ¿Te gusta aprender inglés?**

*Si. Porque me va a servir en un futuro.*

**12. Con respecto a cómo enseña el profesor. ¿Cuáles fueron los elementos que te resultaron motivantes y cuáles no? Refiérase a la actitud y postura frente al curso por parte del profesor.**

*En general que las clases fueron demasiado didácticas. En comparación porque con el otro profesor es lo típico (pausa breve) o sea la tele (pausa breve) prenderla y escribir en la pizarra, y ya listo, en cambio con el otro profesor fue mucho más didáctico, "ya formen grupo, cartulinas, escriban" (se lo dice a si misma)(breve pausa) y me gusta hacer carteles, y todo lo que implica dibujo (hace un gesto como dibujando con la mano).*

**13. Con respecto al material empleado ¿Consideras que las actividades de comprensión de lectura te motivaron a trabajar?**

*Si, porque (pausa breve) insisto, fue algo didáctico o sea son (pausa breve) en las clases (pausa breve) por lo general nunca nos hacen leer tanto, ni pasar adelante, entonces, fue algo fuera de lo normal,*

**14. Respecto del desarrollo de la clase, ¿consideras que las sesiones generaron instancias para participar activamente en el aula?**

*Si obvio, (se rie) o sea exponer y pasar adelante, ya es algo para (pausa breve) hacer (pausa breve) motivar al curso a que sigan haciéndolo.*

**15. ¿Te gusto haber participado en estas sesiones? ¿Por qué?**

*Si. Porque no, en realidad yo... por lo general, no soy mucho de participar ni que salga adelante ni que lea porque no es que no me guste, pero no me acomoda (pausa breve) pero en esta instancia, si, fue algo como ya que me motivó a hacerlo.*

- **Objetivo N°4**
- **Reconocer si existen componentes dentro de la actividad que reduzca la vergüenza del estudiante al expresarse en el idioma extranjero.**

**13. ¿Consideras que el trabajar grupalmente en actividades de comprensión de lectura te sientes más seguro al expresarte en el idioma extranjero?**

*Si obvio, o sea, sobretodo si es con la gente... con mi grupo de amigos, o sea yo por ejemplo, me puedo equivocar, y se que va a estar alguien atrás mio respaldándome, y puede seguir ella, pero tampoco me daría vergüenza, salir sola adelante, o sea tengo bastante personalidad como para arriesgarse a eso.*

**14. En caso de exponer frente al curso, ¿te sientes más seguro de hacerlo individual o grupalmente?**

*Grupal, por lo mismo, por si me llego a equivocar puede haber alguien que me respalde, e individual tampoco me daría vergüenza.*

**15. ¿Qué factores incrementan tu seguridad al trabajar en conjunto?**

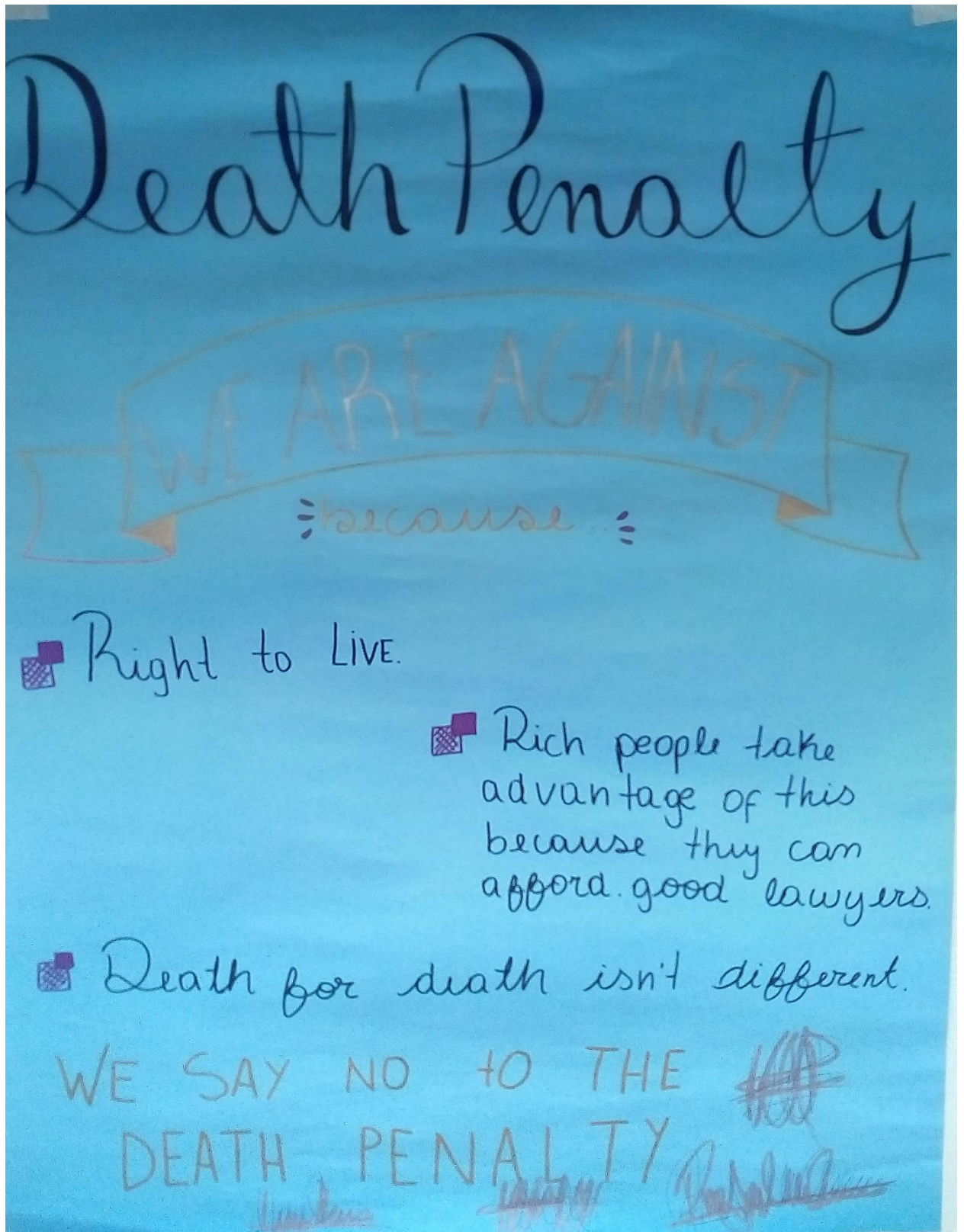
*La confianza, yo tengo que tenerle si o si confianza a la persona que esta trabajando, o sea sé que si yo me equivoco, ella tampoco se va a estar riendo, y va a estar atento a lo que yo voy a estar diciendo.*

**16. ¿Cómo puedes combatir posibles inseguridades al momento de producir ideas cuando se trabaja en equipo?**

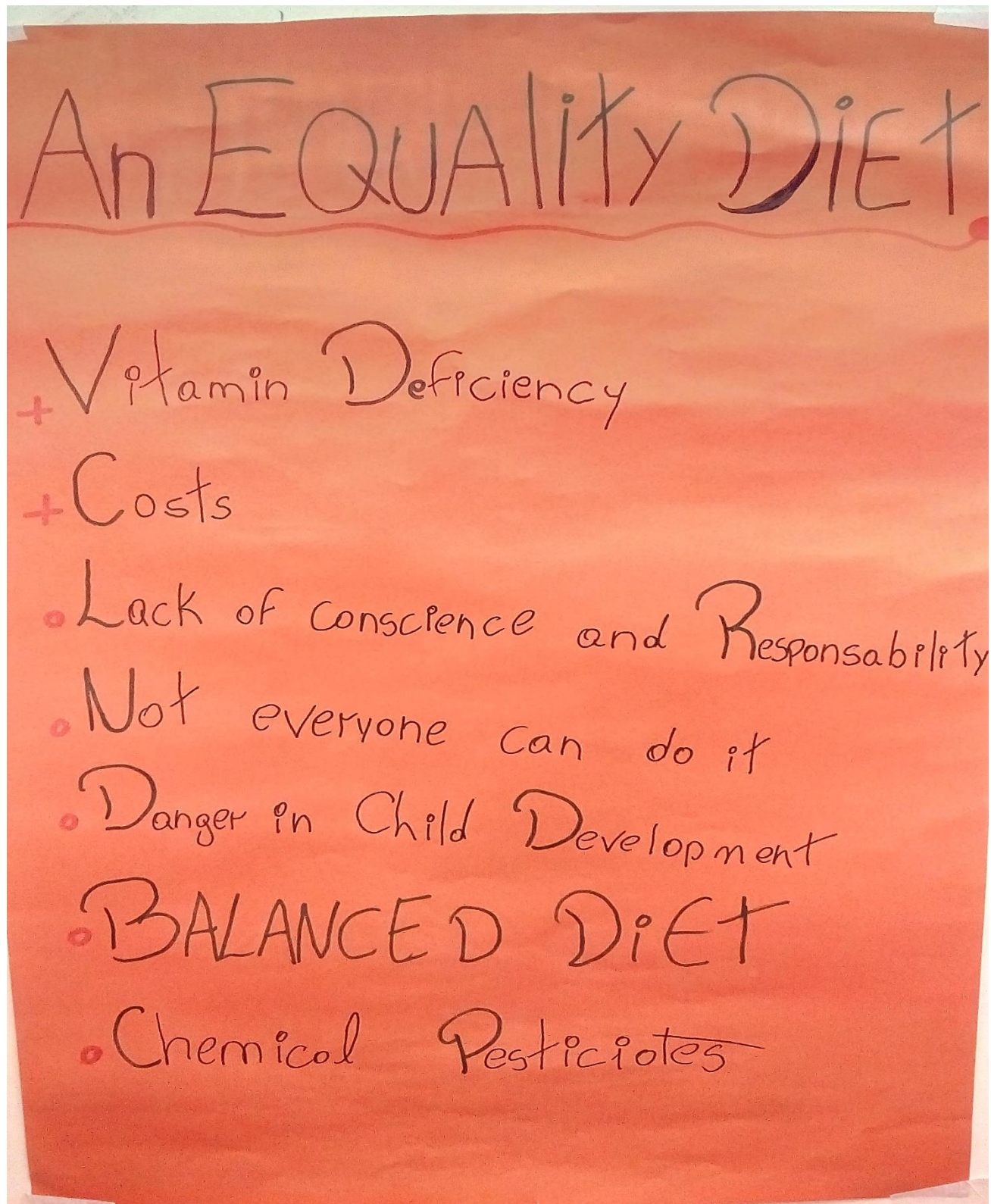
*Eh, con confianza y compañerismo, o sea sobre todo si es un grupo que yo conozco, se que va a haber confianza, pero por ejemplo un grupo es conocido, yo tengo que empezar a tratar como a dialogar con la persona, tengo que tratar de conocer a la persona poco un poco y ver si ella me da la confianza necesaria para ver si trabajar en grupo.*

Appendix G: Activity Third Lesson

Appendix G1: Group 1's poster



Appendix G2: Group 2's poster



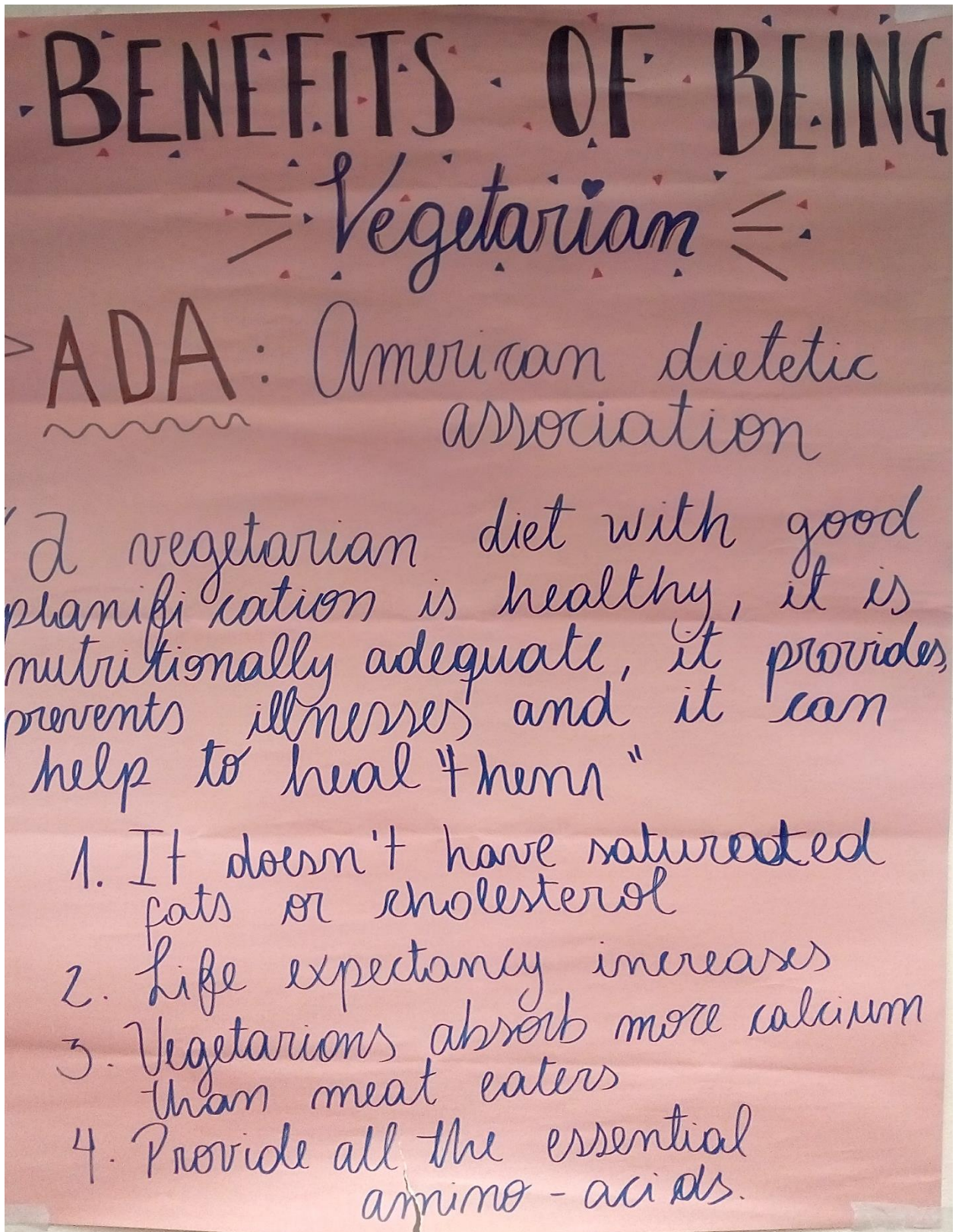
Appendix G3: Group 3's poster

# DEATH PENALTY

The death penalty is the sentence of execution for murder and some other capital crimes such as, serious crimes (especially murder), which are punishable by death.

## PROSS=

- It dissuades people from committing crimes in the future.
- It brings the feeling of closure to the victim's family since this process has finally finished.
- A necessary protection of society by removing the killer.





Appendix G5: Group 5's poster

# FACEBOOK IS DANGEROUS

- ZERO PRIVACY
- PEOPLE GET ISOLATED
- CYBERBULLYING IS DANGEROUS
- It's addictive!
- It can hurt your future

