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**Principles behind National Standards addressed by Chilean  
teachers focused on the English Subject**

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## **Dedication and gratitude**

We want to thank to our guide teacher because of her dedication and support in this process, and also to our family and friends that in one way or another also helped us with their words of encouragement to motivate us to continue.

We thank them all...

## **Abstract**

The understanding of the principles behind our National Standards is essential to study the effectiveness of their implementation in Chilean education. This study focuses on the principles that are being applied in the English subject. From a qualitative perspective, teaching procedures are described and contrasted through classroom observations based on a list of pre-defined categories: class preparation, classroom implementation, ethical and social dimension and development of language skills. Also a questionnaire was applied to a number of teachers of the region to find out their overall understanding of current National Standards. The results show that most of these principles are not being effectively addressed in the realities under research. This suggests that it is necessary to strengthen the importance of the implementation of these principles in order to guide the pedagogical choices related to teaching English as a foreign language.

**Key words:** *Chilean education; National Standards; teaching practice; teaching-learning process; language skills.*

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## **Introduction**

The elaboration of the Chilean School Curricula has been created through a selective procedure of knowledge and a variety of cultural and social factors involved in the educative process with the objective to create a democratic, solid and integral instrument (Cox, s.f.).

In addition, the School Curricula defines the National Standards, which establish the Learning Objectives that states the minimum contents that students are expected to fulfill in each subject according to the educational level. These objectives integrate abilities, knowledge and attitudes which are considered essential for students in relation to face the future with the tools needed to develop themselves into the society (Ministerio de Educación, s.f.).

Besides, the National Standards are oriented to help teachers to motivate students in order to have a positive attitude towards knowledge, and to develop their curiosity, creativity and self-confidence to confront different situations in life (Ministerio de Educación, 2012). In this context, they have been organized in order to be adaptable to all realities and create a diversity of curricular, didactic, methodological and organizational approaches that can be developed in different educational projects (Ministerio de Educación de Chile, 2012).

Consequently, the problem of investigation of this study is that the principles of National Standards are not being addressed by teachers of the Chilean education system. This is due to the fact that there are many issues that can influence on the implementation of them. Firstly, the lack of teachers' interest to know the National Standards in order to develop them in their practices inside and outside the classroom, secondly, the lack of implementation and use of different methodologies, process that is essential to develop the students' skills and attitudes according to their capacities, as well as the adaptation of the contents and activities to the students' needs and realities according to the teaching learning process (Ministerio de Educación, 2016).

Furthermore, those problems could be also considered just as a consequence of the long and stressful hours that teachers must work into the schools. That is to say, most of the teachers have less time for planning and preparing authentic and useful material for students, in order to motivate and provide them a meaningful learning (Centro de Políticas Públicas UC & Elige Educar, 2016).

Bearing in mind all these factors and the lack of evidence of previous studies about National Standards, in addition to the extent of the files that contain them, it was decided to do this relevant research in order to identify and describe the principles behind National Standards in the current teaching practices of different Chilean schools from the fifth region of Chile, with the objective to contrast them with the information gathered from various sources and with the purpose of getting a clear vision of the current application of National Standards in the pedagogical practices of the English subject.

The following objectives have been formulated in order to explore the mentioned problematic, those ones are:

#### General Objective:

- To identify some of the principles behind National Standards in the current teaching practices of the English subject.

#### Specific Objectives

- To describe current teaching practices in the English subject.
- To contrast teaching practices with the information gathered from National Standards.

## **1. Theoretical Framework**

### **1.1 Constitutional Organic Law (18.962) and General Education Law (20.370)**

The Constitutional Organic Law of Education (N° 18.962) was promulgated on March 1990 and it established the minimum requirements for all educational levels education (primary and secondary) and the acknowledgement of their schools. Also, this law distinguishes between formal and informal education and regulates the duty of the government for its accomplishment (Universidad de Chile, s.f.). In other words, formal education is delivered systemically and it is constituted by levels that ensure and facilitate the educational process through along people's life. On the contrary, informal education is the process involved in the development of the human being and society which is facilitated by interaction with others and it is obtained from family, means of communication and the environment which they live (BCN, 2005).

Besides, this normative states that education is the permanent process which covers different stages of people's life with the intention to reach their moral, intellectual, artistic, spiritual and physical development throughout the transmission and cultivation of values, knowledge and skills in order to be able to coexist and participate responsibly and actively (BCN, 2005). Also, it claims education as a right for all people and the role of parents to educate their children, the role of the government to grant this entitlement and the role of the community to contribute to the development and perfection of education. In addition, it is the government's duty to foment the development of education in all levels and also promote essential rights, stimulate scientific and technological research (BCN, 2005).

On the other hand, the General Education Law (N° 20.370) enacted on August 2009 which has the purpose of regulating the duties and rights of the students who are part of the educational system and also provides the minimum requirements that must be applied in every level of pre-school, primary and secondary education, as well as to promote an Educational System of quality (Ministerio de Educación, 2009).

In view of that, LOCE encouraged the creation of particular-subsidized schools and the expense in private education. As a result, a prominent gap among particular, subsidized and municipal education was created. Then, for this reason it was necessary to reformulate the minimum



requirements to recognize officially those establishments with the purpose of having an equitable educational system of quality. Consequently, LGE was born as a result of students demands which contemplated a set of modifications in the process of admission and curriculum.

For instance, in LOCE, know how to read and write, express correctly in Spanish in oral or written way, dominate basic arithmetic operations, develop national sense and know about history and geography of Chile, know and practice their rights and duties regarding the community, know elemental features of Natural and Social sciences and be aware of the importance of participating in cultural expressions related to arts, science and technology, are fundamental principles for primary education (BCN, 2005).

At the same time, the General Education Law restructures the secondary education. For example, the general formation must have a period of duration of 6 years, from 7th to 9th Grade, while the Professional Technical Education must be considered from 10th to 11th Grade with the intention to create a functional curriculum (Aros, 2014). Additionally, this law establishes the general learning objectives that provide teachers advantages to develop an integral education, that is to say, the teacher must provide students both formative and cognitive education that promotes them values, principles and contents they need to acquire in their learning process (Cruz, 2009), considering that education contemplates the learning not only in terms of knowledge but also skills, values, beliefs and habits.

## **1.2 The Quality of Education**

### **1.2.1 Components of the Quality of Education**

According to the Ministry of Education, the Quality of Education is interpreted as a formative and integral process of human beings, that promotes the development regarding spiritual, intellectual, ethical-moral, affective, artistic and physical dimensions. Also, it provides opportunities for social integration in order to prevent discrimination and thus, ensures that all people can be autonomous, responsible and proactive (Ministerio de Educación, 2016). This definition gives a general idea of what the Quality of Education means, but, there are many other factors that must be considered into this process.

Likewise, The Agency of Quality Education considers that the two fundamental components for quality, are the affective bond of students and the opportunity to have good and professional teachers. Additionally, it mentions the values of formation and life skills, considering communication within cognitive and job skills. At the same level, the use of innovative teaching methodologies and meaningful learning to motivate students and integrate new content in order to identify the curricular or academic formation and the leadership of each management team (Agencia de Calidad de la Educación, 2015).

According to these definitions, it is noticed that the Quality of Education not only depends on some factors separately, but also it considers all the dimensions mentioned as a continuous process to create integral students into the current society.

## **1.3 National Standards**

### **1.3.1 National Standards in the Educational Chilean System**

The National Standards into the Educational Chilean System, maintain the principles of the political constitution defined by the Universal Declaration of the Human Rights (Ministerio de Educación, 2016), this means that National Standards establish a number of learning objectives that allow students to develop their skills and attitudes concerning personal, social and cultural factors (Ministerio de Educación, 2016).

Moreover, the National Standards contribute to the students' development in the affective, spiritual, ethical, moral, intellectual and physical dimensions, through the cultivation of values, knowledge and skills (Ministerio de Educación, s.f.). In that way, students will be able to develop all their potential through an active participation in a free and democratic society, contributing with responsibility to the country's growth (Ministerio de Educación, 2012).

### **1.3.2 National Standards from 5<sup>th</sup> to 10<sup>th</sup> Grade**

According to the National Standards, from 5th to 10th Grade, students are in the age where they have more capacity to develop the abstract thinking and also achieve more concentration. In addition, at this stage, they can also develop a critical vision of the world according to different aspects, such as motivation and the conception they are the ones who have a fundamental role in their language learning process (MINEDUC, 2015).

In terms of the students' learning process, their multiple interests and the development of interdependence even increase their possibilities to make contact with the English language outside the classroom. This can be carried out through different learning sources, such as social networks, movies, music or web videos that provide them the opportunity to acquire new knowledge. With all those backgrounds, it is essential to mention that different requirements have been established according to teaching English. One of them is that, teachers shall offer students several opportunities of communication in the classroom and present interesting topics, challenging tasks, integration of ICTs and the possibility to let students make decisions about their own learning (MINEDUC, 2015).

At the end of 10th grade, the students that have achieved the Learning Objectives of the English subject, should be able to demonstrate a positive and confident attitude towards the language. They are also supposed to use the language to communicate their ideas and opinions, with a certain language level near to Intermediate (B1). This can be demonstrated in basic and varied talkative situations such as: maintaining a conversation about well-known topics, obtain general information of texts, and communicate in written form through electronic mails or online conversations about daily life topics (MINEDUC, 2015).

Currently, when a language is taught, it is important to consider the context where learning occurs, and all the different characteristics and learning styles that learners have. According to this, it is essential to choose the best methodological strategies within the existent knowledge. The communicative approach leads students to develop knowledge and it must let them to use the language according to a context, with a situation, functions and certain participants. Also, it must have the organizational elements of the language such as vocabulary, grammar, phonetic, spelling and strategies that could help students to maintain communication affording possible limitations in manage the language (MINEDUC, 2015).

At the same time, the communicative language teaching considers language as a medium to communicate meanings and a tool for interaction. In this interaction, the message and the use of language are relevant, and topics are meaningful and interesting for students. All the elements of language such as grammatical structures, functions, pronunciation, vocabulary, use of strategies are important to develop the capacity to communicate. Likewise, it is focused on the four language skills (listening and reading comprehension and oral and written communication) to let students communicate in a meaningful and effective way in different situations. Taking into consideration this, the learning language depends on the interaction with others who can offer students the opportunity to interact in the foreign language to solve a pedagogical task that requires the use of the language to achieve the objective (MINEDUC, 2015).

### **1.3.3 National Standards for the future (11<sup>th</sup> and 12<sup>th</sup> grade)**

Today, in Chilean education, the challenges continue. The bases for the future promote changes in the curriculum and education in general due to the current situation in secondary education where subsidized schools (57.1%) are the largest group, followed by municipal schools (28.9%) and finally private schools (12%). In addition, the response to society demands that seeks reinforce the integral formation approach for students from eleventh and twelfth grade which addresses the problem of equity and quality in education due to two factors. One factor is the academicist vision of learning where students are receptors of knowledge and not as active participators of their own learning process so in this way, it is constrained the ability to think critically. (MINEDUC, 2017). Another factor is the fragmentation of contents where the curriculum is only focused on certain subjects and they are defined by certain criteria that are measured in standard test (SIMCE and PSU). It also seeks to promote the construction of projects for the student, both individual and collective (MINEDUC, 2017).

As for the English language, it is expected to develop a meaningful learning, which will help the student to obtain knowledge for the working world, so it is proposed the development of communicative skills, based on the oral and written expression of the language (MINEDUC, 2017). In order to foster in students these skills, it is expected the creation of two categories, one that takes into account the technological and scientific world, and the other that is based on the social environment in which both aspects hope to give the opportunity to receive learning within a defined context (MINEDUC, 2017).

### **1.3.4 National Standards and Learning Orientations**

The application of Learning Orientations in The National Standards, states that the main purpose of education is to offer students the possibility to develop all their capacities in an integral way, according to their age and also prepare them to participate satisfactorily in a democratic society with responsibility and respect towards the fundamental human rights (MINEDUC, 2015).

This implies that learning should be present in different areas regarding moral, spiritual, intellectual, affective and physical dimensions. For this reason, the selection of objectives includes relevant knowledge as well as skills and attitudes that students need to develop in order to manage themselves in all the different aspects of their lives. Learning guidance refers to guide the team and lead it to an equal pedagogical work, achieve motivation, awake interest and the necessity to increase learning results (MINEDUC, 2015). A clear example of it, is to show how reality is based on results; to observe among teachers the necessity to change and to think about solutions under continuous approaches of improvement which means to initiate a quality work. Thus, members of the managerial staff accompany and monitor different tasks and processes as well as technical-pedagogical activities in a permanent way. From this perspective, the factor of communication claims vital importance in the guidance role that teachers perform in order to achieve a good interaction and therefore, some keys to accomplish good communication imply coordination and an acceptable level of comprehension among the members of the community (Educarchile, 2013).

In terms of the Free Disposal Time, the National Standards that have been developed by the Ministry of Education for pre-school, primary and secondary level must ensure that educational institutions with full school day will have a 30% of free disposal time. (Ministerio de Educación, 2009). For this purpose, complementary plans and programs were created for those educational institutions can use, in case they need to enhance or enrich their own. At the same time, The Curriculum and Assessment Unit of the Ministry of Education provides some recommendations to institutions in order to obtain higher benefits for students. For example, planning hours carefully, consider the Educative Project of the school, consider students' needs, reinforce weakest subjects, and get an integral development of students' abilities (Unidad de Currículum y Evaluación, 2011).

### **1.3.5 Comparing National Standards in Chile and United States Educational System**

The National Standards into the Educational Chilean System, maintain the principles of the political constitution defined by the Universal Declaration of the Human Rights (Ministerio de Educación, 2016), this means that National Standards establish a number of learning objectives that allow students to develop their skills and attitudes concerning personal, social and cultural factors (Ministerio de Educación, 2016).

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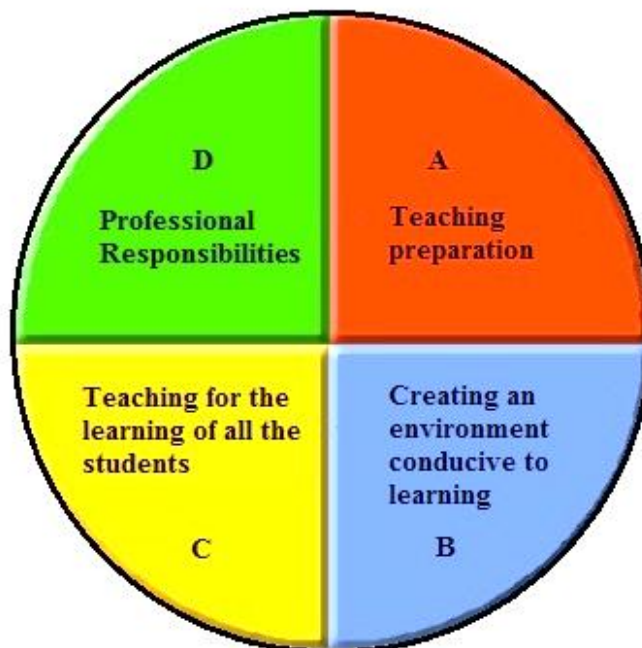
On the other hand, The Department of Education of the United States of America states that it is its mission to promote student achievement and preparation for global competitiveness in order to foster educational excellence and ensure equal access (U.S Dept. of Education, s.f.). Besides, governmental and law organizations impose that existing standards defines a curriculum's content, administrate tests to perceive if students know the contents and apply inducements or sanctions accordingly. Also, all states and schools will have challenging and clear standards of achievement and accountability for all children, and effective strategies for reaching those standards (Barton, 2009).

## 1.4 The role of the teacher

Teachers play the main role into the educational system. This, first of all because they are responsible for giving students relevant contents into the classroom and secondly, since teachers have to facilitate a variety of tools in order to promote their personal and cognitive development (Barría, 2011). Additionally, teachers are considered leaders who have the responsibility to create the optimal conditions for the teaching-learning process, providing students the opportunity of taking the control of their own learning in order to work in an autonomous and collaborative way (Elmore, 2010).

According to Marco Para la Buena Enseñanza, a good teacher must take into account four basic domains to enrich the learning process in students (MINEDUC, 2008).

The following chart shows the four features considered to guide teachers towards good teaching practices:





Those domains are defined as:

- **Teaching preparation:** It establishes that teachers must possess pedagogical principles and competences, as well as a vast knowledge in their teaching area, thus, taking into account the context in which they teach with the intention of promoting learning among students (MINEDUC, 2008).

- **Creating an environment conducive to learning:** This domain refers to the environment generated by the teacher in the classroom where teaching and learning occurs, thus, taking into account that social and affective aspects tend to influence the learning acquisition (MINEDUC, 2008). On the other hand, the teacher is expected to highlight the strengths of the students instead of their weaknesses, valuing their personal characteristics, interests and human potential (MINEDUC, 2008).

- **Teaching for the learning of all students:** This domain aims at the development of learning opportunities for all students; this means that the teacher must prepare interesting learning instances, which must be effectively developed, generating interaction between students and promoting a collaborative learning (MINEDUC, 2008).

- **Professional responsibilities:** Among the elements to be highlighted in this domain, it can be found the professional responsibilities of teachers, which are associated with the commitment and contribution of their work (MINEDUC, 2008). On the other hand, it also points to the active participation in the institutional project of their schools, as well as the relationships teachers have with their colleagues, where it is expected that they share experiences, and learn in a constructive way about their pedagogical practice (MINEDUC, 2008).

Besides, according to Harmer (2007), a good teacher is the one who is democratic, where learning is a partnership between teachers and students, rather than authoritarian, where the teacher is the person in charge of everything that happens in the classroom. Besides, they are the ones who foster student's autonomy, which means that they are responsible for their own learning and their needs are considered by the teacher according to their expectations of learning (Harmer, 2007). For example, this autonomy can be achieved with activities that incorporate the

use resources such as technology and authentic material in order to motivate student to learn in a different way. Furthermore, this role can be dynamic due to the fact that teacher plays many roles into the classroom such as being a motivator, monitor and a supportive person who facilitate learning, but this will depend on the rapport that teachers establish with their students and their own level of knowledge and skills to present, organize and assess their proficiency (Brown, 2007). It is also important to highlight the evaluative work performed by the teacher, because on account of this, corrective measures can be taken into account either in terms of the teaching practice itself, or the methods used to teach the content. Within the assessment process, the instance of giving feedback to the student which is an essential process for the development of the four skills in the foreign language can be found (Archana & Usha, 2017).

As noted above, harmony in the classroom and a good relationship between teacher and student can only be developed in a context of peace and respect. In line with Fredriksen & Rhodes (2004), the relationship between teachers and students is a transcendental factor to develop motivation and influence students positively. Besides, promoting that students create social skills within the classroom would help them to facilitate their academic, affective and intellectual development, being these, all the qualities that are always expected to develop within school life (Fredriksen & Rhodes, 2004).

## **1.5 National Standards Dimensions**

### **1.5.1 Personal Students' Development**

According to the National Standards, there are several dimensions that must be taken into consideration in order to promote the personal development of the students (Ministerio de Educación, 2012). In this case, dimensions such as integration and physical development which according to McNeely & Blanchard, are two important aspects to consider within the student's' life, due to the fact that they allow them to develop their skills efficiently, creating an instance of interaction between students. In addition, the importance of a good hygiene and constant physical activity gives children a greater confidence with themselves. In a like manner, those aspects prepare them either for physical or cognitive changes that they will experience in the adolescence (McNeely & Blanchard, 2009). Those dimensions are based on students' personal growth, the strengthening of self-esteem and the development of a personal identity which contribute to students the capacity to reflect on their personal value.

Equally important, the cognitive-intellectual dimension which is focused on the processes of analysis and research that students must face during their learning process, with the intention to develop critical thinking skills (Ministerio de Educación, 2012). Having in mind that, critical thinking is a cognitive skill that is considered highly important for the development of the human being autonomy. Moreover, it is contemplated as an essential process that allows students to have instances for reflection that should make them analyze and react to their educational experience (Facione, 2007). Another dimension required to achieve a meaningful education, is the sociocultural and citizen aspect. Hence, taking into account learning as a constructivist process, it is important to make connections between students and their social environment so that, they will be aware of different norms, rules, and social practices that are being carried out nowadays in the society (Ascorra, Arias & Graff, 2003). One reason behind this, is to encourage citizen values in students, because relies on creating a sense of commitment for their social environment. Added to that, it is mentioned the moral dimension which seeks to reinforce the concepts that involve the differences that each human being possesses, considering diversity as an instance for learning, and likewise, to model the students' reasoning with the intention to

provide them support and empathy throughout their personal growth (APA, 2002).

### **1.5.2 Students' Social and Academic Development**

There are a set of indicators that provide information related to social development of students in the school, in order to complement the Standard Learning Achievements. Thus, the conception of educational quality is wide due to the fact that it includes aspects that go further than academic knowledge. These indicators provide relevant information to the schools, about different areas of students' development to understand the importance of implementing systematic actions to develop non-academic aspects that are fundamental for the integral information of students (Agencia de Calidad de la Educación, 2011).

Besides, the indicators for Students' Social Development consider the Academic self-esteem and school motivation in which students feel academically capable and motivated to study and show interest by invest all their efforts in school activities. This indicator considers perception and valuation of students regarding to their capacity to learn and also perceptions and attitudes towards learning and academic achievement (Agencia de Calidad de la Educación, 2011).

Subsequently, The School Climate Coexistence indicator affects the welfare and socio-affective development of students and it impacts on their behavior, aptitude and performance during school activities. Also, it considers perceptions and attitudes that students, parents and teachers have regarding to three dimensions such as respectful, organized and safe environment (Agencia de Calidad de la Educación, 2011).

Equally important, The Civic formation and participation indicator promotes a participative climate, a sense of belonging to the school and as well as improves the commitment and willingness of students, teachers and parents towards the improvement of learning. This indicator considers perceptions and attitudes that teachers, students and parents declare in questionnaires during SIMCE tests (Agencia de Calidad de la Educación, 2011).

According to the School Retention, it is essential that students remain in the formal educational system not only to learn contents but also to develop the expected skills and attitudes in their school stage. This indicator considers the capacity of a school to achieve the permanence of

students in the educational system (Agencia de Calidad de la Educación, 2011).

Finally, in terms of Gender equality it is necessary to consider that despite of their condition, students must have a fair treatment. In this aspect, the present indicator evaluates equitable achievement of learning results obtained from men and women in mixed schools (Agencia de Calidad de la Educación, 2011).

## **1.6 Information and communications technology (ICTs)**

### **1.6.1 Incorporation of ICT's in the Chilean Classroom**

Nowadays, students have changed considerably in comparison to those from the past century. One of the aspect that established this difference, was the incorporation of technology in daily life activities. As a result of this global change, there were consequences in the way which pedagogy was practiced, such as the incorporation of ICT's in the classrooms (Brunner, 2003, p. 4).

In line with Prensky, today's students are no longer able to learn from the old educational system (2001). In this perspective, the old teaching methods that were applied in the past, require to be innovated and molded by the teachers whose in this instance, are the people in charge to expand their imagination to develop more didactic classes and foster student motivation without leaving aside the technological capacities and needs that students have. It is also important to ensure that those resources are going to be use in an effective way (Motteram, 2013).

As a matter of fact, it is considered a great challenge for education the incorporation of ICT's in the classroom because those are constantly evolving. Thus, this issue generates a kind of pressure in schools due to the challenge that entails the different adjustments and organizational reforms that must be carried out in order to be updated on this topic (Carneiro, Toscano & Diaz, 2009, p. 15). On the other hand, it is also important to consider that the integration of technological resources in the education seeks to stimulate a collaborative and more dynamic learning among students, having in mind that technology is the meeting point that stimulates the new generations (Carneiro, Toscano & Diaz, 2009).

In Chile, the government promotes the use of information technology into the classrooms with the purpose to improve students' training experience. The first step to carry out this educational reform, was focused on teachers who had to share their experiences with other teachers and, thus, achieve good results in students' performances (UNESCO, 2004). Nowadays, this educational aspect still continues being developed since the Chilean school system seeks an equitable education in relation to the resources available in each school. Besides, the quality of the education should be improved regarding the opportunity to incorporate and use technologies for academic purposes (UNESCO, 2004).

### **1.6.2 The impact of ICT's into the school**

The use of information technologies has a great impact into the schools. First of all, because it is considered as a strategy to support the teaching learning process and a complement to improve the pedagogical practices into the information society and also because it is one of the most useful tools for teachers in terms of using modern teaching methods and learning materials (Ilomäki, 2008) This means that teachers must be trained to incorporate information technology in education in order to be prepared for developing basic computer skills for primary or basic education and computing in secondary school. This training allows teachers to incorporate different resources in order to motivate students and facilitate the students learning process (Toit, 2015)

According to the Chilean Ministry of Education, the first SIMCE TIC was done in 2011, evaluating 10.321 students in 10<sup>th</sup> grade from different schools. The results showed that 46.2% of the students had an initial level, this means they could use text processors, look for information and solve basic problems. Moreover, a 50.5 % of the students showed their capacity to use tics in their learning process adequately, while only a 3,3 % of the students got the highest level where they could solve different tasks and problems into the educational context (Ministerio de Educación, 2012)

In addition, the incorporation of ICT's in Education not only help students to have a long-life learning, but also it is a mean of inclusion, where all students must have access and develop themselves into a responsible digital environment inside and outside the classroom (United

Nations, 2015)

Furthermore, Ministry of Education in 2012 promoted an information technology project focused on the English subject, in order to reinforce the quality education in this important area of the curriculum. The project was implemented in 484 schools (municipal and subsidize) and it contemplated the use of a platform as a pedagogical support for students. This platform motivated students to work through activities such as listen to dialogues and use online dictionaries for different levels (basic, intermediate, and advance) and also provided students the opportunity to develop the reflective thinking into their learning process. The results of the implementation of this project was successful because it allowed teacher and students to have a new experience to reinforce and know their own improvements in terms of the language (Ministerio de Educación, 2012).

## **1.7 English Language Teaching**

### **1.7.1 National and International Standards for Elementary and Secondary Education in the English Subject**

For Elementary and Secondary Education, National Standards have been organized according to the four English language skills into three stages (reading comprehension, oral communication and written expression), in which their development, is the most important aspect in language learning (Ministerio de Educación, 2012). The skills are presented separately, due to the intention to organize the information, highlight the main aspects of each one and approach them in an integrated way. Additionally, teachers must develop these skills connected to one another in an interrelated way, considering the interdependence that exists between them to express a message or idea (Ministerio de Educación, 2012). In this way, students approach the use of the language through motivational and meaningful tasks, that will contribute to develop either fluency or understanding (Baron & Darling-Hammond, n.d.).

Currently, teaching English considers a language vision that promotes the interrelationship between the four skills. Using the language involves interaction, receive and send information. A language skill will reinforce and promote another, that is to say, this vision of integration is aligned with the communicative approach that presents the language in a natural way, closer to the reality and also, more motivating for learners (Powers, 2010).

The listening part consists in giving a meaning to the sounds that are heard. It involves to identify and understand the information expressed in an oral way, with the support of the context, and knowledge about the world. Listening comprehension is vital in learning a language because through it, the student receives comprehensible input which is necessary to develop interaction in the classroom (Zhang, 2009). The development of this ability is not only reduced to decode sounds and phonemes in the language, but also the students plays an active role in the reconstruction of the message by assigning a meaning to what they listen to. In this process, the prior knowledge is considered as the context and situation of the message, that means what is heard is meaningful to know the intention, recognize the speakers and the situation in which the action takes place (Ministerio de Educación, 2012).



On the other side, the reading part involves constructing meaning based on written information expressed in different types of texts (literary and non-literary) and reader's knowledge (Ministerio de Educación, 2012). As listening comprehension, the reading comprehension ability puts students in contact with understandable information about the language and it can also be used in written production (Pardo, 2004).

Moreover, the development of reading comprehension is an essential tool that allows students to access to new knowledge through interesting topics and different aspects of the English culture. This knowledge can be built with the help of the student's previous knowledge, according to the tasks and purposes of the reading. Thus, students will be able to read simple, adapted or authentic texts in which they will recognize the subject, general ideas and they will be able to express their feelings (Pardo, 2004).

Bearing in mind that speaking is a productive skill that involves using the language to communicate ideas orally. To express orally consists in communicating a message with an appropriate pronunciation and with intelligibility when students participate in oral exchanges, conversations and monologues (Ahmad, 2016). Oral expression activities that explicitly teach language functions are meaningful for those students who need to solve real-life communicative tasks, providing them expression strategies. Also, they are significant because these activities give them the required tools to speak according to a particular situation (Pardo, 2004).

Regarding the written expression which is a productive language skill that consists in using writing to communicate messages. In these terms, it is expected that students will be able to develop the ability in simple and contextualized communicative situations, and also, being able to express some personal experiences with a specific purpose (Ministerio de Educación, 2012). Consecutively, written expression is a guided process that starts from writing according to a model, to finish with the most creative expression. In the same way, as oral expression, the ability of written production gives students the opportunity to express ideas and communicate relevant messages (Ministerio de Educación, 2012).

In US, National and State Standards for Language Arts were endorsed by two agencies, International Reading Association (IRA) and National Council of Teachers of English

(NCTE). Those organizations ensure that all students are proficient and knowledgeable users of language so that they can succeed in school, participate in democracy as informed citizens, find challenging and profitable work, appreciate and contribute to our culture, and pursue their own objectives and interests as autonomous learners through their lives (IRA & NCTE, 1996).

Those standards are focused on students' abilities in order to carry out a task. In Reading comprehension, students read a wide range of printed and non-printed texts to build an understanding of the texts, of themselves, and of the cultures of the country and the world; to obtain new information and respond to the needs and demands of society. Also, students read literature in many genres to build an understanding of philosophical, ethical and aesthetic dimensions of human experience. In addition, students apply certain techniques to interpret, comprehend, evaluate and appreciate texts. Thus, they can use their own experiences, interactions with other readers and writers and knowledge about word meaning and of other texts (IRA & NCTE, 1996).

In addition, standards state that students adjust their use of written language by employing a wide range of strategies as they write and use different writing process elements to communicate appropriately with different audiences. Also, they use spoken and visual language to express effectively with different crowds and purposes (IRA & NCTE, 1996).

In terms of ICTs, standards claim that students use a variety of technological and information resources to collect and synthesise information, and to create and communicate knowledge. Thus, they conduct investigation on issues and interests by generating ideas and questions in order to evaluate and summarize data from a variety of sources such as printed and non-printed texts, artifacts and people (IRA & NCTE, 1996).

### **1.7.2 Being an English teacher**

Teacher's authority into the classroom is a traditional expectation that used to exist in previous societies. The fact that all authority is handled by the teacher, it is considered a passive and obsolete way of transmitting knowledge to students, instead of the English teacher should share with students an active role within the classroom and thus, create opportunities where they can express themselves freely and autonomously (O'Dwyer 2006).

Nowadays, English teachers are also considered as language facilitators and models, which means that students rely on the examples produced by their teachers and they use this model to learn, produce and understand the language, having in mind that the instances to practice English outside the classroom are very limited (O'Dwyer, 2006). Having said that, it is important to mention that teacher must lead student's learning through a constant evaluation and feedback having into consideration the level that each student has. In addition, the direction of the classes must be in accordance with the contents and objectives assigned by the teachers (O'Dwyer, 2006).

Another factor that an English teacher must take into account is the affection. Considering that there are different emotional aspects that can influence towards language acquisition (Xu & Huang, 2010). Accordingly, it is extremely important to create a good connection between the teacher and the student in order to reduce the anxiety caused by the exposure to a foreign language. In this way, factors such as self-esteem and motivation play an important role in the subject (Xu & Huang, 2010).

As expressed by Xu & Huang (2010), the teacher should present dynamic lessons that not only be focused on individual abilities of the students, but also they should be focused on activities that aim at encouraging to students to participate and explore the language.

Besides, it is important to raise awareness and increase students' interest in the language as long as culture and language are two terms that cannot be separated. In this way, it is considered essential to expose students to authentic material of native speakers, as well as situations that have a familiar context for them, such as; news, sports, shows, movies, among others

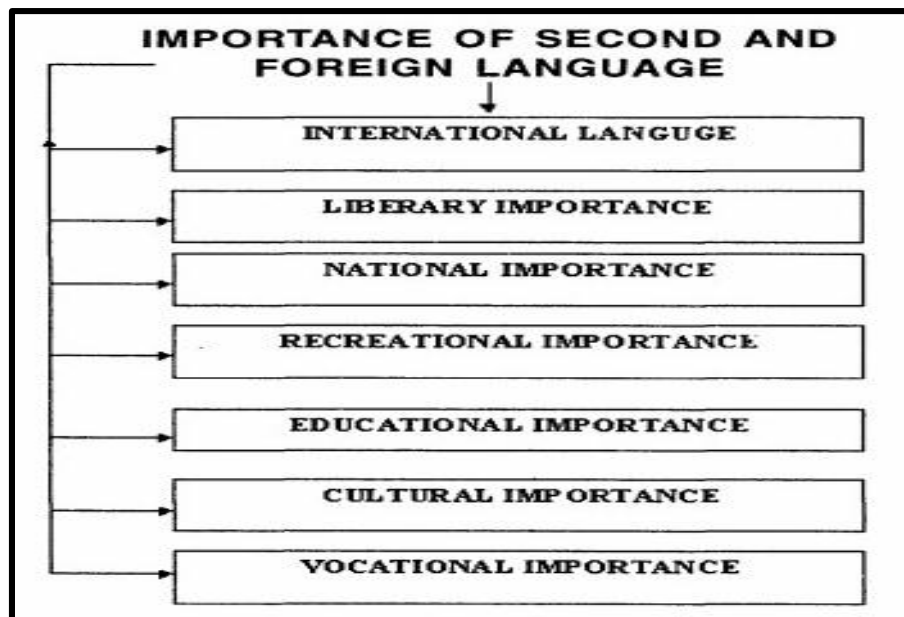
(Choudhury, 2014). This is due to the fact that the lack of contextualized activities may hinder students' understanding.

Additionally, it is important that the teacher approaches the foreign culture to their students in order to ensure that the language is received by the students in an effective and meaningful way. Thus, this can be achieved through topics related to food, music, and the appreciation for art and literature, that means, taking into account the cultural background of the language (Choudhury, 2014).

### **1.7.3 Teaching English as a Foreign Language**

The importance of learning English as a foreign language or as a second language is clearly specified in our school system. Beyond this, the target language has been considered a necessary mean of connection with other cultures, policies and geographies (Patel & Jain, 2008).

According to Patel & Jain (2008), the following table mentions the aspects that emphasize the importance of English language acquisition:



Within the classroom, it is expected that students learn all four English skills: Speaking, Listening, Reading and Writing. Consequently, teachers have different methods, as well as authentic materials and ICTs in order to achieve this goal (Broughton, Brumfit, Flavell, Hill & Pincas, 2003).

Failing in selecting the right methodology is one of the most common problems when teaching the language (Patel & Jain, 2008). Methodology is understood as all scientific and systematic method used to teach any discipline, that is to say, when teachers select a methodology to be used in the development of their classes, they also should question about how to teach the content in the most effective way (Patel & Jain, 2008).

Some of the methods used to teach English in chronological order are:

- **The Grammar Translation Method:** In agreement with Patel & Jain (2008) this method was highly used during the 1840s and 1940s and, in spite of being one of the oldest methods, it is still used. This method is characterized by considering grammar as the most important factor to teach, as well as comparing the mother tongue with the foreign language (Patel & Jain, 2008). On the other hand, one of the most notorious disadvantages that can be obtained from this methodology is the fact that many messages can lose their intention at the moment of being translated (Patel & Jain, 2008).
- **The Direct Method:** This method began to be used during the 1900s, according to Patel & Jain (2008), the direct method seeks to teach the language in the most similar way to what maternal language is acquired. An important point to take into account is that learning English is not a natural process so the innate influence of the mother tongue on acquisition is one of the most recognized problems (Patel & Jain, 2008). Although, the greatest advantage of using this method relies on the fact that the student learns through the active application of English to everyday situations in an inductive way, that is to say, by discovery (Patel & Jain, 2008).

- **Communicative language teaching:** In line with Richards (2006), the purpose of this method is to develop communicative skills, using language for different purposes and seeking that communication can be carried out without paying attention to the lack of grammatical knowledge. Communicative language teaching (CLT) is considered the most practical current method to teach the language as it seeks to create meaningful learning supported by fluent and accurate activities (Richards, 2006).

The way in which English was taught, has changed markedly in recent years, today's students are expected to understand the language and feel comfortable and motivated to learn it, unlike previous years in which the applied methodologies were focused on memorization and grammar (Richards, 2006). In addition, nowadays, the main objective is that the student can interact in a collaborative way in the classroom, receiving constant feedback from the teacher (Richards, 2006).

#### **1.7.4 Students' attitudes in the English Learning Subject**

The Learning Objectives for the English subject promote a set of attitudes for the whole basic cycle, which comes from the Transversal Learning Objectives. Those attitudes should be developed in an integrated way with the skills and knowledge of the subject (Ministerio de Educación, 2012).

Also, those postures must be promoted to develop the integral formation of students in the subject and as a result, the establishments plan, organize and complement their mission and vision according to the needs of their own projects and educational realities (Ministerio de Educación, 2012).

The learning students' attitudes in the English subject should be the following:

**A.** Demonstrate curiosity and interest to know their own reality as other realities and cultures, valuing themselves and expanding their world knowledge. This is due to the fact that the curiosity to learn new things begin from childhood and this can lead learners to acquire new experiences and promote enthusiasm and good relationship between the teacher and the student (Stephens, 2007). On the other hand, curiosity gives the student understanding of knowledge as

infinity, and there is a great variety of skills that can be learned throughout life. In addition, it is important to keep in mind that all these attitudes promote a conducive environment to the collaborative learning (Stephens, 2007). In this way, the English language can be used as a way to expand knowledge from other realities, ways of life, and also to know and value aspects of reality itself.

**B.** Manifest a positive attitude towards themselves and their abilities to learn a new language and, thus, promote their self-confidence. Also, the opportunity to express oneself in a foreign language implies the effort to overcome the inhibitions that this situation can generate them. In addition, this subject enhances self-confidence through the recognition and communication of ideas (Ministerio de Educación, 2012).

**C.** Show respect to another people, realities or cultures, recognizing its contributions and valuing the diversity of lifestyles. The importance of promoting respect for cultural diversity is based on the fact that students can demonstrate reflective thinking and appreciation to other people, understanding that there are different histories and realities in the world. In addition, this aspect allows students to explore new dimensions, and also be aware of what is learned in school and homes, is not the only existing reality (Richards, Brown & Forde, 2004).

**D.** Manifest a style of work and a rigorous and perseverant study to achieve the subject purposes. It is necessary to promote this attitude so that, students can reach the expected learning established for this subject, that is promoted through the associated work to learn vocabulary, pronunciation and the written process including organization of ideas, correction and publication, among others (Ministerio de Educación, 2012).

### 1.7.5 Learning Objectives for the English Subject

- **Learning objectives for fifth and sixth grade**

The learning objectives for fifth and sixth grade have been organized and distributed into the four skills; listening, reading, speaking and writing. The development of those skills is the most important aspect to learn the target language and it is also important to know that they are presented separately. Nevertheless, it is expected that the teacher can address the four skills, connecting to each other (Ministerio de Educación de Chile, 2012)

#### Listening skill

It is a receptive skill and it involves making sense of the meaningful sounds of the language in order to identify and understand spoken language and also responding rather than producing it (Mary Spratt, 2011). In the following table, the objectives are demonstrated comprehension, identify ideas and information, use strategies to support comprehension and react to listened texts. The following table shows the objectives for this skill:

<b>LISTENING COMPREHENSION</b>	<b>5th</b>	<b>6th</b>
Listen and Demonstrate comprehension of explicit information in authentic and adapted non-literary texts (expository texts and dialogues) and literary texts (rhymes, poems, songs, tales).	<b>x</b>	<b>x</b>
Identify topic and general ideas, specific information related to people, places and time, key phrases and words, family words, frequent use expressions, thematic vocabulary and repetition of sounds to familiarize with English sounds.	<b>x</b>	<b>x</b>
Use strategies to support comprehension by making predictions based on previous knowledge, using contextual keys (topic, speakers, place, time, pictures) and using visual support.	<b>x</b>	<b>x</b>
React to listened texts expressing preferences, opinions and feelings or making connections with personal experiences in oral or written way and through illustrations.	<b>x</b>	<b>x</b>



## Reading skill

The reading skill builds meanings from written texts which are expressed in literary or non-literary texts and from the knowledge of the reader. As listening comprehension, the ability of reading comprehension puts students in contact with comprehensible information in the target language (Ministerio de Educación de Chile, 2012).

The table contains the following objectives for this skill:

- Demonstrate comprehension
- React to texts
- Use strategies to support comprehension

<b>READING COMPREHENSION</b>	<b>5th</b>	<b>6th</b>
Read and Demonstrate comprehension of authentic and adapted non-literary texts (notes, postal, invitations, greeting cards, menus, recipes, dialogues, instructions or emails) and literary texts (rhymes, poems, comic strips, songs and tales) that contain repetition of words and phrases accompanied by visual support.	<b>x</b>	<b>x</b>
React to read texts expressing preferences, opinions and feeling or making connections with personal experiences in oral or written way.	<b>x</b>	<b>x</b>
Use the following strategies to support comprehension <ul style="list-style-type: none"><li>• Pre-Reading strategy to make predictions based on previous knowledge and visual elements.</li><li>• Use the Reading strategy to use organizers such as title, subtitle, illustrations and pictures.</li><li>• Use the Post-Reading strategy to organize information in diagrams</li></ul>	<b>x</b>	<b>x</b>

## Speaking skill

The speaking skill involves using speech to communicate ideas or meanings to other people with intelligibility and adequate pronunciation in conversations or expositions (Ministerio de Educación de Chile, 2012)

The objectives for this skill are:

- Express orally
- Participate in oral activities
- Demonstrate knowledge

<b>ORAL EXPRESSION</b>	<b>5th</b>	<b>6th</b>
Express orally through dialogues, monologues, songs, rhymes, presentations or group activities with visual or digital support.	<i>x</i>	<i>x</i>
Participate in dialogues with peers and teachers to carry out functions the following functions <ul style="list-style-type: none"><li>• greeting and say goodbye</li><li>• give instructions</li><li>• express gratitude, necessity, likes and preferences, abilities and inabilities</li><li>• apologize, ask for time and permission describe weather, position and daily actions</li><li>• identify and describe objects, people and places</li><li>• give directions</li><li>• contrast information</li><li>• formulate and answer questions.</li></ul>	<i>x</i>	<i>x</i>
Demonstrate knowledge and use of learned vocabulary such as thematic vocabulary, frequent use words and common expressions.	<i>x</i>	<i>x</i>

## Writing skill

The writing skill is another productive skill, it consists in making use of writing to communicate a message. Also, it is a process which begins from a guided writing to the most creative expression. In this way, the ability of written production gives the students a possibility to express ideas and communicate relevant messages (Ministerio de Educación de Chile, 2012)

In the following table the objectives are:

- Write and complete texts
- Write to carry out language functions
- Use the writing steps

<b>WRITING</b>	<b>5th</b>	<b>6th</b>
Write and complete non-literary texts (postal, invitations, emails, mini books and shopping list) and literary texts (tales, rhymes and comic strips) according to a model and with a visual support.	<i>x</i>	<i>x</i>
Write to carry out the following functions <ul style="list-style-type: none"><li>• describe objects, people, places, weather, possessions and daily actions</li><li>• express likes, preferences and quantities</li></ul>	<i>x</i>	<i>x</i>
Use writing steps (organization of ideas, draft, writing, check, edit, correction, punctuation and publishing) using online dictionaries and word processors in order to write simple sentences and brief paragraphs according to a model.	<i>x</i>	<i>x</i>

- **Learning objectives from seventh to tenth grade**

According to the National Standards (MINEDUC, 2015), the Learning Objectives from seventh to tenth grade have been organized regarding the four skills of the English subject. In this way, those objectives have been distributed into three areas and integrate the Speaking, Listening, Reading and Writing skills.

#### Oral communication

First of all, the Oral Communication Axis integrates listening comprehension and oral expression skills. Thus, the main method to expose students to spoken English (after teacher's voice) is through the use of authentic and adapted taped material which can show and exemplify a wide range of topics such as non-literary and literary texts such as advertisements, news broadcasts, poetry, songs, speeches, among others (Harmer, 2007). In the following table, the objectives from 7<sup>th</sup> to 10<sup>th</sup> are:

- Demonstrate comprehension
- Identify ideas and features
- React to listened texts through oral activities
- Participate using speaking strategies

<b>Oral Communication (Speaking and Listening)</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>
Demonstrate comprehension of general ideas and explicit information in non-literary and literary oral texts through diverse audiovisual formats (oral presentations, conversations, descriptions, instructions, procedures, stories, songs and rhymes) related to different topics (personal experiences, other subject's topic, context)	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
Identify topic and general ideas, key words and phrases, common use expressions, thematic vocabulary, connectors and specific information related to people, places and time.	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
React to listened texts through oral presentations, discussions and group conversations in which they can express opinions and feelings, summarize information and generate questions with support.	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>

Participate in expositions and interactions using the following strategies <ul style="list-style-type: none"> <li>• Pre-Speaking strategy (practice presentation, repeat, prepare visual support)</li> <li>• Speaking strategy (use gestures, paraphrase, use of synonyms and connectors)</li> <li>• Post-Speaking strategy (register errors and correct them with resources and teacher's support)</li> </ul>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>
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## Reading comprehension

The development of reading comprehension is indispensable tool which promotes the access to new knowledge, interesting topics and aspects of English culture. Thus, students will be able to read adapted and authentic texts in which they will recognize the topic, general and main ideas and express their feelings about what they read (MINEDUC, 2015). In this are the objectives from 7<sup>th</sup> to 10<sup>th</sup> are:

- Read and demonstrate comprehension of texts
- Identify and use reading comprehension strategies

<b>READING COMPREHENSION</b>	7th	8th	9th	10th
Read and Demonstrate comprehension of general ideas and explicit information in authentic and adapted non-literary texts (descriptions, instructions, procedures, advertisements, emails, dialogues, biographies, magazine articles) and literary texts ( songs, poems, comic strips, short tales) related to personal experiences, other subject's topic and global issues.	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>
Identify and use the following strategies to support comprehension <ul style="list-style-type: none"> <li>• the Pre-Reading strategy to make predictions based on previous knowledge and visual elements</li> <li>• the Reading strategy to use organizers such as title, subtitle, illustrations and pictures</li> <li>• the Post-Reading strategy to organize information in diagrams.</li> </ul>	<i>x</i>	<i>x</i>	<i>x</i>	<i>x</i>

## Written production

The ability of written production gives the students a possibility to express ideas and communicate relevant messages (MINEDUC, 2015). The area of written expression bases on its objectives in the creation of brief and simple texts and such as stories, emails, and rhymes. It also stresses the importance that the student can reach to express themselves in a written form, using an effective use of connectors, punctuation, and a correct spelling (MINEDUC, 2015). In the following table, the main learning objectives from 7<sup>th</sup> to 10<sup>th</sup> Grade are:

- Write different piece of texts
- Demonstrate knowledge and use of the target language
- Use the writing steps using different resources

<b>WRITING EXPRESSION</b>	<b>7th</b>	<b>8th</b>	<b>9th</b>	<b>10th</b>
Write relevant stories, information and a variety of short texts such as tales, emails, brochures, rhymes, descriptions, biographies, articles and letters.	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
Demonstrate knowledge and use of language through functions such as expressing quantities, count, list, express likes, preferences and opinions, formulate and answer questions and describe actions.	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>
Use writing steps (organization of ideas, draft, writing, check, edit, correction, punctuation and publishing) using online dictionaries and word processors in order to write simple sentences and brief paragraphs according to a model.	<b>x</b>	<b>x</b>	<b>x</b>	<b>x</b>

## **2. Methodological Framework**

### **2.1 Context of the Research**

The research was located in three schools of the fifth region; within which could be found municipal and subsidized schools. In this research, the schools will be named like school A, school B, and school C, to keep the confidentiality of the information; School A is located in Cabildo, this school is Municipal and it has a vulnerable context, but despite of this fact, the students shows a good behavior in order to provide teachers an adequate environment to develop their classes. School B is located in Quilpué, this is a subsidized school but even when students have all the needed tools to work, their bad behavior because of their sociocultural context complicated teachers' work to develop their classes in an appropriate climate. School C is located in Viña del Mar, this school is also municipal, but despite of students come from low sectors, the community's commitment is reflected on students' performances and their integral development. Besides, according to the process of this research, firstly, a formal letter was written to the University to ask for permission in order to visit the schools. Then, a coordination between the teachers and researchers was done in order to observe a total of eight English classes. The observations were focused on fifth, sixth, seventh, eighth and ninth grade and were based on a checklist that contained ten indicators extracted from the National Standards according to the learning objectives for the purpose of obtaining clear and concrete information about the pedagogical practices of the English teachers.

In addition, a questionnaire was applied to 52 teachers of different schools and subjects in order to have a general view about the application of National Standards into the development of their classes. Moreover, after all answers were obtained, the result of each question was placed into a graph to be finally analyzed.

### **2.1.1 Reasons to apply the Qualitative Research**

In this research, the qualitative method was applied because this method involves a logical and inductive process that provide the researchers the opportunity to work from the particular to the general, in order to explore, describe and then create theoretical perspectives. Moreover, this researcher implies the use of non-predetermined methods such as revision of documents, open interviews or questionnaires, not structured observation, personal experience evaluations, and groups or community's interaction among other. In these terms, this method becomes a more flexible way to work because researchers can rebuild and interpret a reality from their own point of view, developing different processes without interruption and creating detailed descriptions about what is being observed (Sampieri, 2014)

In line with the qualitative method description, a questionnaire was applied to 52 teachers in order to collect specific and relevant information about how teachers addressed the National Standards in their classes.

In addition, some direct observations were done and complemented by a checklist with the English learning objectives. In the direct observation, the researcher does not become a participant inside the context, but the observer is just limited to watch and focuses on certain situations or people. Consequently, the researcher can use technological tools in order to records videos or takes pictures to obtain reliable evidence from the process (Center for Social Research Methods, 2006).



### **2.1.2 Data Collection Instruments**

- **Questionnaire**

A questionnaire is a useful instrument of collecting comparable data from a large number of individuals. However, it can only provide valid and meaningful results if it is composed of clear and precise questions for respondents (Mathers, Fox, & Hunn, 2009).

For this research, a questionnaire of 15 questions was conducted to obtain relevant information about the Pedagogical Practices of 50 teachers from all subjects inside different schools of the V region, this, as a way of having a general view about how the teachers address the National standards inside the classroom, in terms of the didactic material they use to provide students the content, the way they motivate them, how they do students work collaboratively, the technological resources they integrate to teach, the strategies or methodologies they use to develop all the students' abilities and also the themes they use to promote the values between them.

- **Checklist**

A checklist is a tool used to identify the presence or absence of relevant information related to skills, behavior or knowledge, depending of the process that has been observed. Moreover, the checklist is an instrument that must be written with detailed and clear wording in order to avoid misinterpretation, and also it has a specific structure that contains different columns; the first one contains the indicators that will be evaluated, while the second and the third one provide the gaps for the positive and negative answer consecutively (British Columbia Institute of Technology, 2010).

For this study, a checklist was implemented considering 10 indicators extracted from the National Standards, these indicators allowed to collect the information gathered from 10 observations of different English teacher's classes of the fifth region with the intention of knowing how they developed their classes according to the National Standards objectives and finally analyze and describe their results.

### **2.1.3 Data Collection Process**

On one hand, the type of data collected by the questionnaire was a percentage according to each variable of the 15 established questions with the objective of identifying what are the aspects of National Standards that the teachers from all subjects address in their pedagogical practices. The questions were related to the way that teachers prepared the class materials, how they foster motivation, cooperative and collaborative learning, critical thinking, the strategies, and activities that teachers employ, among others. This questionnaire was applied during the whole research process (from May to June 21<sup>st</sup>) to 52 teachers from different educational establishments of the fifth region, in order to collect a large and varied number of answers to be analyzed. All this process was done in an online platform called google docs, where the questionnaire was created and shared with the teachers on various social networks.

On the other hand, the data collected from the direct observations were some notes from the development of each class and then a checklist was completed with the information gathered. This information was collected from 8 English classes and the checklist consisted of ten indicators from the National Standards to identify how English teachers addressed them in their practices. Finally, the checklists were analyzed and contrasted with the information from different sources about National Standards to have a clear and general vision of their implementation inside the classroom.

In addition, fifteen categories extracted from National Standards (MINEDUC 2015) were identified to create the questionnaire and checklist applied to teachers. The categories are presented in the following table:

<b>National Standards Categories</b>	
1.	Development of class' objectives that include relevant knowledge, skills and attitudes that students need to develop to manage themselves in different aspects of their lives.
2.	Presentation of interesting topics and challenging tasks that allow students to make decisions about their own learning.
3.	Adaptation of contents and activities according to the students' needs and realities.
4.	Implementation of strategies to promote students' motivation and positive attitude.
5.	Promotion of collaborative and cooperative learning among students
6.	Use of authentic, didactic, and useful material to motivate and provide students a meaningful learning.
7.	Development of different strategies to integrate new knowledge to the students
8.	Use of the language according to a context, situation, function, using organization elements of the language such as vocabulary, grammar, phonetic, and spelling.
9.	Development of Students' Oral expression by using oral texts and different basic and varied activities to help them to maintain communication.
10.	Development of Students' written expression using different written texts with post and pre-activities.
11.	Development of different strategies to support written, oral, and reading texts comprehension.
12.	Integration of technological resources to stimulate a dynamic learning process among students.
13.	Contribution to the integral development of all students in terms of values; their affective, spiritual, ethical, moral, and social dimensions.

14.	Development of student's positive attitude in front of the knowledge, curiosity, creativity, and self-confidence.
15.	Development of students' reflective thinking in order to make them analyze and react on their own educational experience.

After identifying the fifteen categories previously mentioned, four macro categories were extracted to be analyzed in this research in order to group the main principles of National Standards.

The four macro categories are:

- **Class preparation**  
Teachers prepare coherent classes according to students' needs, additionally; they set specific learning objectives which are suitable and realistic to the students' context and skills and in order to develop students meaningful learning, teachers use didactic resources which are motivating and connected to students' interests (Intouch, 2014).
- **Classroom implementation**  
Teachers apply different teaching strategies, using a variety of technological resources, thus giving all the students the opportunity to learn and make decision about their learning process. Also, teachers select challenging tasks which promote students' autonomy regarding their own learning experience, promoting spaces of reflection according to their performance. (Center for Responsible Schools, 2008)
- **Ethical and Social dimension**  
Teachers promote an integral development and a positive attitude in all the students, through collaborative activities which help them to develop the ability to listen to others and sharing with the classmates a common goal (Cohan, 2006).  
Moreover, teachers provide students the opportunity to appreciate themselves thus, developing curiosity regarding their educational process and self-confidence in order to solve learning and emotional difficulties (Cohan, 2006).

- Development of language skill:

Students achieved to use the language in different situations, thus, by discovering and developing strategies that help them to improve their performance. Additionally, students are able to apply the language in terms of writing production and oral expression. (MINEDUC, 2013).

The four macro categories and its indicators extracted from National Standards are presented in the following table:

Macro Categories	Indicators
<b>Class preparation</b>	<p>Development of class' objectives that include relevant knowledge, skills and attitudes that students need to develop to manage themselves in different aspects of their lives.</p> <p>Adaptation of contents and activities according to the students' needs and realities.</p> <p>Use of authentic, didactic, and useful material to motivate and provide students a meaningful learning.</p>
<b>Classroom implementation</b>	<p>Presentation of interesting topics and challenging tasks that allow students to make decisions about their own learning.</p> <p>Implementation of strategies to promote students' motivation and positive attitude.</p> <p>Development of different strategies to integrate new knowledge to the students.</p> <p>Development of different strategies to support written, oral, and reading texts comprehension.</p>

	<p>Integration of technological resources to stimulate a dynamic learning process among students.</p> <p>Development of students' reflective thinking in order to make them analyze and react on their own educational experience.</p>
<b>Ethical and Social dimension</b>	<p>Promotion of collaborative and cooperative learning among students.</p> <p>Contribution to the integral development of all students in terms of values; their affective, spiritual, ethical, moral, and social dimensions.</p> <p>Development of student's positive attitude in front of the knowledge, curiosity, creativity, and self-confidence.</p>
<b>Development of language skills</b>	<p>Use of the language according to a context, situation, function, using organization elements of the language such as vocabulary, grammar, phonetic, and spelling.</p> <p>Development of Students' Oral expression by using oral texts and different basic and varied activities to help students to maintain communication.</p> <p>Development of Students' written expression using different written texts with post and pre-activities.</p>

### 3. Discussion

This research was decided to be done with the intention of explore how teachers address these Standards in their class development. To do that, fifteen categories were extracted from National Standards. These categories considered the integral development of the class, in all their main dimensions, considering aspects of the beginning of the class (objectives, warm up), development (contents, resources, activities, learning environment and students' attitudes) and the closure, where the teacher has to provide the opportunity of reflection to finish the class. On the other hand, four macro categories were specifically defined from the previous fifteen in order to provide three general class phases focus on all subjects (Class preparation, Classroom implementation and Ethical and Social dimension), and one phase which is only focuses on the English subject (Development of language skills), due to the fact that it considers the oral and written expression, as well as elements of the language such as vocabulary, grammar, phonetic, and spelling.

According to these four macro categories, the information gathered from the questionnaire applied to 52 teachers from all subjects, and the checklist used to observe eight English classes, it can be discussed that in terms of:

- Class preparation

In the questionnaire, most of the teachers mention to develop students' attitudes in order to work with their classmates cooperatively and collaboratively, moreover, teachers make students develop different activities by providing useful material like glossaries and didactic material like games. In contrast with the information gathered from the observations where teachers present coherent and relevant class' objectives in order to encourage students to develop skills and attitudes regarding to several aspects of their lives, but instead of using didactic and authentic material, most of them use the course book to extract the activities develop by students.

- Classroom implementation

According to the result from the questionnaire, most of the teachers refer to use different topics (related to personal experiences, global problems, cultures from other countries, etc.), develop different strategies to integrate new knowledge and support the students' skills, and develop challenging tasks to motivate them., but at the same time, the majority only mention to use videos as a technological resource which seems to be insufficient in those schools that have access to computer labs and internet, having into consideration that there are many other tools that teachers can implement into their classes. Finally, they provide students the opportunity to reflect about their own learning process by giving them a moment to think about what they have learned during the class or asking them what they liked of the class. In contrast with the information obtained from the observations, there was noticeable that most of the teachers use interesting topics in order to obtain students' attention, and they provide contents and activities efficiently adapted to the students' realities, but at the same time, students are not be able to communicate by themselves because of the teachers' lack of strategies development of the four language skills. Besides, most of the teachers don't use technological resources due to the fact that they don't have the needed tools inside of the classroom and they also omit the time students need to reflect about their own learning process.

- Ethical and Social dimensions

In relation to the Ethical and Social dimensions and the transmission of ethical values and the promotion of communication among students, it is possible to emphasize that forty-three of the fifty-two of the surveyed teachers affirmed to address personal experiences in the development of an integral education in the students. In this regard, it can be mentioned that in most of the observed classes, teachers gave a great importance to the ethics they project to children, all this, through mutual respect, encouraging the ability to listen to the other, as well as sharing knowledge with their peers. With these data, it is possible to establish that the ethical and social dimension is promoted in an effective way, which shows that teachers, in addition to providing knowledge, are also committed to generate critical thinking in students.



- Development of language skills

Comparing the results obtained in the data collection instruments, regarding to the development of language skills, it is observed that there is a significant difference between what is established by the National Standards compared to what was observed in the classes. Thus, it can be said that students are not able to produce the language, nor express themselves using the language, this may probably occur due to different factors, such as the lack of vocabulary they possess, or the teaching strategies addressed by teachers may not be efficient. With this, it can be mentioned that this macro category is not being develop in an effective way as expected in the National Standards.

#### **4. Conclusion**

Having finished this research, regarding the principles behind National Standards addressed by Chilean teachers in the English subject, it could obtain the following conclusions:

On one hand, four macro categories were identified as the main principles of National Standards. They are: class preparation, class implementation, ethical and social dimension, and development of language skills. These principles consider the most relevant learning objectives in order to develop an integral teaching-learning process.

Regarding to class preparation, most of the teachers developed the class objectives in order to provide students relevant knowledge, attitudes and skills and the adaptation of contents to the students' realities and needs, but there was no use of authentic and didactic material, due to the fact that they preferred to work with the course book in order to extract the contents and activities.

Besides, in terms of classroom implementation, teachers presented interesting topics to grab students' attention, but they did not implement challenging tasks because of the lack of students' knowledge about the language. About the implementation of different strategies to motivate students, most of the teacher showed a lack of interest due to the low level of students' language proficiency. Additionally, there was no evidence about the integration of technological resources.

According to the ethical and social dimension most of the teachers contemplate the integral development of students in terms of values; the affective, spiritual and social aspects of their lives, being one of the most outstanding aspects in their practices. However, the development of students' reflective thinking and the promotion of collaborative and cooperative work was not observed.

Finally, most of the teachers did not achieve the development of students' language skills in different context, which is one of the most important aspect to fulfill according to National Standards. Furthermore, teachers did not provide adequate activities to help students to improve their oral and written expression.

## **5. Limitations and projections**

According to the research there were different aspects that limited its process such as, the fact that there were no previous studies or authors that contemplate the National Standards. Additionally, there was also lack of English documents due to the fact that the information was provided in Spanish by the Chilean Ministry of Education. Besides, it was necessary to employ technical language to define and interpret the information extracted, and it was required more time to read and go in depth with the purpose of understanding the content. Above all, there could have been possible to observe more classes in a greater number of schools, but it was not achievable due to time restrictions and the fact that there is necessary to ask for a request letter at the university and this is not a fast process.

In terms of projections, it can be developed future studies related to the implementation of the National Standards, with the purpose of helping teachers to understand and value this document and to address the learning objectives in an effective way to support their teaching practice. On the other hand, research will allow to obtain more precise results about the effectiveness of the development of students' English skills.

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## 6. Annexes

### Annex N° 1

This annex includes the questionnaire applied to teachers from different areas of education, which was created online through Google Forms platform.

## Cuestionario sobre Prácticas Pedagógicas

La finalidad de este cuestionario es determinar de qué manera se abordan las Bases Curriculares en la práctica docente.

**\*Obligatorio**

¿Cuál de los siguientes materiales didácticos utiliza en el desarrollo de sus clases? \*

- ☐ Textos escolares
- ☐ Material impreso
- ☐ Medios audiovisuales (Diapositivas, vídeos, canciones, entre otros)
- ☐ Recursos online
- ☐ Otro: \_\_\_\_\_

¿De qué manera fomenta la motivación de los alumnos dentro de la sala de clases? \*

- ☐ Entregándoles retroalimentación con comentarios constructivos
- ☐ Dándoles la oportunidades de auto-evaluarse
- ☐ Haciéndole ver sus errores como una oportunidad para mejorar
- ☐ Otro: \_\_\_\_\_

¿De qué manera entrega a los alumnos la posibilidad de desarrollar un aprendizaje colaborativo y/o cooperativo? \*

- ☐ Realizando actividades en grupo
- ☐ Realizando actividades en pares
- ☐ Realizando actividades con situaciones comunicativas similares a las de la vida real
- ☐ Dándoles la oportunidad de designar roles dentro de las actividades
- ☐ Otro: \_\_\_\_\_

¿Qué recursos TIC utiliza para enriquecer el aprendizaje? \*

- ☐ Podcast
- ☐ Vídeos
- ☐ Juegos Online
- ☐ Textos Multimodales
- ☐ Otro: \_\_\_\_\_

¿Qué estrategia(as) utiliza para integrar nuevos conocimientos?

★

- ☐ Inferencia por parte de los alumnos
- ☐ Monitoreo del desarrollo de las actividades
- ☐ Transferencia explícita de habilidades entre asignaturas
- ☐ Uso estrategias de memorización
- ☐ Otro: \_\_\_\_\_

¿Cuál/es actividades utiliza para incorporar nuevo vocabulario en los estudiantes? (profesores de Inglés y Lenguaje)

- ☐ Juegos
- ☐ Flashcards
- ☐ Glosarios
- ☐ Choral drill (Ejercicios de repetición de palabras)
- ☐ Otro: \_\_\_\_\_

¿De qué manera se desarrolla la expresión oral de los estudiantes dentro del aula? \*

- ☐ Exposiciones orales
- ☐ Juegos de roles
- ☐ Dramatizaciones
- ☐ Mesas redondas
- ☐ Otro: \_\_\_\_\_

¿Cómo aborda el desarrollo del pensamiento reflexivo en los estudiantes? \*

- ☐ Realizando preguntas sobre lo que les gusta o no dentro de cada clase
- ☐ Dándoles un espacio para pensar lo que han aprendido al final de cada clase
- ☐ Entregándoles la oportunidad de auto-evaluar su proceso de aprendizaje de manera individual
- ☐ Dándoles un espacio para evaluar su desempeño como curso
- ☐ Otro: \_\_\_\_\_

¿Cuál/es de las siguientes actividades realizan los alumnos al momento de practicar la expresión escrita? (solo profesores de Inglés y Lenguaje)

- ☐ Escriben textos informativos
- ☐ Redactan opiniones personales con respecto al tema de la clase
- ☐ Escriben cuentos breves
- ☐ Redactan correos electrónicos
- ☐ Otro: \_\_\_\_\_

¿Qué aspectos evalúa con mayor rigidez al momento de revisar un trabajo escrito? (Todas las asignaturas) \*

- ☐ Palabras, oraciones y estructuras aprendidas
- ☐ Conectores aprendidos
- ☐ Correcta ortografía de mayoría de palabras aprendidas de uso muy frecuente
- ☐ Puntuación apropiada (punto, coma, signos de interrogación)
- ☐ Otro: \_\_\_\_\_



¿Cuál/es estrategias lleva a cabo para apoyar la comprensión de los textos leídos? \*

- ☐ Actividades de pre-lectura (Activar conocimientos previos, hacer predicciones, etc)
- ☐ Lectura focalizada (hacer inferencias, identificar elementos organizacionales del texto)
- ☐ Actividades de post-lectura (Releer, resumir, confirmar predicciones)
- ☐ Otro: \_\_\_\_\_

¿Cuál de las siguientes estrategias utiliza para apoyar la comprensión de los textos orales? \*

- ☐ Hacer predicciones
- ☐ Enfocar la atención en palabras y expresiones clave
- ☐ Utilizar imágenes como apoyo
- ☐ Realizar preguntas para clarificar o corroborar información
- ☐ Otro: \_\_\_\_\_

¿Cuál de los siguientes elementos pide que los estudiantes identifiquen en los textos orales? \*

- ☐ Propósito o finalidad del texto
- ☐ Tema e ideas generales
- ☐ Información específica y detalles relevantes
- ☐ Pasos en instrucciones y procedimientos, secuencia de eventos
- ☐ Otro: \_\_\_\_\_

Luego de trabajar con textos escritos u orales, sus estudiantes: \*

- ☐ Hacen conexiones con otras asignaturas, la lengua materna y su cultura
- ☐ Explican relación entre ideas o información
- ☐ Expresan sentimientos, interpretaciones o puntos de vista
- ☐ Generan preguntas reflexivas referentes al tema
- ☐ Otro: \_\_\_\_\_

¿Cuál de los siguientes temas abarca en sus clases con la intención de fomentar valores entre los estudiantes? \*

- ☐ Experiencias personales
- ☐ Contenidos interdisciplinarios
- ☐ Problemas globales
- ☐ Cultura de otros países
- ☐ Otro:

ENVIAR

Página 1 de 1

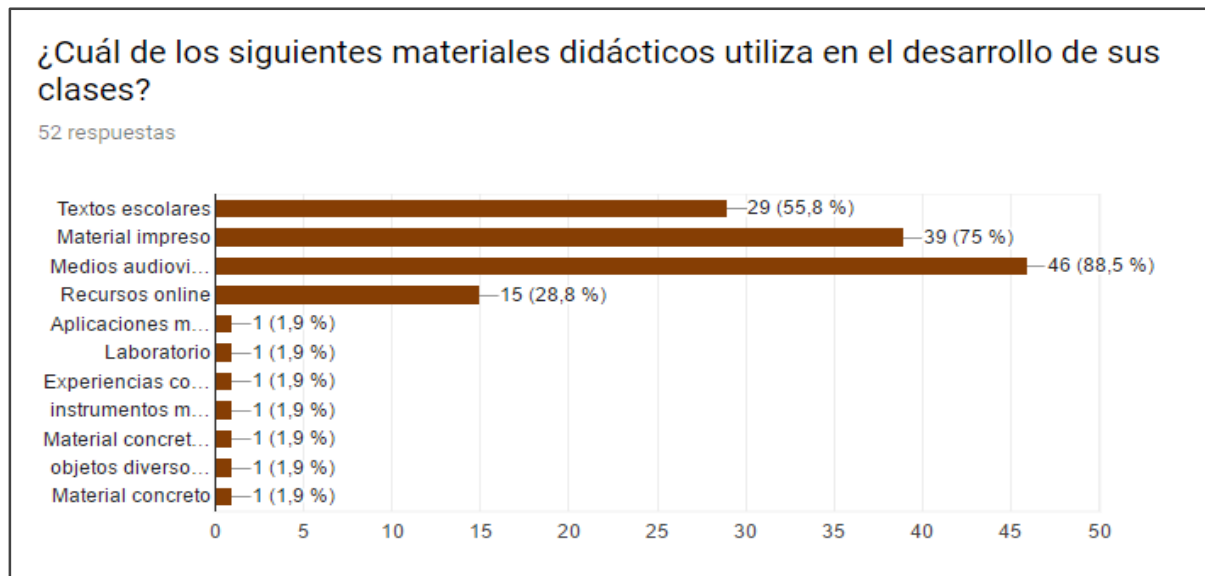
Nunca envíes contraseñas a través de Formularios de Google.

## Annex N° 2

This annex presents the questionnaire data results.

### Question 1

Graph 1:

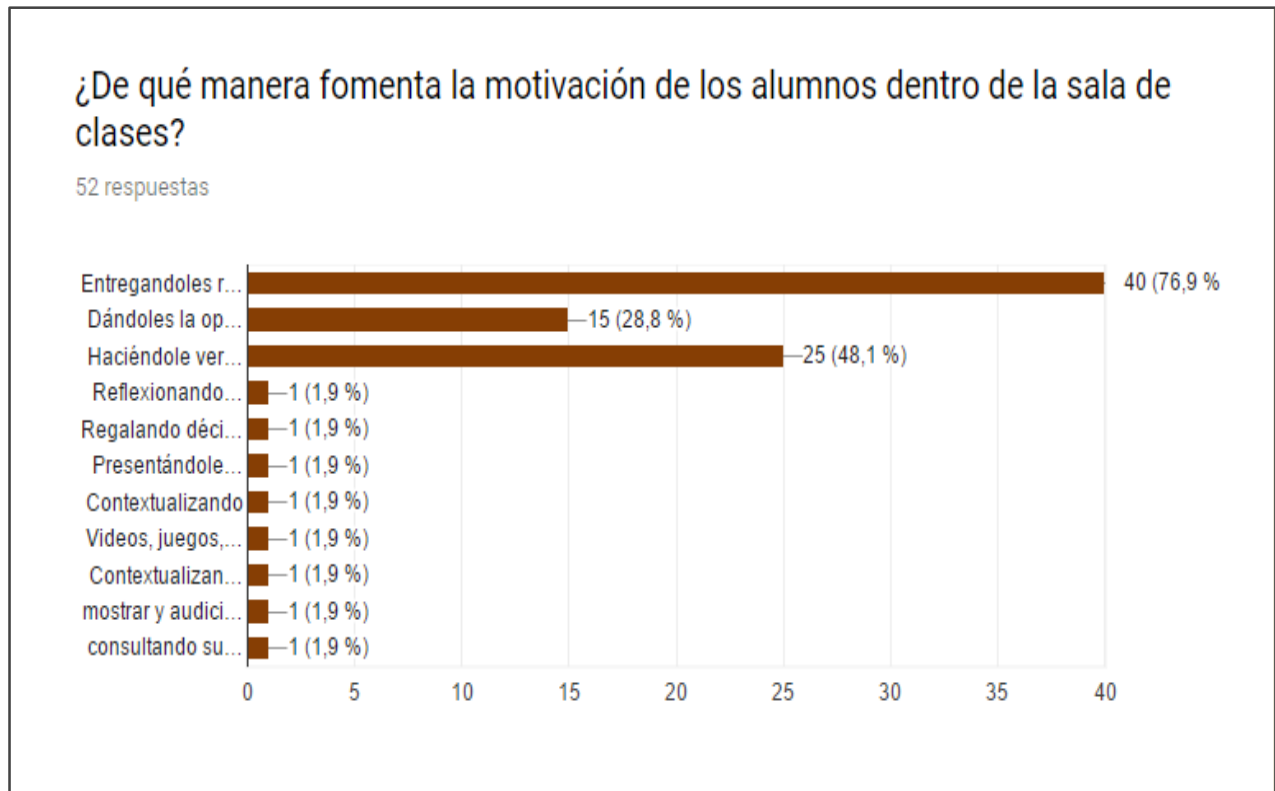


Analysis of results:

This question refers to the types of didactic materials that teachers use in the classroom. The alternative that obtained the highest approval was the use of **audiovisual materials** (88.5%) such as: slides, videos, music, etc., followed by the use of printed material (75%) and 55.8% of teachers that use school textbooks.

## Question 2

Graph 2:



### Analysis of results:

The question pointed to the use of strategies to encourage student motivation, in which 40 teachers (76,9%) stated that they mostly use **constructive comments when giving feedback**. Secondly, it can be observed that 25 teachers (48,1%) ensured that use students' mistakes as a way of learning and an opportunity for improvement.

### Question 3

Graph 3:

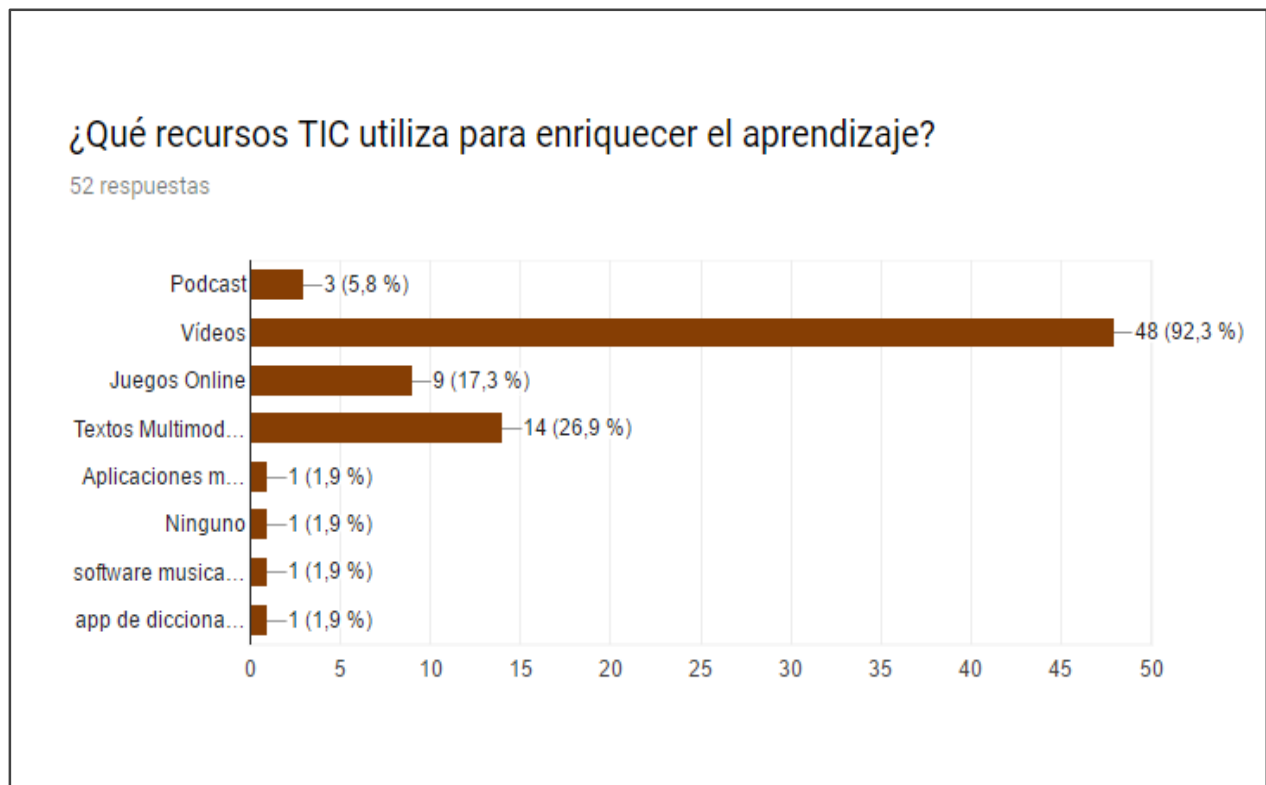


#### Analysis of results:

Regarding the way that teachers allow their students to work cooperatively and collaboratively, a 73.1% of them stated that they promoted **group activities**, while 61.5% verified to use **communicative activities similar to those of everyday life**, followed by group activities, and giving students the possibility of assigning roles within the class, obtained 46.2% and 32.7% respectively.

#### Question 4

Graph 4:

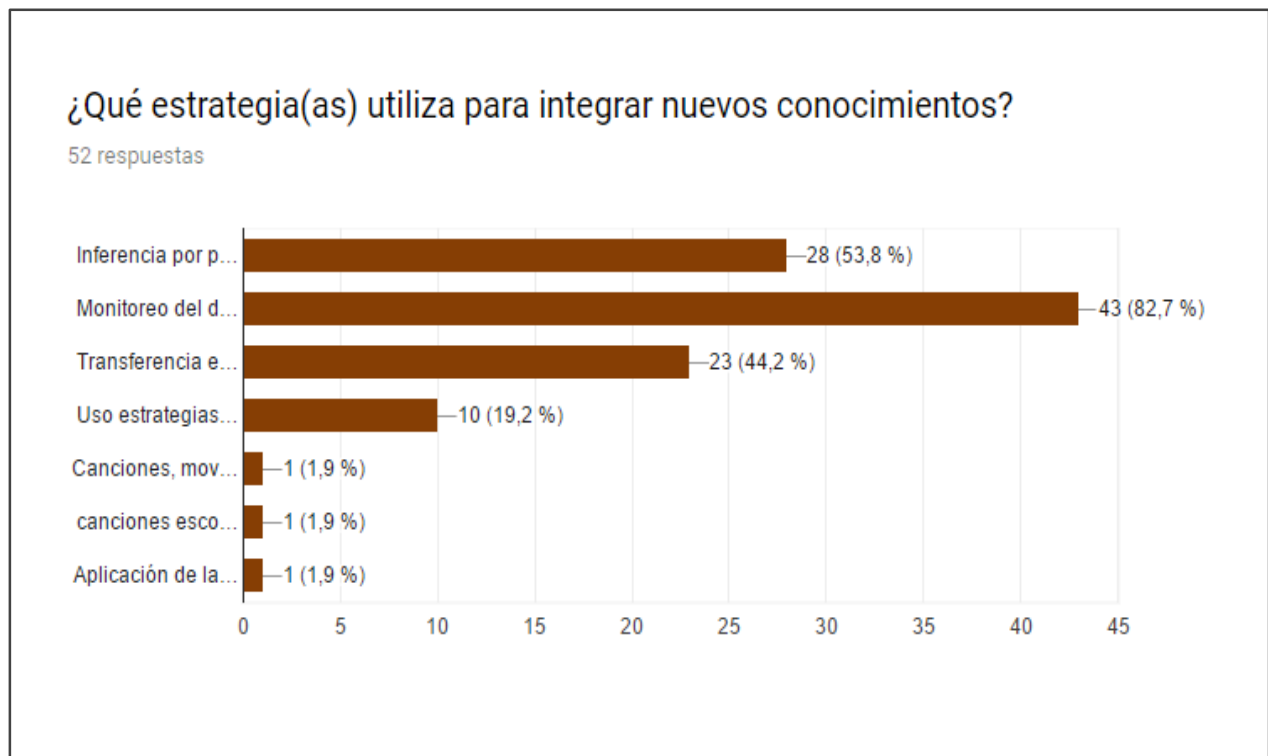


Analysis of results:

The results of this question focused on determining the ICT resources to enrich the students' learning process show that teachers have a great preference for the **use of videos** (92.3%), while a 26.9% prefer to use multimodal texts, followed by the use of podcasts and online games.

## Questions 5

Graph 5:



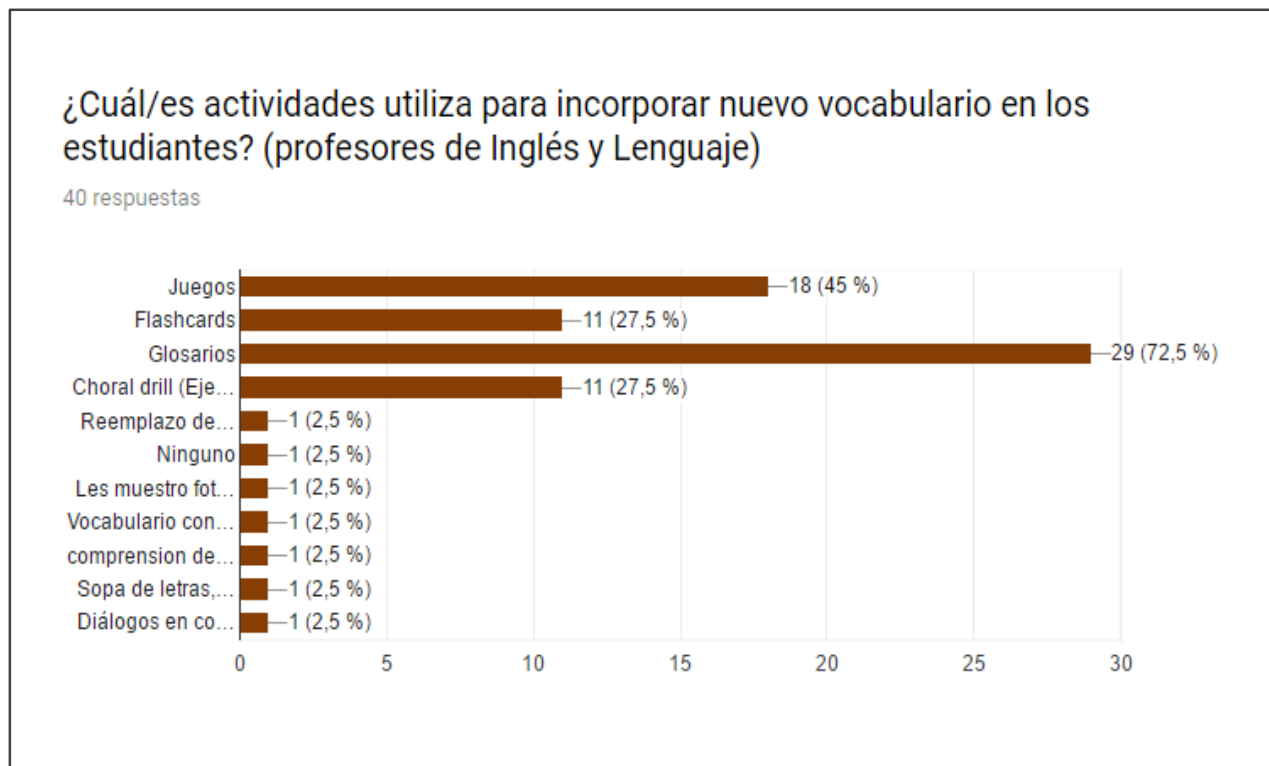
### Analysis of results:

The results of this question focused on strategies to integrate new knowledge show that most of the teachers (82.7%) use the strategy of **monitoring the development of each class activity** to integrate new knowledge, while the **students' inference** and the explicit transfer of skills between subjects obtained 53.8% and 44.2%, respectively.



## Question 6

### Graph 6

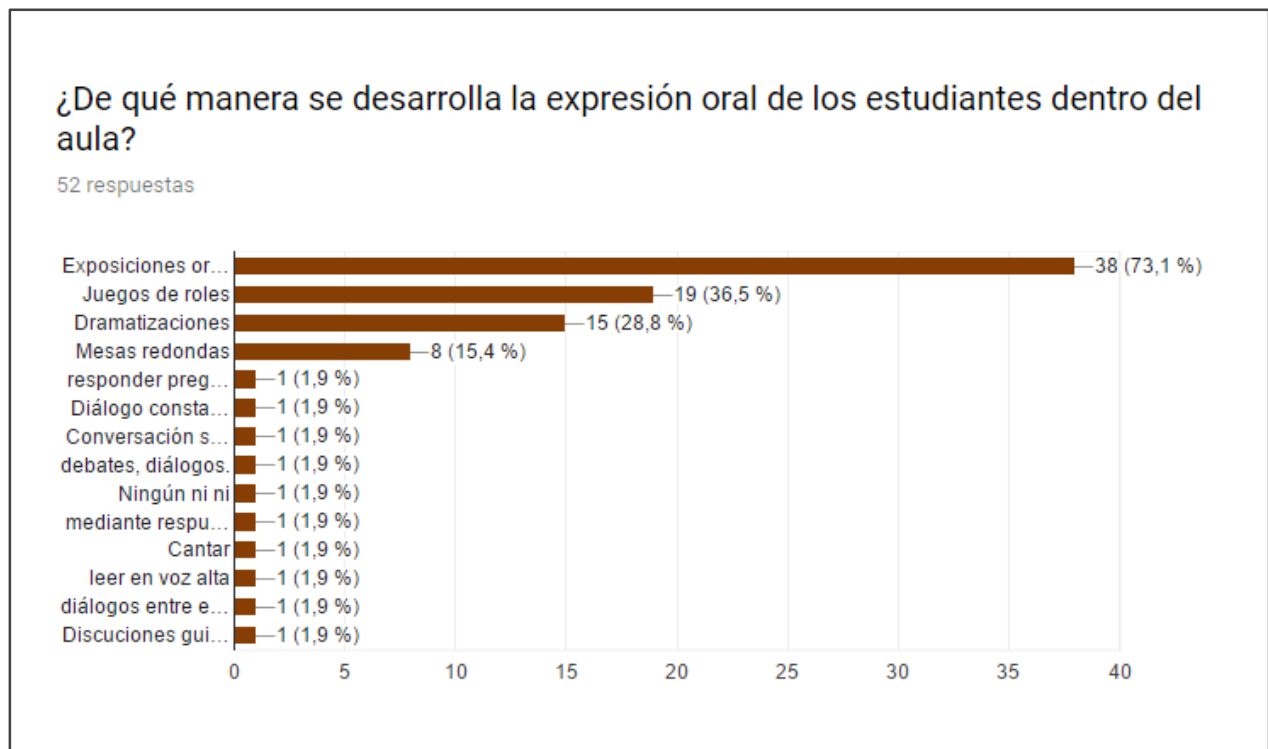


Analysis of results:

The results of this question about the activities used to incorporate new vocabulary centered on Spanish and English teachers shows that 72.5% of them prefer to **use glossaries**; while the 45% **use games** to achieve this purpose, followed by the use of flashcards and choral drill.

## Question 7

### Graph 7

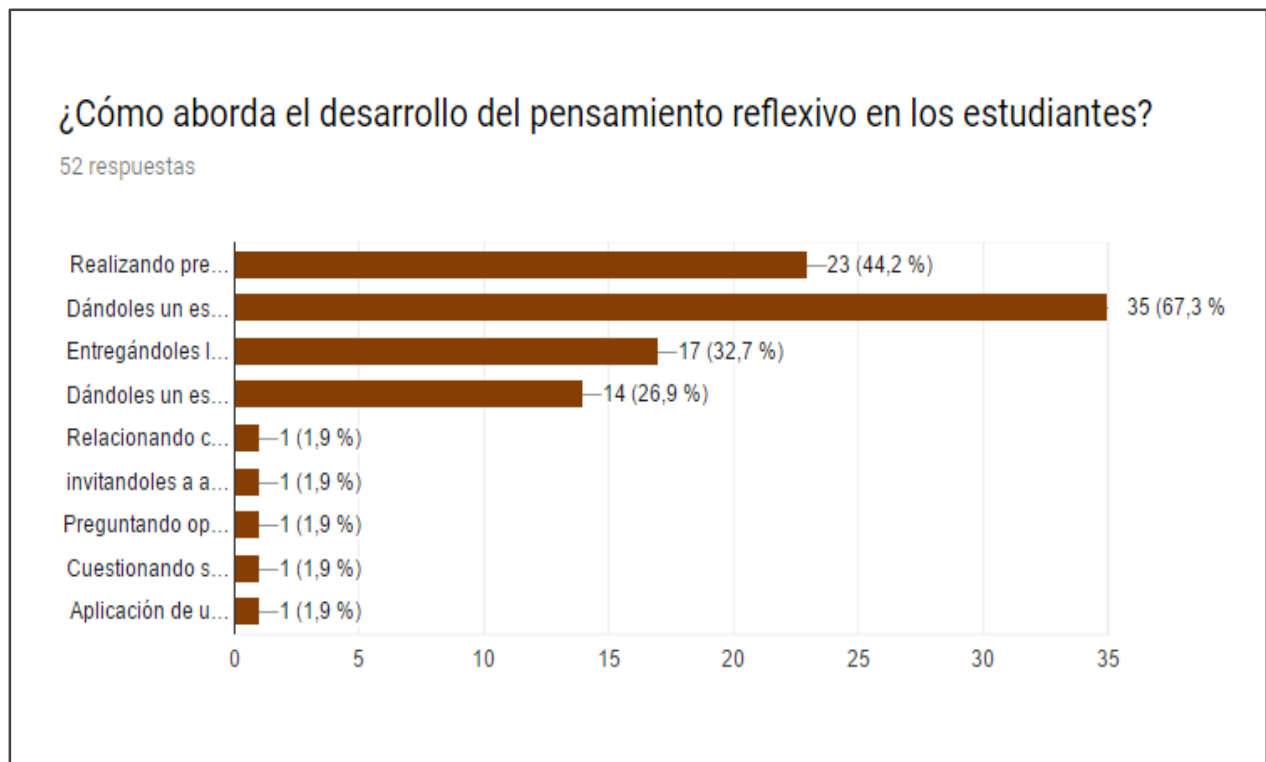


#### Analysis of results:

This question focused on determine how students develop oral expression, shows a considerable preference to the activity of **oral expositions by the teachers** (73.1%), in comparison with **role play activities** (36.5%), dramatizations, round tables, among others.

## Question 8

Graph 8:

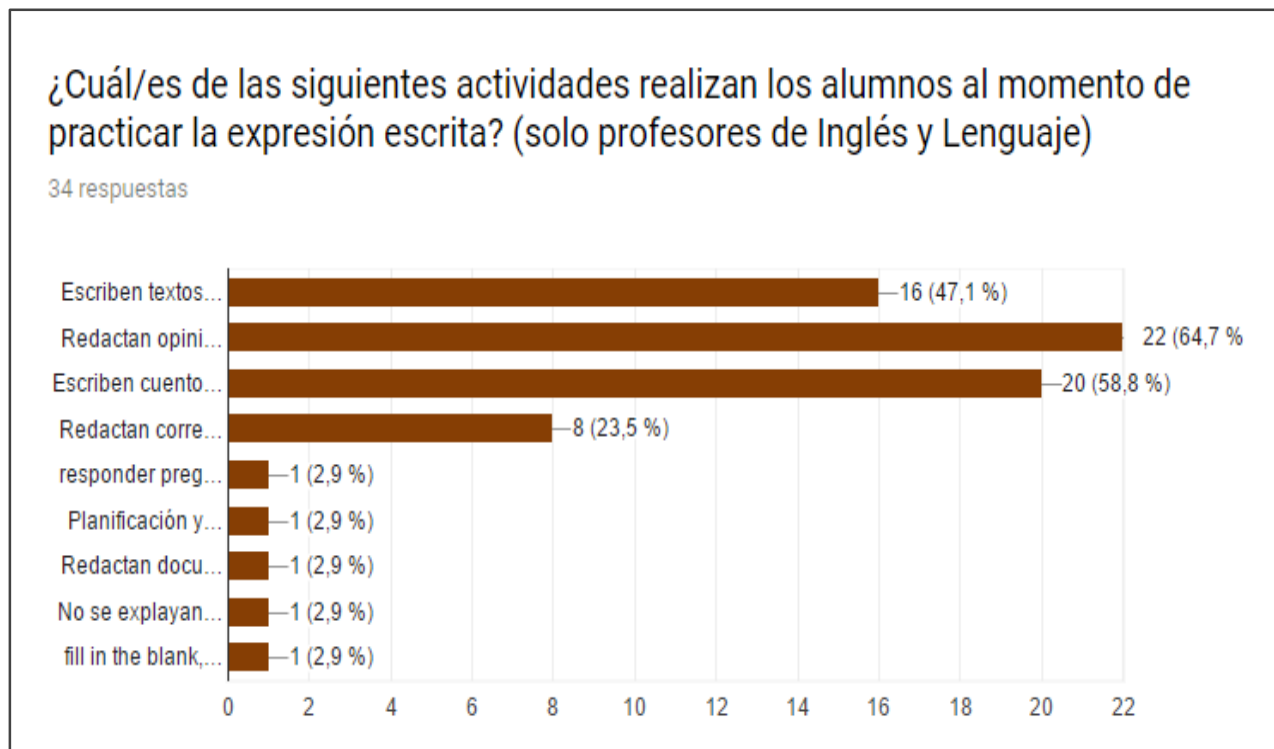


### Analysis of results:

In this question focused on the development of reflective thinking, the trend shows that 67.3% of the teachers address reflective thinking in students by **giving them a moment to think about what they have learned during the class**, followed by to ask questions about what they like inside of the class (44.2%), providing the students the opportunity of self-evaluation (32.7%) and giving them the opportunity to evaluate their process as a group (26.9%)

## Question 9

### Graph 9:

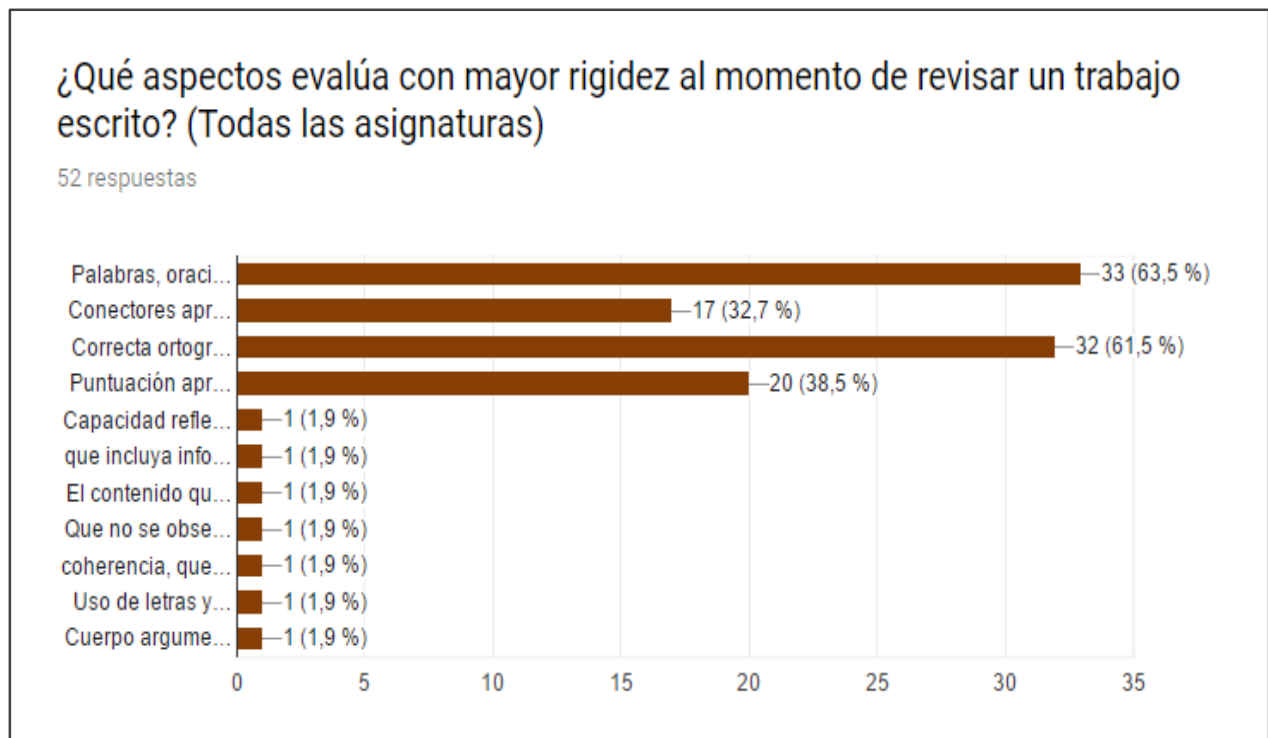


### Analysis of results:

This question focused on language teachers (Spanish and English) about the activities to practice writing skills shows that **write personal opinions about the topic if the class** (64,7%) is the most useful activity, followed by a 58.8% that mention they use the activity of writing short tales, a 47,1% that use to write informative texts and a 23,5% of teachers that used the activity of writing emails to fulfil the same purpose.

## Question 10

Graph 10:

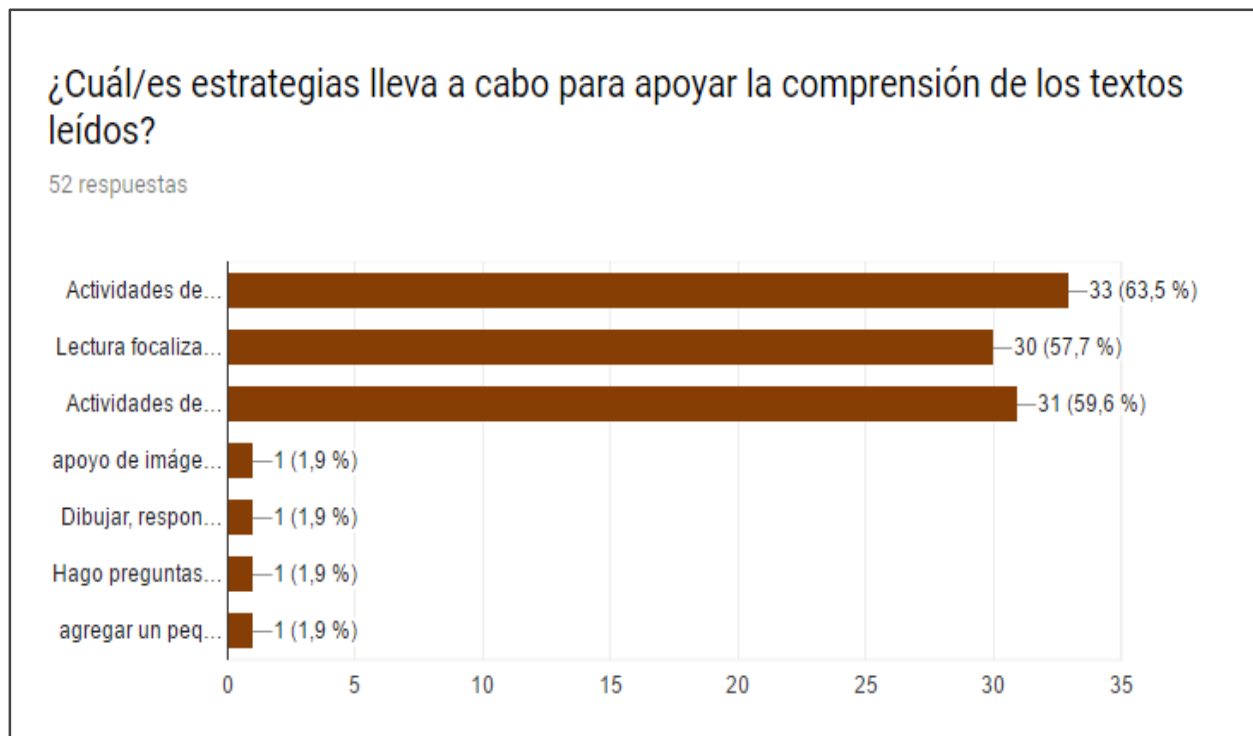


Analysis of results:

The results for this question about the aspect that teachers assess more rigidly at the moment they check a writing task, show that **morphosyntax** (words, sentences, etc.) and **correct orthography** are the two aspects with most relevance in writing assessment with 63,5 % and 61,5% respectively, followed by appropriate punctuation and connectors that are considered also important because they represent features to write with cohesion and coherence whatever type of text.

## Question 11

Graph 11:

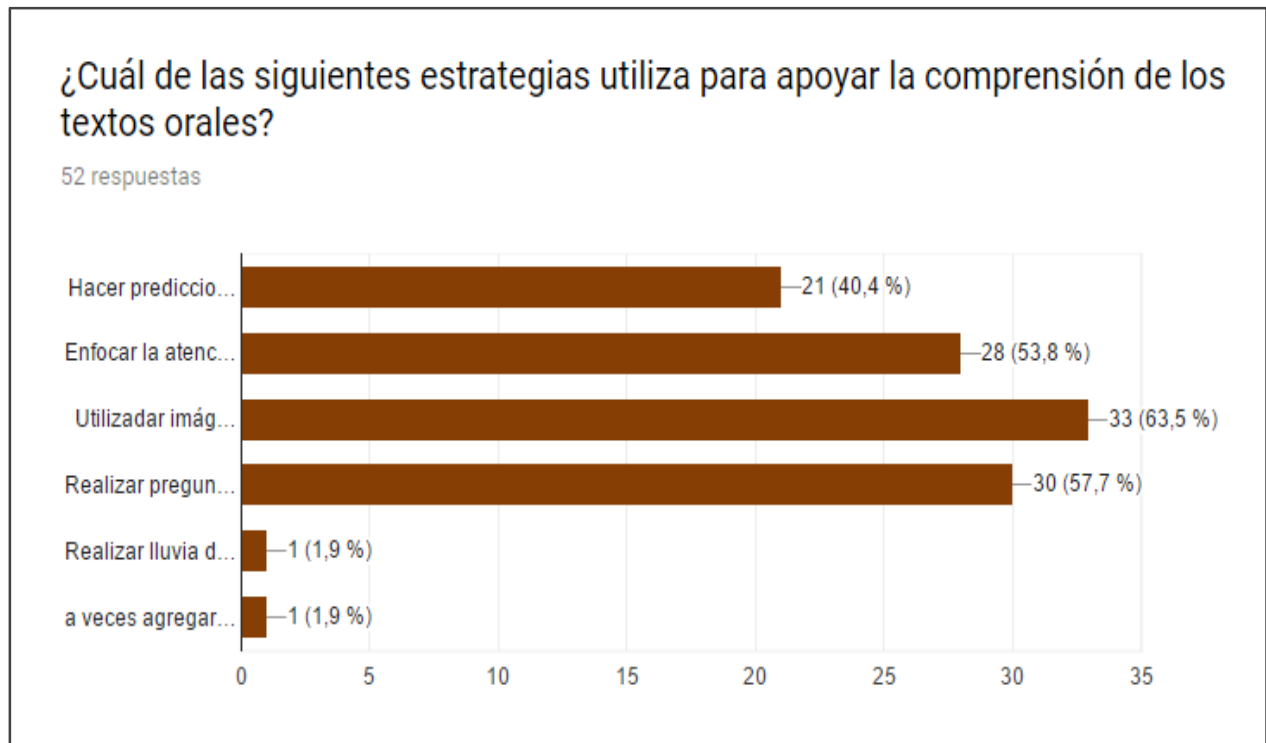


### Analysis of results:

In this question about strategies to support reading text comprehension, the results show that 63.5% of teachers use **pre-reading activities to activate students' previous knowledge** followed by focalized reading (57.7%) to make predictions lead to understand what kind of text is going to be read. In addition, identify organizational elements and use strategies such as skimming and scanning are also considered by teachers to help learners to make inferences and understand the purpose, main and specific ideas, and the context which the text happens, followed by post-reading activities that lead learners to clarify, confirm, summarize and evaluate to form opinions about what they have read.

## Question 12

Graph 12:

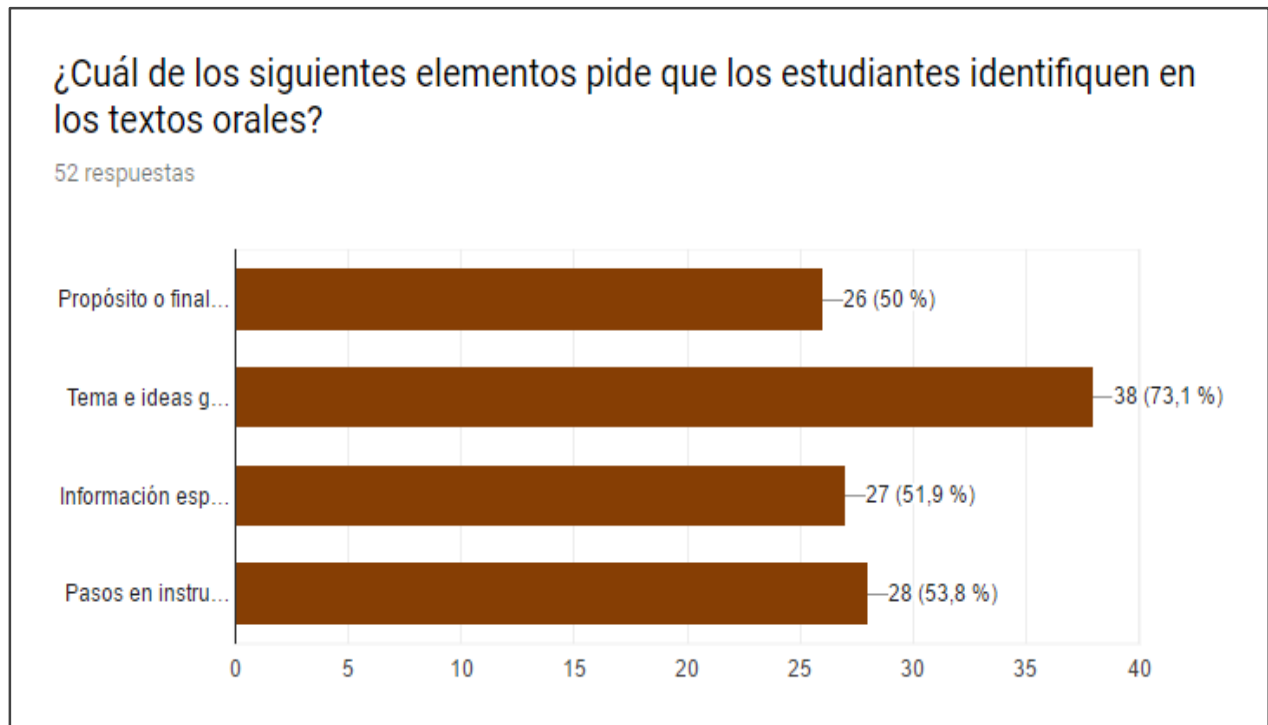


### Analysis of results:

In this question about strategies to support oral text comprehension, the results show that 33 teachers (63,5%) refer to **use pictures to visualize and connect students with different realities**, followed by asking questions about general and specific information (57.7%), followed by focusing attention on key expressions to relate with the purpose, make predictions to determine what happens in the text and ask to see if the text makes sense.

### Question 13

Graph 13:



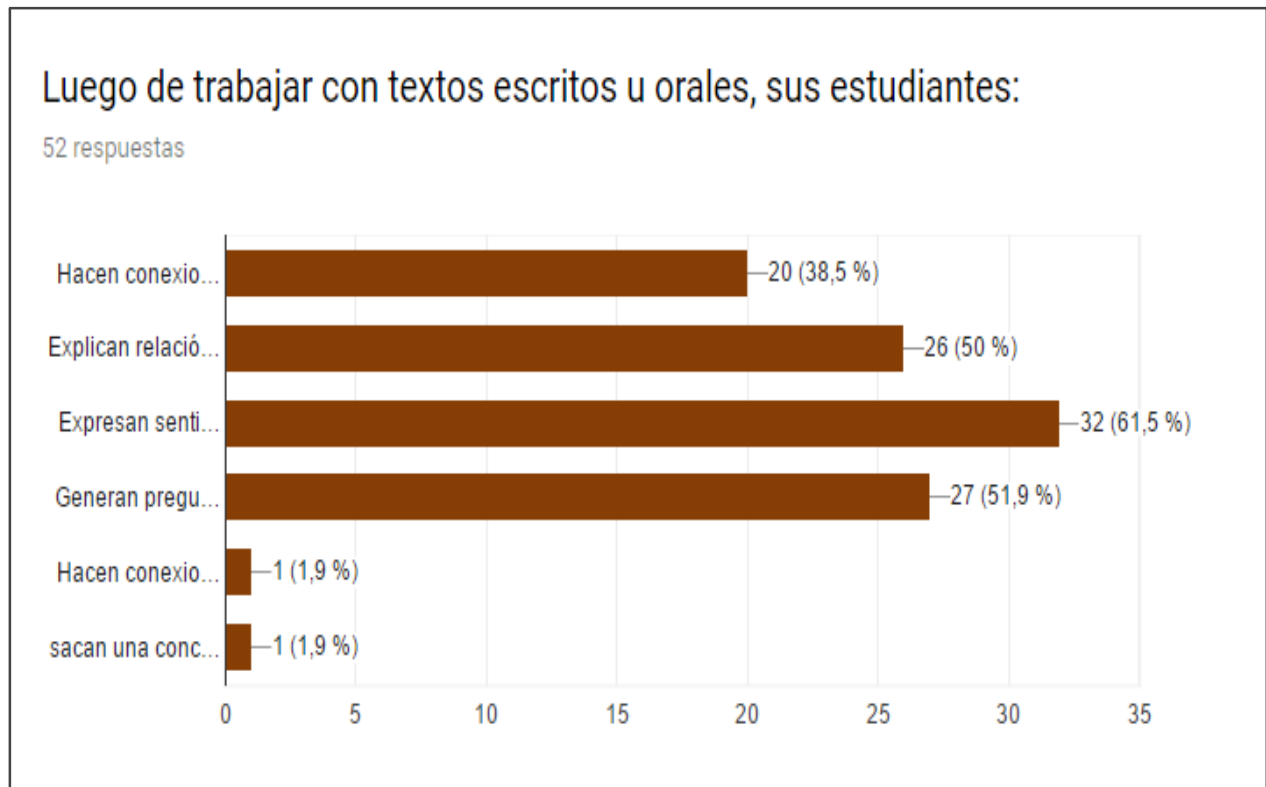
#### Analysis of results:

In this question about elements that students must identify in oral texts, the results show that teachers consider more that students identify **features such as topic and general ideas to have an idea of what they are reading** (73,1%). Followed by the sequence of events (53.8%) and specific information (51.9%) that can help students to understand the order and context in which the situation happens. To finally, consider the purpose of the text, due to that it is important to know what is the objective of the message.



## Question 14

Graph 14:

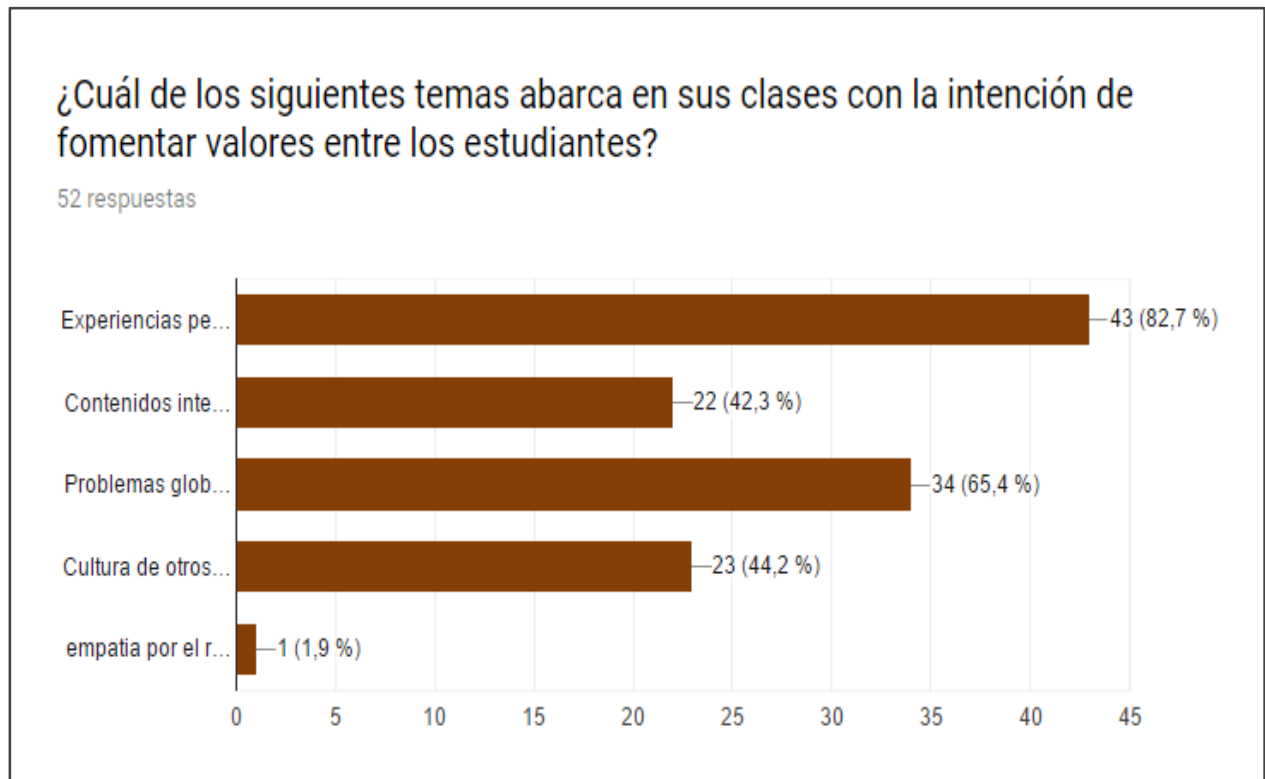


Analysis of results:

In this question about what students do after working with writing or oral texts, the results show that **learners tend to express opinions and feelings** (61,5%), then they generate questions about the text (51.9%), followed by to explain connections between the information, make connections with their own experiences, and demonstrate interest in the following activities.

## Question 15

Graph 15:



### Analysis of results:

In this question about topics use to address the values between students, the results show that the most relevant topic to develop students' values is **related to personal experiences** (82,7%). This means that the teachers take into consideration the students' feelings and need to take decisions for their personal growth. Followed by global problems (65.4%) and cultures from other countries (44.2%), among others.

### **Annex N° 3**

This annex shows the checklists data results.

According to the information gathered from eight English classes observations in different schools, considering ten indicators from the National Standards, the results were the following:

In the observation from 5<sup>th</sup> grade class:

1. Students were not able to express opinions and communicate their ideas using the target language, due to the lack of vocabulary and, also, taking into consideration that students do not have a solid basis of the language.
2. The objective of the class was clearly presented by the teacher, it was in agreement with the skills and attitudes expressed by National Standards.
3. In terms of content and activities, they were visibly adapted to students' need and realities.
4. As stated in point one, students were not able to use the language, they did not have the skills needed in order to produce it. There was not awareness about grammar, phonetics nor spelling.
5. Teacher was able to provide an interesting topic in order to obtain students' attention.
6. The teacher used course book instead of authentic material.
7. Teacher was not able to integrate ICT in the class, due to the fact that there was no projector in the classroom, nevertheless, the classroom was full of posters and pictures in order to motivate students.
8. It was appreciated that the teacher provided an integral development of student, through the good rapport, respect and affection.
9. There was a positive attitude in the classroom. Despite the fact that students did not manage the language, they made an effort to understand and participate in each activity.
10. Students did not have the opportunity to reflect about their learning, teacher did not make the closure stage of the class; this is attributable to the fact that it was a three hours class and students lost the attention at the end of it.

In two observations from 6<sup>th</sup> grade classes

1. In both classes students were not able to produce the language and express opinions; this fact affected negatively the classes because there was no enough communicative interaction.
2. The objectives of the classes were relevant for students' knowledge, furthermore, they were focused on the skills and attitudes that students need to achieve.
3. The contents as activities were efficiently adapted to students' realities.
4. Students from school C were able to use aspects of the language that were according to a specific situation, and they managed some vocabulary and grammatical features that enabled them to communicate a few ideas. On the other hand, at school B students did not manage the language neither the vocabulary; therefore, communication was not achieved.
5. Teacher from school C gave students several opportunities of communication; the topics presented during the class were interesting for students and they participated in the activities. By contrast, teacher from school B, presented an interesting topic too, but did not promote communicative activities during the class.
6. In both schools (C and B) teachers did not use authentic materials, on the contrary they just used course books and the whiteboard.
7. None of the classroom had a projector or any ICT resources that could have spread motivation on students.
8. In school C class, the teacher granted an integral development of the whole class, thus, students and teacher had a good rapport. On the other hand, teacher of school B did not compromise to the development of moral and social dimensions on students.
9. In both classes, there was a positive attitude regarding the acquisition of knowledge, students were curious about the language, and there was a clear ambition to learn.
10. At the end of both classes there was absence of reflective time.

In accordance with two observations in 7<sup>th</sup> grade classes:

1. In none of the classes students were able to express opinions or ideas, using an appropriate level of English according to what is expected by the National Standards.
2. Both classes had a clear objective that was significant for students' learning skills.
3. In the two cases, the contents and the activities were adapted to students' realities, teachers gave examples that were referred to the students' contexts.
4. In both classes at school A and C, students had the opportunity to use the language within a context, also, they had an understanding of some English aspects such as vocabulary, pronunciation and spelling.
5. At C class, the teacher provided opportunities of communication among students, on the other hand, at school A activities were not challenging for them.
6. It was observed that in class C, teacher integrated useful material that were motivational for students, on the contrary in class A teacher did not provide didactic material.
7. ICT resources were not used in none of the classes, this can be attributable to the fact that both schools did not have free access to these kind of resources in every classroom as it was expected.
8. During the development of both classes, it was perceived that teachers promote an integral development of all the students, through respect, rapport and an appropriate communication.
9. As observed in both classes, students maintained a positive attitude during the classes. Although, they did not manage the language in an integral way, they demonstrated self-confidence regarding the knowledge.
10. In class C, the teacher gave students the opportunity to reflect about their learning at the end of the class, something that were not perceived in class A.

Concerning the information gathered from two 8<sup>th</sup> grade classes:

1. In the class observed at school C, students achieved communication of ideas and opinions using an appropriate level of English, while in the class from school A, students did not communicate using the target language, due to the lack of vocabulary.
2. In both classes, the objective of the class was coherent with the students' level and it encouraged students to apply skills and attitudes regarding several aspects of their lives.
3. In both observations, it was noticed that the content and the activities were adapted to the students' needs and context, using different examples that were managed by them.
4. In both classes, it could be appreciated that students tried to use the language according to the context and organizational elements presented by the teacher during the class.
5. In the class attended at school A, teacher did not provide instances of communication, what is more, the tasks were notably simple for students. On the other hand, at school C, the class had a variety of communicational opportunities for students, also, the activities were challenging for them, fostering students interest in the class.
6. Authentic materials were not used in none of the two classes.
7. In class A, teacher managed the integration of technological resources through videos and songs related to the content of the class. On the other hand, at school C, teacher decided not to use ICT, instead, the teacher used printed material.
8. In the two observed classes, teachers contributed to the development of the affective, social and spiritual dimensions of student's development.
9. In both places, it could be appreciated that teachers guided the classes in order to create a positive atmosphere in the classroom.
10. Both teachers did not allow a reflective time in order to analyze students' learning.

According to the class observed in 9<sup>th</sup> grade:

1. Students did not achieve the use the language in basic communicative situations, due to the fact that students did not show confidence about their knowledge.
2. The objective of the class covered relevant knowledge, as well as attitudes and skills that were includes in different aspects of students' lives.
3. Both the contents and the activities were adapted to students' realities, in a way that they managed them to apply their prior knowledge regarding the context.
4. Students did not use the language, they did not achieve to follow a correct organization of the language elements. At the same time, students were not able to maintain communication using the target language.
5. School Y teacher presented interesting topics for the class, although students were not interested on the class.
6. Teacher made use of authentic materials with the intention of provide meaningful learning for the students.
7. No ICTs were used during class development.
8. The teacher was interested in contributing to the integral development of the student in all its facets.
9. The teacher was interested in contributing to the integral development of the student in all its facets.
10. The teacher did not take the time to generate moments of reflection about learning.

## Annex N° 4

This annex includes the checklists and observation notes gathered from the English classes from school A, B and C.

**CLASS OBSERVATION**

School: B Class: 5<sup>th</sup> Grade

	INDICATORS	✓ Yes	✗ No
1.	Students use the language to communicate their ideas and opinions in a certain level near to Intermediate (B1) in basic and varied talkative situations.		✗
2.	The class' objectives include relevant knowledge such as skills and attitudes that students need to develop in order to manage themselves in different aspects of their lives.	✓	
3.	The contents and activities are adapted according to the students' needs and realities.	✓	
4.	Students use the language according to a context, situation, function, using organization elements of the language such as vocabulary, grammar, phonetic, spelling and strategies that help them to maintain communication.		✗
5.	Teacher provides students several opportunities of communication in the classroom, presents interesting topics, interesting and challenging task, and provides the possibility to make decisions about their own learning.	✓	
6.	Teacher uses authentic and useful material in order to motivate and provide students a meaningful learning.	✓	
7.	Teacher integrates technological resources to stimulate a collaborative and more dynamic learning among students.		✗
8.	Teacher contributes to the integral development of all students in their affective, spiritual, ethical, moral, and social dimensions.	✓	
9.	Teacher guides students to have a positive attitude in front of the knowledge, and develops their curiosity, creativity and self-confidence.	✓	
10.	Teacher allows students to have instances of reflection that make them analyze and react on their educational experience.		✗



IMPORTANTE:

FECHA: 09 de Junio



Curso: 5<sup>th</sup> Grade 3 hours

Students: 12 32 girls / 9 boys  
Hour: 8<sup>30</sup> am  
Professor: Cristian Perez Unit: Sports

- T writes down the date and objective
- T asks for the weather
- Sts are organized in the whole classroom and distributed
- The classroom is full of posters
- Sts use copybooks to take notes
- Sts use book of English class
- There is no projector so T uses the whiteboard
- T knows the name of all students
- Sts participate in the activities
- T elicits vocabulary of sports: SWIMMING, SINGING, COOKING, ACTING, SWIMSUIT
- Another teacher (female) supports the class

#### SPORT CLOTHES

- Sts draw on the whiteboard
- Simple activities

Inglés 5° Básico

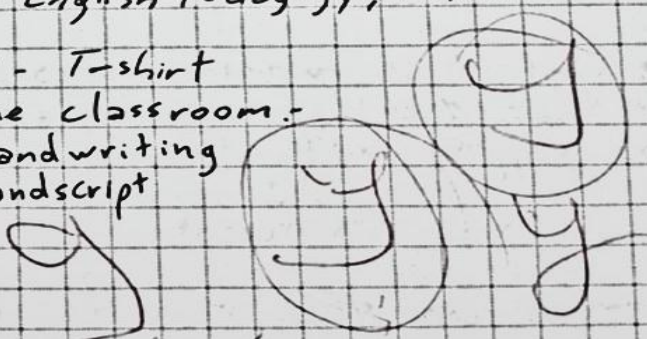
Author: Texia Landaeta Miranda

Bachelor's in English Pedagogy, Chile

FOOTBALL

shorts - socks - ball - T-shirt

- T moves around the classroom:
- Sts writes with handwriting handscript



# CLASS OBSERVATION

School : B

Grade: 6<sup>th</sup> grade

	INDICATORS	✓ Yes	X No
1.	Students use the language to communicate their ideas and opinions in a certain level near to Intermediate (B1) in basic and varied talkative situations.		X
2.	The class' objectives include relevant knowledge such as skills and attitudes that students need to develop in order to manage themselves in different aspects of their lives.	✓	
3.	The contents and activities are adapted according to the students' needs and realities.	✓	
4.	Students use the language according to a context, situation, function, using organization elements of the language such as vocabulary, grammar, phonetic, spelling and strategies that help them to maintain communication.		X
5.	Teacher provides students several opportunities of communication in the classroom, presents interesting topics, interesting and challenging task, and provides the possibility to make decisions about their own learning.		X
6.	Teacher uses authentic and useful material in order to motivate and provide students a meaningful learning.		X
7.	Teacher integrates technological resources to stimulate a collaborative and more dynamic learning among students.		X
8.	Teacher contributes to the integral development of all students in their affective, spiritual, ethical, moral, and social dimensions.		X
9.	Teacher guides students to have a positive attitude in front of the knowledge, and develops their curiosity, creativity and self-confidence.	✓	
10.	Teacher allows students to have instances of reflection that make them analyze and react on their educational experience.		X



June 6, 2017

## Class observation

6<sup>th</sup> grade

- ▶ T asks SS to be in silence and put away their cellphones (SS keep their bad behaviour in terms of speaking while T is writing the lesson's name and the objective of the class)

Lesson: Eating healthy

Objective: Describe health problems and necessities

- ▶ Before starting the class some teachers interrupt the class because someone stole the cellphone of a student in the previous class.
  - ▶ T uses the student's book to do the class (Mingle book)
  - ▶ T writes some vocabulary words on the whiteboard in order to activate SS' previous knowledge.
- Some SS remember the meaning of the vocabulary words.

### • Activity (basic)

SS have to create a card with the phrase "Get well soon" where they have to draw a person with a sickness according to the previous vocabulary (cold, cough, headache, stomachache).

Language to communicate

- |  |
|--|
| 1. No (apple) 6. No (butterfly, animal)    |
| 2. Si (apple) 7. No                        |
| 3. Si (apple) 8. No (indirect development) |
| 4. No (apple) 9. No (knowledge, knowledge) |
| 5. No (apple) 10. No (reflection)          |

\* T doesn't develop the affective, moral or social dimension  
 T. doesn't finish with a closure or reflection

# **CLASS OBSERVATION**

School: B

Grade: 1<sup>st</sup> Medio

	INDICATORS	✓ Yes	X No
1.	Students use the language to communicate their ideas and opinions in a certain level near to Intermediate (B1) in basic and varied talkative situations.		X
2.	The class' objectives include relevant knowledge such as skills and attitudes that students need to develop in order to manage themselves in different aspects of their lives.	✓	
3.	The contents and activities are adapted according to the students' needs and realities.	✓	
4.	Students use the language according to a context, situation, function, using organization elements of the language such as vocabulary, grammar, phonetic, spelling and strategies that help them to maintain communication.		X
5.	Teacher provides students several opportunities of communication in the classroom, presents interesting topics, interesting and challenging task, and provides the possibility to make decisions about their own learning.	✓	
6.	Teacher uses authentic and useful material in order to motivate and provide students a meaningful learning.	✓	
7.	Teacher integrates technological resources to stimulate a collaborative and more dynamic learning among students.		X
8.	Teacher contributes to the integral development of all students in their affective, spiritual, ethical, moral, and social dimensions.	✓	
9.	Teacher guides students to have a positive attitude in front of the knowledge, and develops their curiosity, creativity and self-confidence.		X
10.	Teacher allows students to have instances of reflection that make them analyze and react on their educational experience.		X



## Class observation

1st Medio. June 9th, 2017

▷ Earth : Natural disasters.

T. doesn't activate previous knowledge  
(she just ask about what they saw "Natural disasters"  
but she doesn't name vocabulary or relevant information)  
= To identify natural disasters and "specific information in a reading kit"  
T. hands out ss' a worksheet with a reading and  
some activities according to the text. (printed)

T. reads the text and then students have to  
develop the 1st activity. (fill the blank inside of  
the text with the name of some natural disasters  
(names) earthquake, storm, avalanche, hurricane, tsunami,  
landslide.

Ss. develop the 2nd activity T or F according to  
the text.

T. asks for silence to work.  
She doesn't monitor the activity.

T. check the activities with the whole class.

Ss. go out of the classroom and say good bye.

• T. doesn't finish the class with a closure.  
or reflexion.

# CLASS OBSERVATION

School: C

Class: 6<sup>th</sup> Grade

	INDICATORS	✓ Yes	X No
1.	Students use the language to communicate their ideas and opinions in a certain level near to Intermediate (B1) in basic and varied talkative situations.		X
2.	The class' objectives include relevant knowledge such as skills and attitudes that students need to develop in order to manage themselves in different aspects of their lives.	✓	
3.	The contents and activities are adapted according to the students' needs and realities.	✓	
4.	Students use the language according to a context, situation, function, using organization elements of the language such as vocabulary, grammar, phonetic, spelling and strategies that help them to maintain communication.	✓	
5.	Teacher provides students several opportunities of communication in the classroom, presents interesting topics, interesting and challenging task, and provides the possibility to make decisions about their own learning.	✓	
6.	Teacher uses authentic and useful material in order to motivate and provide students a meaningful learning.		X
7.	Teacher integrates technological resources to stimulate a collaborative and more dynamic learning among students.		X
8.	Teacher contributes to the integral development of all students in their affective, spiritual, ethical, moral, and social dimensions.	✓	
9.	Teacher guides students to have a positive attitude in front of the knowledge, and develops their curiosity, creativity and self-confidence.	✓	
10.	Teacher allows students to have instances of reflection that make them analyze and react on their educational experience.		X



Course: 6<sup>th</sup> Grade  
Content: The classroom  
Students: 15 (10 girls and five boys)

- \* T greets students
- \* S use their copybooks and books
- \* S use ICT, some of them use laptops to take notes
- \* T writes down the objective of the class
- \* T writes down activities to identify demonstrative pronouns (this - that - those - these)
- \* The main activity consist in identifying the objects inside the classroom
- \* T provides a worksheet to complete
- \* T use the course book to work in complementary activities
- \* T closes the lesson by asking What have we learned today?
- \* T knows the name of all students

# CLASS OBSERVATION

School: C

Class: 7<sup>th</sup> Grade

	INDICATORS	✓ Yes	X No
1.	Students use the language to communicate their ideas and opinions in a certain level near to Intermediate (B1) in basic and varied talkative situations.		X
2.	The class' objectives include relevant knowledge such as skills and attitudes that students need to develop in order to manage themselves in different aspects of their lives.	✓	
3.	The contents and activities are adapted according to the students' needs and realities.	✓	
4.	Students use the language according to a context, situation, function, using organization elements of the language such as vocabulary, grammar, phonetic, spelling and strategies that help them to maintain communication.	✓	
5.	Teacher provides students several opportunities of communication in the classroom, presents interesting topics, interesting and challenging task, and provides the possibility to make decisions about their own learning.	✓	
6.	Teacher uses authentic and useful material in order to motivate and provide students a meaningful learning.	✓	
7.	Teacher integrates technological resources to stimulate a collaborative and more dynamic learning among students.		X
8.	Teacher contributes to the integral development of all students in their affective, spiritual, ethical, moral, and social dimensions.	✓	
9.	Teacher guides students to have a positive attitude in front of the knowledge, and develops their curiosity, creativity and self-confidence.	✓	
10.	Teacher allows students to have instances of reflection that make them analyze and react on their educational experience.	✓	



Course: 7<sup>th</sup> Grade

Content: Present Continuous (am - is - are)

Students: 20 (8 girls and 12 boys)

- \* T greets students
- \* S use copy books and books and dictionaries
- \* There are some poster on the wall such as a world map and advertisements
- \* T writes down the objective of the class
- \* T reviews the contents of the previous lesson
- \* T elicits some vocabulary and the infinitive verb form of verbs
- \* T writes down some activities to identify the correct conjugation of verbs.
- \* T provides a worksheet with some grammar exercises
- \* T makes good rapport with their students
- \* T knows the names of all students
- \* T moves around the classroom in order to manage the behaviour of some student and to monitor their performance.
- \* Students try to participate
- \* The course book used in the lesson come from the Ministry of Education.

# CLASS OBSERVATION

School: C

Class: 8<sup>th</sup> Grade

	INDICATORS	✓ Yes	X No
1.	Students use the language to communicate their ideas and opinions in a certain level near to Intermediate (B1) in basic and varied talkative situations.	✓	
2.	The class' objectives include relevant knowledge such as skills and attitudes that students need to develop in order to manage themselves in different aspects of their lives.	✓	
3.	The contents and activities are adapted according to the students' needs and realities.	✓	
4.	Students use the language according to a context, situation, function, using organization elements of the language such as vocabulary, grammar, phonetic, spelling and strategies that help them to maintain communication.	✓	
5.	Teacher provides students several opportunities of communication in the classroom, presents interesting topics, interesting and challenging task, and provides the possibility to make decisions about their own learning.	✓	
6.	Teacher uses authentic and useful material in order to motivate and provide students a meaningful learning.		X
7.	Teacher integrates technological resources to stimulate a collaborative and more dynamic learning among students.		X
8.	Teacher contributes to the integral development of all students in their affective, spiritual, ethical, moral, and social dimensions.	✓	
9.	Teacher guides students to have a positive attitude in front of the knowledge, and develops their curiosity, creativity and self-confidence.	✓	
10.	Teacher allows students to have instances of reflection that make them analyze and react on their educational experience.		X



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Grade: 8<sup>th</sup> Grade

Content: Past Tense  
(regular and irregular verbs)

- T greets students
- They use copybooks and books
- 18 students
- small room, chairs and table, no posters
- T writes down the objective of the class
- T reviews the contents of the previous class
- 8 men, 10 girls
- T writes down some activities on the whiteboard.

\* Activity: T writes some verbs on the board. Students identify them and write their past form.

- go → went
- promise → promised
- drink → drank
- eat → ate
- sleep → slept
- stay → stayed
- watch → watched
- swim → swam
- drive → drove
- learn → learned
- start → started
- get up → got up
- have → had

\*\* Some of them use laptops (ICT)

\*\* T makes good rapport with students

\*\* T congratulates and makes students feel comfortable

UNIT →  
textbook }  
Coursebook }

- There is no projector and technology  
One desk

\* T knows the name of all students

# CLASS OBSERVATION

School: A

Class: 7<sup>th</sup> Grade

	INDICATORS	✓ Yes	X No
1.	Students use the language to communicate their ideas and opinions in a certain level near to Intermediate (B1) in basic and varied talkative situations.		X
2.	The class' objectives include relevant knowledge such as skills and attitudes that students need to develop in order to manage themselves in different aspects of their lives.	✓	
3.	The contents and activities are adapted according to the students' needs and realities.	✓	
4.	Students use the language according to a context, situation, function, using organization elements of the language such as vocabulary, grammar, phonetic, spelling and strategies that help them to maintain communication.	✓	
5.	Teacher provides students several opportunities of communication in the classroom, presents interesting topics, interesting and challenging task, and provides the possibility to make decisions about their own learning.		X
6.	Teacher uses authentic and useful material in order to motivate and provide students a meaningful learning.		X
7.	Teacher integrates technological resources to stimulate a collaborative and more dynamic learning among students.		X
8.	Teacher contributes to the integral development of all students in their affective, spiritual, ethical, moral, and social dimensions.	✓	
9.	Teacher guides students to have a positive attitude in front of the knowledge, and develops their curiosity, creativity and self-confidence.	✓	
10.	Teacher allows students to have instances of reflection that make them analyze and react on their educational experience.		X



7<sup>th</sup> grade

- 10.30 a.m
- 30 sts
- T presents the objective
- Sts work in the course books
- Reading activity
- Sts answer simple questions about the texts
- Sts don't use the language to communicate.
- T uses 50% spanish 50% English
- T doesn't use any ICT
- Sts are not too motivated about the class, some of them are just talking.

# CLASS OBSERVATION

School: A.

Class: 8<sup>th</sup> Grade

	INDICATORS	✓ Yes	X No
1.	Students use the language to communicate their ideas and opinions in a certain level near to Intermediate (B1) in basic and varied talkative situations.		X
2.	The class' objectives include relevant knowledge such as skills and attitudes that students need to develop in order to manage themselves in different aspects of their lives.	✓	
3.	The contents and activities are adapted according to the students' needs and realities.	✓	
4.	Students use the language according to a context, situation, function, using organization elements of the language such as vocabulary, grammar, phonetic, spelling and strategies that help them to maintain communication.	✓	
5.	Teacher provides students several opportunities of communication in the classroom, presents interesting topics, interesting and challenging task, and provides the possibility to make decisions about their own learning.		X
6.	Teacher uses authentic and useful material in order to motivate and provide students a meaningful learning.		X
7.	Teacher integrates technological resources to stimulate a collaborative and more dynamic learning among students.	✓	
8.	Teacher contributes to the integral development of all students in their affective, spiritual, ethical, moral, and social dimensions.	✓	
9.	Teacher guides students to have a positive attitude in front of the knowledge, and develops their curiosity, creativity and self-confidence.	✓	
10.	Teacher allows students to have instances of reflection that make them analyze and react on their educational experience.		X



## 8th Grade

- 8:30 a.m.
- 25 students
- Class starts immediately
- T presents the objectives and recalls previous knowledge.
- Some students participate
- Sts work individually in their course books
- Listening activity.
- Sts identify main ideas.
- T asks vocabulary through mimics
- Sts work in silence
- T doesn't close the class

## Annex N°5

This annex includes the formal acceptance letter from the University to arrive the schools and observe some English classes.

