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The impact of family context in English language learning in
Chilean 10th graders: a case study

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*En verdad,
el amor es la emoción que constituye la vida social,
y es en la vida social que existimos como seres humanos
y en donde nuestra calidad humana se conserva sistemáticamente.*

Humberto Maturana

Actually,
Love is the emotion that constitutes social life
And is in social life that we exist as humans
And where our human quality is preserved systematically.

Humberto Maturana

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Abstract

This case study, based on a research project, aims to analyse, by describing a vulnerable context, how personal input; the absence of parents or caregivers, affect affective-social life and consequently, academic results of students. The research contemplates a pedagogical proposal to set methodological activities that increase motivation in English learners and it also puts forward the constituents of an effective attitude of the teacher to supply the affective role in the students' life, and also students motivation with the subject, not only by improving the results in English language learning, but also increasing the motivation of students in the subject.

The research was carried out in a delegated-administration school. The sample is composed by 12 students with low results in the English language subject from 3 different 10th grade classes at Liceo Industrial y de Minas Ignacio Domeyko, which is considered as a vulnerable school (SIMCE, 2015). The motivation of students during English classes, will be evaluated by observing student's participation in this period, considering the methodology currently used in English lessons in the school, as well as the attitude of the teacher towards students. On the other hand, different investigation instruments will be applied to parents /caregivers of students in order to measure their absence or lack of interest in the process of learning English language of their children, as their level of schooling is also associated with parents/caregivers approach with the language and the input in the family context.

Finally, as a contribution for the Chilean education, a methodological proposal, based on Love Biology written by Maturana (2004), is suggested to improve the language learning process in destitute social context and students with absence of parents and/or caregivers.

Key words: Motivation- Affectivity– Love Biology.

Resumen

Este proyecto, basado en el método investigativo de estudio de caso, trata de analizar describiendo dentro de un contexto vulnerable, como el contexto personal de los estudiantes; la ausencia de los padres o cuidadores como la figura afectiva más fuerte, puede afectar en la vida social-afectiva y en el aprendizaje de los estudiantes. La investigación contempla una propuesta pedagógica para implementar actividades metodológicas que impulsen la motivación de los estudiantes de inglés, como también la actitud del profesor de asignatura como agente suplidor del rol afectivo en la vida de los estudiantes y también la motivación de los estudiantes con la asignatura. De esta manera, no sólo se mejorarán los resultados en el aprendizaje del inglés, sino que también la motivación de los estudiantes en la asignatura.

La muestra está compuesta por 12 estudiantes de 3 diferentes cursos de 2° Medio con bajos resultados en la asignatura de inglés, pertenecientes al Liceo Industrial y de Minas Ignacio Domeyko, el cual, es considerado como colegio perteneciente a un contexto social vulnerable (SIMCE, 2015). La motivación de los estudiantes durante las clases de inglés, será evaluada observando la participación de los estudiantes siendo necesario observar el comportamiento de los estudiantes durante este periodo como también la metodología utilizada y las actitudes del profesor para con los estudiantes. Por otra parte, diferentes instrumentos de investigación serán aplicados a los padres o cuidadores de los estudiantes con el propósito de medir la ausencia de ellos o la falta de interés de éstos en el aprendizaje de los estudiantes del idioma inglés.

Finalmente, se expone una propuesta metodológica, basada en la Biología del Amor escrita por Maturana (2004), para mejorar el proceso de aprendizaje en contextos desfavorecidos para estudiantes con ausencia de apoderados.

Palabras claves: Motivación – Afectividad –Biología del Amor.

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Chapter I: Introduction

1.1 General Background

In Chile, the results obtained by students of English have brought about an increasing interest: Many study programmes, scholarships and internships have been promoted by **MINEDUC**¹. Although much has been done in the matter, the level of competence demonstrated by students who finish school still remains low. (MINEDUC, 2010) This phenomenon has questioned not only the national curriculum but also how competent **EFL**² teachers are and even the different methodologies they apply. Little research has been carried out considering a different variable: How learners, who belong to a deprived social context feel when facing the target language. The present research considers affectivity as a key element and attempts to determine its possible consequences when learning English as a foreign language.

Psychological distance between students and the target language depends on various factors, such as an adequate exposure to the language in their everyday routine, frustration, fear, oral performing and anxiety, which are exposed in Comprehensible Input Theory proposed by Krashen (1988) learners assume context, explanation, use of visual aids, body language, negotiating meanings and replacement of obscure points in other words. The ideas are effectively communicated based on the learning experience'. (Krashen, 1988, P.44). Learners may present anxiety, unease, nervousness and lack of interest as certain negative

¹ MINEDUC: The Ministry of Education

² EFL: English as a Foreign Language

attitudes or feelings towards the language. To answer the research questions of this case-study, results relevant to inquiring in students' family context as the input with the language and how these impacts on the performance of learners in the learning process of EFL.

In order to understand why learners, have these characteristics when they have to explore English as a language, it is necessary to describe the social context where students spend the most of the time: The school. Currently, there are 4 types of schools in Chile. These schools have many differences to each other; the most important differences to be considered in this research are funding, the type of administration and its standardized test results.

These types of schools are:

1) **Public schools**, for the most part, were those that belonged until 1980 to centralised fiscal education and continue to be public. They receive a subsidy from the state; public schools can be administered directly by the Municipality or by a Municipal corporation.

2) **Private subsidised schools** have been part of the educational system since the mid-nineteenth century; they have grown rapidly since the late 1960s and have been consolidated since 1981. They privately develop their ownership and management through corporations, societies and/or holders that operate indifferently with or without profit, although in the vast majority they have been conceived to become a lucrative business. They have official recognition of the state and are financed by it.

3) **Private Schools** do not receive funding from the State. Its ownership and administration is private.

4) Finally, **Delegated Administration Schools** that continue to be owned by the state financed by it and dependent of the delegated administration corporations. They are educational schools of secondary education, especially vocational education, in charge of 21 business institutions that manage 70 schools.

During 2010, MINEDUC carried out the first evaluation of 10th grade students' competence in English, the so called **SIMCE**³ of English. This test was the first ever given in Chile and Latin-America, and it was based on an international standard test: **TOEIC**⁴. The results showed that Chilean students reached only 99 points out of 180 (MINEDUC, 2010). It is important to note that the minimal score to achieve this international certification is 134; consequently, the results proved that there is a giant breach amongst the education students receive in public, private-subsidised, private and delegated administration schools.

The results showed that students from lower socioeconomic groups got only 0,03% of the international certification, i.e., most of the students who were able to pass and got the certification do not belong to the poorest groups in our country (MINEDUC, 2010).

The results from MINEDUC summarised the critical situation regarding schools in general terms in Chile: 89% of 10th grade students failed to certify an elementary level of English. In a real context, in various 40-student classes in vulnerable schools, none of the students obtained an international TOEIC certification (Ibid).

From the results of English SIMCE, the researchers can deduce that there is a strong contrast between the realities in which children learn English, and these contrasts depend on

³ SIMCE: Measurement System of Education Quality

⁴ TOEIC: Test of English for International Communication

socioeconomic status mainly. Having that in mind, this is a problem faced by teachers on a regular basis along the country. They consider important to broaden the scope to other elements needed to be taken into account that may provide solutions to the problem.

One of the most important factors which may affect the motivation of students towards English is their inner world: As English seems to be far away from their context, i.e. they are not exposed to real input in the language, they may be unmotivated. This concept is understood by Henson and Eller (2000) as the lack of motivation in a person who cannot be in an activation state or excitation which impels them to perform. (As cited in Bermeosolo "Cómo aprenden los seres humanos", (2005, p.215). Since then, it is fundamental to deal with learners' close context, in this case; families.

Erikson (1983) states that families and /or the environment in which children are brought up may play a crucial role in the appropriate development of human beings as a whole. Humans are not socially developed until the first 18 months thanks to the confrontation of conflicts. On this stage, in particular, confidence and distrust are supposed to be faced. So, in that sense to accomplish the virtue of confidence, the baby needs the feeling of being warm and safe through the warm body. This way, bonding is developed as a base of all future relationships. In contrast, the baby is also quite vulnerable and sensitive to environmental stimuli, this way, frustration experiences and emotional satisfaction are aspects of the bases of the individual development.

On the other hand, Vygotsky (1978) Zone of Proximal Development - ZPD concept establishes how students solve problems under adult guidance, or in collaboration with more

capable peers. This experience develops important parts of human personality; it is in this family context in which children are able to solve a particular problem in collaboration with more capable peers or under adult guidance. Thanks to the broadening of the studies on ZPD concept, the scaffolding concept has emerged widening the scope on the field; it is a task-specific support, designed to help the learner independently to complete the same or similar tasks later in new contexts.

Therefore, children follow the examples of adults and gradually develop the ability to do certain tasks without help or assistance, learning from stimuli and experiences to know his/her environment, since the child establishes influences generating his/her human personality. From this theory, it can be exposed that the learning process is influenced by the environment and the social context where the child grows up. Here is the importance to research on student's family context in order to determine how the influence of this inner world affects in learning English as a second language.

One of the main agents, according to one of the most important principles used in the process of the following research, which helps the learning process, is **love**. In this sense, the concept of love is referred here as Maturana states. His theories point out that love should not be interpreted in a romantic way; according to him, love is a biological force that has allowed humans to evolve as the most sensitive species (Maturana, 1997).

As humans, we probably assume the influence of love as an unconscious factor in all social interactions faced. The theory developed by Maturana (2004) posits that: "Biological love is a central aspect for the concentration of our existence and human identity". He also

has delved into this field and his theory of Love Biology (2004) has something relevant to add to the matter. This theory states that everything that is done as human beings, takes place in conversations, which means an intertwined language, through a coordination of consensual behaviours and emotions.

Taking this Maturana's hypothesis into consideration, conversation is an important vehicle for teaching English as a foreign language. (It occurs not only in the target language, but also in the mother tongue as a form to enhance bonding between learners and teachers) For the purpose of this case study based research, the concept of conversation will be considered as a fundamental link between students and teachers in order to interpret the emotions of the students (frustration and motivation) to implement an educational proposal.

1.2 Theoretical Motivation

As students of an English Teaching Programme, the researchers have been exposed to several linguistic theories related to learning English as a Second Language, Input, and Second Language Acquisition theory. However, it is in the experience of being a teacher trainee at school in a vulnerable context where the interest in discovering the relation amongst linguistic theories, especially the ones related to student's attitude and aptitude when they learn a foreign language and the situational context of these schools- have produced the interest in exploring family context; the input of the language as the absence of their parents or caregivers and its effect on learning English.

1.3 Pedagogical Motivation

As future English Teachers, on this investigation, the researchers will try to find out the features of family context that could produce demotivation in students to the point of causing low results in learning English as a foreign language. Thus, implementing a pedagogical methodology that improves the pedagogical practice based on Love Biology proposed by Maturana, which contemplates a nurturing teacher.

1.4 The Problem of Study

The present research intends to determine the aspects of family context that can play a role in demotivation.

1.5 Research Questions

The research questions are focused on the process of learning English as a foreign language, taking into account family context as students' demotivation in the subject demonstrated by the participation of students in English lessons and the methodology applied by the teacher.

The first question is closely related to discovering whether or not family context affects learning English and its relation to the motivation of students.

- i) *How does family context affect English language learning in terms of motivation?*

The second question intends to propose the teacher's role as a fundamental and effective role in education.

ii) *Does a nurturing teacher improve motivation in English language lesson?*

1.5.1 General objective. To determine how the family context impacts in motivation or demotivation in students of 10th grade of school.

1.5.2 Specific objectives. This research has some specific objectives related to the implementation of methodological strategies to strengthen student's motivation in English:

- To understand how love can be a crucial factor in learning English as a foreign language.
- To incorporate educational strategies that teachers could apply in their lessons in order to become an agent of love for students and reduce the lack of affectivity in student's life.
- To validate if the use of innovative teaching methodologies can promote a cooperative environment and motivate students in an English class.

1.5.3 Hypotheses. The research has 2 hypotheses which are related to the implementation of pedagogical techniques to promote motivation and interest from students in a deprived school as the methodology in lessons of EFL, based on Maturana theories of love.

- To clarify the lack of affectivity as the main factor associated with low results in English.

- To propose a pedagogical methodology based on affective filter hypothesis, natural approach and love biology.

1.5.4 Justification of study. As future teachers of English, the researchers believe that affectivity is an important factor for social interaction. On a daily basis in a classroom, it is fundamental because the learning process is the result of teacher-student interaction. For that reason, they have to consider their students as a whole; the competence in English language, student's abilities, aptitudes and faults. For the proposal of this research, for the future task of teaching English, it is therefore, important for them to take the family context of their students into consideration, giving main importance to family context and its possible influence on the results of students.

Chapter II: Theoretical Framework

2.1 A General View of the Agents Involved in a Learning Process

Over the past 20 years, many authors have defined different factors which affect a learning situation in English classes. In a learning process, the new knowledge joins our knowledge structure associating this new knowledge to the previous one, Peregoy and Boyle (1997) explain the aforementioned situation as a scaffolding, the scaffolding concept is defined as the element which involves the set-up of “temporary supports, provided by capable people, that permit learners to participate in the complex process before they are able to do so unassisted” (as cited in Jane Averill, 2010, p.1).

Bermeosolo (2005) explains that the most important concepts of the learning process are the need for achievement, feedback and motivation directed by the teacher. Using the need for achievement helps the student set realistic goals. Feedback informs students in a timely manner to solve mistakes or improve practices. Proposing tasks and challenges in the level of adequate difficulty avoids temporary stress or chronic anxiety, etc., these elements are part of the wide range of resources that must be considered by all educators in the field of motivation.

As such, throughout the literature related to psychology and education such as Alonso (2012), Maturana (2004) and Bermeosolo (2005), motivation is the most important element to generate a learning situation with a good result. Then, the concept is related to the dynamics of each person, and driving their skills to meet their needs (at different levels) or certain goals (Ibid). Certainly, to understand how an abstract concept becomes a concrete

goal, it is necessary to understand different definitions to create what motivation means for literature and to work on it.

2.1.1 Motivation. Many times, teachers wonder how to motivate students to participate in class, for this research the participation concept is linked to the concept of motivation. Therefore, the concept of motivation must be considered by teachers to plan English classes as Krashen (2009) claims that performers with high motivation generally do better in second language acquisition. To understand the motivation concept, some authors will be considered in order to obtain a broader perspective of motivation, this way the following authors describe motivation as the following:

Zoltán Dörnyei (1998) attempted to achieve a synthesis of the static and dynamic conceptions of motivation by defining it as a “process whereby a certain amount of instigation force arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached”. (p.1). Consequently, Bermeosolo (2005) emphasises that motivation is essential to explain the variability of behaviour in humans. Thus, 7 years later Alonso (2012) described motivation as the motive that encourages, maintains and directs the action of a subject to achieve determined goals. In common language, it is often expressed in different ways; self-love, fighting spirit and willpower.

As well as in the final definition of motivation proposed by Alonso before, (ibid.), it follows the same idea, claiming that a learner could be clever, but if he is unmotivated, the learning process will not be accomplished effectively. If the learner does not determine his

goals, aspirations and desires, the learning process will be unattractive and hard. In addition, the same author affirms that a child, who feels threatened or has constant problems at home, cannot concentrate or learn, because of the stress experienced. Feelings of learnt helplessness ('everything that I do, it is not important) are constructed through successive failures (p.222).

Helplessness refers to the situation when students feel that everything they learned or do is useless. Bearing this in mind, it is evident that in a learning process, motivation is an important element, and the objective of the teachers in classes is exploding from the intrinsic or extrinsic motivation to proving to students that they can learn something about all the subjects. If the teacher analyses personal purposes of each student, he could demonstrate that knowledge is useful. When the teacher analyses the purpose of students, the affectivity as an abstract element that could play an important role to improve the intention of the teacher to show and learn contents.

Consequently, for this investigation motivation in a classroom is understood as the engagement observed in students with the lesson. Many characteristics and attitudes can demonstrate the interest of students in the class. However, for this research the following shares will be considered representative actions of a motivated student:

- Raise-hand: Action performed by students to ask for help, make contributions and give opinions.
- Body language: Body movements and attitudes performed by students to express how they feel.

- Follow the teacher with the eyes: Action produced by students to pay attention to the teacher.

On one hand, the aforementioned described concepts will be important characteristics to measure the central intervention of this investigation and to answer the research questions. On the other hand, the following concepts are focused on explaining how the affectivity concept is linked to learning process.

2.2 The Concept of Affectivity

For the purpose of this case study, the concept of affection will be related and referred to as the emotional relationship that is developed between the teacher and neuter students, through shared spaces, experiences, messages, and above all elements the communication that is achieved amid the 2 individuals. Maturana (2004) (Ibid), states that “all conversations concerning life converge at school, and through these conversations, we can become a particular human being. However, conversations about some particular skills may confuse students.”

As Maturana posits, the school is a place where conversation emerges. This situation helps teachers to assess intentionally the following aspects: 1) To train emotionality and teacher empathy in such a way that he/she interacts with their students in **Love Biology** without interfering with students' particularities of their human beings; and 2) To create an interactive space between teacher and students, for the expansion of their capacity to reflect on what they do in their different domains of knowledge. As these two notions, could stay conceptualised and separated to each other, it could be transformed according to education

will. (p.65). As Maturana posits Love Biology is described as the behaviour of the emotions emerged from the social context, in this case, from the family context and how these emotions such as aggression and love affect in the way humans interact with the social environment, love can be understood as we conceive that humans are biologically predisposed to feel and express love.

Under this affective umbrella, there are other important authors that define affectivity and how it is closely related to the educational field.

In agreement with what was said before, according to Piaget's theory of affectivity (1954), Carretero (2005) affirms that *Affectivity*, is the engine, the primary cause of the act of knowing; It is also the mechanism that causes human actions and thoughts, which implies that any act of desire is an act of knowledge and vice versa. "Affectivity is an element that provides bridges to knowledge" and without a strong and adequate presence of affective aspects, a human being will not have a proper intellectual development (Piaget, 1954).

2.3 Love Biology

According to Maturana, "as humans, Love Biology is an aspect of our evolutionary aspect, which means two things: The first is that love has been the central emotion preserved in the evolutionary history which has originated us since 5 or 6 million of years ago; the second is that we get ill when we are deprived of love as fundamental emotion in which our relational existence with others and ourselves elapses. For that reason, Love Biology is crucial to preserve our existence and human identity". (2004, p. 46). Taking in consideration

Maturana's definition, Love Biology is a concept that reveals human beings as biological affectionate creatures.

As Maturana clearly states here, researchers could see that love is taken as the most important emotion to establish social interaction: Existence depends on this emotion. On this case study research, this theory will be considered to revealing that affectivity is an important motor of the existence as humans, and how affectivity must be present in classrooms to help teachers in the learning process.

Learning English as a foreign language sometimes may cause different emotions and problems, those implications related to the personal context, such as parents/caregivers absence, the lack of interest that parents demonstrate in students schooling as the presence or not of English language input from the family context can be replaced by the input given by the teacher into English classes, however, the absence of parents/caregivers is a difficult task to overcome for that reason it is important that teacher could generate the opportunity to know each student beyond the role of student; to know students' interests and incorporate them in teaching, but, more important is to consider the family context, to explore the inner world of students, especially those students that have problems in learning English, due to of a less motivation in the subject that in most of the cases can be produced by a personal problem.

According to the Love Biology proposed by Maturana (Ibid), it is said that humans are determined by biological structures which can be transformed as the results of social interactions with the environment or context. It is in that coexistence where humans exist in

a relational place of interaction (where conversations emerged) that could be conscious or unconscious which is called '*Psychic existence domain*'. It is in that psychic place that we and our individual history live and as we live, change ourselves. (p.25).

By the interpretation of this quotation, it can be concluded that human beings can be transformed as a result of interactions with the environment or context and how humans conceive the experiences lived in this psychic place. The importance of this quotation is to highlight the role that context plays in this psychic place called '*Psychic existence domain*' and how it may cause an effect in learning English as a foreign language.

2.3.1 Emotions. As Maturana posits (2004), emotions can be classified as different domains of relational behaviours (Interactions) or as body disposition (which involves all the nervous system and body).

Emotions can be more complex and important than just domains that infer in relational behaviours and body dispositions. Emotions can be understood as the central aspect of education as it is proposed in this case study research.

According to Maturana (2004), humans learn in domains; emotional and rational. The emotionality lived in childhood is conserved in the psychological space as an adult. Human life is not predetermined to become one or another type of human, this means that the human being that we become is a result of a systemic identity preserved in interactions in which the child lives. Therefore, it could be at home, school, neighbourhood, as the real world in general. The way that adults preserved this interaction with their environment will depend on the emotionality but it will not depend on the rationality. (p.53).

From Maturana's hypothesis (2004), it can be deduced that emotionality plays a crucial role in childhood that will determine the way students learn and live in adolescence and their adult life and hence, it is thanks to the emotionality expressed in common life. On this perspective, it is important to consider the student's emotionality, agreeing with the author when he claims that the central aspect of education is the dynamic of becoming a human being as a responsible human, this kind of education involves values, those must be lived and not learned as an independent process, because they belong to emotional domain, mainly with love domain as the emotion that sets up the social coexistence (p.55).

2.4 The Affective Domain

The affective domain is the one that refers to emotions or feelings. For the purpose of this case study research, the affective domain results relevant to determine whether or not emotions that emerge from personal context, can be a crucial factor to get students motivated when they learn a foreign language.

The affective domain is the emotional side of human behaviour, and it is the opposite to the cognitive side according to brain organization of hemispheres. As D. Brown exposes (2000), the development of affective states or feelings involves a variety of personality factors, and feelings, both about us and about others with whom we interact.

Benjamin Bloom and his colleagues (1978) provided a useful definition of the affective domain that is still widely used, as follows.

2.4.1 Receiving. Students must be aware of the environment surrounding them and be conscious of situations, phenomena, people and objects; also, be willing to receiving and tolerating a stimulus instead of avoiding it.

2.4.2 Responding. Committing themselves in at least some small measure to a phenomenon or a person. Such response in one dimension may be in acquiescence, but in another higher dimension, the person is willing to respond voluntarily without coercion, and then receives satisfaction from that response.

2.4.3 Valuing. Valuing comes from beliefs and attitudes to be internalised. Individuals accept a value to be identified with it, but this situation commits them to the value to pursue it, seek it out, and want it, finally, to the point of conviction. People establish their own characteristics, and from their beliefs, attitudes and characteristics, they can appreciate what they are.

2.4.4 Organization. Organization of values into a system of beliefs, determining interrelationships amongst them and establishing a hierarchy of values within the system.

2.4.5 Value system. Individuals (Students) become characterised by and understand themselves in terms of their *value system*. Individuals act consistently in accordance with the values they have internalised and therefore, integrate beliefs, ideas and attitudes into a total philosophy or worldview. It is at this level that problem solving, for example is approached on the basis of a total self-consistent system.

These concepts found in Bloom's taxonomy (1964) are used for a general understanding of the affective domain in human behaviour and also for educational purposes. The learners

of a second language need to be receptive to *receiving*, *responding* and *valuing* to those with whom they are communicating and to the language itself. Being responsive to people and to the context of communication, willing and able to place a certain value on the communicative act of interpersonal exchange.

Bloom's taxonomy exposes how teachers must cover and explore the learning process of students, especially in the affective dimension, in which students become aware of their emotional abilities and recognise their affective environment to learning diverse aspects in life.

2.5 The Affective Filter Hypothesis

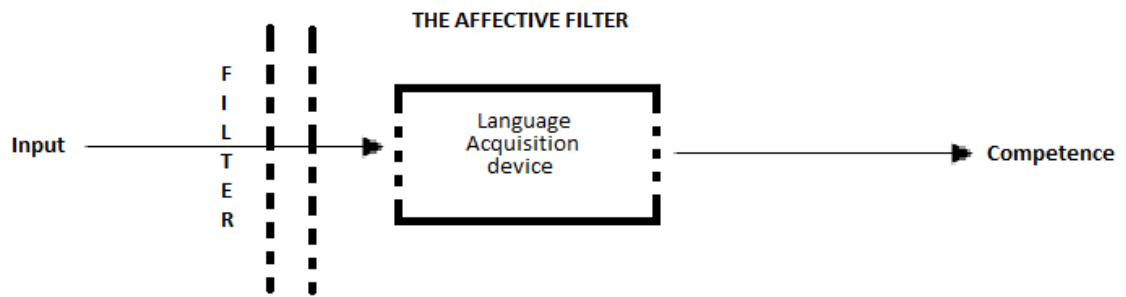
The affective filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their affective filters.

This hypothesis states how the affective factor plays a crucial role in second language acquisition. The researchers have confirmed that a variety of affective variables are related to success in second language acquisition (reviewed in Krashen, 1981). Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a higher or stronger affective filter-even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device.

Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. They will be more open to the input, and it will strike "deeper" (Stevick, 1976).

The image 1 explains how the affective filter works in order for students to achieve a comprehensible input and improve their competence in learning English as a second language.

Image 1. The affective filter diagram.



When the filter is 'up,' input may be understood but will not reach the language acquisition device; it will not strike 'deeply' (Stevick, 1976).

From the image above, it can be interpreted that input is the primary causative variable in second language acquisition, affective variables act to impede or facilitate the delivery of input to the language acquisition device. Those affective attitudes can be placed in these categories: Motivation, Self-esteem and Anxiety.

2.5.1 Self-esteem. Performers with self-confidence and a good self-image tend to do better in second language acquisition.

Malinowski (1923) noted that all human beings have a need for a self-concept and finding acceptance in expressing that self in relation to others. Personality development universally involves the growth of a person's concept of self, acceptance of self, and reflection of self as seen in the interaction between self and others.

Taking into consideration Coopersmith (1967), who states self-esteem as the following: By self-esteem, it refers to the evaluation which individuals make and customarily maintain with regard to themselves; it expresses an attitude of approval or disapproval, and indicates the extent to which individuals believe themselves to be capable, significant, successful and worthy. self-esteem is a personal judgment of worthiness that is expressed in the attitudes that individuals hold toward themselves. It is a subjective experience which the individual conveys to others by verbal reports and other expressive behaviour (p. 4-5).

2.5.2 Anxiety. Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety.

Spielberger (1983) defined anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p.1); On the other hand, Scovel (1978) posits that anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension, or worry (p. 134)

There are some problems associated with anxiety and learning a second language:

- a) Communication rejection which arise because of the inability of learners to adequately express mature thoughts and ideas.
- b) Fear of negative social evaluation, arising from a learner's necessity to make a positive social impression on others.
- c) Test anxiety or apprehension over academic evaluation.

It is crucial that teacher must be aware of problems that might arise from anxiety to set some didactics strategies to reduce anxiety levels in classrooms.

Frustration and anxiety are one the most common problems that students face when they are performing in the English class. They are afraid of making mistakes in pronunciation, grammar structure and this is because they are not accustomed to express themselves in a foreign language. The experience of talking in English is not a common situation for them, and when they do it they feel forced, uncomfortable with themselves and also, they get frustrated. For that reason, the teacher must be the agent that contributes to reducing anxiety and frustration and he/she must be capable of transforming this affective domain into a positive aspect for students within the classroom.

As the previous theories revealed emotions and feelings development through biology development, presented by Maturana in 'Transformación de la convivencia' (2004) in the following pages the psychological development proposed by Erickson (1987) will be displayed in order to point out the implications concerning psychology, and education and also to state how these implications can help in new pedagogical construction.

2.6 Psychosocial Development

Considering the idea of the family context as the main factor from which the emotions emerge, according to Erikson (1987), these emotions are autonomy, and self-confidence. Moreover, by successfully completing each stage may result in a healthy personality and the acquisition of basic virtues.

2.6.1 Trust vs. mistrust. On this stage, Erikson (1987) claims that the child is uncertain about his surrounding and, to give importance of these uncertainties, the child gives relevance to their primary caregiver for stability and consistency of care.

If the care that the child receives is consistent, predictable and reliable, the child will develop a sense of trust which will carry with him to other relationships and they will be able to feel secure, even when threatened.

2.6.2 Autonomy vs. shame and doubt. Between the ages of 18 months and 3 years, the child begins to assert their independence, by walking away from their mother, picking up which toy to play with, and making choices about what they like to wear, to eat and so on. As a result, the child is discovering that he or she has many skills and abilities such as putting on clothes and shoes, playing with toys and those skills illustrate the child's growing sense of independence and autonomy. They will become more confident and secure in their own ability to survive in the world according to Erikson (1987).

2.6.3 Initiative vs. guilt. Then, according to Erikson (1987) around age 3 and continuing to age 5, the child develops a sense of initiative, and feels secure in their ability to lead others and make decisions. Besides, on this stage the guilt can make the child to interact slowly with others and may inhibit their creativity. Some guilt is necessary, otherwise the child would not know how to exercise self-control or have a conscience, so the relevance of the parents in this part is important, because they will control and manage those feelings in the child. A healthy balance between initiative and guilt is important. Success in this stage will lead to the virtue of purpose.

2.6.4 Industry (competence) vs. inferiority. Children on the stage of 5 to 12 years as Erikson (1987) proposes, when they will be learning to write, read and to do things on their own, the teacher begins to take an important role in the life of children as they teach them specific skills. The child now feels the need to win approval by demonstrating specific competencies that are valued by society, and begin to develop a sense of pride in their accomplishments. If the parents or the teacher do not encourage them, the child begins to feel inferior, doubting his own abilities and therefore not reaching their potential. Besides, some failure may be necessary, so that the child can develop some modesty. Again, competence and modesty are necessary, but with a conscious balance.

2.6.5 Identity vs. role confusion. During adolescence from 12 to 18 years, the transitions from childhood to adulthood is the most important shift, because the child is becoming more independent, and begins to look at the future in terms of professional career, relationship, families, among others. On this stage, the main importance is the development in which the child has to learn the roles he will perform as an adult.

In other words, the information shown above aims to explain the relationship to understand the development of the child from the first months up to 18 years and their life cycle through students' own experiences. Also, the stages within those years show the relevance and importance in the behaviour development and links it with the crucial support that parents/caregivers give in terms of security, initiative and so forth.

In the following lines, the relation between teacher and students will be exposed, the oppressor and oppressed theory gives the accurate information to establish the ideal relationship among students and teacher.

2.7 The Role of the Teacher in Deprived Contexts

In the deprived social contexts, some theorists have pictured a paradigmatic portrait on the image of the worker and the employer. The employer exerts pressure and fear on the worker, so that the worker has to do what the employer asks for, doing it right or doing it wrong, by fear or fearful of freedom. On educational deprived context, the same situation occurs between teacher and students, Paulo Freire called it 'Pedagogy of the Oppressed' (1970) in the following paragraphs this theory is presented.

2.7.1 'The oppressor' and 'the oppressed'. According to Paulo Freire (1970) a new pedagogy proposes a new relationship between the teacher, student, and society and it means that the oppressed multitude needs to be conscious of their reality and be able to make their transformation. The exploration of how the oppression has been justified and how it is reproduced through a mutual process between 'the oppressor' and the 'oppressed', is the major humanistic and historical task of the oppressed: To liberate themselves and their oppressors as well. The oppressors, who oppress, exploit, and rape by virtue of their power, cannot find in this power the strength to liberate either the oppressed or themselves. It means, in fact, the fear of freedom which afflicts the oppressed, a fear which may equally lead them to desire the role of oppressor or bind them to the role of oppressed.

The oppressed, having internalised the image of the oppressor and adopted his guidelines are fearful of freedom. Freedom would require them to eject this image and replace it with autonomy and responsibility. Freedom is acquired by conquest, not by gift. It must be pursued constantly and responsibly. Freedom is not an ideal located outside of man; nor is it an idea which becomes a myth.

The oppressed suffers from the duality which has established itself in their private being. They discover that without freedom, they cannot exist authentically. Although they desire authentic existence, they fear it. They are one and at the same time themselves, and the oppressor whose consciousness has internalised the conflict gets involved in the choice between being totally themselves or being divided; between ejecting the oppressor within or not ejecting them. This is the tragic dilemma of the oppressed, to do or not doing something in which their education must take into account and change those ideas.

2.8 People as Humans of Words

Finally, Freire (1970) states that this world is based on dialogues and this is the key element the oppressed can be aware of by acknowledging their reality so that they can achieve their freedom and independence. Language and dialogue should be the essential elements for the student to be used through words taking an action first and then a reflection, therefore language becomes the key.

Existence, as human, cannot be mute, silent, nor be nourished by false words, but by true words with which men transform the world. To exist, humanly, is to “pronounce” the world, it is to transform it. The pronounced world, in turn, returns problematised to the pronouncing subjects, demanding from them a new pronouncement. Men are not made in silence but in word, in work, in action, in reflection. (Freire, 1970, p.71). Human beings can be understood as the race of language and its intention. For this reason, dialogue is an existential experience. Being the encounter which cooperates the reflection and the action of its subjects directed towards the world that must be transformed and humanised, it cannot be reduced to a mere act of depositing ideas from one subject in the other, neither becoming a simple change of ideas consummated by their interactions (p.72)

This is how the conscious use of our language and words will generate a reaction and reflection in ourselves or other people. From our words, we can express our feelings in any way, whilst the dialogue fulfils its function. “There is no dialogue, if there is no deep love for the world and for men” (Freire, 1970, p.72)

As Paulo Freire states, language is an essential element to consummate inner ideas of ourselves, in the subsequent section, language will be described according to Maturana.

2.9 Language

Maturana (2004) said that Language is not a phenomenon from the nervous system, but a relation among organisms, because it takes place in the behavioural outflow, not at the neuronal activity into the nervous system in which correlational sensor-effector emerged. This way, language is an outflow of behavioural coordination and as all the experiences lived as humans, it takes place in human conversations which determines human behavioural correlations with the environment. Conversations play an essential role in human interactions. Thus, us as future teachers consider that this biological aspect should be taken into consideration to comprehend the oral interactions with students as an important process in which an affective bonding can emerge in order to promote English learning.

Language, as Maturana (Ibid); States that conversations play an essential role in human's interactions, it is important to notice how conversations change in EFL classroom as Liceo Industrial y de Minas Ignacio Domeyko where English is not the mother language, where students are not used to interact in English language, where the vulnerable context influences a deprived exposure to the language both at school and home.

2.10 An EFL Classroom.

An EFL classroom is a classroom where English is not the mother language, this way students share the same culture and language. Teacher in deprived contexts is the only one

who has the exposure to English and he/she is the appropriate person that promotes or exposes their students to the language and its culture. The aforementioned said because students do not have the opportunity to express the language in another context beyond the classroom. (Oxford University, 2011). The importance of this text is to noticing the lack of input associated to learning English as foreign language and to enforce the role of the teacher as the link among students, and when English is not a common language in life of students, even more as a rich input in the family context. Additionally, the needs of students' when they learn English as a foreign language is to give the appropriate input to the language by oral transmission and also writing enforcement.

Chapter III: Methodological Framework

3.1 The School

The school selected belongs to the Recoleta district, which is known as a vulnerable area in Santiago. This school belongs to 1 of the 70 schools that can be categorised as delegated administration in Chile.

Liceo Domeyko was founded in 1988, as a non-profitable corporation, through Decree N°1275 of the Ministry of Justice, whose main objective is to collaborate in the development of the country by preparing highly qualified personnel. Thus, the Ministry of Public Education authorises the corporation for the administration of Liceo Industrial A-21, now Liceo Industrial y de Minas Ignacio Domeyko, under the protection of Decree No. 3166, 1980.

This school is located in Juárez Larga #760, Recoleta, Santiago, Chile. Liceo Industrial y de Minas Ignacio Domeyko, offers vocational education to students in 3 different areas, which are *Mecánica Industrial*, *Técnico en Electricidad* and *Asistente de Geología*, in order to help adolescents that live in deprived contexts and also, the school has integration projects, because it receives students from others countries. As this school offers different vocational education than the ones offered by most of the other technical schools, students come from many of the districts of Santiago, mainly from districts such as Renca, Conchali, Quilicura, Lampa and Independencia.

Nowadays, there are 820 boys and 116 girls at Liceo Industrial y de Minas Ignacio Domeyko. The majority of students are boys, because the school does not have the adequate facilities, such as restrooms and dressing rooms, to receive more than 120 girls.

At Liceo Industrial y de Minas Ignacio Domeyko, there is an English laboratory that has 20 computers with a specific programme to work and develop the 4 skills in English such as: Listening, speaking, writing and reading. Furthermore, *Universidad Católica Silva Henríquez* offers a special English programme for some students that is called “English after school”. The main idea of this English programme is to help students who want to learn more about this important subject. The students who want to participate in this programme take a specific test, but this project has been designed for students of 9th grade only.

This school has a reinforcement programme in all the subjects for students that have low academic performance, and also has sport activities with the purpose of promoting a healthy lifestyle, especially against the use of drugs. In order to support the aforementioned purposes, there is a work staff composed of a psychologist and differential educators in order to help students with special needs, personal problems and drug abuse.

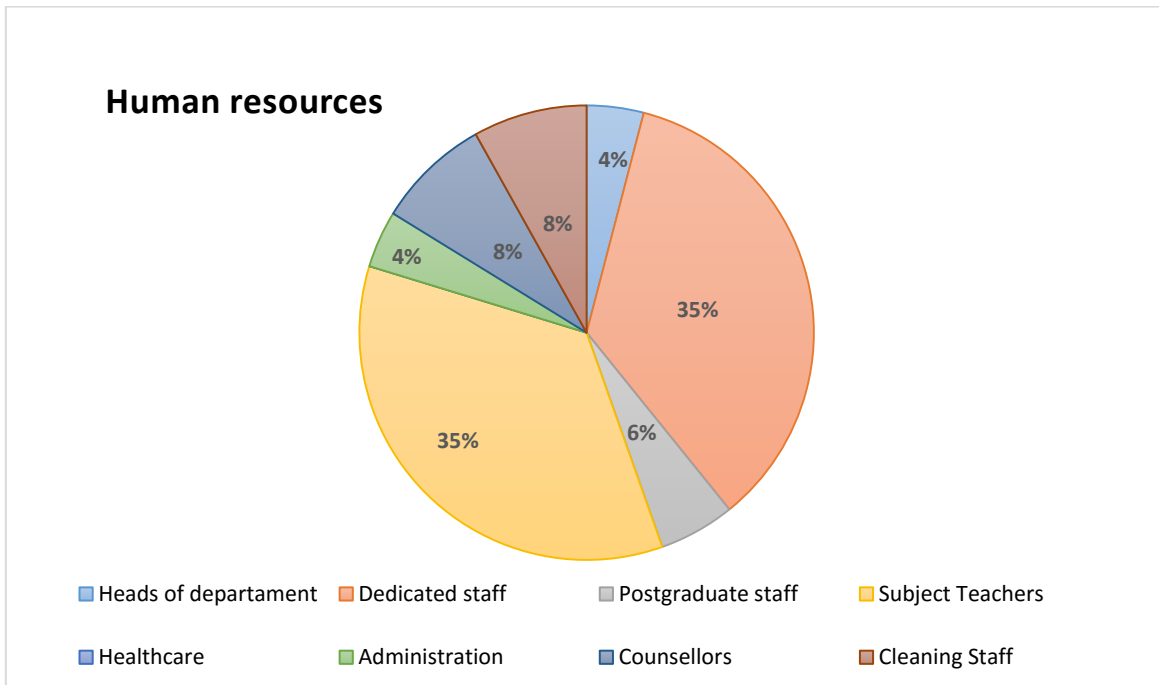
3.1.1 School staff. In the following table, Figure 1, the school staff at Liceo Industrial y de Minas Ignacio Domeyko is exposed to take into account the number of professionals who serve the education of students. The categories are numbered in each square which classify people who work in the institution, and the other numbers represent the quantity of professional which there are in each area.

Figure 1. School staff.

Category	Members	Category	Quantity
1. Teacher Staff:	44	2. Heads of Departments:	3
3. Dedicated Staff:	26	4. Class Teachers:	7
5. Postgraduate Staff:	4	6. Subject Teachers:	26
7. Average Age of Staff:	30/60	8. Healthcare:	0
9. Average Tenure of Staff:	1 year to 20 years of experience	10. Administration:	3
11. Counsellors:	6	12. Cleaning Staff:	6

3.1.2 Human resources chart. In the following Pie Chart, the categories mentioned before are represented in percentages by human resources department of the school staff.

Pie chart 1. Human resources.



The pie chart shows that the number of teachers per subsector is greater than other percentages. This means that 35% of teachers perform their class and then change to a different group of students, thus those teachers meet the students 1 or 2 times per week in 2 or 3 blocks of 45 minutes. According to what the research exposes, this point is relevant, since it is questioned if this time is enough to generate affective ties with the students.

3.2 The Participants

The students selected represent 5,7% of the universe of the 10th grade students at Liceo Industrial y de Minas Ignacio Domeyko. The scholars selected are 10 boys and 2 girls where the average age ranges are from 15 years old to 18 years old.

The criteria for the sample was selected by convenience; this means that the students selected have characteristics in common, for the purpose of this case study research the main characteristic or requirement that students must accomplish were: They belong to 13,3% of the class with low results in English subject. According to the vulnerable context, all the students from Liceo Industrial y de Minas Ignacio Domeyko belong to a low social-class. According to MINEDUC between 50,01 and 70% of the students at Liceo Industrial y de Minas Ignacio Domeyko are in a condition of social vulnerability. Students selected belong to a medium-low socioeconomic status. (SIMCE, 2015) The sample was not selected randomly, because it was necessary to observe if the low results obtained by the students are closely associated with other characteristics, such as vulnerability and mainly the influence of the family context.

The following Table shows the identifying data about the students selected:

Figure 2. Identity of subjects.

Student	Age	Course	Average in English Subject	District where student lives
Subject 1	15	10 th grade C	3.6	Conchalí
Subject 2	15	10 th grade C	3.8	Peñalolén
Subject 3	16	10 th grade C	3.4	Recoleta
Subject 4	15	10 th grade C	3.7	Recoleta
Subject 5	18	10 th grade F	4.5	Cerrillos
Subject 6	16	10 th grade F	3.8	Recoleta
Subject 7	18	10 th grade F	4.0	Conchalí
Subject 8	16	10 th grade F	3.6	Conchalí
Subject 9	16	10 th grade G	3.7	Quilicura
Subject 10	16	10 th grade G	3.4	Huechuraba
Subject 11	16	10 th grade G	3.6	Lampa
Subject 12	16	10 th grade G	3.9	Conchalí

Note: In Chile, students are graded on a scoring range of 1.0 to 7.0, in which from grade 4.0 onwards students are approved.

From 12 students, the table exhibits how only 16% of students can maintain their averages and approve the English subject. Considering 3,7 mark as a limit to gain approval, striving hard at the last moment of the school semester, 42% out of students could obtain a better result. Unfortunately, 42% out of students have no possibilities to approve the English

subject, because their averages are extremely low. The results obtained demonstrate that the methodology used by the teacher induces low results in the subject (**See appendix C**).

This research as a case study follows the idea of Yin (2000) who posits, a case study must have 3 aspects, which can serve as a definition: It must have data from multiple sources, examine something in a real-life context, and use theory to generalize results. Consequently, diverse sources were applied to collect information.

From the beginning, researchers reached out to the student's sample in order to establish affective bonds with them, gathering important information about the students such as learning styles, absence of parents and caregivers as well as their predisposition to English classes. The central intervention contemplated 4 reflexive sessions which students were supposed to share with researchers in a different context. Many experiences and opinions about English classes including teacher methodology and attitudes with students, were exposed by students in these reflexive sessions.

Furthermore, the personal problems and experiences faced in their family context were a fundamental part to analysing how situations in family context may affect the process of learning English as a foreign language performance. Therefore, the information recollected will be presented in the chapter IV, and these elements will be compared with theory.

3.2.1 Methodology applied by English teacher. First of all, the researchers decided to apply an investigation tool known as “Observation rubric to establish the teacher method”, (See appendix C) being its objective to analysing the teacher’s strategies and methods used to establish how these proceedings affect the knowledge and low results in students. The instrument presents different questions which must be answered by observation carried out by researchers, after 2 classes performed by the English teacher at Liceo Industrial y de Minas Ignacio Domeyko.

With the observation and the analysis of the “observation rubric” of the subject teacher, and its methodology used in classes, the researchers determined the methodology used by the teacher in English subject, which is Grammar Translation method. The central functions in the class are to analysing and studying the grammatical rules of the language, and then to practice manipulating grammatical structures through the means of translation both into and from the mother tongue (Spanish).

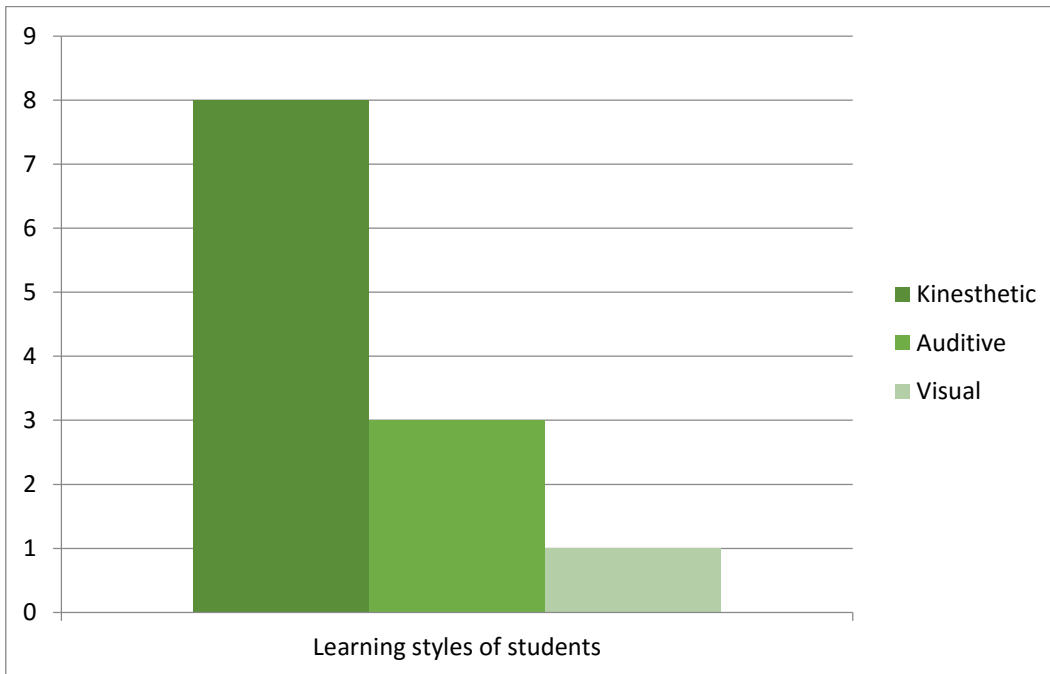
This type of methodology is focused on the performance of the teacher; the student practices a passive role and is not the essential agent of the class. Grammar Translation method does not allow a contact between teacher and students.

3.2.2 Development and implementation of a bonding class. For a month, the 10th graders selected from Liceo Industrial y de Minas Ignacio Domeyko were observed at English lessons by a researcher with the aim of identifying their motivation expressed through interactions, body language and general engagement in classes.

As a result, the students presented a clear demotivation for the English lessons and the methodology used by the teacher, understanding the demotivation as the null participation in the activities or homework presented in English classes. Pupils never raised their hands to participate in classes; they did not follow the teacher with eye contact, they did not interact one another in the second language, they nor showed comfortable with the class and demonstrated signs of boredom as continuous yawns and sometimes they did not sit looking at the whiteboard or teacher.

Facing this background, it was necessary to identify the learning styles of the students selected in order to create a proposal that considers their types of abilities and promote a ludic class for them, reducing the demotivation in learners. A test was applied by a researcher to scholars. The test consisted of 30 questions that revealed if the people belong to kinaesthetic, visual or auditory learning style, and it was designed by Swinburne; University of Technology (**See Appendix E**).

Figure 3. Chart about the learning styles of the sample.



To give a proper definition of multiple intelligences there is a classical model to understand and teach many aspects of human intelligence, learning styles, personality and behaviour in education and industry. Gardner (1983) initially developed his ideas and theory on multiple intelligences as a contribution to psychology, however the theory of Gardner (Ibid.), was soon embraced by education, teaching and training communities, besides the theory and their learning styles offers relatively simple and accessible methods to understand and explain people's preferences ways to learn and develop.

As a conclusion, based on the analysis of the chart it is possible to deduce that the test applied in 12 students from Liceo Industrial y de Minas Ignacio Domeyko, shows that 8 out of 12 students belong to kinaesthetic learning style, 3 students belong to auditory learning style and finally 1 student represents the visual learning style.

These results show that most of the students are kinaesthetic learners, Gardner (Ibid.) establishes that these learning styles: *“Takes place by the students carrying out physical activities, rather than listening to a lecture or watching demonstrations and the ability to control one’s body movements and to handle objects skilfully”*. (p.1)

Thus, it is possible to say that the methodology used by the English teacher at school is not the adequate according to the results of the test. On the other hand, once the proposal is set to be designed, these learning styles must be taken into account and included.

Considering the analysis of the chart of learning styles of the sample and its results, researchers have concluded to promote an appropriate class for the students, incorporating learning styles of students, this way students’ preferences will be considered, reducing the demotivation for the subject. (The demotivation was represented by the methodology applied for the teacher, such as avoiding eye contact with the teacher, null participation in classes, and feeling uncomfortable with the class, clear signs of boredom such as continuous yawns and sometimes not paying attention by sitting in opposition to the whiteboard or teacher).

3.2.3 A Bonding class. A new suggestion of lesson plan was taken into account based on Love Biology (Maturana, 2004) natural approach method, learning styles, and also introducing the teacher as a nurturing person, reducing teacher-student barriers. For that reason, the class was adapted into a circle, this way the teacher could have a broad perspective of their students. The class started with asking questions about the students' routines, how they felt, then the teacher asked to ten students to come in front of the class to play a game, introducing verbs to the class through flash cards, then the teacher delayed the content by giving piece of papers to the students containing answers. These 2 last activities contemplated the 3 learning styles; auditory, kinesthetic and visual. (warm-up and presentation of the class - **See Appendix A**). In practice stage of the class, the teacher gave images to students so they could create sentences, in production stage, the teacher gave students a worksheet to complete. In this part of the class it is very important that the teacher could assess students attempts, putting special attention in low-learners, inviting them to participate and encourage students to stay motivated in classes. The close-up stage was made with reflexive questions and about student's feelings linked to the performed class.

The image below represents the instrument used to assess students' motivation in the class proposed by researches, in which the main aim of this instrument was to show the interactions among students and the bonding teacher.

Image 2. Motivation assessment tool



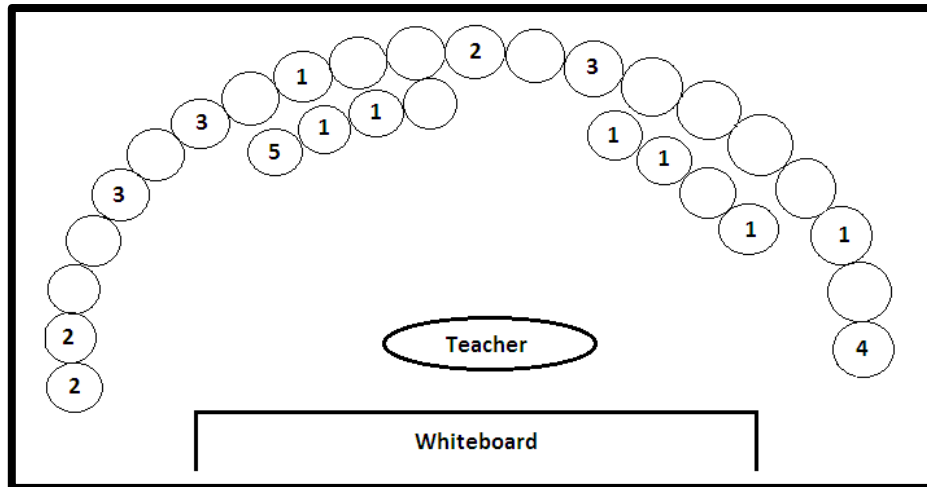
Motivation assessment tool

Objective:

The objective of this assessment tool is to show the interaction between the students and the teacher, measuring through the interactions the motivation inside the class. The assessor cannot forget the teacher is using the '*Love Biology*', which is exposed by Humberto Maturana, it was the method used in the above described.

Instructions:

The assessor must establish in circles the place of students and mark with a pencil student's interactions with the teacher or making a contribution to the class during 90 minutes (2 blocks)



Notes: The numbers inside mean how many times the students interacted with the teacher.

Observations:

During the class, most of the students raised their hands and were motivated and participated in the class, for example, 15 out of 29 students participated, and in some cases, they participated more than once.

Besides, the rest of the students who did not participate, dedicate their time talking to other students.

The teacher in charge spent her time answering doubts and making questions to those students who raised their hands.

Analysis:

In this research, a new methodology of class was exposed related to solving the low results in English at Ignacio Domeyko School, and in this class a new position of the students was assigned, so it was changed; therefore, a new style was established: a half circle was created to have a better display of the class.

whether the teacher had a better perspective of the class, enabling him/her to have a better bonding teacher-students' making the view an asset to enhance and properly manage the class. Similarly, tasks assignments as a consequence would therefore be much easier to deliver. Although the class was composed by 30 students, the teacher managed to motivate a considerable number of students, but if the number of pupils had been lower we do believe that the focus/dedication executed by the teacher would have been higher than the one shown in this class. Thus, the motivation and participation that might have been possible to observe would have been greater if the number of students had been lesser as the new arrangement of chairs would have enabled a higher participation.

Conclusion:

Considering the observed, it can be concluded that the new methodology exposed to the students was successful with a high participation from the students even more than just once. Besides, the position of the class did benefit the teacher in his perspective of the class, because he could see the entire class and not only the students who sat in front of the class.

3.3 Methodology

The UTP⁵ responsible was informed through a formal letter about the first activities to begin the investigation and a personal presentation was done by the researchers that carried out this investigation. This was done on Tuesday 27th September 2016. (**See Appendix B**).

On the same date, Tuesday 27th September, 2 English classes taught by the same teacher were observed to capture the methodology and strategies applied by the teacher. (**See Appendix C**) The objective of this observation rubric is making a general description about teacher professional practices performed by the English teacher within the class, to establish the method used by him/her. Once the teaching method was established, the researchers could analyse which elements were necessary to improve the effectiveness of this class.

One of the members, who carried out this research, was doing their professional practice at Liceo Industrial y de Minas Ignacio Domeyko. This agent was the person who selected the students for this research generating an analysis among 3 different classes (C, F and G); those classes are in 10th grade. The student school records were analysed and according to the lowest average in English subject, 12 students were selected to participate in reflexive sessions about English classes and become an elemental piece of this research. (**See Figure 2. Identity of subjects**, p. 45)

⁵ Technical Pedagogical Unit

On 4th October, students were informed about the research and their participation was requested in a personal meeting with the researchers. All students agreed to participate in the research and at the same time, the future meetings were commented and scheduled.

On 06th October, the first “parent-teacher conference” was held at the educative institution, that time researchers applied a survey which was answered by parents or caregivers. The objective of this investigation tool was to describe the familiar context of students and to know the support that students receive in their homes in the English language learning process. From answers expressed in surveys by parents and caregivers, the researchers analysed the familiar context of students, the level of schooling of caregivers, the house rules and good habits that students must had. (**See Appendix D “Parents and caregivers survey”**) The results and information are exposed in Chapter IV called “The parents and caregivers survey analysis” (p.68).

On 11th October, the researchers implemented the 1st Reflexive Journal with students in the premises of the establishment; the central objective of this meeting was speaking about their appreciations to what they thought was needed to have a better English class, and how were the English lessons taught at Liceo Industrial y de Minas Ignacio Domeyko.

Moreover, a learning style’s study designed by Swinburne University of Technology (**See Appendix E**) was applied by a researcher to discover the learning styles of each student to create a class as a proposal which would consider different learning styles that the selected students had. (**The analysis is presented in Chapter III, p. 49**) The class was performed in an upcoming date.

On 25th October, the 2nd Reflexive Journal was performed with students at Liceo Industrial y de Minas Ignacio Domeyko, the objective of this session was to reflect on mutual reliance between peers and the trust provided at their homes. Two activities were carried out to generate confidence, and a final reflection was conducted about different questions linked to trust and sensations. **(See Appendix F)**

On 3rd November, the 3rd Reflexive Journal was performed; two stories were narrated by teacher trainees with the objective to generate a reflection about motivations and personal goals. **(See Appendix G) (Read the Interview 4)**

On 11th November, a closing activity was held as the last meeting, the objective was to share with students and to talk about academic performance results at school; furthermore, in this instance the researchers thanked personally them for the participation and willingness to confess about their personal life.

In the following week, on 17th November the researchers attended to the second “parent-teacher conference”, the objective was obtaining confidential information from parents and caregivers absent in the first conference. However, the attendance of parents and caregivers in the first parent-teacher conference was the same as the second time. Finally, 5 out of 12 parents attended. **(See Image 3. Attendance in 1st and 2nd ‘parent-teacher conference)** Therefore, in that second time it was not possible to conduct another survey to obtain personal information about the other students in the sample. This attendance list as a research tool, shows the low interest of knowing students’ performance and academic results by parents

and caregivers in a decisive meeting such as the last conference of the final semester at educational institutions.

Image 3. Attendance in 1st and 2nd ‘parent-teacher conference’

- Course: 2°C

Student last name	Representative attendance	Kinship with the student
Subject 1	Absent	-
Subject 2	Absent	-
Subject 3	•	Mother
Subject 4	•	Mother

- Course: 2°F

Student last name	Representative attendance	Kinship with the student
Subject 5	•	Mother
Subject 6	**	-
Subject 7	*	Especial meeting: Mother
Subject 8	Absent	-

- Course: 2°G

Student last name	Representative attendance	Kinship with the student
Subject 9	•	Mother
Subject 10	Absent	-
Subject 11	Absent	-
Subject 12	Absent	-

*The representative person does not attend the meeting but is invited by the teacher at a special meeting.

**The student is exiled from the school community by constantly low grades and absences, in full realization of the investigation.

Finally, on November 22nd the class based on love biology was performed by a researcher with the objective to measure the motivation of learners based on participation actions classified as: Raising-hand, body language and paying attention keeping eye contact towards the teacher. The measurement of these actions established if a class based on love biology motivated students in having an active participation in class. **(See page 51: A Bonding Class)**

3.4 Gantt Chart

Nº	Activities	September	October	November	December
1	Meetings and progress				
2	Sending progress to teachers				
3	Abstract				
4	Developing assessment tools. (Parent)				
5	Developing teacher assessment tools.				
6	Applying evaluation instrument 1.				
7	Applying evaluation instrument 2.-				
8	Creating intervention sessions 1				
9	Carrying out the intervention 1				
10	Theoretical framework elaboration				
11	Methodological framework elaboration				
12	Sample analysis				
13	Bibliography review				
14	Body analysis				
15	Data interpretation				
16	Conclusions				

Chapter IV: Data Presentation and Analysis

In this chapter, the results of data analysis are presented. The data was collected and then analysed in response to the results obtained according to the observation form applied. The analysis of data will be separated in different stages:

Stages	Research topics
A	The teacher interview analysis
B	The parents and caregivers survey analysis
C:	The students interview analysis:
C1	Focus on Motivation
C2	Focus on the absence of parents in educational environment

4.1 Stage A: The Teacher Interview Analysis

Nunan (1992) defines an interview as ‘the elicitation of data by one person to another through person-to-person encounters’ (p.231). From this, it can be concluded that as a research tool, an interview has structure, purpose, and form, and can be defined (usually) as a person-to-person structured conversation for the purpose of finding and/or creating meaningful data which has to be collected, analysed, and validated.

In this case study, it was necessary to interview the teacher selected in order to know and understand his perceptions according to the demotivation of students, the vulnerability at

school and his personal perceptions about English classes. On the other hand, it was essential to comprehend teacher perceptions about the methodology used, his own motivations or frustrations, and his career aspirations as an English teacher.

4.1.1 English teachers at the school. Currently, there are 3 English teachers at Liceo Industrial y de Minas Ignacio Domeyko, 2 of them started to work in 2016 and the other teacher has worked for 7 years at school. Each teacher plans their classes freely, because at school there is not an English department, and they decided not to work together as a team. The school requires that English teachers deliver a monthly lesson plan, the lesson plans are written in Spanish and teachers have to deliver to the UTP responsible, 1 week before the beginning of the month.

2 out of the English teachers work together and share their lesson plans and material which they use in their classes. On the other hand, the other teacher works alone and plans for his classes on his own.

The teacher who was selected for this research started to work in 2016 at school; he is 27 years old and only has 3 years of experience as English teacher.

The information gathered will be analysed and classified in the following 6 categories:

- 1) Perception of the teacher concerning his own performance in English classes
- 2) Perception of the teacher concerning learner's motivation
- 3) Perception of the teacher concerning vulnerability and low results
- 4) Language exposure and affective bonds with students

- 5) Perception of the teacher concerning his own motivation and disposition
- 6) Perception of the teacher concerning his vocation and future as a teacher

4.1.2 Perception of the teacher concerning his own performance in English classes.

The following information was gathered through a personal interview with the selected teacher. He stated that it is very difficult to teach a second language to students, because the students do not have exposure to it. Learners do not listen to music in English and they do not have any contact with the second language and teacher admits that his classes are in Spanish, because if his classes were in English the students would not understand what the teacher tries to explain.

P: To teach English here at school it is very difficult, students do not listen to English music and they have no contact with the language. 'Free translation by researchers' (See interview 1)

Teacher said that he does not find the way to motivate the students in the English classes. Consequently, for him it is hard planning his classes. He tries to do classes which contain more activities than grammar translation method

P: Here at school, there is a complicated reality, because there is no way to motivate the students... making a lesson plan, for us is complicated, we try to be enjoy as much as possible. 'Free translation by the researchers' (See interview 1)

Despite the school has resources, so that teachers can prepare good materials; teachers from the school consider that learning and results are very low because students do not have the habit to study; he explained this situation is repeated in other subjects.

P: The results are deficient, because students have no study habit...not only in the English subject. 'Free translation by the researchers' (See interview 1)

The disposition of students in front of English classes is insufficient and poor, teacher claims that 2 or 3 out of 30 students pay attention to English classes and have interest to learn a second language.

P: I think there must be 1, 2 or 3 students who enjoy the class... the other students even say 'I hate English'. 'Free translation by the researchers' (See interview 1)

4.1.3 Perception of the teacher concerning learners' motivation. One of the factors which makes the teacher believe that his classes are not successful is the low participation and motivation that students have. Students are afraid, ashamed or show doubts to participate. As described above in the theoretical framework, according to Paulo Freire (1970) the teacher, as an oppressor agent, exerts pressure and generates fear on the students, for instance, when the teacher asks students to read in English in front of the class, none of them want to participate because they feel fear and shame.

P: The participation in classes is poor... when you ask them to read in English, they just do not do it, because they show shame and are afraid, or show doubts and fear of being tested by their classmates. 'Free translation by researchers' (See interview 1)

4.1.4 Perception of the teacher concerning students' vulnerability and low results.

Teacher revealed that a high percentage of students have personal problems and they are in situation of vulnerability. As a result, they have low marks in all the subjects, especially in English subject because they do not see its usefulness in their lives.

P: The students are so unmotivated by things that happen in their houses which affect the academic performance. 'Free translation by researchers' (See interview 1)

When the teacher started to work at school, the school principal told him that he must be a motivational agent and sometimes a paternal image to students. However, to the teacher it is difficult to fulfil this role:

P: I am not a loving person, it is hard for me, I am not accustomed to embrace to students. 'Free translation by the researchers' (See interview 1)

4.1.5 Language exposure and affective bonds with students. According to the information provided by Human Resources department, (See Pie chart 1, p. 45) the 35% represents subject teachers as English teachers; in other words, English teachers perform their classes and then change the course, thus those teachers meet the students 1 or 2 times per week in 2 or 3 blocks of 45 minutes.

Regarding what the research exposes, this point is vital, since it is questioned if this time is enough to generate affective ties with the students. Furthermore, 2 or 3 blocks of 45 minutes per week are not enough to have a real exposure to another language as English or create a real affective relationship.

In spite of having little time to generate affective bonds between students and teacher, and a real exposure to language, the teacher must be able to modify and create the instances for all personal objectives and professional objectives as English teacher. The teacher must apply his class by exploiting the best that the context offers him where he is working as a professional teacher.

4.1.6 Perception of the teacher concerning his own motivation and disposition.

Teacher explained that his own motivation depends on the students. If the students have a good behaviour towards him, he would be a bonding teacher. However, if the students have a bad behaviour with him, he will only do his class not being important for him if learners pay attention or not. He realised that students would like loving people as teacher with them and the teacher admits that the affective role in a teacher is very important, above all, in this school, in which students have many deficiencies; nevertheless, he is not a bonding teacher.

Teacher commented that he always has a good disposition helping the students when it is related to the English subject. One of the things that he likes as a teacher is to generate a significant learning, though, when the interviewer asked ‘how do you think that the motivation of students in English classes could be improved?’, the teacher answered:

P: I do not know, it is difficult to answer the question because as I said before, here at school we have an English laboratory and not even with that you achieve motivating the students, they hate the English class, to motivate the guys I believe that it has to be a change from them. ‘Free translation by researchers’ (See interview 1)

During the interview with the teacher, he never said that he has any responsibility for the low results of the students or with demotivation of the students; however, he assumed that he felt frustration when the students do not pay attention to his classes, but he does not do anything to improve this situation. Consequently, it affects the classroom atmosphere, which, in turn, has serious implications in terms of levels of achievement.

According to Bermeosolo (2005) motivation is essential and if the learner is demotivated, the learning process will not be accomplished with effectiveness. This theory applies to both teacher and students because if the teacher is unmotivated, he transmits that feeling to the students and vice versa.

4.1.7 Perception of the teacher concerning his vocation and future as a teacher. When the teacher started to study English Pedagogy, it was not for vocation, he said that if he managed the English language, he would have more opportunities when he studies another career in the future. He plans to practice his profession as a teacher for a few years and then study another career or to do something else because he does not see himself as a teacher his whole life.

P: I would like to continue practicing my profession for a few years, but I do not want to work as a teacher all my life. 'Free translations by researchers' (See interview 1)

4.1.8. Conclusions. As a result, the teacher feels frustration and demotivation and he transmits these feelings to the students. On the other hand, students are unmotivated, afraid and/or ashamed to participate in English classes.

The teacher is aware of all the deficiencies of his students; however, he does nothing to improve it through his English classes, because he has no vocation as an English teacher. Consequently, his classes are not adequate, due to he is frustrated, and his classes do not work, and also the time of English classes does not allow him to create an effective bond between the teacher and students, due to his attitude, it is difficult to generate an emotional bond to them.

4.2 Stage B: Parents and Caregivers Survey Analysis

4.2.1 Contextualization of the survey. One of the most important resources to knowing and deepening in the familiar context of the students in this research was the ‘parents and caregivers survey’ applied in Liceo Industrial y de Minas Ignacio Domeyko in parent-teacher conference on October 6th. The central objective of this survey was to describe the family context of the students and knowing the support that students had in the learning process of English.

This survey was conducted to be answered by 12 people, between parents and caregivers; nonetheless, the survey was answered by only 5 mothers of the students and the remainder of parents and caregivers did not attend to the teacher-parents conference. **(See Appendix I)**

In other words, the universe between parents and caregivers was 12, and just 5 of them attended to the parent-teacher conference, that is to say 42% out of parents and caregivers

were in the meeting and the universe in the following charts will be 5 people. This result calls into question the interest of parents of knowing how was the situation of their child at school, their marks and if the child had problems at school, therefore as only the 58% out of parents and caregivers did not attend to the special meeting, which was crucial because average reports were provided.

In the following page, the ‘parents and caregivers survey’ is presented, and so its analysis based on results.

Image 4. Parents and caregivers survey.



Universidad Católica Silva Henríquez

Parents and caregivers survey

Objective: This survey aims to describe the family context of the students and to know the support that the student has in English language learning.

*The information given will not be published and will be kept extremely confidential.

I. Personal details of parent or caregiver:

- a) Full name of parent or caregiver:
- b) Age:
- c) Civil status:
- d) District:
- e) Relationship with the student:
- f) Name of the student:

II. People who live in the student's home:

(Mark with an X and write the age)

- a) Father: _____ Age: _____
 b) Mother: _____ Age: _____
 c) Children: _____ Age: _____ Age: _____ Age: _____ Age: _____
 d) Grandparents: _____ Age: _____ / Age: _____
 e) Others: _____

III. Job: Do who household members work?

- a) Relationship with the student: _____
 Profession or occupation: _____
 b) Relationship with the student: _____
 Profession or occupation: _____
 c) Is there another member who works? Who?
 _____ Occupation or profession: _____

IV. Studies: (Mark with an X)

- | | | |
|------------------|------------------|------------------|
| 1) Father: | b) Mother: | c) Caregiver: |
| Primary: _____ | Primary: _____ | Primary: _____ |
| Secondary: _____ | Secondary: _____ | Secondary: _____ |
| High: _____ | High: _____ | High: _____ |
| Another: _____ | Another: _____ | Another: _____ |

- 2) If you, who are answering this survey, and have some level of English, mark one alternative which identifies it:

- a) No level
 b) Elementary
 c) Intermediate
 d) Advanced

V. Family context (Mark with an X)

	YES	NO
1) Do you have a dialogue with your children about school or personal problems?		
2) Are there established times of family life? For breakfast, lunch and dinner?		
3) Are there established study schedules?		
4) Is the caregiver or parent who makes decisions at home?		

VI. About home / school environment (Mark with an X)

	18hours	10hours	8hours	Other (Write the number of hours)
1) How much time (hours a day) is the parent or caregiver at home? (Consider all the time at home plus the hours of sleep)				

	5hours	3hours	2hours	No time dedicated
2) How many of those hours are dedicated to the student? (E.g.: study, free time, etc.)				

	YES	NO
3) The parents or caregivers know the schedule of the student and pending tasks?		

VII. School adaptation of the student (Mark with an X)

	Yes	Sometimes	Never	Have no info
1) Does the student go to school in a good mood?				

	5 or more	4 or 5	3 or 2	Have no info
2) According to what you know, how many friends does the student have in school?				

	YES	NO
3) Do you know the friends of your child?		

VIII. Level of knowledge about the student (Mark with an X)

	Always	Sometimes	Almost never	Never
1) Do you talk daily with him / her about how he / she has gone to school?				
2) Does my child often talk to me about those things that concern her/him?				
3) Is my child or pupil at home a communicative person?				

	Talk to the teacher	Talk to parents about the problem between children.	Talk to classmate	I do nothing, are problems between kids.
4) If my child has a problem with a classmate, I try to help her/him to solve her/his problem:				

IX. How to act in front of the student

	Always	Sometimes	Almost Never	Never
1) Do I usually compliment any correct behaviour of my child?				
2) When my child does not obey me, do I usually react by screaming or angrily?				
3) I always expecting my son or daughter to obey me, even if he ignores me I end up ignoring him?				

As it can be seen from the table, among information in Civil Status, a little percent of students belongs to failed marriages; therefore, in life of students there is a situation, probably a failure which parents transfer and project onto their children. According to Erikson (1987) the child feels the need to win approval by demonstrating specific competences that are valued by society, and begins to develop a sense of pride in their accomplishments. Thereupon, if the child feels the failure of his parents upon his shoulders, he/she will feel less than his peers who are children of a solid marriage. The feeling of ‘inferiority’ affects the motivation in any process of learning because of the self-confidence of the student seems to be affected, for instance, within the Interview 4 (**See Interview 4**) one of the students said:

P: No, I do not feel motivated... After I failed, I never felt more motivated to be in school

V: It was for the reason you told us last week or the last one we had? Do you remember?’

(Divorce of parents)

P: Yes... I failed twice 5th grade for that reason. ‘Free translation by researchers’ (See interview 4)

On one hand, in the table all people who answered the survey were schooled in the past; hence, they could lead and help students in their studies in general. Nevertheless, the level of English of parents and caregivers is between null and elementary; consequently, the motivation for experience to learn English does not exist, and the instance to speak English in home neither. For instance, in the Interview 2 the teacher trainee asked:

C: Your parents do not know English? Or in general do not you ask for help?

V: They do not know English

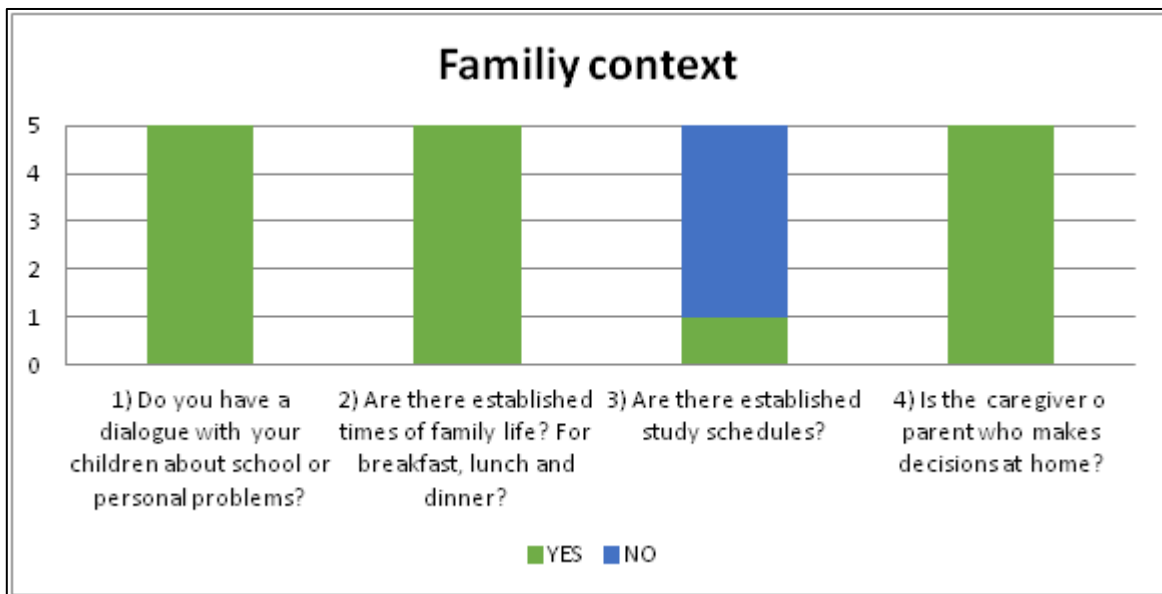
N: I do not ask for help and they do not know either

F: They do not know English

Fr: They do not know, well only the basic, no more. 'Free translation by researchers' (See interview 2)

4.2.4 Analysis from family context of students. Within the item V, the survey requests about the family context of the students, 4 questions are the focus of this item. (See Figure 4) Down below, the questions will be presented and analysed per chart.

Figure 5. Family context of students.



In the first question, all of the survey respondents claimed to have a dialogue with their children about school or personal problems; for that reason, the researchers assume that parents know the results in English subject, however the help is not possible, because of the level of English of parents which is between null and elementary, thus they do not consider themselves as being helpful to their children.

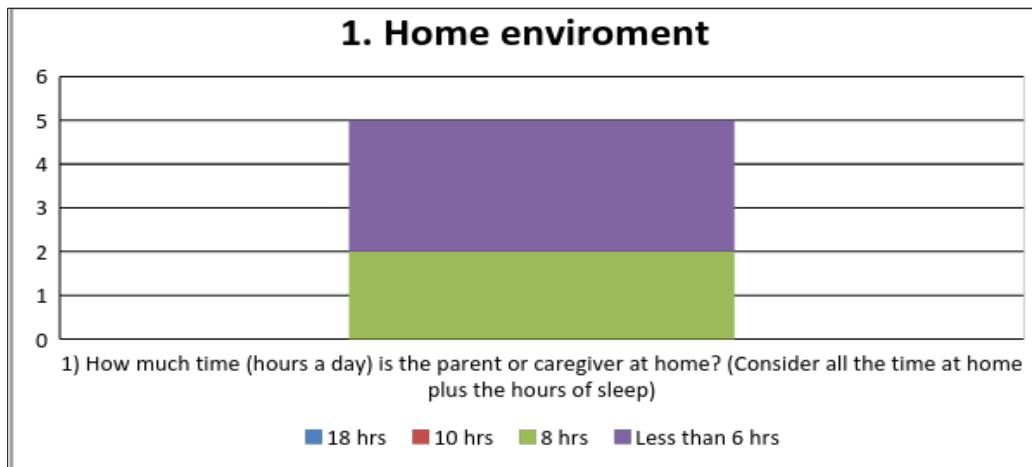
Between the question 2 and 4, it is clear that students spend time with their families, and these 5 families have parents which make decisions scheduling time with their families; however, 4 out of these parents do not schedule time to study with their children. Only 1 student has a study timetable supervised by their parents. **(See Figure 5)**

As a conclusion, there is not a concrete external motivation in students requested by their parents, in terms of responsibility and commitment with their own education. Clearly, the main preoccupation of parents is that children finish high school, no matter how they obtain the certification. The learning process of English as a foreign language is not a goal relevant for caregivers.

While students have teachers unmotivated, family deficiencies and have no external motivations, results and the meaningful learning will be deplorable.

4.2.5 Analysis from home environment of students. In the item VI, the survey covers through 3 questions, which are the home environment which students have in relation to the time that they spend with their caregivers at home.

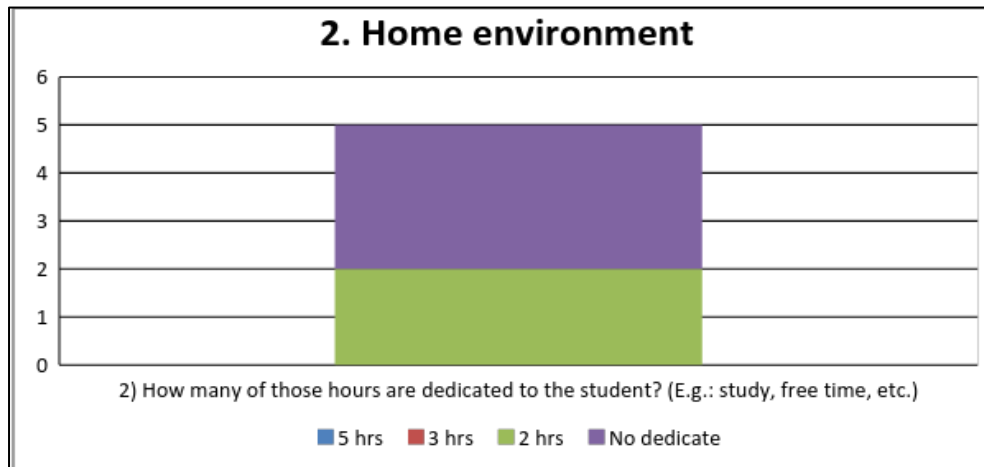
Figure 6. First chart about home environment.



In the first question in home environment, the caregivers should answer the time which they spend in their homes, and 3 out of 5 answers were 8 hours while the other caregivers answered less than 6 hours. This question considered the hours of sleep; this means that these 5 mothers, who answered this survey, spend up to 8 hours in their homes, the same 8 hours that many Chilean people sleep. As a summary, there is not enough time to spend with their family on business days, because of the job and hours of commuting. **(See Figure 6).**

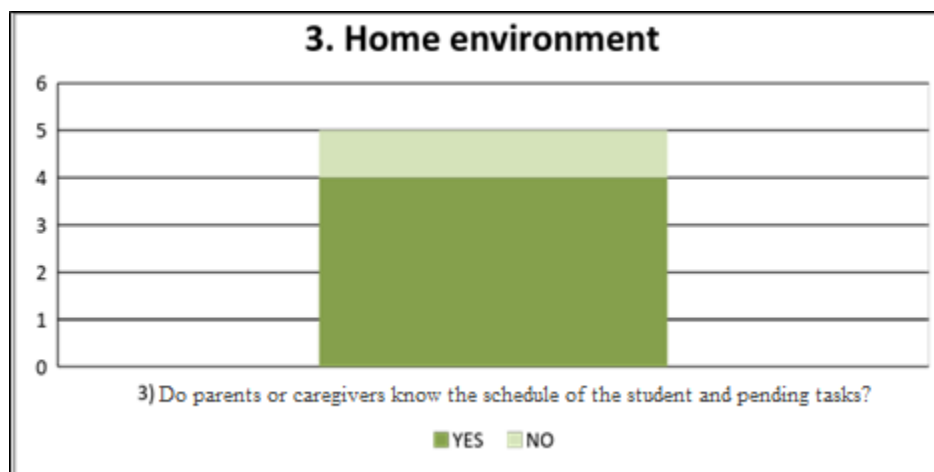
In the second question linked to home environment **(See Figure 7)**, 3 out of 5 caregivers said not to dedicate time to their children, and only 2 out of 5 caregivers said to dedicate until 2 hours, considering the last question when caregivers answered to spend up to 8 hours as a maximum; thereupon, these 2 hours which some parents spend with their children probable would be during the weekend, because during business days, it is impossible due to their schedules.

Figure 7. Second chart about home environment.



In the third question, 4 out of 5 caregivers said that they know the schedule of their children and pending tasks. Only 1 out of 5 caregivers said not to know the timetable of the student. In spite of that, 4 caregivers knew the schedule of their children, there is no a control by caregivers' in respect to English subject or pending tasks. (see **Figure 8**)

Figure 8. Third chart about home environment.



4.2.6 Analysis from school and students' adaptation. Within item VII in the survey, the focus is to know the school adaptation of the students at Liceo Industrial y de Minas Ignacio Domeyko through 4 different questions. The first question is about the attitude with which students attend the school each day according to the perception of caregivers.

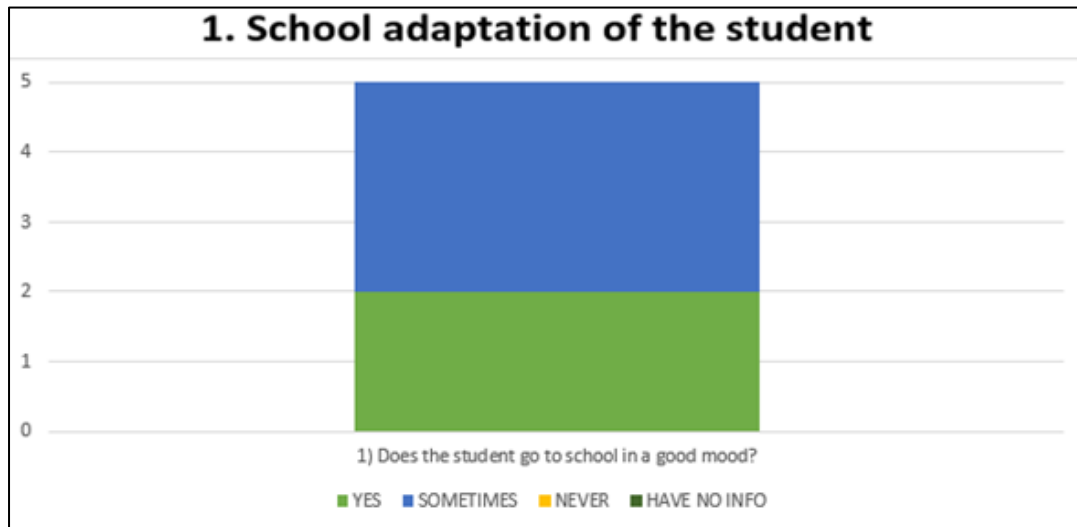
The results show that students in general have a good attitude to attend the school each day, because the answers vary between 'sometimes and yes'. (See **Figure 9**) Thus, despite students have a good mood in the morning, something occurs which makes an attitude change, and so the motivation to work in English classes or studying. In the Interview 2, (See **Interview 2**) one of the trainee-teacher said:

C: So, you just copy and do activities... and that for you is boring?

V: Yes! ... the opportunities to have ludic classes are few. 'Free translations by researchers'

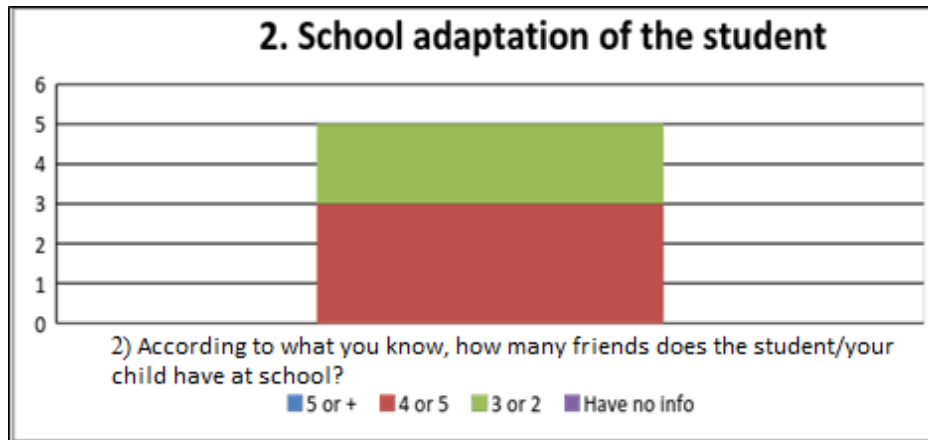
(See interview 2)

Figure 9. First chart about school adaptation of the students.



The second question states how many friends the student had according to what caregivers know about student adaptation at school. (See **Figure 10**) The central objective of this question is to know if caregivers are aware about friendships of their children based on personal conversations between parents and children.

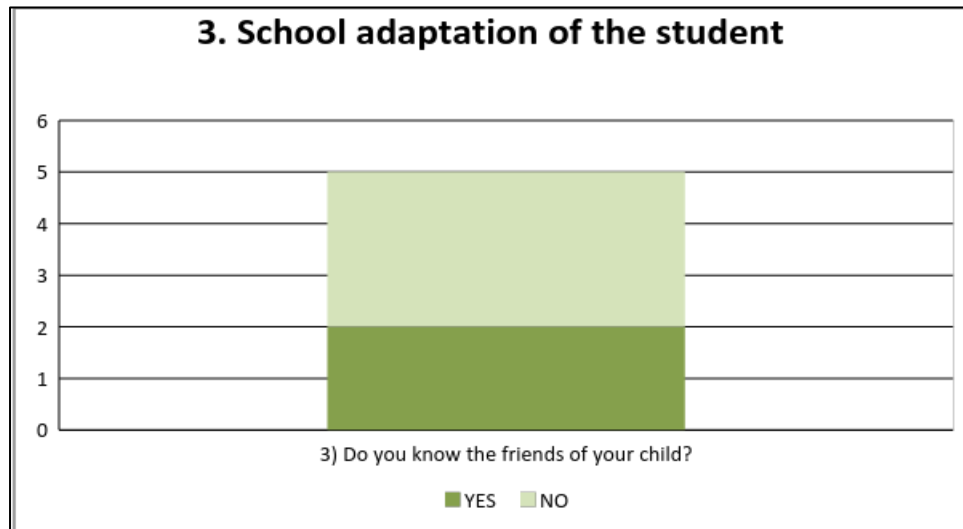
Figure 10. Second chart about school adaptation of the students.



The third question in school adaption of the student part, (See **Figure 11**) caregivers had to answer if they knew friendships of their children. The results showed the most of caregivers, 3 out of 5 parents, do not meet friendships of their children; thereupon, parents and caregivers are not aware of their child lifestyle, habits and characteristics of their child's friendship.

Conversely, 2 out of 5 parents knew who the friendships of their children were. With this knowledge, they can be close parents, to understand and know the problems of their children.

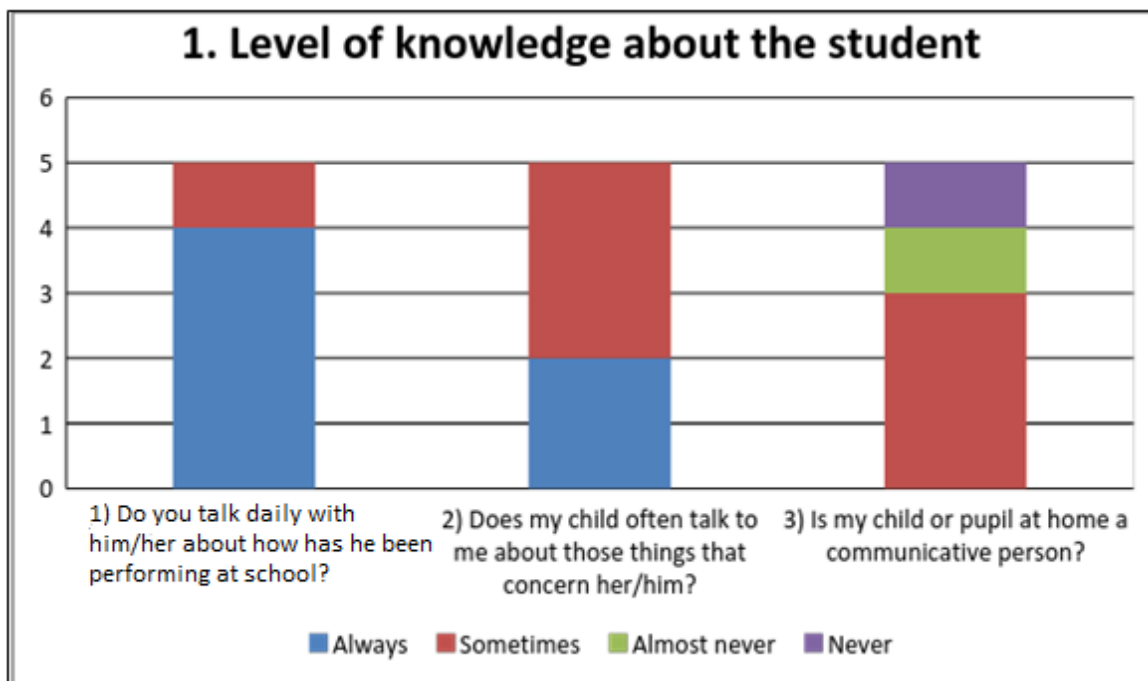
Figure 11. Third chart about school adaptation of the students.



Within the school adaptation part, in general students showed a good attitude to attending school, even so inside the school many situations made a change in the disposition and attitude of students. On one hand, in relation to the environment at school of the students, parents heard the stories and comments of their children in situations faced at school. On the other hand, in spite of knowing students' friendships, parents do not know so they cannot image the environment of their children; actually, they do not know about student adaptation at school.

4.2.7 Analysis of the level of knowledge about students. In item VIII, the focus is to analyse about what parents know about student concerns, problems and their routines which was taken from what students tell to their parents at home. Throughout 4 questions, parents testified how their children behaved and what they knew about their child. (See **Figure 12**)

Figure 12. First chart about the level of knowledge about their child.

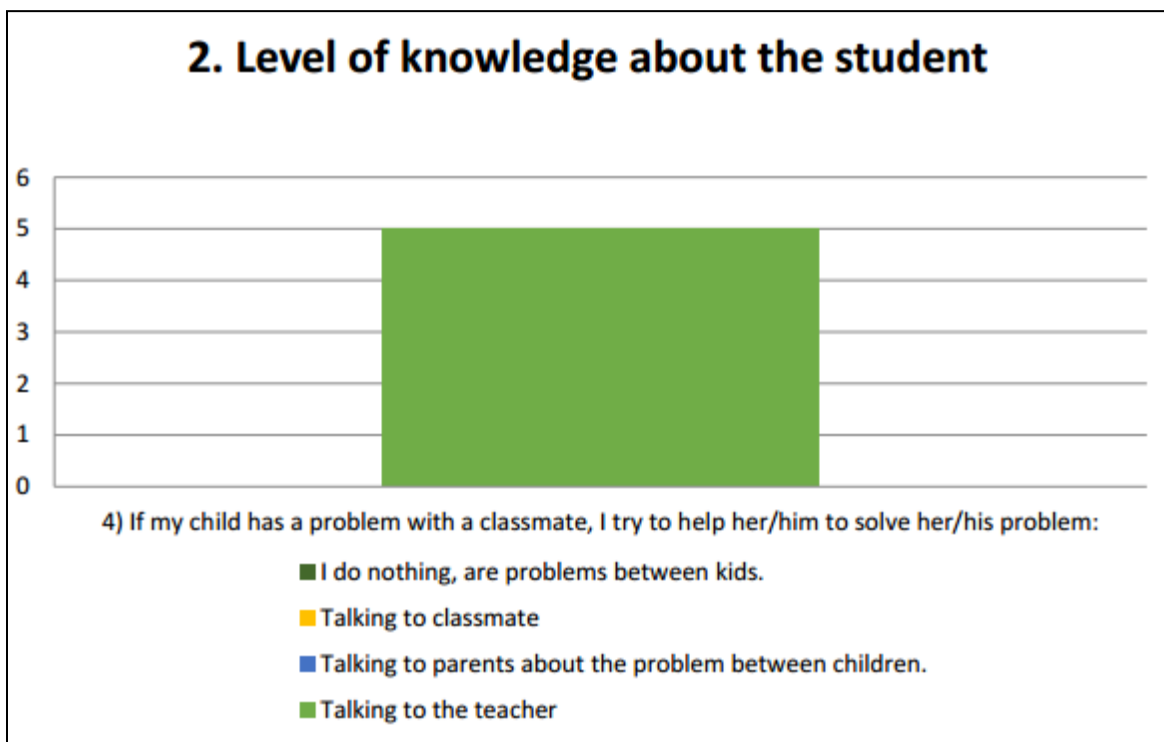


From the answers presented in these 3 charts, it can be deduced that parents have daily conversations with their children about how was the day at school. Nevertheless, 3 out of 5 caregivers said that his/her child sometimes talks to them, and 2 out of 5 speak always with their parents.

In the third question, parents express that their children are not communicative people; therefore, parents maintain conversations with children, though the students do not explain their problems and concerns in a deep way. As a result, the conversation generated between caregivers and students are conversations managed by parents and not by students spontaneously. (See Figure 12)

In the fourth question, parents and caregivers answered how they can help the students in a problematic situation at school. (See Figure 13) Unanimously approved, parents talked personally to the teacher when their child had a problem at the school. Therefore, despite of the lack of time and deep conversations at home, parents and caregivers showed an interest in problems of their child.

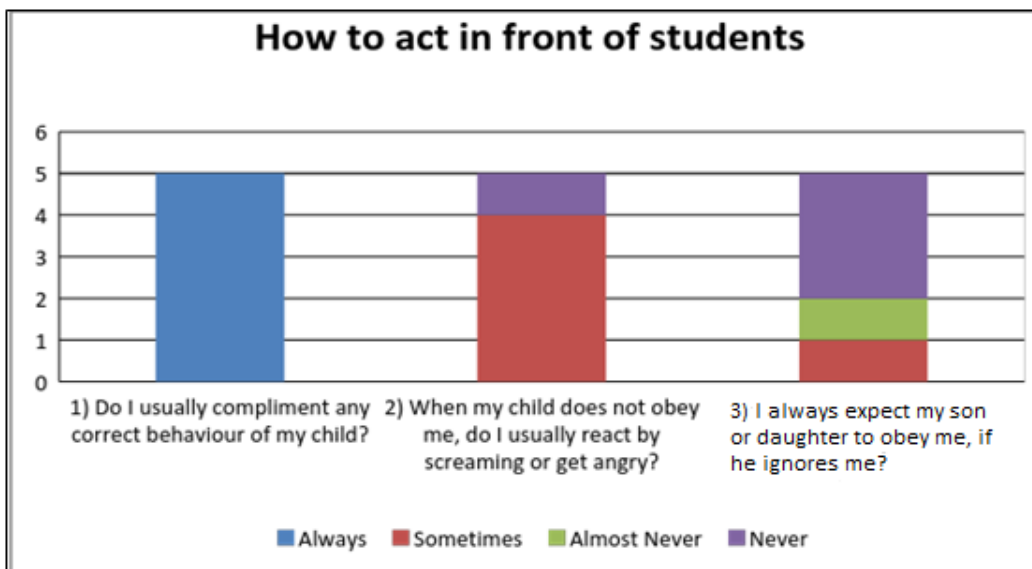
Figure 13. Second chart about the level of knowledge about their children.



4.2.8 Student’s reactions and behaviour analysis. In the final part of the “Parents and caregivers survey”, the IX item focuses on how the parents or caregivers act in different situations in front of the student. (See **Figure 14**) The responses to the first question explain that parents always acknowledge positively correct behaviours of their child; this reaction could be an interesting element to promoting motivation to be a better student, however, the way they are awarded should be put into question, because in English subject these compliments do not show the correct behaviour.

In the second question, the focus is in situations of disobedience and the reaction of the parents and caregivers, 4 out of 5 of them declare that when their child does not obey, they usually react by screaming or getting angry. Only one mother declares never having got angry or shouted orders to the child, although is not clear in the survey if reactions of this mother is indifferent or supportive.

Figure 14. Chart about: The way how you act in front of their child



The answers expected were between “*Almost never and Never*”, since with these phrases it could be inferred that the parents sought to dialogue or not to affect negatively with discussions about the same conflictive situation. (See Figure 14)

In the third and final question, it can be said that one of the student is ignored in conflictive situations while 4 students are not ignored when they do not obey, that situation opens positive alternatives to solve conflicts, because for parents is not an option to ignore their child.

4.3.2 C1: Focus on motivation. Continuing with the analysis, 12 students were interviewed in order to find out how an ideal English class at school would be, and their personal perception about the methodology used by the English teacher.

Interview: 2°C

During the interview, there were questions concerning whether learners enjoyed or not English classes at school and all students said:

“We do not understand it and we do not like English”. Free translation by Researches (See interview 2) besides they were asked if their parents helped them with their homework and other kind of things related to the school, and again 3 out of 4 answered *“No, because they do not know anything about it”*. Free translation by Researches (See interview 2) and they did not bother to ask anything to their parents, because they supposed that their parents did not know

about it. The student who said yes, mentioned that his parents help him in other subjects, but not in English, due to their parents do not know about it.

Returning to the English subject at school the students said that the class content was difficult to understand and they were asked; If the methodology were to be changed and the classes were to include more games and didactic tasks, what would they think? And the answer for 3 out of 4 students was: *“We would like more games or interaction between us”*. Free translation by Researches (See interview 2) that methodology would be perfect for them and they would pay attention, but one student said: *“I do not care, I do not like English with or without changes”*. Free translation by Researches (See interview 2).

They described that the English classes consisted in writing grammatical sentences on the notebook and doing exercises, resulting as a boring action to them. According to 3 out of 4 students, it was said that the classes must change while the other student constantly said that he does not care about it. According to the theory, the method applied by the teacher is grammar translation and students revealed not feel comfortable with it; they would like another type of methodology such as games and interaction with the teacher so a bonding teacher-student could be worked on to have better results.

As a general view of the students, they expressed that if the teacher asked them to speak out loud, in front of the class, they felt ashamed and they did not want to do it. This is a clear evidence of the anxiety faced by students when they perform English as a foreign language, particularly when they do it orally.

Interview: 2° G

In this interview the students commented that their parents attended to the parent-teacher conference at school, and they were asked if they told their grades to their parents and they said: *“no, we wait until they arrived home”* Free translation by Researchers (See interview 3). Furthermore, the students told that they did not ask for help in English, but one student said that he once asked for help to his uncle in an English homework, however the homework consisted in making a flag and he said it was an irrelevant help.

Another student said: *“I do not feel motivated with English classes and even my mother is a religion teacher and despite everything I do not ask her for help”* Free translation by Researches (See interview 3). Then the teacher trainee asked if they liked the English subject and the students answered: *“no, we do not like it”*. Free translation by Researchers (See interview 3) and one student said: *“We do what we want to do; owing to the teacher does nothing about it”*. Free translation by researchers. (See interview 3). Other 2 students commented that the teacher must control the misbehaviour produced by the students sitting at the back of the classroom usually do not do the homework given and also obstruct with the class and the students sitting in front, which are the ones that pay attention in class and do the homework given by the teacher.

3 students said: *“We do not feel motivated with the classes, the content and the teacher”*. Free translation by Researches (See interview 3) if the methodology changes they would feel more motivated considering that with the previous methodology students said that the teacher would only dedicate his time on writing on the whiteboard but nothing else according to students' perception; they feel uncomfortable with the disorder of the class and even more

that the teacher does not do anything to control the situation. They think that if there does not exist disorder inside the class they would feel more motivated and that would be their ideal class. Besides, they said: *“The relation between the teacher and us is without a close treatment and we claim that the teacher should have a close treatment with us”*. Free translation by Researches (See interview 3).

Interview: 2^oF

In this intervention, the students were told a short story containing a moral about how to face obstacles in life and after having faced them. In this exercise a student said: *‘I would like to improve’*, but he said: *‘It is difficult to me, I would like to have better grades, but I do not feel motivated’*. Free translation by Researches (See interview 4) And told to the researchers that since he failed 2 times 5th grade everything changed in his life. Other student said: *‘I do not like English because the teacher does not motivate me’*. Free translation by Researches (See interview 4). They were asked what would be their ideal class and they said: *‘Listening music in every class and do anything in class’* Free translation by Researches (See interview 4).

4.3.2.1 Conclusions. Analysing all the interviews applied to the students, it can be concluded that most of the students feel little or null motivation in English subject arguing that the main factor associated to their demotivation is the methodology applied by the teacher, students consider their teacher's methodology is not appropriate, being categorical in the way the teacher delivers the content, it is monotone without including ludic activities. In agreement to what students said, it can be inferred that students would like to have classes with more interactive questions to solving doubts, including ludic activities besides the teacher takes the attitude of an authority in order to cease misbehaviour at classroom.

Also, they would like that their teacher had a bonding relation with them, such as: Making jokes, being funny or even asking about other topics, not only about the English content, because they claim that in some cases subject content is not all that matters in a class. This is why they would like their teacher to at least caring.

The pedagogical proposal will be realised to create a better methodology applied to the class including ludic activities that results significant to the students to increase their motivation in the subject.

4.3.3 C2: Focus on the absence of parents in educational environment.

Interview: Teacher.

Inside of Liceo Industrial y de Minas Ignacio Domeyko, the absence of parents is notorious; they do not attend important conferences, and that is a reality. For that reason, the researchers took the assistance of parents to the parent-teacher conference to demonstrate the preoccupation of them in the learning process of their child. **(See appendix I)**

In this context, it is clear that the teacher takes the affective role of many of his students; often the teacher is the person who most shares time with their own students. And even, within the interview the English teacher exclaims:

P: I think the role as a teacher like affective is very important, and how I told you, especially in this school which is a school where there are many deficiencies by the students. 'Free translation by researchers'. (See interview 1)

As a conclusion, following the justification of the pedagogical proposal, the necessity to having an effective role in students' life is significant, and this need is recognised by the teacher inserted in the real context.

Interview: 2°C

Self-confidence is an important element that each student must develop by themselves, even in the English learning process. Undoubtedly, the process of gaining self-confidence is a process that must be guided by those who are responsible for the student. In this particular context, students must be guided by their parents, and if those caregivers were not schooled

or they were poor members of society, then these characteristics would not be a valid excuse to not support their children in their learning process.

Within the Interview 2, teacher trainees and students commented:

C: You trust in your parents... do you Felipe?

F: mmmm I do not think so...

C: You, do not trust them?

F: No is not that! But I do not like to tell my things to them. I have no... a bad relationship with my mom, but we do not talk too much, we are not close people.

C: Do you live with her?

F: Yes

C: You see her daily, it just there is no communication.

F: Yes

C: In general, you do not have communication with your parents, do not you?

F: Almost not, I talk to anyone at home, I spend all the time in my bedroom, with my brother I talk because we are in the same bedroom, and we talk more than with my mom.

'Free translation by researchers'. (See interview 2)

From the above fragments, the communication between parents and students is an absent element, many parents work many hours per day; hence, a good fluid communication is not

a characteristic in this context, and neither parents nor students are already interested in strengthening the emotional bond through communication:

F: my dad comes sometimes but I do not talk to him, from many that I do not talk to him.

C: Although, you see him, do not you?

F: no, I do not greet him either. 'Free translation by researchers' (See interview 2)

The student cannot be guided by their parents, because most of time they are alone in home and students do not receive the necessary attention, advices and suggestions to improve their behaviours and academic results.

Interview: 2°F

Day by day, the students fulfil their routines of attending the school, although the complete attendance is not a main characteristic of the profile of the student of Liceo Industrial y de Minas Ignacio Domeyko. In this context, getting students to going to school is an achievement. The students attend the institution full-time, but in spite of that, they have time of their day, which they spend alone at home. This is how many situations and negative influences can hinder the progress of students. In the following paragraph 2 students speak about what they do in their routines:

A: Outside of school? What things entertain them? Spend time with my friends

C: All time?

A: yes, outside my home

C: and what do you do there?

A: there, we decide what we do

C: chilling out!

A: I cannot tell what we do there

C: and you Pablo, the same?

P: Yes, I am with my friends. 'Free translation by researchers' (See interview 4)

When one of the students said '*I cannot tell what we do*' (**See Interview 4**), it means that when they are alone at home, they consume alcohol and drugs or they do other things not positive accepted by society. There is not a parental control about behaviours at school nor home.

Interview: 2°G

As demonstrated in previous analyses, in the vulnerable school context it is necessary to look for a strategy in which it is possible to generate affective bonds between students and teachers. The students participating in the interview reflected how important loyalty is to them, since they cannot trust their families, they look for those in whom to trust outside and often put their trust in those who do not know or do not appreciate them; in the following excerpt one student refers to his experience exclaiming:

C: Yes, what would this person have to do this person to gain your confidence?

JP: Do not talk behind my back. 'Free translation by researchers'. (See interview 3)

This statement reaffirms how important loyalty is to students, in a context of abandonment and lack of affection.

In relation to the above mentioned elements regarding the absence of parents, in this course the students also talk about their situation of solitude. In the following paragraph, 3 students speak about their particular situations with the trainee teacher:

C: And for example, now, when you come home, is he at home or not?

JP: No, he is working

C: Ok, are you alone most of time?

JP: Yes

C: Somebody is alone most of time?

D: Me!

C: So, for example, if you need help to do a homework, you could not ask for help to your parents, because they come late at home.

S: I could ask to my brothers

JP: Just money, no more, to do my homework. 'Free translation by researchers'. (See interview 3)

Again, it is affirmed the need to transfer to the teacher the affective role in the students' life of the Liceo Industrial y de Minas Ignacio Domeyko.

Conclusion

In school context of the Liceo Industrial y de Minas Ignacio Domeyko, it is vital to generate a change on the part of the education offered by the educational institution to the community. Teachers should be close teachers, able to communicate with their students and laugh with them, as well. Students lack of communication with their families and care from their parents, which is the reason teaching approach must change, education as a process must help and support their students to obtain knowledge.

Chapter V: The Pedagogical Proposal

5.1 The Proposal

The planning and organization of the pedagogical proposal were intended to create and understand a new methodology of classes and how love may or not be a crucial factor in learning English as a foreign language, apart from incorporating educational strategies that the teacher could apply in their lessons in order to become an agent of love towards students and therefore, reduce the lack of affectivity in the student's life.

A new suggestion of lesson plan was taken into account according to Love Biology (Maturana, 2004) and the needs of the students, such as asking at the beginning of the class questions about how they felt, and try to attend all the doubts. Besides, before the class, rather than performing a close-up with questions about contents, this proposal posits to practice a close-up with reflexive questions and about student's feelings linked to the performed class.

The decision on which purpose this new type of methodology based on different theories such as: 'Love Biology', 'Pedagogia del oprimido' 'English as a foreign language', and 'Natural Approach Method'. Considering Maturana's proposal as the most appropriate to motivate students and establish a close relation between teacher and students. And also, to incorporate the new proposal, some insights taken from Natural approach method were considered.

All the suggestions based on Love Biology were taken into account to create a new pedagogical proposal for students to promote their motivation in school, in spite of the

absence of their parents or caregiver as a model of motivation. Finally, the teacher takes the role of an affective agent

5.1.1 The natural approach. According to what the researchers have been observing from the results of the learning style's test applied to the students, the researchers believe that natural approach is the best method that can be proposed to include all these styles. Natural approach method, was selected because this particular approach involves TPR⁶ activities at the beginning of language learning when the comprehensible input is essential for triggering the acquisition of language. (Terrell, 1983).

The Total Physical Response involved in Natural approach, offers many ways of exposing learners in diverse themes to learn English as a foreign language. The student feels more comfortable trying to speak about topics of interest related to their affinities.

5.1.2 Total physical response. James Asher (1997) realised that children, when learning their first language, appear to do a lot of listening before they speak, and that listening is accompanied by physical responses (reaching, grabbing, moving, looking, and so forth). He also gave some attention to right-brain learning. According to Asher, motor activity is a right-brain function that should precede left-brain language processing. Asher was also convinced that language classes were often the locus of too much anxiety and wished to devise a method that was as stress-free as possible, in which learners would not feel overly self-conscious and defensive.

⁶ TPR: Total Physical Response

5.1.3 Input theory. The idea of the methodological proposal is that as Krashen and Terrell established is that students can acquire the language in a natural way, avoiding grammar rules and being capable of expressing opinions thanks to the realization of a comprehensible input. Learners would benefit from delaying production that ‘emerges’, learners should be relaxed as possible in the classroom and that would facilitate a great deal of communication and so acquisition would take place. (Krashen & Terrell, 1983).

As it was described before, the comprehensible input is an essential part of the project of this case study research. On this point of view, teachers must know what comprehensible input involves, how to develop in correlation with aspects taken from Love Biology proposed by Maturana and applying it in the classroom in order to overcome the lack of motivation as a problem related to acquiring and learning a second language and more important, as a negative consequence of parents’ absence.

Taking into consideration the results obtained from ‘parents and caregivers survey’, the input that students received from their parents/caregivers is less than expected and in most of the cases it is null. This basis is one of the most important aspects to acquire as second language, as Krashen & Terrell posits, the environment given by adult input seems to shape the child's acquisition, and the interaction patterns between child and parents change according to the increasing language skill of the child. Nurture and environment in this case are tremendously important; although it remains to be seen just how important parental input is as a proportion of total input. (Krashen & Terrell, 1983). It results comprehensible and useful from theory, but what happens when students are not being exposed to the language in their inner context as family context is supposed to expose them. It is big problem that

English teachers address in Chile, mostly where social and school context deprives students from the rich input of the language that they are supposed to be exposed to. (Social context is considered here as the district where students live, on this particular case, Recoleta is considered as a vulnerable district). This issue requires a substantial solution which involves teacher interaction as the one that provides the comprehensible input to students and also providing them with the appropriate emotionality to overcome the lack of motivation produced for parents' absence.

Regarding to what was said of the comprehensible input, (Ibid) agreeing with Krashen and Terrell (1983) when they posit teacher's role as the one that could give the comprehensible input to students, because as it was revealed through the analysis of 'parents and caregivers survey' and also from the reflexive session with the sample students, they do not have another opportunity to being in touch with the language, this way, the classroom is the only chance they have to practice and learn English, and where also teacher intervention is crucial.

It is important to highlight that the researchers agree with comprehensible input given by the author and also with including all learning styles through **TPR** activities, but they disagree in considering the silence period as an essential part of this method, because students need to be in touch with the language and practising it without depriving them to speak even if they make mistakes in the process. The idea is to create an educational purpose based on what is already done, but adapt those insights.

According to contributions of Richards & Rodgers (2001), the most controversial aspect of this method is the ‘silent period’, in which students do not say a word during this silence period in which teacher acquires the role as the only one that could give students ‘the comprehensible input’. The researchers think that silent period is a bad practice for EFL students, because they need to practice the language or try to do so by doing mistakes and feeling the stimuli of output, considering that language is an interactive process that takes place in a social environment where communication among teacher-students and also among students is a rich language feedback and an essential aspect for learning a second language.

5.2 Why Is This A Pedagogical Proposal?

The purpose of this pedagogical proposal is to give relevance to those students who have low results, due to the absence of their parents or being unmotivated in the English subject or even in others subjects by means of the planning of lessons which give importance to the relation between the teacher and the students according to Love Biology and also the purpose of the class, asking reflexive questions about their feelings related to the activities and contents in the class.

These suggestions in the proposal can be applied into vulnerable contexts in Santiago and also can be applied to any subject of learning, the planning used was created with the intention of being easily reproduced by teachers in mainstream educational settings. This pedagogical proposal aims to encourage motivation in the students and an affective relation between the teacher and students. This pedagogical proposal also aims to generate interest in others subjects of the school to propose improvements in classes.

Chapter VI: Conclusions and Further Research

6.1 General Conclusion

This case-study research was successfully set out to determine how the family context impacts motivation or demotivation in learning process of English as a foreign language in vulnerable students from 10th grade. Given the fact that there are many factors associated to the emotionality which causes demotivation in EFL students, but the most important factors for this case study research are the lack of interest of parents in their child's performance at school and the absence of nurturing agents and motivational teachers. According to what the researchers observed the students have no acceptable English production due to the factors already mentioned. In other words, the null English input in family context and the low exposure to the language at classroom carry no positive benefits to pupils. In the following points research questions are answered:

6.1.1 Answers to research questions. The study sought to answer 2 questions *i) how does family context affect English learning in terms of motivation?* According to data presentation and analysis it can be stated that there are central aspects which cause demotivation in learning English as a foreign language; thus, motivation of learning English may emerge from the family context being crucial in vulnerable contexts where English is not a necessity because of the environment in which students spend their time. In addition, the null existence of comprehensible input from family and the low exposure to English in classes determine the student's' competence in the language.

According to this description, the conclusion can be described as:

6.1.1.1 Affective factors derived from family context. Students are strongly determined by their family context; it is important to remark that 3 out of 5 students in the sample belong to failed marriages (See **Figure 3. Personal details of caregivers**) being this the main problem aroused in the course. (See **Interview 5**). From this revealing situation, it can be inferred that the student still has not a good relation within their family, because he still feels unmotivated with the schooling process and particularly English classes. (This is a case where his parents are divorced and the child lives with her older brother and his father).

With respect to (ii) *does a nurturing teaching improve motivation in English language lessons?* According to the observations of the methodology used by the subject teacher, it can be established that it does not include learners styles, because the methodology applied is limited only to the grammatical aspect based on ‘Grammar Translation method’ where the central functions in the class are to analyse and study the grammatical rules of the language, and then to practice manipulating grammatical structures through the means of translation both into and from the mother tongue (Spanish), this way visual and kinaesthetic aids as visual and kinaesthetic style are reduced to the whiteboard and sheet containing grammatical exercises.

Taking into consideration the second question *Does it result motivating for them?*

It is difficult to me, I would like have better grades, but I do not feel motivated ‘. Free translation by Researches (See interview 4) Other student said: ‘I do not like English because the teacher does not motivate me’. *Free translation by Researches (See interview 4)*. They were asked what would be their ideal class and they said: *‘Listening music in every class and do not do anything in classes’*

By the interpretation from this piece of interview 4, it can be observed a lesser motivation of students with the English Classes and also English teacher, because English classes only involved activities and exercises in the whiteboard. (**See interview 2**)

Taking into consideration, on students' interview, they stated that English classes specially, the methodology applied by the subject teacher does not result motivating for them and also adding that English lessons should be more interactive and ludic, also there is another implication which is related to teacher attitude as an authority, a student said that the teacher does not have the appropriate authority to manage the classroom.

JP: it is not about the subject, it is about the teacher who has no classroom management, so students disturb the classroom.

D: Yes, in the back seats always is a mess, contrary to the ones who are sitting in front, they always work. The teacher should organise the places. 'Free translation by researchers' (See Interview 2)

6.1.2 Answer to the general objective. The General Objective of this case study was to determine how the family context impacts in motivation or demotivation in students of 10th grade. The main focus of this thesis was accomplished, due to fact that the project was performed and analysed during the second semester 2016.

6.1.3 Answers to the specific objectives. The case study pretended to fulfil 3 different specific objectives as follows: *(i) to understand how love can be a crucial factor in learning English as a foreign language.* It can be concluded that love is a crucial factor to be comprehended and recognised by teacher's reality, necessities, deficiencies and strengths of

the learners. If the teacher understands all the above features mentioned, he/she could generate a significant close tie with the student, and by this way, the teacher should locate the manner to motivate throughout his/her teaching methods and strategies in English as a foreign language.

(ii) To incorporate educational strategies that teachers could apply in their lessons in order to become an agent of love for students and reduce the lack of affectivity in student's life. Educational strategies are main tools to change the broken relationship between teachers and students. In vulnerable contexts, where students suffer the lack of affective demonstrations, it is impossible to close and meet everyone. For that reason, the methodological proposal integrates stages and messages which supply the personal treatment. In such a way, teacher becomes an agent of love approaching to the teacher gaining the trust of students, and at the same time, with this specific practice, teacher provides emotions whilst reducing the lack of affectivity in students' life.

(iii) To validate if the use of innovative teaching methodologies can promote a cooperative environment and motivate students in an English class. To use innovative methodologies in English classes can create a good climate inside the classroom. If the teacher gives the chance to interact through ludic activities and also giving good reinforcement, at the same time, teacher is offering the opportunity to students to show interest in participating and sharing opinions, emotions and thoughts in English. In other words, when students feel a trusting atmosphere in the classroom, positive outcomes can be obtained. This is a significant factor when students decide whether to participate in activities or not. Innovative teaching

methodologies promote effectively the motivation and interest of students in an English class, fact demonstrated in the implementation of the class as a proposal.

6.1.4 The hypotheses. This research had 2 statements for hypothesis and are the following: Affectivity as a main factor associated with low results in English subject and the second one: A specific pedagogical methodology seems to be crucial in the process of learning. It can be that 10th grade students at Liceo Industrial y de Minas Ignacio Domeyko were benefited and were related to the implementation of pedagogical techniques to promote their motivation and their interest in the methodology suggested in lessons of EFL, based on Maturana's theories of Love.

Additionally, students showed interest and participation during the interviews and in the implementation of an improved methodology of a lesson plan proposed and it was executed in classes.

6.2 Suggestions

During the implementation of this thesis project, certain findings were encountered, which some of them were not deliberately part of this thesis. For future research projects the following propositions can be suggested:

- 1) Implement the proposal with a longer extension of time, so that once the students internalise the topic, improvement in learning and behaviour will take place.
- 2) Take into consideration the first and the last 5 minutes of the class to make questions to students.

- 3) Take into account students' traits and context.
- 4) Have a themed or specific classroom, so that you have full control of the arrangement.
- 5) Take into consideration the position of the class before it starts.
- 6) Create instances and activities to generate an effective bond with the students.
- 7) Make didactic material according to the student's reality.

6.3 Study Limitations

This case study was elaborated with the spirit of knowing how the family context impacts in the process of learning English as a foreign language. Although the performance of the project has been reached, inevitable limitations were handled as follows:

1) Time restraints: The researchers were provided with 4 months approximately to accomplish this case study, which is composed of data from the sample, investigation from the sample in a real-life context, and use of different theories to generalise results. At the same time, the researchers were carrying out their professional practice in different schools in Santiago, causing setbacks in the production of this thesis.

2) Sample size: The data collected from this case study correspond to 12 students based in the vulnerable schools in Santiago, Chile. This furnished data collection and analysis, however, limited the generalisation of the outcomes.

3) Literature: The literature related to the demotivation in students of a vulnerable school by different 2 factors such as: The absence of the parents, and the methodology used by the teacher, were difficult to find. Most of the books, papers, and reports are based on motivation in general terms, but not connected to deprived contexts or how students are affected in their learning process by the personal context. Also, none of the literature found refers to the Chilean context.

While recognising such limitations, the case study was realised within the assigned period of time.

6.4 Further Research

As this thesis research contemplated a pedagogical proposal which was put into practice with students from 10th grade at Liceo Industrial y de Minas Ignacio Domeyko diverse insights and directions for national and international researchers, academics, and teachers can be provided. Not only are research directions related to motivation, but role of the teacher, however, they are also connected to the different factors which have influence over students with low result in the English subject. The following list describes the areas of study with some topics designated to address and other topics intended as novel directions for research.

- A comprehensive study of the influence of motivation and learning styles on the learning process of the students with low results in the school. It is known that these are decisive factors that can either enhance or hinder the learning process of all

students; however, research needs to be carried out apropos of the way to achieve and promote the aforementioned constituents in students.

- Class distribution is important when instructing students in a classroom with high disorder between the students. What will happen if the teacher does not change the positions of the classroom? Can another order of the classroom interferes in the students' attention throughout the entire lesson? Will the students be prone to distraction in an inappropriate order of the classroom?
- The project was implemented with students who have low results in English subject. Will it have the same impact in other contexts

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Appendix A: Proposal lesson plan**LESSON PLANNING ESA-PPP (2016)**

Group: 10th grade	Date: 22/11/2016	Time: 11:20 – 12:50	Sequence:
PRE SERVICE TEACHER: Camila Pincheira López	SCHOOL: Liceo Industrial y de Minas Ignacio Domeyko		

Main Objective: At the end of the class, students will be able to express ideas using different modal verbs such as should, must, may and might.

Subsidiary aims: to remind verbs/ expressing advices, obligations, suggestions and probabilities.

Key Activities: Using these images, create phrases with the corresponding modal verb

- Contents:

Skills/procedures: Writing and speaking	Lexis: Smoke – walk – speak – teach – close – open – sleep – eat – play – work – study – should – must – have to	Grammar: Affirmative and negative form of modal verbs such as should, shouldn't, must, mustn't, have to and don't have to	Function: Speaking about modal verbs its uses in context
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- Assumptions:

- Students should know some infinitive verbs
- Students might not know modal verbs and its uses

Stages	Interaction	Evaluation	IT- Materials- Timing
Engage/ Warm-up	Teacher says hello to the class and asks to students: How do you feel today? How are you? Teacher asks help to ten students to pass in front of the class to make a game, this way teacher introduces students through flash cards containing verbs.	Verbal feedback about verbs	<ul style="list-style-type: none"> • Flash cards • whiteboard 15 Minutes

	<p>The ten students selected have to show to the class a flash card that contains a verb, then they have to hide the flash card and mix up between them.</p> <p>The class has to say the meaning of the verb and what is the verb that the classmate has.</p> <p>Teacher writes the objective/date of the lesson on the whiteboard.</p>		
Study / Presentation	<p>Teacher gives to students at random piece of papers that contains answers, then he/she asks to students:</p> <ul style="list-style-type: none"> ● What is the class about? ● What is a modal verb? ● Can you give examples of modal verbs? ● Why we use modal verbs? ● Can you give me an example of modal verbs in a positive form? ● Can you give me an example of modal verbs in a negative form? ● Can you give me an example of modal verbs in question form? <p>Students have to respond the questions according to the paper that he/she has</p> <p>Teacher introduces modal verbs to students</p>	Monitoring	<ul style="list-style-type: none"> ● Data ● Computer ● Power point ● Whiteboard ● Piece of papers <p>20 minutes</p>
Practice	<p>Teacher shows some images and students have to create some phrases using modal verbs</p> <p>Students have to create phrases such as you mustn't smoke here,</p>	Verbal feedback about written	<ul style="list-style-type: none"> ● Data ● Computer ● Marks ● Whiteboard ● Notebooks

	<p>you mustn't eat here, you should drink more water, you should visit to the doctor etc.</p> <p>High learners will be able to create the phrases without help to the teacher.</p> <p>Low learners work with help to the teacher</p> <p>Teacher encourages students positively to the aim to invites students to participate and stay motivated in class.</p>	<p>competences</p> <p>Monitoring</p>	<p>20 Minutes</p>
<p>Activate/ Production</p>	<p>Students have to complete a worksheet given by the teacher.</p> <p>High learners will be able to complete the worksheet without help to the teacher</p> <p>Low learners work with help to the teacher</p> <p>Teacher has to monitoring the students' work and resolving doubts and questions.</p> <p>Teacher's attitude will be according to Love Biology proposed by H. Maturana. This way teacher will assess students work by asking about the process, encourage them to succeed and reducing fear or anxiety which are properly to difficulty of the task.</p>	<p>Activity suitable for an extra grade.</p>	<ul style="list-style-type: none"> ● Marks ● Worksheets <p>30 Minutes</p>
<p>Close up/ Wrap-up</p>	<p>Teacher asks students:</p> <ul style="list-style-type: none"> ● ¿Cuál fue el tema central de la clase? ● ¿Cómo se sintieron con respecto a la actividad? 	<p>Oral feedback</p>	<ul style="list-style-type: none"> ● Markers ● Whiteboard <p>5 minutes</p>

	<ul style="list-style-type: none"> • ¿Qué les gustaría mejorar en la clase? • Teacher thanks students to participate actively in classes. 		
--	---	--	--

Appendix A.1: Worksheet



Departamento de Inglés.
Camila Pincheira López.
Pre-service-teacher.
UCSH

Modal Verbs

Modal verbs	Function	Examples
Must attention in class.	To express obligation/strong belief.	You must pay
Mustn't smoke here	To express prohibition	You mustn't
Should/shouldn't visit the doctor.	To give advices, to request or offer- in IF clauses.	You should
May/may not the bathroom, please?	To express possibility – to request permission.	May I go to
Might/might not. clouds! - It might rain today	To suggest a small possibility of something.	Look at the

Activity 1.-

Complete the sentences using must/mustn't when it's necessary.

- a) You _____ tidy up your room.
- b) You _____ do your homework.
- c) You _____ smoke.
- d) You _____ play with fire.
- e) You _____ cheat in a test.
- f) You _____ bite nails

Activity 2.-

Match the statements to the advice given.

- | | |
|---------------------------------------|-------------------------------------|
| 1. - I've got a headache | A You should do some exercise. |
| 2. - I'm cold | B You should stay in bed. |
| 3. - The game starts at three o'clock | C You should put in a jumper. |
| 4. - I don't feel well | D You shouldn't sit in front of TV. |
| 5. - I want to lose weight | E We should leave at two-thirty. |

Activity 3.-

Rewrite sentences. Use the correct modal verb in each sentence. (must/mustn't, should/shouldn't, may, might.).

- a) It is not allowed to speak aloud at library.
You _____ at library.
- b) It is cloudy today.
It _____ rain today.
- c) I'm feeling bad today. Visit the doctor.
I'm feeling bad today. You _____ visit the doctor.
- d) I can't sleep well. Watch too much T.V.
I can't sleep well. You _____ watch too much T.V.
- e) I'd like get good marks. Pay attention in class.
I'd like get good marks. You _____ pay attention in class.
- f) It is a hospital. Smoke.
It is a hospital. You _____ smoke here.

Appendix A.2: Power Point Presentation

Modal verbs

Camila Pincheira
English teaching program
UCSH.

Let's practice



Look at the
following photos!

A person with flu...

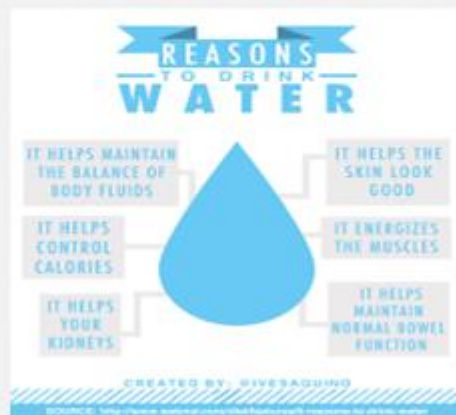


©Ron Leishman * IllustrationsOf.com/429407

Non-smoking area



A person who doesn't drink
water...



Look at the clouds!



Non-food area



Instructions

- Look at the photos and create phrases using modal verbs.



Appendix B: First Letter



UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

Santiago, 27 de Septiembre del 2016

Sr. Christian Tumba M.

Jefe Unidad Técnico Pedagógica

Presente

Sr. Christian Tumba:

Por medio de este documento queremos darle formalidad a la petición para ciertas intervenciones en el Liceo industrial y de Minas Ignacio Domeyko, solicitado anteriormente por la estudiante en práctica Camila Pincheira López y su grupo de investigación conformado por otras 3 estudiantes de Pedagogía en Inglés de la Universidad Católica Silva Henríquez, para realizar actividades específicas que serán detalladas más abajo en este documento.

Martes 27 de Septiembre	Presentación y consentimiento de los estudiantes.
Viernes 30 de Septiembre	Presentación y consentimiento de los estudiantes seleccionados.
Jueves 06 de Octubre	Presentación y consentimiento de los apoderados en Reunión de Padres.
Viernes 14 de Octubre	Jornada Reflexiva de los estudiantes seleccionados.

Nota: Las fechas estipuladas son fechas provisorias pero como equipo haremos lo máximo posible para realizar las actividades en las fechas que hemos programado.

El objetivo de esta investigación es conocer el apoyo que poseen los estudiantes por parte de sus apoderados en el aprendizaje del Idioma Inglés, nos interesa conocer analizar y determinar si la desmotivación de los estudiantes se ve influenciada por la falta de apoyo en el contexto familiar de sus hogares.

Estamos atentas a sus comentarios y sugerencias,

Barbara Nuñez Espinoza/ Valeria Nuñez Jiménez/ Camila Pincheira López/ Noemi Urrutia Vergar

Estudiantes Pedagogía en Inglés Universidad Católica Silva Henríquez.



Appendix C: Observation rubric to establish the teacher method



Departamento de humanidades y educación

Pedagogía en inglés.

Investigation tool

On the following investigation tool, it will be answered 17 questions that help the investigator to take place inside the methodological framework of the investigation, as a purpose to see the effectiveness of the educational practices in the classroom and how these prove or not the low school performance.

Look the teacher during the first 10 minutes of the class and answer:

1.- The teacher contextualizes students about the content? Exemplify

No, he arrives and tells the students about what they have to do, for example, they have to read and answer a reading comprehension guide, and after that she says: You will have to do it and answer.

2. - The teacher does activities related to the content that stimulate the learning in the students?

No, he just says to the students to read the guide and they try to do it (but with a lot of difficulties) because they are not motivated to do it.

3.-Describe briefly the attitudes of teacher in front of the students when he presents the content.

The teacher's attitude is passive, he interferes in front of the students constantly, besides he has to repeat every moment what they have to do. He looks quiet and he does not lose the temperament in front of the students.

4.-According to the observed, the teacher uses the time to show activities as part of the content or he take care of accomplish the rules of the school, for example call the roll, give instructions, etc.?

The teacher has the intentions to continue the reading and the students answered, but they were not focused and do a lot of disturbance, so the teacher ca not use the time to do what he wants.

Answer the following questions:

1- What kind of teaching strategies can you identify?

None, constantly repetition from the teacher.

2. - Can you show in the didactic material used, the realization of the different language skills? Where? How?

The didactic material does not have language skills, just reading comprehension.

3. - Can you show in the didactic material used, the realization of the different language learning skills? Where? How?

No, it does not see because the class is monotonous and repetitive.

4. - Can you show in the didactic material used, the realization of the different learning styles? Where? How?

No, because the teacher uses reading comprehension guide and we do not see any learning style.

5. - Which are the key activities the teacher uses for delivery the content?

Describe the activities.

The keys activities could be questions and examples, and connect with the contents already saw.

6. - Students show comfortable with the key activities that the teacher delivery?

They seem to be uncomfortable and with no motivation from part of them.

7. - Refer to the teacher's attitude to deliver the content. (Direct- Indirect)

The teacher delivery the worksheet, and is the only method of working. Although he tries to encourage them to do the activity, at the end it does not get any result-

8. - Students feel motivated in learning? Are participatory? All the students participate? Teacher invite them to participate?

No, there is not motivation from part of them and they use the time talking, listening to music and when the teacher notices that, he encourages them to participate and keep silence, but he does not accomplish that with success.

9. - How the teacher relates to those students which don't participate to the activities presented and performed in class? Exemplify

The teacher walks for the classroom constantly and with the students who are less participatory he stays with them and encourage to complete the activity, sometimes with success or not.

Describe the last 20 minutes of the class before this ends:

1. - Describe the realized by the teacher during the last minutes of his class.

After the students completed the worksheet, the teacher started with a new content (demonstratives adjectives) and talked with the students and he asked to explain by their own words the content.

2. - Look an activity where it shows the fulfilment of the objectives from the student. Where? How?

This, happened in 1 student, which he explained the objective of the class and explained how the demonstratives adjectives are, but it was for a short period of time.

3.-It is show through this activity the learning of all the students?

No, because 2 or 3 students answered the question and the rest of the students were listening music, talking or playing with the phone.

4.-Does it exist a close-up of the contents? Exemplify

No, it does not. Because the close-up consists in complete the exercises and show it to the teacher.

Reflection:

1.-According to the class, what was the methodology used? Why?

The constantly methodology used was repetition, because he repeats every moment the same, besides we did not see another methodology used in the class.

2.-In your opinion, is the suitable methodology? Why?

No, is not the suitable method. But, if you see the behaviour of the students, is too difficult to use another methodology or strategy, because there is not a motivation from the students.

3.-Was the suitable methodology to motivate students to learn and feel comfortable during the process?

No, because the methodology used was repetition (all the class) and without other purpose.

4.-Was the objective of the class achievable?

As we said before, it was a moment in the class were a couple of students knew the content of the class, but during the class the objective was in a second level and the objective was forgotten.

Appendix D: Parents and caregivers survey



Investigación
Universidad Católica Silva Henríquez

Encuesta para padres y apoderados

Objetivo: Esta encuesta tiene como finalidad describir el contexto familiar de los alumnos y conocer el apoyo que tiene el estudiante en el aprendizaje del idioma inglés.

*La información entregada no será pública y se mantendrá en extrema confidencialidad.

I. Datos personales del apoderado:

- a) Nombre Completo del Apoderado :
- b) Edad:
- c) Estado Civil:
- d) Comuna:
- e) Parentesco con el estudiante:
- f) Nombre del estudiante:

II. Personas que viven en el hogar del estudiante:

(Marque con una X y escriba la edad)

- a) Padre: _____ Edad: _____
- b) Madre: _____ Edad: _____
- c) Hijos: _____ Edad: _____ Edad: _____ Edad: _____ Edad: _____
- d) Abuelos: _____ Edad: _____ / Edad: _____
- e) Otras personas: _____

III. Trabajo: ¿Qué miembros del hogar trabajan?

- a) Parentesco con estudiante: _____
Profesión u ocupación: _____
- b) Parentesco con estudiante: _____
Profesión u ocupación: _____

- c) ¿Existe otro miembro más que trabaje?, ¿Quién? _____
Profesión u ocupación: _____

IV. Estudios: (Marque con una X)

- | | | |
|-----------------|-----------------|-----------------|
| 1) Padre: | b) Madre: | c) cuidador: |
| Básica: _____ | Básica: _____ | Básica: _____ |
| Media: _____ | Media: _____ | Media: _____ |
| Superior: _____ | Superior: _____ | Superior: _____ |
| Otra: _____ | Otra: _____ | Otra: _____ |

- 2) Si usted, quién está contestando esta encuesta, posee algún nivel de inglés, con cuál de las alternativas usted se identificaría:

- a) No posee
b) Básico
c) Intermedio
d) Avanzado

V. Ambiente Familiar (marque con una X)

	SI	NO
1) Mantiene diálogo con sus hijos/pupilos respecto a problemas escolares, personales, etc.?		
2) Existen horarios establecidos de convivencia? Para desayunar, almorzar y cenar?		
3) Existen horarios establecidos de estudio?		
4) Es el apoderado quien toma las decisiones en casa?		

VI. Relación casa / colegio (marque con una X)

	18horas	10 horas	8 horas	Otro (indique número de horas)
1) Cuánto tiempo (horas al día) los padres o apoderado están en su casa? (considere todo el tiempo en casa más las horas de sueño)				

	5 horas	3 horas	2 horas	No dedica
2) Cuántas de esas horas son dedicadas al estudiante? (ej.: estudio, tiempo libre, etc.)				

	SI	NO
3) Existe, por parte de los padres o cuidador un conocimiento del horario y de las tareas escolares de su hijo?		

VII. Adaptación escolar del estudiante (marque con una X)

	Si	A veces	Nunca	No posee información
1) El estudiante acude de buen ánimo al colegio?				

	5 o más	4 o 5	3 o 2	No posee información
2) Según lo que usted sabe, cuántos amigos tiene en el colegio?				

	SI	NO
3) Conoce a los amigos de su hijo?		

VIII. Nivel de conocimiento sobre su hijo/pupilo (Marque con una X)

	Siempre	A veces	Casi nunca	Nunca
1) Habla a diario con él/ella sobre cómo le ha ido en el colegio?				
2) Mi hijo/a o pupilo suele hablar conmigo sobre aquellos aspectos que le preocupan?				
3) Mi hijo/a o pupilo en casa es comunicativo?				

	Hablo con la profesor/a	Hablo con los padres sobre el problema entre los niños	Hablo con el compañero	No hago nada, son cosas de niños
4) Si mi hijo/a tiene un problema con un compañero de clase, trato de ayudarle a solucionar su problema:				

IX. Forma de actuar ante el estudiante

	Siempre	A veces	Casi Nunca	Nunca
1) Normalmente suelo felicitar cualquier comportamiento correcto que haga mi hijo/a o pupilo?				
2) Cuando mi hijo/a no me obedece, suelo reaccionar gritando o enfadándome?				
3) Siempre espero que mi hijo/a o pupilo me obedezca, aunque si no me hace caso termino ignorándolo?				

Muchas gracias por darse el tiempo de responder este instrumento, será de mucha ayuda.

Appendix E: Skill study designed by Swinburne University of Technology



VAK Learning Styles Self-Assessment Questionnaire

Circle or tick the answer that most represents how you generally behave.

(It's best to complete the questionnaire before reading the accompanying explanation.)

1. When I operate new equipment I generally:
 - a) read the instructions first
 - b) listen to an explanation from someone who has used it before
 - c) go ahead and have a go, I can figure it out as I use it
2. When I need directions for travelling I usually:
 - a) look at a map
 - b) ask for spoken directions
 - c) follow my nose and maybe use a compass
3. When I cook a new dish, I like to:
 - a) follow a written recipe
 - b) call a friend for an explanation
 - c) follow my instincts, testing as I cook
4. If I am teaching someone something new, I tend to:
 - a) write instructions down for them
 - b) give them a verbal explanation
 - c) demonstrate first and then let them have a go
5. I tend to say:
 - a) watch how I do it
 - b) listen to me explain
 - c) you have a go
6. During my free time I most enjoy:
 - a) going to museums and galleries
 - b) listening to music and talking to my friends
 - c) playing sport or doing DIY
7. When I go shopping for clothes, I tend to:
 - a) imagine what they would look like on
 - b) discuss them with the shop staff
 - c) try them on and test them out
8. When I am choosing a holiday I usually:
 - a) read lots of brochures
 - b) listen to recommendations from friends
 - c) imagine what it would be like to be there



9. If I was buying a new car, I would:
- a) read reviews in newspapers and magazines
 - b) discuss what I need with my friends
 - c) test-drive lots of different types
10. When I am learning a new skill, I am most comfortable:
- a) watching what the teacher is doing
 - b) talking through with the teacher exactly what I'm supposed to do
 - c) giving it a try myself and work it out as I go
11. If I am choosing food off a menu, I tend to:
- a) imagine what the food will look like
 - b) talk through the options in my head or with my partner
 - c) imagine what the food will taste like
12. When I listen to a band, I can't help:
- a) watching the band members and other people in the audience
 - b) listening to the lyrics and the beats
 - c) moving in time with the music
13. When I concentrate, I most often:
- a) focus on the words or the pictures in front of me
 - b) discuss the problem and the possible solutions in my head
 - c) move around a lot, fiddle with pens and pencils and touch things
14. I choose household furnishings because I like:
- a) their colours and how they look
 - b) the descriptions the sales-people give me
 - c) their textures and what it feels like to touch them
15. My first memory is of:
- a) looking at something
 - b) being spoken to
 - c) doing something
16. When I am anxious, I:
- a) visualise the worst-case scenarios
 - b) talk over in my head what worries me most
 - c) can't sit still, fiddle and move around constantly
17. I feel especially connected to other people because of:
- a) how they look
 - b) what they say to me
 - c) how they make me feel

18. When I have to revise for an exam, I generally:
- write lots of revision notes and diagrams
 - talk over my notes, alone or with other people
 - imagine making the movement or creating the formula
19. If I am explaining to someone I tend to:
- show them what I mean
 - explain to them in different ways until they understand
 - encourage them to try and talk them through my idea as they do it
20. I really love:
- watching films, photography, looking at art or people watching
 - listening to music, the radio or talking to friends
 - taking part in sporting activities, eating fine foods and wines or dancing
21. Most of my free time is spent:
- watching television
 - talking to friends
 - doing physical activity or making things
22. When I first contact a new person, I usually:
- arrange a face to face meeting
 - talk to them on the telephone
 - try to get together whilst doing something else, such as an activity or a meal
23. I first notice how people:
- look and dress
 - sound and speak
 - stand and move
24. If I am angry, I tend to:
- keep replaying in my mind what it is that has upset me
 - raise my voice and tell people how I feel
 - stamp about, slam doors and physically demonstrate my anger
25. I find it easiest to remember:
- faces
 - names
 - things I have done
26. I think that you can tell if someone is lying if:
- they avoid looking at you
 - their voices changes
 - they give me funny vibes

27. When I meet an old friend:
- a) I say "it's great to see you!"
 - b) I say "it's great to hear from you!"
 - c) I give them a hug or a handshake
28. I remember things best by:
- a) writing notes or keeping printed details
 - b) saying them aloud or repeating words and key points in my head
 - c) doing and practising the activity or imagining it being done
29. If I have to complain about faulty goods, I am most comfortable:
- a) writing a letter
 - b) complaining over the phone
 - c) taking the item back to the store or posting it to head office
30. I tend to say:
- a) I see what you mean
 - b) I hear what you are saying
 - c) I know how you feel

Now add up how many A's, B's and C's you selected.

A's =

B's =

C's =

If you chose mostly A's you have a **VISUAL** learning style.

If you chose mostly B's you have an **AUDITORY** learning style.

If you chose mostly C's you have a **KINAESTHETIC** learning style.

Some people find that their learning style may be a blend of two or three styles, in this case read about the styles that apply to you in the explanation below.

When you have identified your learning style(s), read the learning styles explanations and consider how this might help you to identify learning and development that best meets your preference(s).

Now see the VAK Learning Styles Explanation.

VAK Learning Styles Explanation

The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (and there is no right or wrong learning style):

- Someone with a **Visual** learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.
- Someone with an **Auditory** learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!
- Someone with a **Kinaesthetic** learning style has a preference for physical experience - touching, feeling, holding, doing, practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

People commonly have a main preferred learning style, but this will be part of a blend of all three. Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles.

When you know your preferred learning style(s) you understand the type of learning that best suits you. This enables you to choose the types of learning that work best for you.

There is no right or wrong learning style. The point is that there are types of learning that are right for your own preferred learning style.

Please note that this is not a scientifically validated testing instrument – it is a free assessment tool designed to give a broad indication of preferred learning style(s).

More information about learning styles, personality, and personal development is at www.businessballs.com.

With acknowledgements to Victoria Chislett for developing this assessment.

Appendix F: Second Reflexive session



2nd Reflexive Journal

General Objective: This instance with the students of Liceo Industrial y de Minas Ignacio Domeyko has an aim to carry out activities in which students generate trust between them obtaining personal information of their valuable context.

Activities

Activity I

Name: 'Crazy Bottle'

Objective: Generate knowledge and confidence in students.

Development: Students are placed in small circles shoulder to shoulder. One of the students is placed in the centre of the circle and with their eyes closed and their feet together is dropped on the others; they must receive it and throw it on another of the circle.

Observation: After all the students have been released it is necessary for the students to explain their feelings, if they have had fear, insecurity, between others.

The conditions for this technique to be well made are:

- Students should be dropped into the arms of another.
- Do not make jokes.
- The circle must be well formed to avoid some kind of accident.

Activity II

Name: 'The balancín'

Objective: Develop students' knowledge and confidence through relaxation.

Development: Students are placed in pairs. You have to be placed backwards by the wrists and with the arms straight. While one kneels, the other stretches and when the other person goes up, they bend.

Observations: Before students form couples, they should be advised to choose someone with similar physical characteristics to avoid any type of accident.

Questions

After completing each activity, you should ask questions such as:

1. What sensations did this activity give you and why?
2. What is trust for you?
3. Who is the person whom you trust the most?
4. What makes that person, so that you can trust her??
5. How much confidence do you have with your parents?
6. When do you have a problem, who you call first?
7. How is the relationship with your parents?
8. How would you like your relationship with your parents to be?

Appendix G: 3rd Reflexive Journal



UNIVERSIDAD CATÓLICA
SILVA HENRÍQUEZ

3rd Reflexive Journal

General objective: Talking and reflecting about personal goals, confidence and obstacles in life.

El Árbol de los Problemas

Un hombre después de pensarlo se decidió a reparar una vieja casa que tenía en una granja. Entonces, contrató a un carpintero que se encargaría de todos los detalles logísticos de restauración.

Un día decidió ir a la granja, para verificar cómo iban todos los trabajos. Llegó temprano y se dispuso a colaborar en los quehaceres que realizaba el carpintero. Ese día parecía no ser el mejor para el carpintero. Su cortadora eléctrica se había dañado, haciéndole perder dos horas de trabajo. Después de repararla, un corte de electricidad en el pueblo le hizo perder dos horas más de trabajo. Tratando de recuperar el tiempo, partió dos cierras de su cortadora. Ya finalizando la jornada, el pegamento que disponía no le alcanzaba para mezclar su fórmula secreta de acabado.

Después de un día tan irregular, ya disponiéndose para ir a su casa, el camión se le negaba a arrancar. Por supuesto, el dueño de la granja se ofreció a llevarlo. Mientras recorrían los hermosos paisajes de la granja, él iba en silencio meditando. Parecía un poco molesto por los desaires que el día le había jugado.

Después de treinta minutos de recorrido llegaron a la casa del carpintero, y de sorpresa lo invitó para que conociera a su familia. Mientras se dirigían a la puerta, el carpintero se **detuvo**

brevemente frente a un pequeño árbol, de color verde intenso y por demás hermoso. Tocó varias ramas con sus manos, mientras admiraba sus preciosas hojas.

Cuando abrió la puerta, ocurrió una sorprendente transformación. Su bronceada cara estaba plena de sonrisas y alegría. Sus hijos se lanzaron sobre él, dando vueltas en la sala. Le dio un beso a su esposa y lo presentó. Le invitó un refresco y una succulenta empanada. Ya despidiéndose, lo acompañó hasta el auto.

Cuando pasaron nuevamente cerca del **árbol**, la curiosidad fue grande y le preguntó acerca de lo que había visto hacer un rato antes. Le recordó su conducta con el árbol.

¡Ohh!, ese es mi **árbol de los problemas**, contestó.

Y luego procedió a explicar y dijo: *sé que no puedo evitar tener dificultades en mi trabajo, percances y alteraciones en mi estado de ánimo. Pero una cosa si es segura: Esos problemas no pertenecen ni a mi esposa y mucho menos a mis hijos. Así que simplemente los cuelgo en el “árbol de los problemas” cada noche cuando llego a casa. Luego en la mañana los recojo nuevamente, porque tengo que solucionarlos. Lo divertido es, dijo sonriendo el carpintero, que cuando salgo en la mañana a recogerlos, no hay tantos como los que recuerdo haber colgado la noche anterior.*

El dueño de la granja se subió a su auto, meditando sobre la estrategia del carpintero para ser más feliz y evitar contaminar el hogar con los problemas laborales. Entonces se dijo, valió la pena el paseo de hoy.

Llegó a la granja y se dispuso a seleccionar su **árbol de los problemas**. Y desde entonces cada vez que llegaba a su hogar ya saben lo primero que hacía.

“Tenemos que saber que el mundo sólo se puede captar mediante la acción y no la contemplación. El impulso más poderoso, en el ascenso del hombre, es el placer que le produce su propia habilidad. Gocemos haciendo lo que hacemos bien, y habiéndolo hecho

bien, gocémonos haciéndolo mejor y lo que no sabemos aprendámoslo y gocemos aprendiendo y luego seremos mejores porque habremos

El Obstáculo en el Camino

Hace mucho tiempo, un rey colocó una gran roca obstaculizando un camino. Entonces, se escondió y miró para ver si alguien quitaba la tremenda roca.

Algunos de los comerciantes más adinerados del rey y cortesanos vinieron y simplemente le dieron una vuelta.

Muchos culparon al rey ruidosamente de no mantener los caminos despejados, pero ninguno hizo algo para sacar la piedra grande del camino.

Entonces un campesino vino, y llevaba una carga de verduras. Al aproximarse a la roca, el campesino puso su carga en el piso y trato de mover la roca a un lado del camino. Después de empujar y fatigarse mucho, lo logró.

Mientras recogía su carga de vegetales, el notó una cartera en el piso, justo donde había estado la roca. La cartera contenía muchas monedas de oro y una nota del mismo rey indicando que el oro era para la persona que removiera la piedra del camino.

El campesino aprendió lo que los otros nunca entendieron. Cada obstáculo presenta una oportunidad para mejorar la condición de uno.

El consejo de la historia: ¡Mira cada obstáculo como algo que debe ser resuelto!

Interviews with participants

Interview 1:

The interview takes place at Liceo Industrial y de Minas Ignacio Domeyko in the teacher's room on October 27, 2016.

- The interviewer –Teacher trainee at Liceo Industrial y de Minas Ignacio Domeyko = C
- The interviewee - English Teacher at Liceo Industrial y de Minas Ignacio Domeyko = P

C: ¿puedes decirme tu nombre completo y edad?

P: ya, mi nombre completo es Pablo Andrés Meins Águila y mi edad son 28 años.

C: ¿cuál es su título profesional?

P: mi título profesional es... soy profesor de inglés licenciado en educación

C: licenciado en educación

P: si es que me dan el título de licenciado en educación y el nombre de mi título es profesor de lengua y culturas inglesas

C: y ¿en cuál universidad obtuvo su título?

P: Universidad Central de Chile

C: ¿cuántos años llevas ejerciendo la pedagogía?

P: este es mi tercer año

C: ósea que ¿en qué año te tú te titulaste?

P: me titulé el 2013, el 2013 yo di mi examen de título

C: ¿cuentas tú con algún otro curso o postgrado?

P: no

C: ya, vamos a pasar a otro aspecto que es el área académica, que es más bien de acá del liceo... ¿Cuánto tiempo llevas trabajando acá en el liceo?

P: este año, entre el 2016

C: entonces este es tu primer año... ¿Cuántos profesores de inglés trabajan en el liceo?

P: en total somos 3

C: ¿cómo se organiza con los otros profesores? me refiero a la hora de planificar

P: a ver eh, igual acá en el colegio es muy flexible a cómo funcionan las cosas porque es decisión de cada uno si quiere usar, hacer su planificación o compartirla, en el caso mío yo comparto la planificación con la profe Catalina, que ella es la que lleva más tiempo acá entonces eh bueno nosotros nos conocimos este año, pero igual hemos tenido una relación buena. Ya entonces igual cuando yo conocí a la Catalina tuvimos una buena relación porque nos entendimos bien, siento que igual a cada uno nos gusta cómo trabaja el otro entonces eso igual a nosotros nos ha facilitado el trabajo porque compartimos el material ya y no solamente compartimos las planificaciones, sino que también compartimos el material que cada uno hace porque yo por ejemplo planifico para segundo medio y yo hago mi material y el material lo compartimos para todos los segundos que hacemos ambos, lo mismo ella cómo planifica para primero. Ella planifica para las clases que yo hago en laboratorio con los chiquillos, porque yo solamente tomo laboratorio para los primeros, pero si nos compartimos yo y ella, Felipe no po, Felipe trabaja sólo porque nosotros decidimos igual por un tema de que las planificaciones no nos gustaba como estaban trabajadas por él. Al final nos decidimos cómo no compartir nuestras planificaciones por eso.

C: o sea mmm por ejemplo todos los cursos que toma él los planifica él

P: claro todos los cursos que toma él los planifica él en base a cómo él trabaja

C: a ya perfecto... ¿Qué elementos tomas tú en cuenta a la hora de planificar?

P: yo creo que igual lo que tomo en cuenta es que la planificación trate de ser lo menos plana posible porque igual a nosotros nos pasa de que ya el inglés en sí aquí es muy difícil que a los chicos les guste, yo creo que igual les influye son varios los factores, porque a los chiquillos no escuchan música en inglés, partamos por eso, tú les preguntas por gustos musicales y no tiene nada así de inglés. todo en español, segundo ellos no están acostumbrados a estar en contacto con el inglés de alguna forma porque es heavy igual porque tú les preguntai, no se po ¿chiquillos ven películas? Y te dicen si pero ellos prefieren ver películas dobladas y porque no les gusta ver películas en inglés porque les da flojera leer los subtítulos, ya entonces es una realidad que es bien complicada, porque no hay por dónde que tú a los chiquillos los motives de una forma ... ya que el hacer una planificación pa nosotros es complicado porque tratai de hacerlo algo que sea lo más entretenido posible cachai? entonces por ejemplo en el caso mío y de la Cata siempre tratamos de que la clases no sean tan gramáticas, porque aquí no te va a funcionar una clase en que tú a los chiquillos les vas a por ejemplo pasar el presente simple y les vai a estar explicando todo el rato gramática,

gramática porque al final ellos no te van a pescar nada entonces nosotros igual tratamos como de eh usar una metodología diferente me entendí?

C: ya y por ejemplo ¿Qué metodologías de enseñanza tú aplicas en la clase de inglés? Si por ejemplo eres tú el que está hablando todo el rato o también haces que los chicos eh

P: claro, o sea como yo te decía igual en este colegio tú no puedes estar haciendo una clase todo el rato hablando tú tú tú porque no sirve, aquí lo que sirve es que tú hagas una clase pero que sea unos 20 minutos exponencial y lo otro es que los chiquillos trabajen que trabajen que trabajen porque como te digo acá no sirve que te pares al frente y hables todo el rato

C: o sea es con material, con guías...

P: depende porque acá lo bueno también es del colegio porque acá tiene los recursos que te ayudan a ti como pa hacer una clase, porque por ejemplo acá igual tienen data entonces de repente si quieres hacer una clase con data igual lo vas a tener o sea obviamente no hay radio mmmm nosotros igual

C: pero tú, ¿tienes tu parlante?

P: yo tengo mi material, entonces igual el material está cachay o por ejemplo las guías que en otros colegios a lo mejor te va a tocar o tú a futuro te vas a dar cuenta que tú vas a tener una guía o tu mandas la guía y te van a tramitar un montón para tenerte una guía acá igual la ventaja que tiene el colegio es que si tú mandas un material aquí te lo tienen al tiro, entonces en ese sentido igual acá por lo menos existe algo de material con el que tú puedes trabajar o a lo mejor si tú tienes algún proyecto igual aquí por lo menos te escuchan a lo mejor si tu necesitai material a lo mejor si tu necesitai más cartulina a lo mejor igual te va a llegar ¿me entendí? entonces por lo menos aquí el material igual existe

C: ya y ¿cómo consideras tú que son los resultados de los estudiantes? me refiero a notas ¿versus el aprendizaje que tienen los estudiantes?

P: no es bajo, por ejemplo no se po te vamos a poner un caso bien concreto, el otro día, bueno la Cata está tomando pruebas coeficiente dos a los primeros, entonces hoy día a mí me tocó tomar una prueba en un primero y pucha así lo digo, la Cata voy a tirarle flores, no debería ja jajá por ejemplo ella igual preparó su material se nota que hubo una preocupación al hacer el material y preparar a los chiquillos para la prueba y te estoy diciendo que incluso los chiquillos dieron la prueba con la guía o sea tenían la materia ahí y aun así los chiquillos no leyeron, no estudiaron, porque no están acostumbrados a que ellos tienen que estudiar para que les vaya bien, entonces para reforzar en verdad porque es un refuerzo lo que tienen que hacer ellos, entonces a mí me tocaba hoy día, que estuve tomando la prueba y los chiquillos me hacían preguntas que estaban en la guía, entonces yo les decía oye ni siquiera leyeron la guía porque la respuesta está hasta textual entonces el resultado que tú vas a obtener aquí de repente claro es muy muy y es cosa de que tú lo veas en el SIMCE porque el SIMCE de acá de inglés de los chiquillos subieron muy poco entonces aquí falta mucho, no tan sólo en el área de inglés porque aquí falta harto comprensión de lectura, matemáticas también les falta así como la base como pa resolver ejercicios que se yo, pero no tan sólo implica que en inglés

a lo mejor tu vai a tener un resultado bajo si no que en general porque ellos no tienen una costumbre de reforzar, de estudiar entonces yo creo que eso es como un trabajo muy grande que uno tiene que hacer.

C: y ¿cómo es la disposición de los estudiantes en la clase de inglés? ¿Cómo los ves tú?

P: no, aquí como te digo, ellos la disposición que tienen es como muy, son algunos así por curso yo creo que debe haber unos dos, tres alumnos que les gusta la clase y que, de verdad, así como que quieren participar y tienen una disposición a aprender, pero los demás es cosa de que ellos, tu llegas a la clase y ellos te dicen ‘oooh me carga inglés, me carga inglés’ como que no les gusta entonces

C: entonces, ¿se te hace más difícil?

P: ¿a mí?, claro se me hace muy difícil y yo creo que también influye en los otros factores que yo te digo que ellos no están acostumbrados a un entorno donde haya inglés, donde, exista el inglés

C: mira, la pregunta que viene es como para seguir ¿Cómo es la motivación y participación de los estudiantes en el colegio y en la clase de inglés?

P: es poquito, son poquitos los alumnos que en verdad participan y como te digo y que ellos digan así como ‘profe yo quiero leer’, yo me he dado cuenta de que de repente tú los haces leer en inglés y a ellos les da vergüenza, ya y nadie participa y sabes cómo me he dado cuenta, por ejemplo cuando tú tomas una lectura, estas lecturas que son pal SIMCE ahí me he dado cuenta que hay muchos alumnos que si levanta la mano y dice así como ‘ya yo quiero leer’, pero cuando tú les haces leer algo en inglés no lo hacen y yo creo que no lo hacen por miedo

C: ¿por las burlas?

P: por miedo a las burlas y porque ellos mismos dicen ‘¡ay! si yo no sé hablar en inglés’, pero tú dices, ‘pero como no vas a saber hablar en inglés si tienen las mismas letras que en español’, pero es claro es porque ellos no están acostumbrados a leer en inglés y les da vergüenza entonces por eso también de repente es como en una clase de inglés y bueno yo creo que tú también lo has visto les cuesta mucho participar porque yo creo que la motivación ahí juega un papel importante

C: eh, ya mira pasando a la relación de profesor- estudiante Según tu opinión ¿Se logran vínculos afectivos entre profesor-estudiante y por qué?

P: si, definitivamente si

C: y ¿por qué?

P: porque, mmmm Como te digo también depende del alumno porque hay alumnos que a ver. Igual este es un colegio, donde yo creo que más de la mitad del colegio tiene problemas en su casa ya, entonces eso igual a ellos les influye mucho imagínate nosotros ahora estábamos atendiendo a esa mamá, que la mamá decía que ni siquiera tenía como plata pa mandar a los niños acá al colegio y se ve reflejado en qué, en las notas porque, porque como

el niño no viene pasa mucho tiempo que no viene, los profes le ponen un rojo o le dan otra oportunidad y el alumno a lo mejor está tan desmotivado por las cosas que le pasan en su casa que le afecta po, le afecta su rendimiento entonces pa nosotros es como igual importante y una de las cosas así como que yo destaco también del colegio es que aquí igual hay como un trabajo de qué y bueno profesor que llega se le deja en claro que él también tiene que ser un agente como de motivación y a la vez como ser cómo, porque tú pa ellos pasas a ser una imagen así como paterna po, en el caso mío porque es como eh un apoyo ellos ven un apoyo a ver mira por ejemplo yo te voy a poner un caso, yo no soy muy de piel, me cuesta, yo no soy de andar abrazando a los alumnos pero por ejemplo me ha pasado con uno alumno del primero E, que es el Benjamín eh que yo igual como que con él he creado un lazo bien afectivo pero es como a ver yo creo que va también de la mano de que tú con ellos tienes que ser simpático entonces yo con él siempre yo soy muy simpático pero a ver es como yo me pongo en el lugar de él porque a él le cuesta mucho pero él es un niño que se ha superado tanto porque igual yo desde este tiempo hasta esta parte he visto que él hace el esfuerzo por cumplir eh le cuesta mucho entonces el otro día yo me fije que claro él ha cambiado mucho, entonces yo igual a él inconscientemente lo empecé ayudar po y el vio esa ayuda po entonces a donde él vio esa ayuda él ahora hace comentarios así como que yo le caigo bien el otro día incluso me dio un abrazo po ¿entendí? entonces son cosas que, cosas chicas que a lo mejor eh como te digo yo no soy muy de piel pero ellos ven igual cuando hay una preocupación ¿me entiendes? una preocupación por parte del profe entonces hoy día hicimos la prueba de inglés y yo sé que a él le cuesta más entonces yo igual a él lo ayude, lo ayude no le di las respuestas y al ayudarlo a él igual le fue muy bien entonces él igual se sacó como un cinco y algo, entonces él estaba como muy contento ¿me entendí? entonces eso es lo otro que él le preguntaba a la Cata ¿y va a ir el profe Pablo a ayudarnos? ¿Me entendí? entonces igual y bueno también me pasa con otro curso por ejemplo con el tercero A. El tercero A es un curso muy afectivo ¿yo no sé si tú lo conoces?

C: mmmm no, creo que no

P: ya, el tercero es un curso muy muy afectivo entonces yo me he dado cuenta porque, porque yo cuando le hago el laboratorio yo con ellos me pongo a conversar y cosas así como muy triviales así como de la vida ¿cachay? y me ha pasado que ellos han generado así como una confianza conmigo porque ellos igual tiran la talla pero siempre con respeto ¿me entendí? entonces como yo me he dado cuenta también que esas cosas les gusta que uno sea cercano con ellos porque te lo dicen entonces no se po comentarios así como ‘es que con usted podemos tirar la talla, con otros profes no porque se enojan si nosotros tiramos la talla’ ¿me entendí? o por ejemplo tú los ves cuando tú vas pasando por el patio y te saludan así como de una forma que igual te tiran la talla pero tú sabes que ellos también como que te estiman ¿me entendí? entonces eh si yo creo que el papel así como el rol de un profesor así como afectivo es muy importante y como te digo sobre todo en un colegio que es como un colegio que de verdad hay muchas carencias por parte de los alumnos

C: ¿cuál es el perfil del estudiante del Liceo Industrial y de Minas Ignacio Domeyko?

P: yo creo que el perfil del estudiante es obviamente prepararlos, prepararlos para que ellos sepan lo que es una carrera técnica como para defenderse

C: claro, pero cuando el estudiante llega acá al colegio, en general, ¿Cómo son los estudiantes?, ¿Cuál es el perfil de ellos?, me refiero a su forma de ser, si ¿son estudiantes con carencias o (Pablo interrumpe)

P: eh claro obviamente acá igual hay como te digo hartos alumnos que si po tienen problemas en la casa, ya yo creo que la mayoría acá de los alumnos que vienen a este colegio son alumnos con problemas, alumnos con riesgo social ya porque es heavy de repente cuando tú te das cuenta de eso de la ‘pobreza’, por ejemplo ahora tú lo viste, entonces como te digo este año pasó que los niños que llegaron de primero son niños que en verdad son niños muy tranquilos y de hecho nosotros como en general hemos llegado a la conclusión que los primeros que llegaron este año son buenos ya y además que aquí llega mucho niño que no vive acá en Santiago, vienen de afuera de Til-Til mmm no se po, Batuco, Lampa entonces igual es otra mentalidad, son más tranquilos pero ha pasado que aquí también otros años llegan alumnos que en verdad son así de verdad tú los mirai y da miedo ¿cachay? pero por lo general aquí lo que se espera del perfil del alumno es que sea un alumno así como obviamente que se prepare, que se prepare así como tener algo con que defenderse en la sociedad.

C: ¿qué emociones sientes tú al momento de comenzar una clase? ¿Qué te pasa a ti al momento de comenzar una clase?

P: depende del día porque hay veces que uno obviamente, por ejemplo hay veces que claro uno llega con sueño y todo, pero igual uno lo hace, hace su clase, porque yo creo que igual hay un compromiso y también depende del lugar donde tú estés trabajando porque por ponerte un ejemplo, yo el año pasado yo trabajaba en un colegio que de verdad el ambiente laboral en sí era malo, entonces yo cuando me levantaba, me levantaba sin ganas de ir a trabajar ¿me entendí? entonces igual también influye el ambiente, no tan solamente el ambiente de los estudiantes sino también influye el ambiente laboral en el que tú estás.

C: pero cuando tú comienzas una clase, ¿te sientes bien?, ¿te gusta o... (Pablo interrumpe)

P: ¡sí!, o sea voy a ser súper sincero obviamente no voy a estar así como ‘¡ya chiquillos yo amo esto!’ y lo hago no po obviamente no, pero tú lo haces profesionalmente ¿me entendí? entonces y también depende como te digo del día entonces hay días en los que tú llegas y tú estás con el ánimo y haces la clase bien y depende del curso también po porque como te digo hay cursos en los que hay más confianza entonces tú les dices así como ‘este curso me gusta’ entonces tú hací una clase y la hací como bien y me entendí pero hay otros cursos que se portan mal y tu vai así como sin ganas y decí así como ‘ooh me toca este curso’ pero igual tú lo haces profesionalmente.

C: y ¿cómo es su disposición con los estudiantes cuando ellos necesitan ayuda?

P: uno como profe siempre está ahí, la pega de uno es enseñarle y a mí me gusta cuando los estudiantes me hacen preguntas y yo siempre estoy dispuesto, una de las cosas que me gusta de ser profe es poder generar un aprendizaje significativo en ellos, acá en este colegio los

estudiantes no tienen miedo a preguntar entonces hoy día estuve en la clase de Catalina y yo solito resolví todas las consultas de los alumnos.

C: ¿cómo crees tú que se podría mejorar la motivación de los estudiantes en las clases de inglés?

P: oh no sé, es como bien difícil la pregunta porque, como te digo acá en el colegio tenemos un laboratorio de inglés y ni con eso los motiva, les carga la clase, para motivar a los chiquillos yo creo que tiene que haber un cambio por parte de ellos, un cambio en el cual ellos quieran aprender inglés.

C: pero por ejemplo ¿ellos no quieren ir al laboratorio porque saben que van a trabajar?

P: no sé por qué en verdad, bueno dicen que son muy difíciles las actividades eh no se pueden ser un montón de factores po yo creo que uno tiene que ir cambiando la metodología de enseñanza constantemente, para que los estudiantes no se aburran, también depende del curso porque todos los cursos funcionan con metodologías distintas.

C: y ¿cuáles son tus emociones si los estudiantes no atienden la clase de inglés?

P: uno obviamente se frustra, sobre todo cuando tú estás en una clase y están todos callados, entonces tú terminas de exponer y nadie dice nada, incluso da miedo porque uno piensa ‘¿habrán entendido o no?’ y uno les pregunta algo y no dicen nada, es una situación incómoda pero obviamente uno se frustra y uno hace preguntas para saber si entendieron o no, porque obviamente si uno les pregunta si entendieron ellos van a decir que sí. Uno se cuestiona y se frustra uno dice ‘¿me estarán entendiendo o no?’.

C: ya, pasando como a un área más personal eh ¿Por qué quiso ser profesor de inglés?

P: mira eh no fue como que yo desde básica que dije quiero ser profe, me llamaba la atención jugar al profe, escribir en la pizarra con tiza, pero nunca me pasó eso de que por ejemplo como la Catalina que ella siempre lo supo, yo entré en la pedagogía porque me iba bien en inglés. En un principio pensaba que sabiendo inglés después podría tener más oportunidades si estudiaba otra carrera. De hecho, en mi primer año de universidad me decían constantemente que ‘oiga usted está estudiando pedagogía es por algo’ pero me paso que en el transcurso del tiempo me gustó. Lo encontraba entretenido, cuando iba a las prácticas bueno a mí me tocó que yo fui a muchos colegios y fui a colegios que te estoy hablando colegios que eran así particular subvencionados hasta colegios que de verdad eran así ‘flaites, flaites’ entonces tú igual conoces la realidad y me pasó que cuando iba a clases y explicaba y ellos me entendían me di cuenta de que servía para ser profesor y en el transcurso de la universidad nunca me pasó que yo dijera así como ‘pucha yo no sirvo para esto que me cargue ser profe’, si obviamente pasa que cuando tú estás estudiando para profe te cuestionas mucho las cosas en el sentido de que en sí el ser profe es difícil es muy difícil, porque es mucho trabajo además tú tienes que ser papá, asistente social, tienes que hacer varios papeles, y aquí en Chile es muy mal mirado ser profe, te van a cuestionar hasta tu título y a mí me pasó que te ven joven, varios apoderados el año pasado en una reunión decían que ‘los profes de ahora estudian pedagogía porque no les alcanza el puntaje’ ¿cachay? entonces es fome porque no

se valora al profe en esta sociedad porque en el fondo lo que nosotros hacemos, es un trabajo muy grande, hasta tú tienes que enseñar cosas que le corresponden a los papás como son los valores, eso sí, me cuestioné cuando estaba estudiando, por tantas cosas que los profesores tienen que hacer, lo que si todo eso se olvida cuando a ti te lo reconocen con cariño, incluso los papás te lo reconocen. Eso es gratificante, ahí uno dice ‘no lo hice tan mal’.

P: ¿en tu opinión eso es la vocación? o ¿qué es la vocación para ti?

C: la vocación es eso po. Yo creo que a eso es lo que yo apuntaba o te voy a poner otro ejemplo yo cuando trabajé mi primer año como profe, tenía una compañera que era seca o sea no era seca en el sentido de que ella era matea, era matea eso, ella era muy aplicada, ella podía estar día y noche estudiando y en un momento cuando ella entró a trabajar como profe dijo ‘no esto no es lo mío yo me voy’ y fue heavy porque yo la veía que ella iba a ser tan buena profe, va a ser muy reconocida hasta que un día me dijo ‘no yo me voy a ir, como profe no aguanto un año más’ y se puso a estudiar otra cosa y fue heavy eso, ella ahí se dio cuenta que no tenía vocación, porque para ella fue tanto el impacto de lo que es ser profe que pa ella no era lo suyo entonces en un momento ella me dijo ‘yo dejo estas horas te las paso a ti yo voy a seguir trabajando como profe pa pagarme mi otra carrera y termino mi carrera y yo chao como profe, no de profe no me veo’ e incluso, es más ella tenía a su mamá que era profe imagínate hija de profe ella vio la realidad, vio a la mamá planificando todo eso pero no le pasó hasta que ella lo vivió ¿cachay?

C: es que es muy diferente yo creo estar en un lado y pasar al otro.

P: claro, entonces por eso yo te digo, obviamente lo que uno hace es por vocación.

C: y mira, ¿cómo evalúas tú, tu realidad profesional? ¿Cómo te ves?

P: ¿yo como profe?

C: no, eh ¿cómo evalúas tú, tu realidad profesional?, tu realidad actual ¿cómo la evalúas? ¿Es buena? ¿Te parece bien? ¿Estás contento?

P: ya, es que es como, claro, bien así como abierta la pregunta, a ver mi realidad te voy hablar como de este año eh, bueno primero, no sé, primero acá en el colegio me he sentido a gusto, yo creo que eso es una de las cosas importantes cuando tú llegas a un lugar de trabajo y te sientes a gusto, cómodo porque si tú llegas a un lugar de trabajo y no te gusta, tus colegas o sientes que estay así como presionado para hacer las cosas tú vai a rendir mal ¿ya? porque es obvio po vas a estresarte, a mí me pasó que yo el año pasado estaba en un colegio en el que en verdad yo estaba mal, yo tenía que ir al colegio y era como ‘no’, era como casi, yo tenía colegas que lloraban por ir a trabajar porque el ambiente era tan malo, pero me paso que aquí yo llegué a un colegio que es bueno obviamente que igual hubo una buena relación con la profe , entonces me paso que el año pasado no me pasó esto en el otro colegio no había un departamento de inglés como tal, claro había una tipa que se llamaba ‘Miss Nadia’.

C: y acá, ¿hay departamento de inglés?

P: o sea claro, si existe como tal, o sea no existe uno por ejemplo acá la Cata es la que lleva más años, pero ella no la han nombrado, así como 'tú eres la encargada' ¿me entendí?, pero ponte tú si hay, o sea pa mi si existe un departamento de inglés ¿me entendí? Porque como te digo nosotros trabajamos bien po, nos apoyamos, nosotros compartimos el material eh nosotros nos observamos nuestras clases.

C: pero a lo que voy es como si tú ¿te sientes bien ahora profesionalmente?

P: pero claro yo así como si tú me dices así como ¿realizado? obviamente porque uno a ver cómo te digo este es mi tercer año eh el año pasado fueron como altos y bajos porque los primeros dos colegios en los que yo empecé me fui muy bien evaluado, ¿me entendí? si de hecho en el primero colegio hasta me ofrecieron todas las horas pero yo no me quise quedar porque por un tema personal así por un tema de que yo quería un colegio con otros desafíos ¿me entendí? entonces no me quise quedar ahí, entonces cuando yo salí de esos dos colegios yo dije ahí también tu voy cachando que no lo estoy haciendo mal po entonces después llegué a este otro colegio que en verdad también fue, por eso te digo influyó mucho el ambiente laboral y ahí no po, no te reconocían para nada entonces igual ahí te tiran pa abajo, te tiran pa abajo porque tú claro, tu mentalidad igual te afecta entonces como todo el rato te están viendo lo malo y no te destacan lo bueno tú en un momento igual dudai po , dudai así como 'oye en verdad ¿lo estaré haciendo mal o no?' y cuando llegué a este colegio igual eh también po por eso te digo que es muy importante los comentarios que te llegan, entonces igual aquí los comentarios en general han sido buenos o positivos en las observaciones, por ejemplo que me han entregado, entonces cuando te entregan todos esos comentarios o ven tu observación tu ahí dices 'pucha no lo estoy haciendo mal' entonces ahí eso también a ti te ayuda a como pa inconscientemente tu autoestima también diga así como 'no po como profesional igual voy bien'.

C: ¿qué satisfacción te entrega el hecho de ser profe o tu profesión?

P: lo que te dije anteriormente que cuando te reconocen los papás o los mismos alumnos

C: ¿cuándo te dan las gracias?

P: sí, cuando te dan las gracias, en las pequeñas cosas, eso es lo que yo te digo cuando o los mismos colegas también te dicen cosas buenas entonces eso yo creo que también y los mismos directivos porque pasa que no en todos los colegios te dan las gracias o sea aquí por ejemplo yo si me he dado cuenta de que a ti te dan las gracias por ejemplo Don Gustavo (ex director del liceo) igual el siempre Don Gustavo que es el director bueno el ex director él siempre así como que te daba las gracias eh cuando daba sus discursos ¿cachay? el siempre agradecía el rol del profe.

C: y, por último, ¿cuáles son tus expectativas en el futuro, cómo te ves?

P: ¿mis expectativas? eh, no sé, a mi claro o sea igual a mí me gustaría seguir ejerciendo un par de años pero no me veo así como de aquí a los sesenta años como profe o sea, no sé, uno nunca sabe eh y obviamente po claro a uno le gustaría como nuevos desafíos ¿me entendí? igual yo no me cierro a la posibilidad de estudiar otra cosa a lo mejor o de, no se po de tener

algo que sea como anexo a la pedagogía eh como te digo acá igual es una carrera que igual tiene sus cosas positivas como negativas pero eh lamentablemente nosotros vivimos en una sociedad que ser profe eh cuando tú jubiles no te va alcanzar pa vivir po con tu sueldo ¿ya?, entonces o yo también lo veo por las personas que tienen familia es muy difícil ser profe y tener familia porque que implica que tú tienes que gastar mucho tiempo en hacer material que es tiempo extra, tú tienes que pasar a lo mejor en tu casa haciendo material entonces eso igual a la larga te desgasta y como te digo acá lamentablemente acá en Chile no es reconocido el rol del profe entonces eh es difícil es una carrera que tiene sus cosas bonitas claro lo bonito es lo que yo te digo, que es cuando los papás te reconocen, los niños cuando te reconocen etc. A lo mejor las vacaciones es verdad las vacaciones es lo mejor que uno tiene, pero si es sacrificado es una carrera bien sacrificada

C: pero entonces ¿tus expectativas son dejar de ser profesor en algún momento?

P: sí, en algún momento claro como yo te digo, no sé, si me veo como profe hasta los sesenta años, pero si me gustan los nuevos desafíos eso es lo que me gusta como estar constantemente con nuevos desafíos yo creo que uno como cualquier persona le gusta, así como ir mejorando o ir aprendiendo, que a mí también me gusta aprender entonces no me gusta como quedarme como con una sola cosa, pero eso yo creo que son mis expectativas a futuro.

C: bueno, esa sería la entrevista, muchas gracias por tu tiempo.

Interview 2

The interview with the students was after to do some activities such as: ‘Crazy bottle’, and ‘The balancín’ (See **Appendix F**) to reinforce the trust with them and took place in the garden of the school on November 4, 2016

The interviewer - teacher trainee at Liceo Industrial y de Minas Ignacio Domeyko = C

The interviewee subject 1, student of 10th grade C at Liceo Industrial y de Minas Ignacio Domeyko = N

The interviewee subject 2, student of 10th grade C at Liceo Industrial y de Minas Ignacio Domeyko = FR

The interviewee subject 3, student of 10th grade C at Liceo Industrial y de Minas Ignacio

Domeyko = F

The interviewee subject 4, student of 10th grade C at Liceo Industrial y de Minas Ignacio

Domeyko = V

C: ¿qué es la confianza para ti?

V: la amistad

C: ¿usted cree que en la amistad hay confianza?

V: sí

C: ya y ¿Por qué?

V: mmm porque se conocen desde hace tiempo

C: ya, tú Francesca ¿confías en tus amigos o no?

FR: si

C: ¿si? Y tú ¿Nicolás?

N: igual

C: acá en el colegio ¿tienes un grupo de amigos?

N: si

C: a ya y ¿confías en ellos?

N: si

C: tú Felipe, ¿qué le pasa? ¿Tiene mucho sueño?

F: más o menos

C: pero ¿dormiste mal?, ¿te pasó algo?

F: no, nada

C: a ya pura flojera no más jajaja... tú en tu grupo de amigos ¿confías?

F: si

C: ¿sí? Y por ejemplo si ustedes tuvieran algún problema ¿a quién sería la primera persona que llamarían?, tú Francesca

FR: a mi mamá

C: a tu mamá

FR: si

C: ¿confías mucho en ella?

FR: o a mi hermana

C: tú ¿confías mucho en ellas?

FR: sí

C: tú ¿Nicolás?

N: a mi mamá y a mi hermano igual

C: a ya tú ¿con quién vives en tu casa?

N: con mi mamá, mi hermano

C: ¿tienes más hermanos?

N: sí

C: ¿cuántos son?

N: somos 4 en total

C: pero tú ¿solamente ¿vives con uno?

N: con dos

C: ah ya y ¿vives sólo con tu mama?

N: y con mi papa

C: con tu papá y tu mamá a ya... y tú ¿Felipe?

F: ¿mmm?

C: ¿si tuvieras un problema a quién llamarías primero?

F: a mi hermano

C: a tu hermano, ¿a tu hermano mayor?

F: mmmm (asintiendo)

C: ¿cuántos hermanos son ustedes?

F: somos 4, tres hermanos y una hermana

C: y tú ¿eres como el de al medio?

F: el penúltimo

C: ah ya, tú primero llamarías más que a tus papás a tu hermano, él es el que siempre te socorre

F: si

C: y tú ¿Vicente?

V: mmm yo a cualquiera de mi familia

C: tú ¿tienes harta confianza en ellos?

V: sí

C: y por ejemplo si a ustedes les va mal en alguna prueba o tuvieran una mala nota y les está yendo mal en el colegio, ustedes le cuentan a sus papás o esperan que llegue la reunión de apoderados

N: eh la reunión

C: y ¿qué haces cuando tu papá llega después de la reunión? Si igual ya supo tus notas

FR: hacerse la dormida

N: no me dicen na o sea que mejore las notas no más

C: ah, pero igual te dicen que mejores las notas y tú ¿Felipe les cuentas a ellos si te va mal en algo o no? o ¿esperas a que ellos sepan por la reunión y por los profes?

F: no

C: y tú ¿Vicente?

V: yo espero que sepan en la reunión

C: ya y por ejemplo ustedes ¿tienen harta confianza con sus papás o no?, por ejemplo, si tuvieran algún problema acá en el colegio, si algo pasara ustedes ¿les cuentan a ellos? o primero prefieren ¿hablar con sus amigos? o ¿con alguien más?

N: no, yo igual les cuento

C: tienes harta confianza con sus papás... tú ¿Felipe?

F: mmm no creo

C: tú ¿no tienes tanta confianza con ellos?, pero, ¿ellos te retan?

F: no es eso, pero es que no me gustaría andar contándoles como cosas a ellos, como que no tengo muy buena... no es que tenga mala relación con mi mamá, pero como que no hablamos mucho así que no somos muy cercanos

C: pero por ejemplo tú ¿vives con ella?

F: sí

C: la ves a diario, solamente que no hay mucha comunicación

F: sí

C: tú en general ¿no tienes mucha comunicación con tus papás?

F: casi no, es que casi no hablo con nadie en la casa, paso todo el rato encerrado, con mi hermano no más porque estamos en la misma pieza no más, como que hablamos mas

C: y por ejemplo a ti ¿te gusta jugar computador?

F: sí

C: ah ya lo cache... entonces tú llegas directo al computador... y tú ¿Vicente?

V: mmmm

C: tu ¿tienes confianza con tus papás o no?

V: sí

C: ¿sí? ¿Conversan a la hora de once?, ¿Cuándo almuerzan juntos los fines de semana?

V: si todo

C: y tú ¿Francesca?

FR: si

C: ¿tienes buena relación con tus papás?

FR: si, con mi mamá no más, le cuento cosas

C: y con tu papá ¿te da vergüenza?

FR: sí

C: pero ¿Por qué?, ¿porque tu papá te rete?

F: mmm no es que no, mm no se

C: ustedes en general ¿tienen más confianza con el papá o con la mamá?

V: la mamá

FR: la mamá

C: tú ¿Nicolás?

N: con los dos

C: y tú ¿Felipe?

F: con mi mamá

C: a pesar de que no tienen tanta comunicación

F: con mi papá tengo menos (sonríe)

C: pero tú ¿vives con tu papa?

F: no, con mi sola mamá

C: son separados ellos

F: mi papá viene a veces, pero no hablo con él, hace años que no lo hablo

C: ¿aunque lo veas? ¿Lo saludas no más?

F: no, tampoco lo saludo

C: nada y ¿hace cuantos años que se separaron?

F: no tengo idea, no me acuerdo

C: ¿nunca viviste con él?

F: eh viví con él pero cuando era muy niño así que no recuerdo nada

C: no te acuerdas de nada... chiquillos y a ustedes ¿cómo les va en inglés?, por ejemplo

N: más o menos

C: más o menos no más y si el profe les manda un trabajo de inglés ¿sus papás los pueden ayudar o no?

V: no, es muy difícil

C: difícil, pero porque ¿sus papas no saben inglés? o es que ¿no les piden ayuda en general?

V: no saben inglés

N: no les pido ayuda y no saben tampoco

F: no saben inglés

Fr: no saben, bueno lo básico no más

C: ¿tienen internet como para ayudarse?

FR: sí

C: y ustedes por ejemplo si tuvieran otro trabajo que no sea de inglés, ¿les piden ayuda a sus papás?

FR: Sí

V: sí, sí le pido

C: a o sea de otro ramo si

V: si como lenguaje o matemáticas

C: y a ti Felipe ¿pides ayuda?

F: no

N: no, a mis papás no, a mi hermano a veces

C: tú ¿Francesca?

FR: a mi papá le pido ayuda o a mi hermana a veces

C: pero de otros ramos ¿de inglés no?

FR: si, de inglés no

C: y a ustedes ¿les gusta inglés o no? ¿Les gusta las clases del profe?, ¿qué cosas no les gusta?

N: el inglés, no me gusta

C: ¿inglés en general no te gusta?, pero ¿por qué no lo entiendes?, ¿por qué lo encuentras fome?

N: no, no lo entiendo

C: Tú ¿Felipe?

F: mmmm lo encuentro fome no más

C: pero ¿entiendes algo?

F: mmm más o menos, pero tampoco me interesa mucho así que casi no hago na

C: ¿no te motiva ponte tú, saber que vas a ir a la clase de inglés?

F: no

C: y a ti ¿Francesca?

FR: me cuesta

C: ¿Lo encuentras difícil?

FR: Si

C: y si a ti alguien te explicara de manera que tú lograras entender, ¿te gustaría más?

FR: si po

C: y a ti ¿Vicente?

V: es difícil inglés

C: pero el profe ¿lo hace difícil? o ¿el ramo para ustedes es difícil?

V: el ramo en sí, pa mi es difícil

Fr: a mi igual

N: igual es que a mí no me gusta mucho el inglés

C: y si la clase de inglés tuviera ¿más juegos?, ¿sería más entretenido? o aun así no les gustaría, tú ¿Felipe que piensas?

F: encuentro que sería lo mismo

C: tú ¿Vicente?

V: depende de cómo sea la clase y que actividades

C: ya pero actualmente ¿cómo son las clases de inglés?

V: eh como todas po, escriben en el pizarrón y actividades no más

C: solamente ¿actividades y materia?

FR: Sí

C: y ¿ocupan el libro?

FR: a veces no más

V: el diccionario

C: o sea ustedes solamente copian y hacen actividades... y eso para ustedes ¿es fome?

V: ¡sí! ...Pocas veces hacemos clases didácticas

C: algunas veces ocupan ¿audios o videos?

V: en el laboratorio

C: y en las clases ocupan ¿Power Point?

N: sí, a veces

V: a veces

C: según ustedes las clases de inglés ¿deberían cambiar?... a ti Felipe ¿te gustaría que cambiaran?

F: me da lo mismo

C: y a ti ¿Nicolás?

N: mmmm, sí

C: y tú ¿Francesca?

FR: sí, debería cambiar

C: y tú ¿Vicente?

V: mmmm si igual... que no hagan tantas actividades

C: ¿que no hagan tantas actividades? Jajaja y entonces ¿qué te gustaría que hicieran?

V: que lo expliquen más po, pero sin tantas actividades

C: y a ustedes ¿les da vergüenza leer en inglés? o ¿igual lo hacen?

N: ¡no! me da vergüenza

FR: da vergüenza

N: el otro día tuvimos que hacer una actividad en el laboratorio, nos da vergüenza

C: y a ti Felipe ¿te da vergüenza?

F: sí

C: pero ¿por qué? ¿Los pueden molestar?

FR: si po o por no pronunciar bien

C: y sus papás les preguntan ¿cómo les está yendo en el colegio? en las horas que pasan juntos ¿conversan sobre el colegio?

N: mmm a veces

F: nada

C: bueno quería agradecerles que vinieran y a ver si la próxima semana nos vemos, Gracias.

Interview 3

The interview with the students was after to do some activities such as: ‘The crazy bottle’, and ‘The balancín’ (See **appendix F**) to reinforce the trust with them and took place in the garden of the school on November 4, 2016

The interviewer 1, teacher trainee at Liceo Industrial y de Minas Ignacio Domeyko = C

The interviewer 2, teacher trainee = V

The interviewer 3, teacher trainee = N

The interviewee subject 9, student of 10th grade G at Liceo Industrial y de Minas Ignacio Domeyko = S

The interviewee subject 10, student of 10th grade G at Liceo Industrial y de Minas Ignacio Domeyko = JP

The interviewee subject 11, student of 10th grade G at Liceo Industrial y de Minas Ignacio Domeyko = D

The interviewee subject 12, student of 10th grade G at Liceo Industrial y de Minas Ignacio Domeyko = E

V: ya y ustedes ¿también en la familia? por ejemplo tu

S: Mi papá

V: tú papá también, y tú ¿Juan Pablo?

JP: yo, a mí sería, sí, mi papá

V: también

C: ¿tú Esteban?

E: ¿cómo es la pregunta?

C: ¿quién es la persona en la que tu más confías?

E: ah, en mis padres

C: tus papás... ¿tus papás vienen a la reunión los dos cierto?

E: si

C: ¿ellos son bien unidos?

E: si, si, si

C: ¿y tú Daniel?

D: en mi mamá o mi padrastro

C: ¿tú papá no?

D: ¡no!

C: pero ¿no lo conoces?

JP: se fue cuando tenía tres años

C: pero déjalo que él cuente

D: si él sabe porque yo le conté la historia

C: ah, ustedes son bien amigos

JP: no, si, no compañeros no más

D: no tiene amigos, él dice que no tiene amigos

C: ¿por qué no tiene amigos?

JP: no, compañeros no más, no hay amigos

C: entonces ¿no hay confianza?

JP: no

C: ¿por qué tan desconfiado Juan Pablo?

JP: porque yo me agarro a diario con uno que está por ahí

C: ya, y por ejemplo ¿qué hace esa persona en la cual ustedes más confían? ¿Qué hace esa persona que a ti te da confianza?

JP: mmm ¿confianza?

C: sí, ¿qué tendría que hacer esa persona para que a ti te diera confianza?

JP: no hablar por la espalda, por ejemplo

C: ya

JP: no pelar, no y sería solo eso

C: o sea, que no hablara a tus espaldas

JP: si

C: ¿y qué grado de confianza tienen ustedes sus papás? ¿Sergio?

JP: ¿del uno al diez?, ¿del uno al diez?

C: ya del uno al diez

D: nueve

JP: sí, yo como un nueve igual

C: ¿tú Sergio?

S: con mi papá nueve

C: ¿y tú Esteban?

E: un diez

D: un nueve, como un nueve

C: y si a ustedes les fue mal en una evaluación por ejemplo en inglés, se sacaron mala nota ¿ustedes les cuentan a sus papás?

JP: jaja, retirada, no

D: no

C: ¿no?

D: no le cuento

C: ¿y tú Esteban?

E: no, no le cuento

C: ¿en serio?

D: si es buena nota si, le cuento al tiro

E: si, pero si es mala no

C: o sea que sus papás se enteran por las reuniones

JP: sí

D: sí

C: o sea que cuando llegan de vuelta se esconden jajaja

D: si jajaja, no, ordeno yo no más

C: jajaja

D: pa que no me reten

C: y si el profe les manda alguna actividad, alguna tarea ¿ustedes les piden ayuda a sus papás o no?

JP: ¡no!, porque prácticamente no saben

C: ¿tú con quién vives?

JP: yo vivo con mi papá

C: ¿solamente con tu papá?

JP: sí

C: ¿y tú mamá?

JP: está viviendo en Puente Alto, son separados

C: ¿son separados?

JP: sí

C: ¿y quién viene a las reuniones de apoderado?

JP: los dos

C: ¿los dos?

V: ¿se turnan?

JP: si po se turnan

C: ah ya, y a tu papá por ejemplo ¿no le pides ayuda?, ¿no sabe inglés?

JP: no, le pido cosas eso sí

C: ¿los materiales?

JP: si po los materiales, ahí siempre me da plata al tiro, los libros y todo eso

C: ¿y a ti Sergio? Si por ejemplo te mandan alguna actividad o algo relacionado con el inglés ¿tú le pides ayuda a tus papás?

S: no

C: pero ¿por qué tus papás no saben? o ¿no te da confianza?

S: porque me las dan y no las hago y tampoco lo haría

C: no harías las actividades

JP: yo le pedí una vez ayuda a mi tío y ha sido la única vez que he pedido ayuda a mi tío pa hacer un trabajo en inglés, porque era hacer que la cartulina, se hacía una bandera y lo mande a que, o sea le dije que cortara los este po

C: jajaja, ¿y tú Esteban? si te mandaran un trabajo o las actividades ¿les pides ayuda a tus papás o no?

E: les pregunto, si saben si po, sino, no me pueden ayudar

C: pero, ¿tus papás saben inglés o no?

JP: la mamá es profesora

C: ¿tu mamá es profesora?

E: sí

C: ¿profesora de qué es?

E: profesora de religión

C: ¿entonces sabe inglés?

E: no, no, no

C: ¿y aquí tienen religión ustedes?

D: si po. Si tenemos

JP: es ética

C: ah, ética entonces tú tampoco le pides ayuda a ella

E: no

C: ¿y tú Daniel?

D: no, los puros materiales no más, no le pido ayuda porque tengo internet, las hago siempre con internet

C: ¿y hay algún ramo en el que ustedes le pidan ayuda a sus papás?, ¿lenguaje?, ¿matemáticas? aparte de inglés

JP: no

D: no

V: ¿por las mismas razones? o ¿hay otras?

D: traductor no más

JP: traductor no más

V: pero ¿en otros ramos?, tampoco les ¿piden ayuda?

JP: no

V: ¿porque tampoco saben cuándo les preguntan? o ¿por otras razones?

JP: yo creo que porque no saben

V: pero ¿les han preguntado si saben?

JP: si po, es que es materia avanzada pa ellos

V: ya

D: es distinto

C: usted cree es materia avanzada, pero ¿su papá igual fue al colegio? o ¿no?

JP: llego hasta primero medio

S: el mío igual, no terminó cuarto

C: ¿ninguno de sus papás terminó cuarto?

E: no, si po mi mamá si po

S: sí, mi mamá terminó

C: ¿y tú?

D: terminó, estuvo en un instituto, estudió en el AIEP

C: ah ¿en serio?, tu mamá es bien joven Daniel

D: sí

C: sí, si me acuerdo

D: estudio Técnico Jurídico

N: ¿y trabaja en eso ahora?

D: si

JP: ¿gana plata?

Todos ríen

D: el poder judicial po todos ganan plata ahí

V: oye y ¿les gusta la clase de inglés?

JP si (duda)

D: no

JP: nos gusta

C: ya, pero miren chiquillos ustedes no tienen por qué, nosotros no porque seamos profes de inglés, tienen que ser sinceros a ustedes ¿les gusta la clase de inglés del profesor o no?

JP: no

S: no

D: no

C: ¿qué es lo que hace que no les guste?

S: no me gusta inglés

C: ya, partamos por eso, no le gusta el inglés

JP: no es fome inglés, pero es que el profe no pone mucho orden en la sala entonces ahí es donde se forma el desorden

D: si po atrás siempre está desordenado y los de adelante siempre trabajan, debería el ordenar los puestos

V: ya

C: ¿tú Esteban?

E: no me gusta inglés, nunca me ha gustado por eso no...

C: ¿no se motiva?

E: no me motiva, eso, nunca me gustó

V: pero por ejemplo si enseñaran cosas que les gusta por ahí ¿podría ser?

E: si po

V: por ahí podría ser ¿cierto?, es que de repente uno puede enseñar inglés, pero puede enseñar otras cosas en inglés, por ejemplo, que te gusta a ti qué te gustaría aprender

JP: jajaja

V: no sé, ¿tocar algún instrumento? ¿Alguna canción en especial? ¿Qué te gusta?

E: no es que, no sé, qué podría ser en inglés, que me podría gustar

S: muy difícil

V: no, yo creo que no es difícil, ¿cierto, chiquillos?

JP: poder hablar en inglés, yo creo que sería bacán

C: ¿a ti te gustaría poder aprender a hablar en inglés?

JP: sí, es que a lo mejor sería más fácil

C: pero, por ejemplo, el profe ¿les enseña hablar en inglés? o es ¿pura materia?

JP: materia no más

C: ¿nunca es práctico?

JP: no

C: ¿y a ti Daniel?

D: no me gusta

C: pero ustedes dicen que no les gusta aprender inglés, pero porque nunca han tenido clases que sean entretenidas para ustedes, ¿nunca han entendido? ¿Qué pasa que no les gusta?

D: nunca he entendido

JP: a veces no más, entiendo palabras

D: de la básica, allá no sabían enseñar bien, nunca me gustó, por eso

C: ¿y a ti Esteban?

E: es que nunca puse atención porque no me gustaba, no me gusta inglés, eso es

C: ¿y hay algún ramo que sí les guste? Que ustedes digan, sí, me gusta

¡sí! general (irónico)

D: Historia, Historia

C: no, pero en serio ¿qué ramos les gusta a ustedes?

D: Historia

JP: a mí, me gusta Educación Física

C: ¿te gusta el deporte?

JP: sí

C: ¿a ti Sergio?

S: no sé

C: o si no te gusta ninguna, ninguna, pero...

S: ninguna

C: ninguna, ¿tú Esteban?

E: yo, antes me gustaba Matemáticas porque nos hacía el profe Pancho

D: sí, era más fácil

E: era tela, ahí nos reíamos y aprendíamos más

D: todos aprendíamos más porque siempre, sacaba a la pizarra y la profe ahora no hace eso, no sabe ni explicar

E: ella no sabe explicar digo yo

V: por ejemplo, si el profesor de inglés hiciera esas cosas, sacar a la pizarra...

E: si po, seria bacán

D: ahí aprenderíamos todos

V: tirara la talla, por ejemplo

JP: como lo que hicimos ayer estuvo bueno

D: sí

V: ¿qué hicieron ayer?

JP: eh, ¿qué fue lo que hicimos Daniel?

D: es que había que traducir un texto y buscar la solución

JP: una pregunta y una solución con el total verbs

V: ¿modal verbs?

JP: modal verbs eso, el must, el should

C: el should, el must y el might

JP: y el otro que era con s el 'shuls'

C: ah ya

D: ese era más divertido

JP: había que salir adelante y decirle todo eso al profe

C: ah, entonces eso era más entretenido ¿porque era más dinámico o no?

S: sí

D: sí

JP: aparte que éramos la mitad del curso y estábamos más tranquilos

D: si po

V: no estaban los desordenados de al fondo

JP: no po, no estaban

V: ah ya

JP: o sea sí habían, pero estaban tranquilitos

V: ¿cómo sería el profesor ideal? De inglés en este caso

C: ¿cómo para ustedes sería un profe ideal?, que ustedes dijeran: ah ya si me motiva ir a la clase

JP: que mantenga el orden en la sala

C: eso para usted es súper importante

JP: sí

C: ¿por qué usted no se concentra cuando los compañeros están hablando?

JP: no

D: por eso ahora se junta con los de adelante

C: ¿en serio?

D: si, yo igual, me junto más con los de Lampa porque son más tranquilos

C: ¿y tú Sergio?

D: a ellos son desordenados, estos son los desordenados (apuntando a Esteban y Sergio)

C: ya, ¿en serio?

S: están hablando tonteras

D: si es verdad

C: ¿cómo sería tu clase ideal de inglés?

JP: el Checho es callaito si

S: no sé

C: ¿usted es súper callado o no?

S: sí

D: no, el de al lado (haciendo referencia a Esteban)

JP: el de al lado es el lengua larga (haciendo referencia a Esteban)

C: ¿Sergio?

S: no sé

E: que fuera más entretenida no más, así como más...

D: más participación

E: sí, no tan que el profe escriba no más y mande una tarea o que no se po, pero que sea más entretenida la clase, ahí yo creo que más personas van a tomar atención y a meterse más en la clase, no aburrirse, cuando uno se aburre no pesca tanto

C: oye chiquillos y el profe de ustedes ¿cómo lo ven? ¿lo ven como alguien lejano o ¿él es cercano a ustedes?

S: lejano

C: el profe de inglés

JP: lejano yo creo

E: no, no encuentro que sea tan lejano, es buena onda, no es tan alejado de los alumnos, igual es, anda siempre preguntando si es que hicimos la tarea, si no, no es así como que escribió y se fue a sentar siempre anda dando vueltas, siempre anda preguntando ¿quién terminó?, ¿quién no?, siempre anda...

C: y para ti Daniel ¿cómo es el profe?

JP: es como el hermano, se parecen caleta

D: ¿a quién?

JP: el profe Pablo

D: ¿a quién?

JP: a vo po

D: ¿yo?

JP: si no fuera por los lentes

D: ¡a donde!

C: ¿Daniel?

D: no sé

C: ¿lo ve como distante o alguien cercano?

D: distante

C: y eso igual, ¿ustedes creen que influye en ustedes o no? Que el profe sea distante o alguien cercano, ¿sienten que cambiaría algo o no?

E: sí, yo creo que sí

JP: sí, yo creo que igual

E: porque como le digo en Matemáticas el año pasado éramos todos, todos aprendíamos, nos reíamos, era una buena clase, nos gustaba Matemáticas, pero ahora no, ahora cambió todo

C: ¿y el profe era más cercano a ustedes?

D: sí

E: si po, era más cercano

JP: era más cercano

C: ¿y tú Sergio?

S: lo mismo

JP: prefiere más al Faúndez (profesor jefe y de historia de segundo G)

C: ¿y el profe Faúndez como es con ustedes?

JP: ah, pero con él nos llevamos bien

D: sí

JP: él nos graba la materia y los otros profes no

V: ¿qué hace ese profe que se le graba la materia?

D: lo relaciona todo con el fútbol y esas cosas ¿sí o no? (preguntando a compañeros)

JP: ¡no!, a donde

D: sí

C: ¿les pone ejemplos?

D: sí, ejemplos con el fútbol

E: él tiene más orden en la sala, que todos los profes

D: él es más estricto si

JP: y no escribe tanto si, escribe un poco no más y de ahí saca hartas cosas

V: ¿oye qué les pasa con la frustración?, ¿les sucede eso? Por ejemplo, cuando están en una clase de inglés y el profe a lo mejor los hace leer, ¿los hace leer o no?

S: sí, de repente sí

C: ¿les da miedo leer?

JP: ¿en inglés?

V: si, les da cosa hablar, qué pasa con ustedes cuando...

D: molestan mucho

C: ¿te da vergüenza leer porque los chiquillos te molestan?

D: dicen muchos sobrenombres, a todos les dicen sobrenombres por eso no leo

C: o sea, por ejemplo, si el profe pregunta ¿quién puede leer?, ¿ninguno de ustedes se ofrecería?

D: no

E: nadie se ofrece

JP: tampoco

E: nadie se ofrece, nadie le gusta leer

V: per a ustedes les da vergüenza

S: no me gusta inglés

V: ¿no? Pero ¿por qué?

S: nunca me ha gustado

C: y entonces ¿qué te gusta hacer?

S: nada

E: estar acostado

C: pero en serio ¿tienes algún pasatiempo? jugar al computador, salir, fútbol, etc.

S: de repente jugar a la pelota, baby

C: ya, pero y la mayor parte del tiempo ¿estás en tu casa?

S: durmiendo

JP: ¡shaaa!, te creo

D: te creo

C: ¿en serio?

S: llego cansado

C: ¿y tú vives con?

S: mi papá y mi mamá

C: tu papá y tu mamá, ¿viven los tres o tienes hermanos?

S: sí, dos hermanos

C: ¿y a dónde vives?

S: Quilicura

C: ¿y tú dónde vives Juan Pablo?

JP: en el Volcán tres jajaja

C: ya po, en serio

JP: acá en Huechuraba, en la Pincoya y allá en Puente Alto en el Colcán uno

S: en la Covadonga

JP: cerca de la Covadonga, por ahí

C: ah ya, pero la mayor parte del tiempo ¿estás en la Pincoya?

JP: sí

C: ¿y los fines de semana?

JP: allá

C: ¿te vas a Puente Alto?

JP: sí

C: ah ya ¿y tú Esteban?

E: ahora en estos momentos estoy viviendo con mi abuela

D: en Conchalí

E: porque nosotros antes vivíamos en Quilicura, pero compramos una casa aquí en Conchalí igual, cerca de mi abuela entonces en la casa de Quilicura la dejamos y nos vinimos para Conchalí, pero yo vivo con mi abuela y mi papá y mi mamá viven como en cinco casas más

allá, yo me cambié, porque quise cambiarme no más donde mi abuela, por cambiarme no más

C: pero tú ¿tienes buena relación con tus papás?

E: si po, si nos vemos todos los días, todos los días tomamos té, todo

C: y entonces ¿por qué te quisiste ir con tu abuela?

E: por cambiarme no más po, pero la otra semana nos entregan la casa en Conchalí y ahí volvimos todo normal, si me cambié por querer cambiarme, sino me hubiese quedado allá

C: y tú Juan Pablo vives con tu papá ¿los dos solos? o ¿tienes más hermanos que viven contigo?

JP: hay dos más

D: uno estudia aquí

JP: y viven allá en Puente Alto y yo vivo con mi papá en una casa de segundo piso

C: ¿cómo casa de segundo piso?

S: dos pisos

C: ah o sea, ¿los dos viven solos en una casa súper grande?

JP: sí

C: y por ejemplo ahora cuando tú llegas ¿él está en la casa o no?

JP: no, está trabajando

C: ósea, estas sólo la mayor parte del día

JP: sí

C: ¿quién más está solo la mayor parte del día?

D: yo

C: o sea que, por ejemplo, si necesitaran ayuda para un trabajo tampoco les podrían pedir a los papás, porque llegan tarde

S: les preguntaría a mis hermanos

JP: más que nada plata no más, pa hacer los trabajos

D: si po

JP: más que nada plata

C: ¿tú Esteban? ¿tú cuando llegas a tu casa...?

E: siempre está mi mamá, mi abuela, de repente mi papá, es que mi papá trabaja por turno, de repente una semana está y la otra semana no y así pero siempre hay familiares cerca

C: ah ya, o sea tú nunca estás sólo

E: no, no

V: yo entendí de que, por ejemplo, los papás no los ayudan mucho con las tareas del colegio, ¿les gustaría que eso cambiara un poco? ¿que los ayudaran un poquito más?, que pudieran hacer las tareas juntos quizás

JP: no sé

C: ¿no?

V: ¿no?, ¿te gusta hacerlas solo?

JP: sí

V: ¿tú Sergio?

S: es que mis papas trabajan, llegan cansados y llegan tarde igual

D: así aprendemos más

E: no, es que ya estamos grande nosotros pa pedir ayuda o de repente cuando es necesario si

V: ya, ¿Daniel?

D: no, yo prefiero hacerla yo, así aprendo más yo y no me aprovecho

V: ya

C: bien independientes los chiquillos, ya po chiquillos yo creo que con eso estamos súper

V: muchas gracias por la inf

Interview 4

The interview was at the room of teacher-trainee at Liceo Industrial y de Minas Ignacio Domeyko on November 3, 2016

Interviewer 1 – teacher- trainee at Liceo Industrial y de Minas Ignacio Domeyko= C

Interviewer 2 – teacher- trainee = V

Interviewer 3 – teacher- trainee = N

Interviewer 4 – teacher- trainee = B

Interviewer 2 subject 7, student of 10th grade F at Liceo Industrial y de Minas Ignacio Domeyko= P

Interviewee 3 subject 8, student of 10th grade F at Liceo Industrial y de Minas Ignacio Domeyko= A

V: hola, buenas tardes

B: ¿cómo están?

A: hola, hola

V: ¿y mi beso?

B: sáquese ese dulce de la boca

V: ¿y la niña? La Jasmín

B: ¿y la Jasmín?

A: la suspendieron

V: ¿qué? ¿Por qué?

P: por fea, no se

B: o sea, están los dos no más

P: si

B: ¿qué hizo la Jasmín?

N: no saben

B: ya po, si tu eri su amigo, tú te sentai con ella

P: no

B: aaah, como que no, si tú te sentai con ella y conversaban

P: de repente no mas

A: por tres días

V: pucha que fome, yo la echaba de menos, pero bien

P: si supiera

B: chiquillos pónganse cómodos, si aquí nadie les va hacer nada

N: acá no roban

B: acá no le van a robar a nadie

V: ya, hoy vamos a leer un texto y vamos hablar del texto ¿ya?, se llama el obstáculo en el camino. ¿De qué creen ustedes que se pueda tratar?

P: de un obstáculo que está en el camino

Todos ríen

V: muy bien

B: perfecto

V: ya, por favor

N: ya chiquillos, el obstáculo en el camino, una piedra en el camino... Un obstáculo que resolver... Una lección para aprender, está interrumpiendo

C: perdón

P: tssss

N: ya, pay attention...Hace mucho tiempo, un rey colocó una gran roca obstaculizando un camino. Entonces, se escondió y miró para ver si alguien quitaba la tremenda roca. Algunos de los comerciantes más adinerados del rey y cortesanos vinieron y simplemente le dieron una vuelta. Muchos culparon al rey ruidosamente de no mantener los caminos despejados, pero ninguno hizo algo para sacar la piedra grande del camino. Entonces un campesino vino, y llevaba una carga de verduras. Al aproximarse a la roca, el campesino puso su carga en el piso y trato de mover la roca a un lado del camino. Después de empujar y fatigarse mucho, lo logró. Mientras recogía su carga de vegetales, el notó una cartera en el piso, justo donde había estado la roca. La cartera contenía muchas monedas de oro y una nota del mismo rey indicando que el oro era para la persona que removiera la piedra del camino. El campesino aprendió lo que los otros nunca entendieron. Cada obstáculo presenta una oportunidad para mejorar la condición de uno.

N: el consejo de la historia: ¡Mira cada obstáculo como algo que debe ser resuelto!

V: ya, evaluación coeficiente dos, ¡mentira!... ¿entendieron un poco de que se trataba?

B: ¿de qué se trataba?

P: de un campesino

B: ya

V: ¿qué hizo el campesino?

A: iba por la calle y había una roca

V: y que había debajo de esa roca

B: ¿y qué pasaba con la roca?

P: jajaja no se

N: ¿estaba al lado?, ¿estaba arriba?

A: estaba al frente

B: ¿y qué pasaba con la roca? ¿Qué obstaculizaba?

A: la calle

N: eso

V: ¿y qué había debajo de la roca? cuando el campesino la movió con toda su fuerza

A: te toca responder a vo (haciendo alusión al compañero)

P: no se po si no puse atención, la miraba pa ver y no entendí na

V: ya mira acá dice

P: como que la escuchaba a lo lejos

V: después de empujar y fatigarse mucho lo logró. La cartera contenía muchas monedas de oro

P: ah la cartera po

A: yo sabía que era eso y era pa dejar responderte a ti

B: entonces toda la gente prefería moverse y no sacar la piedra

N: hacerse a un lado

P: si po

V: ya mira la moraleja de esta historia es que cada obstáculo

C: que uno para conseguir algo debe pasar por muchos obstáculos ¿cierto?

P: asiente

V: claro

C: y uno debe esforzarse para pasar esos obstáculos, pero al final del camino siempre viene una recompensa, esa es la moraleja de la historia

B: ¿y ustedes piensan que eso es verdad?, si uno se esfuerza y piensa en eso ¿uno tiene recompensa al final? o no es así

A: si

B: ¿en sus vidas lo ven reflejado eso?

P: si

B: ¿cómo en qué por ejemplo?

P: con mi amá po si ella igual se esfuerza

B: ¿y qué obtiene ella?

C: ¿y cuál es su recompensa?

P: ninguna

B: ¿no obtiene nada?

V: ¿le has preguntado a tu mamá si tiene recompensa? a lo mejor ella sí la tiene y a lo mejor tú no te has dado cuenta

P: si po es que a lo mejor su recompensa es que yo me porte bien

V: ¿y te portas bien?

P: jajaja no po

B: ¿le sacai canas verdes a tu mamá?

P: si

N: nada de recompensa

V: no hay recompensa

P: no hay recompensa si por eso les digo

B: ¿y acá el otro compañero?

A: si, si tengo

B: ¿qué tiene usted?

A: recompensa

B: sáquese el dulce

V: ¿cuando trabajas?

N: porque el Alfonso trabaja mucho

B: a ya

N: el Alfonso es carnicero

V: si

B: yo también trabajo los fines de semana entonces si yo trabajo todo el día así matándome después puedo tener plata

P: si po

B: entonces esa es mi recompensa ¿cierto?

N: ¿y en el colegio?

B: viéndolo acá en el colegio

N: ¿cuál es su obstáculo?

P: los profes jajaja, no, nosotros mismos yo creo

V: ustedes mismos, ¿por qué?

P: porque no se eso pienso yo

B: desarrolla la idea

P: soy un obstáculo

V: ¿para ti mismo?

P: mmm (asiente)

V: ¿qué podrías hacer para mejorarlo? Para mover esa roca

P: no se

A: que lo vuelvan hacer jajaja

P: si, tendría que volver a nacer

V: no, de repente uno sabe que puede hacer

B: si uno sabe qué hacer, uno se hace el tonto no más y no quiere saber

C: lo que tú quieres decir es tú luchas contra ti mismo todos los días

P: asiente

C: ¿por qué Pablo? ¿a ti te gustaría cambiar?

P: si po

C: ¿pero cambiar de qué forma?

P: o sea pa ser alguien en la vida po, es que como estoy siendo ahora voy pa abajo y yo quiero ir pa arriba

C: ¿pero tú te das cuenta de eso?

P: si po

C: ¿y por qué no cambias o que no lo mejoras?

P: no se

C: ¿te gusta también lo que estás haciendo o no?

P: si po

C: es más fuerte por ejemplo las ganas de molestar con los chiquillos que poner atención en clases

P: no si de repente no molesto, pero soy flojo no mas

C: ¿no te dan ganas?

P: no, no me siento motivado

C: pero ¿nunca te sentiste motivado en el colegio?

P: después de que repetí nunca más me sentí motivado por estar en el colegio

V: fue por las razones que nos comentaste la semana pasada o la última vez que tuvimos una sesión ¿te acuerdas? (separación de sus padres)

P: si

C: pero eso pasó cuando igual eras...

P: chico po, repetí quinto básico (dos veces)

C: o sea repetiste quinto básico y desde ahí nunca más te sentiste igual

V: ya, ¿tú crees que podrías hacer un compromiso contigo mismo? y tratar de mover esta roca como de aquí, mira ya a estas alturas es bien difícil, pero se puede siempre el primer paso es el más importante ya y si tú quieres cambiar, tú lo puedes hacer

B: mejorar

V: entonces pablo ¿te comprometes a cambiar contigo mismo?

N: tienes que comprometerte contigo

P: si po

N: ya igual hemos hablado hartas cosas, espero te haya servido para saber lo que está mal

P: no me acuerdo bien lo que hemos hablado

N: pucha no se acuerda

V: si se acuerda

N: Pablo, tú te das cuenta de que a ti te gusta hacer bromas y no te gusta ser serio contigo mismo

P: si

N: y lo que nosotros queremos, nosotras somos buena onda, te escuchamos y todo, pero nosotras no podemos hacer nada, tú, la respuesta está en ti y eso usted lo sabe

V: ¿y tú Alfonso?

C: ¿a ti te pasa algo parecido que el Pablo? O ¿tú desmotivación viene por otro lado?

A: viene por otro lado

V: ¿Cuál es tu tema?

A: soy traficante

Risas

C; siempre dices lo mismo, lo voy a terminar creyendo

A: yo con usted no estoy hablando

P: oh verdad

C: ya habla con las demás entonces, es que conmigo está enojado porque

B: ustedes pasan enojados con la profe Cami ¿por qué?

P: es que ella

C: lo que pasa es que ayer

A: no, no invente

C: ayer en la clase de inglés, ellos no estaban trabajando

P: ayer no creo, porque usted no estuvo con nosotros

C: bueno el día martes

A: molestando, pero yo termine mi trabajo, lo ando trayendo

P: yo igual lo tengo

C: ya bueno la cosa es que yo estaba seria y les dije que no iba hablar con ellos y se enojaron, son enojones conmigo

P: no, no pasa na si yo me puse los audífonos y me puse a escribir

C: no, si contigo no es Pablo, si es con el Alfonso

P: ya po

C: me hace la ley del hielo

P: pero usted después me dijo que usted estaba enojada con él

C: es que yo estaba enojada con el curso en general porque les preparo material, les hago cosas y ustedes se dedican a puro molestar, el Alfonso de partida me roba las corcheteras y empieza a corchetear a los compañeros ¿o no? Alfonso di la verdad

A: si

C: si es verdad usa las corcheteras como pistola y empieza a molestar a todos los compañeros

N: mira Alfonso

V: qué bonito

A: hay que ser malvado en esta vida

V: si, pero no hay que sacarle canas verdes a la Tía Cami, en el colegio un ratito no más po

A: esa es la clase que me porto mal y después me porto bien toda la semana y el martes me vuelvo a portar mal

C: solamente los días que está conmigo, oye una consulta tu ese día Alfonso cuando yo te pase la guía tú te movías para todos lados y dijiste que estoy aburrido, estoy aburrido, estoy aburrido, no me gusta inglés ¿por qué no te gusta la clase?

A: porque no me gusta po

C: ¿pero lo mismo te pasa con Lenguaje, Matemáticas o es sólo con Inglés?

A: Inglés

V: es por el motivo que nos dijiste, que es el profe él que no te gustaba, que era muy fome

A: asiente

C: ¿pero que podría hacer pa hacerlo más entretenido? porque yo veo que el profe cambia las clases y ustedes como que...

A: todos se aburren

V: debería poner música

P: asiente

A: (mueve la cabeza)

V: y hacerlos trabajar con música

A: ah, no nos deja hacer na

B: ¿y qué es lo que tú quieres hacer en clases?

A: portarme mal jajaja

B: mira ponte en este caso si tú fueras

A: es que

B: escúchame

A: es que no me gusta Inglés porque no entiendo el idioma y no me gusta

C: yo por más que trato de explicarle dice 'no, no me gusta'

P: ah, pero profe pa qué si usted demás que fueron igual

A: usted ni me ayuda pa qué dice eso

C: oh Alfonso

A: jajaja

V: ¿tú crees que Inglés es tu obstáculo ahora?

A: si

V: ¿sí? Qué puedes hacer para mover esa...

A: pero no sé por qué, pero en Inglés tengo buenas notas

C: porque puro que copia que va hacer

A: oh, que es mentirosa profe

P: la profe puro que nos tira pa abajo

C: yo no los tiro pa abajo... por ejemplo el Pablo el otro día trabajó de lo más bien e hizo toda la guía ¿cierto Pablo?

P: si po

C: él se sentó solo

A: yo igual la hice

P: después le sacamos la guía a usted y se la copiamos toda po acuérdesese

C: ya de partida veamos en qué condiciones viene la guía

A: cha la volaita, bien po mire con corchetes pa que no se salga, toda completa mire, eso no sabía qué hacer porque el profe dijo que no se hacía, tome, en su cara

N: in your face

C: ya que bueno que la tiene porque esto entra en la prueba, a ver Pablo tu guía

A: ya la quemó

P: no la saqué

A: el cambia los cuadernos

P: es que ayer fui a jugar a la pelota

C: ¿Qué hacen en su tiempo libre chiquillos? Oye Alfonso

A: ¿Qué?

C: ¿Qué cosas les llaman la atención a ustedes? ¿Qué cosas les entretienen después del colegio?

A: ¿afuera del colegio? ¿Qué nos entretiene? Yo estar con mis amigos

C: ¿todo el tiempo?

A: sí, afuera de mi casa

C: ¿y qué hacen?

A: ahí vemos qué hacemos

C: matar el tiempo

A: no se puede decir, lo que se hace

C: ¿y tú Pablo lo mismo?

P: sí estoy con mis amigos

C: y en algún momento del día se les pasa por la cabeza 'oh tengo que entregar un trabajo'

A: no

C: ¿nunca?

P: no

V: Alfonso entonces ya, me contaste que Inglés era como tu obstáculo ¿cierto?

A: sí

V: ¿hay algo más que sea tu obstáculo, pero afuera del colegio?

A: no

V: ¿no? ¿Algo por lo que te quieras esforzar y tener una recompensa por algo?

A: si

C: ¿qué cosa?

A: no, pero no lo puedo contar

C: ya po Alfonso

A: de verdad po

V: que lo cuente, que lo cuente (cantando)

A: no, si no es nada, así como, pero no lo puedo contar

V: ¿por qué no?

A: porque no se lo he contado a nadie, pa que me salga bien

B: a ya bien

V: creencias

C: ¿amor?

A: no, no es amor, no se ponga celosa jajaja

C: el otro día el Pablo me dijo 'no me quiero ir temprano porque tengo que ir a ver a mi machucá'

Risas

C: ¿cierto Pablo?

P: no, jajaja

C: ¿y eso sería algún agente de motivación o no?

A: ¿qué?

C: una machucá

A: yo no pololeo

C: entonces no tiene nada que ver con amor o con niñas eso que tú no nos quieres contar

A: no

C: ¿algo familiar quizás?

B: ya, Cami déjalo

A: profe si no le voy a contar

Risas

C: ¡ay! Bueno yo quería saber

V: bueno acá con las chiquillas nos estamos esforzando harto para titularnos, por eso tenemos estas caras

C: en eso estamos, ese es nuestro esfuerzo

V: igual les queríamos contar

C: pero, por ejemplo, tus aspiraciones, tú siempre decí que te gustaría ser mejor que querí cambiar, ¿te ves en un futuro trabajando o estudiando?

P: las dos po

C: ¿te gustaría trabajar y estudiar?

P: si

C: ¿y tú Alfonso?

A: trabajar

C: ¿en serio quieres trabajar por siempre?

B: bueno, si todos vamos a trabajar por siempre

C: si po, pero me refiero ¿en qué te gustaría trabajar? ¿Cuál sería tu trabajo ideal?

A: profesor de Inglés jajaja na

Risas

P: te imaginai

B: las vueltas de la vida

N: igual puede ser

V: o profesor de otra cosa

P: sí también lo he pensado, de Educación Física

B: ah, entonces ¿le gustaría que sus estudiantes le hicieran caso o no?

P: pero no lo he pensado po

B: pero piense po, nosotras les estamos acá hablando y ustedes no nos pescan

P: los voy a dopar a todos

N: cuando estés delante de un curso gritando

B: y nadie te va a pescar

P: ah los voy a dejar ahí no más

B: y los directores y tus jefes te van a decir ‘¿oiga y usted por qué no está haciendo clases?’

P: porque no me pescan po, los voy a tener a todos amarrados

B: te van a echar

C: ¿te gusta el deporte entonces a ti Pablo?

P: si me gusta el deporte

¿Por qué sería un obstáculo Inglés para ti Alfonso?

A: porque no me gusta Inglés

C: ¿y de qué manera podría gustarte a ti el inglés?

A: de ninguna

C: ¿no hay manera? Ni, aunque la clase fuera diferente, ni, aunque ocupáramos audios y otro tipo de actividades ¿nada?

A: menos entiendo con audios, nunca me ha gustado Inglés, desde chico

C: ¿siempre te ha ido mal?

A: nunca me ha ido mal pero nunca me ha gustado, copio bien

C: pero no lo entiendes po Alfonso

A: pero copio bien

C: ya chiquillos vayan no más, gracias por todo.