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Social Risk Students: Creating a Favourable

Classroom Environment through Drama

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I hope this research could help teachers not only to boost their pedagogical work and experience

with the students, but also improve the relationship with them in order to make the moments in class

more enjoyable and worth living.

Mario Acosta Gallardo

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Abstract

The Chilean system of evaluation known as SIMCE demonstrates that schools in vulnerable social contexts present high rates of academic failure. The use traditional teaching methodologies has not reached the standards of proficiency in the English language, which puts forward the importance of exploring the possible contribution of non-traditional techniques that could appeal to students at risk. Hence, drama techniques arise as one of the possibilities to improve the environment within the classrooms of EFL teachers in Valdivia when working with children with low socioeconomic status. A case study was implemented in a seventh grade from a vulnerable public school in Valdivia. Besides, interviews with EFL teachers and a psychologist were conducted in order to obtain information about the correlation between social risk and conduct in class. The outcomes of this project were developed through a teaching proposal of several activities based on drama, actors training and classroom management games in order to suit the at-risk classroom in the Chilean context.

Keywords: social risk, EFL, classroom management, drama

Introduction

Nowadays, it is widely acknowledged that a fundamental element of effective teaching is the creation of a suitable classroom environment. Consequently, this raises two questions: Up to what extent is this possible to accomplish in the Chilean context? And which conditions should lay the foundations of a favourable class climate? "Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom management" (R. Marzano, J. Marzano & Pickering, 2003, p. 1). The opening sentence of Robert Marzano, Jana Marzano and Debra Pickering book called "Classroom management that works" remarks the importance of the role of classroom manager assigned to the educator. In this sense, ideal class climate should encompass the classroom management dimension. Having said this, one of the most challenging aspects of managing a class is dealing with discipline. In fact, in the current Chilean public educational context, several unsolved issues regarding classroom management are triggered by the lack of classroom management strategies, which can be related to the scarce knowledge regarding innovative and contextualised ways to approach students when handling disruptive behaviour.

However, not only does the Chilean public educational setting present difficulties in terms of classroom management, but also in terms of academic performance. In this sense, is it possible to establish a connection between conduct and school results? Results from tests administered to students across the country have revealed that the most disadvantaged students come from low socioeconomic backgrounds. In fact, it is also unveiled that at-risk students are more bound to fail in academic matters than others, not to mention that adverse contexts or upbringings are often associated with disruptive conduct, which is later portrayed in the teaching space.

A major issue is that there are few contextualised studies that provide strategies to work in at-risk circumstances in Chile, especially when misbehaviour is recurrent in the classrooms. Until now, this dilemma has been exacerbated by the poor results achieved by economically disadvantaged students. Given the lack of effectiveness of current teaching methodologies within vulnerable educational institutions, and the deficiency in classroom management techniques to handle misbehaviour, it is vitally important to develop alternative methodologies that can make a positive contribution to the development of a comfortable school climate in at-risk settings. In this regard, this paper tries to throw some light on how to create a classroom environment that facilitates the achievement of positive educational outcomes through the use of drama techniques.

In order to study the current situation of at-risk schools during EFL instruction, a single case study was implemented in a seventh grade from a vulnerable public school in Valdivia. Moreover, interviews to the psychologist of the school and to EFL teachers from different schools considered to be at risk were done in order to obtain information about the correlation between social risk and conduct in class. Apart from that, in the interviews to the EFL teachers, questions were also related to their understanding regarding the impact that possible use of drama techniques may have in their classroom management plans.

This investigation is composed of three chapters and starts with the rationale behind this research constituting the theoretical framework. It firstly depicts the development of English language teaching in a Chilean context that seeks to improve the level of students' proficiency. It exposes how most schools with the lowest performance correspond to educational institutions with students from socioeconomically vulnerable contexts. This chapter also reports details on affective variables within social risk settings that may have an impact in terms of behaviour in

the classroom. The emotional domain is explored with respect to motivational, attitudinal and anxietal parameters. As another important element of this investigation is classroom management, this criterion provides an account of the Chilean context and its importance when dealing with behavioural problems. Lastly, the definition of drama techniques, their benefits and their implications in language teaching sceneries as an alternative methodology are described emphasising their role in enhancing students' collaborative work for their applicability in the at-risk context.

The second chapter deals with the methodology used to carry out this research describing the data collection methods used to gather information about the Valdivian EFL reality. Thus, as mentioned before this single case study responds to the need of observing how at-risk settings cope with behavioural elements. In addition, the interviews to experts (EFL teachers and a psychologist) sustained the relevance of elaborating a classroom management plan in order to establish an environmental context that allows a smooth teaching-learning process to flourish. Also, a questionnaire was administered to the students-subjects. Finally, in order to analyse the results yielded by the different research tools, a set of criteria was structured based on the three main elements of this research: affective issues, classroom management and teaching methodologies.

As a final chapter, the third division of this investigation has three main sections. It firstly presents the results yielded by the data collection methods. Secondly, it illustrates the discussion on the basis of the three central elements of the investigation outlined above. Thirdly, the last section concludes with a teaching proposal composed of a set of activities based on the use of drama techniques designed to be implemented in Valdivian vulnerable classrooms. This section contains the description of the aforementioned activities with several suggestions to promote a

favourable classroom environment in the at-risk setting emphasising the role of classroom management in each of them and including a thorough illustration of the steps that need to be considered when implementing them.

Chapter 1: Theoretical Framework

1.1. State of the Art

Since the early nineties, the necessity of having a suitable classroom environment in which students and teachers can work together for the progress of society has been one of the main aims in the reforms of the Chilean educational system. As a result of the restoration of the Democracy in the 1990, José Arellano (2001) states that "the Democratic Coalition have [*sic*] gradually been putting into practice a set of measures [*sic*] designed to reverse the crisis situation [*sic*] of the educational system" (p. 83). Since then, several reforms have been implemented in order to promote innovation and overcome the existing gap between public and private schools. According to Arellano (2001), in order to improve quality and equity, in 1994 former President Eduardo Frei implemented a diagnostic study in order to face the challenges existing in the educational system, and put forward proposals for overcoming the current situation of that time (p. 83). Some of the main elements were closely related to the programs for educational improvement, innovation and change in the reform of the curricula.

With the purpose of achieving the above-mentioned developments in the curricula, and due to the high percentage of primary students performing below the average of countries with the best results, in 1996, the Chilean Ministry of Education (*MINEDUC*) implemented full- time school day and information and communication technology (ICTs) programs to help teachers to immerse their students in an everyday more globalized world (Arellano, 2001, pp. 84-88). As a consequence, and supported by the former President Michelle Bachelet, in 2003 the English Opens Doors program[1] (*PIAP*) was launched. With the implementation of this new plan, the government intended to achieve several objectives to provide more professional training and

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[1] PIAP stands for Programa Inglés Abre Puertas, entity created by the Ministry of education with the objective of designing public policies to improve the level of the English as a foreign language in Chile.

opportunities to improve the current level of students' proficiency in English. In 2004, an English diagnostic test was applied to 8th and 12th graders by the Chilean government and Cambridge University. Results yielded that a low percentage of students accomplished and autonomous level of English at the end of high school. In 2010, 11th graders were administered a SIMCE[2] English test using the TOEIC Bridge[3]. Results proved that Chilean students in 11th year did not meet the expected standards of proficiency in the English language. In fact, this English test revealed that one out of ten students obtained an elementary level certificate in the TOEIC Bridge test. Nonetheless, the gap is even more remarkable when comparing different socioeconomic strata. To illustrate this, a 65% of students from high socioeconomic groups obtained an intermediate level certificate compared to a 0.3% achieved by students from lower socioeconomic backgrounds (MINEDUC, 2010). These figures suggest a need of understanding the reasons underlying students from low socioeconomic backgrounds' performance in Chilean EFL (English as a Foreign Language) tests.

        First and foremost, it is essential to clearly state what social risk means for the understanding of this investigation. Nowadays, the term social risk is sometimes seen as a stigma merely related to socioeconomic status (Anderson, 2006, p. 1). However, the Organisation for Economic Cooperation and Development (OECD) established in 1998 that children at social risk are under the category of children with special needs and, therefore, this vulnerability "consists in children with presumably normal potential, but who show developmental delays or are at risk

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[2] SIMCE stands for Sistema de Medición de Calidad de la Educación, which is the Chilean system of evaluation of educational quality. Tests are administered to 4th, 8th and 10th graders across the country in order to report on students' academic achievement in different subjects, and their school contexts.
[3] The TOEIC Bridge test stands for the Test of English for International Communication and measures the level of proficiency of non-native English speakers targeting beginners and intermediate English levels of examinees.

for educational failure due to socio-economic, cultural and/or socio-linguistic factors,

constituting 10% to 20% of all young children in many countries" (as cited in Leseman, 2002, p.

12). This is a worldwide view of what social risk means, and most countries devise different

strategies to measure the impact of the at-risk factor in schools.

1.1.1. School vulnerability rate 2012.

As it was previously revealed, and in relation to the results that the national system of

evaluation has yielded, most schools with the lowest performance correspond to educational

institutions with students from socioeconomically vulnerable contexts. In Chile, the National

Scholarship and School Aid Board devised a School Vulnerability Rate (SVR)[4], which measures

the level of schools' vulnerability and does not only involve students' socioeconomic status, but

it also demonstrates the interplay among psychological, cultural, environmental and biological

risk factors (JUNAEB, 2012, para. 12). Nowadays, the school vulnerability rate measures the

socio-economic status of the students' families. It is associated to the educational level of the

head of the household, average level of education of the parents, students' access to healthcare

services and students' oral health access. Consequently, this rate categorizes socioeconomic

levels within educational institutions, and depicts high, middle and low socioeconomic groups

considering variables such as parents' educational levels, economic vulnerability and

administrative dependence of the schools (urban or rural areas).

The SVR states that when the school has 80% of vulnerability is because the students

from the educational institution come from low socioeconomic backgrounds. The SVR has

shown that there is an average of 66.7% of school vulnerability in Valdivia with families

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[4] School Vulnerability Rate (SVR) is the equivalent in English for the Indice de Vulnerabilidad
Escolar (IVE) existing in Chile in order to identify schools' level of poverty. It was created by
JUNAEB (Junta Nacional de Auxilio Escolar y Becas) [National Scholarship and School Aid
Board].

corresponding to middle-low socioeconomic group. In the city of Valdivia, there are eight schools which have 80% or higher rates of vulnerability. To illustrate this, in Las Animas School between 75.01% and 100% of the students come from low economic groups.

    1.1.2. Classroom environment in social risk contexts and EFL.

    Having stated how socioeconomic factors may interfere with academic results, another aspect of paramount importance is to analyse how the classroom environment can be affected by external factors such as the socioeconomic one. In 2005, a national study on school environment in Chile[5] showed that 86% students would appreciate if the school institution taught them how to interact in a positive way with their peers (IDEA, 2005, p. 11). At the same time, 45% of students stated that their teachers do not have enough classroom management techniques (IDEA, 2005, p. 13). By the same token, Sandra Zepeda (2007) found out that students from vulnerable contexts consider that their school environment is less favourable since teachers do not seem interested in their learning processes.

    According to Michael Knapp and Patrick Shields (1990), kids from low socioeconomic backgrounds display high mobility rates, behavioural or emotional problems and limited English proficiency. Also according to them, it is important to create favourable conditions for at-risk students' learning by establishing a caring school climate (as cited in North Central Regional Educational Library, n.d). In brief, and as stated in the paragraph above, classroom environment appears to be affected by misbehaviour and students appear to be aware of this fact. It seems that positive class climate firstly lies in dealing with behavioural and emotional issues in order to build consistent teaching and discipline plans that could engage students in class.

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[5] The national study on school environment was implemented by IDEA Chile (Instituto de Evaluación y Asesoramiento Educativo) and responded to the need of the ministry of Education of Chile and UNESCO of gaining insight into the matter of school climate.

1.1.3. Antecedents.

1.1.3.1. Research question.

The general area of this investigation is English and social risk and the main research question focuses on determining how the English language classroom environment can be improved when dealing with children at social risk.

1.1.3.2. Hypothesis.

The research hypothesis is that drama techniques enhance the creation of a favourable classroom environment and, consequently, boost English acquisition in students considered to be at social risk.

1.1.3.3. Objectives.

Accordingly, actions are intended to accomplish the investigation general objective, which is to improve the EFL classroom environment of students at social risk through the use of contextualised drama techniques based on their interests. In order to reach the above-mentioned objective, this research poses four specific objectives:

- To identify social variables of students with low socio-economic status affecting their performance in class.

- To describe class context and classroom environment in terms of students' behaviour during the EFL class.

- To analyse how drama techniques are to be implemented in the EFL classroom according to at-risk students' interests and context.

-To suggest a pedagogical proposal to ameliorate the EFL class environment through drama.

1.1.3.4. Justification of the research.

On the one hand, the Chilean system of evaluation known as SIMCE, demonstrates that schools located in vulnerable social contexts have high rates of academic failure. On the other hand in a general context, Knapp and Shields (1990) point out that one of the causes of low academic performance is how teaching practices are developed inside the classroom claiming that there is a lack of cognitive and emotional support for students. In addition to this, students at social risk tend to exhibit disruptive behaviour, which diminishes the quality of the classroom environment and sometimes impedes learning (as cited in North Central Regional Educational Library, n.d, para. 3). In fact, according to Paul Morgan, George Farkas, Marianne Hillemeier and Steven Maczuga (2009), children from lower socioeconomic status households are about twice as likely as those from high socioeconomic status households to display behavioural problems. This means that the classroom climate could potentially see itself impoverished on the account of misbehaviour, suggesting a need to improve the coexistence between teachers and students in order to facilitate instruction. It appears to be necessary to study students' unwillingness to cooperate in the classroom and take their interests into account. In this light, how a congenial classroom environment could aid the development of classes comes to orchestrate a possible solution to engage students in the EFL classroom. As noted earlier, traditional teaching has not reached the standards of proficiency in the target language, which puts forward the importance of exploring the possible contribution of non-traditional techniques that could appeal to students at risk. Thus, this research project has been raised under the need of fostering a favourable classroom environment when working with students at social risk.

1.2. Children's Affective Variables in Social Risk Contexts

When it comes to teaching English to students at social risk, behavioural problems are intrinsically related to poor academic performance. However, as Rod Ellis (1994) says, it is important to emphasise that " it is not socio-economic class per se that produces these effects, but rather the experiences of the world which members of the different social classes are likely to have" (p. 204). This is why Candace Bos and Sharon Vaughn (2009) pose that students at social risk tend to call the attention of their classmates and teachers in the class (p. 2). Another issue to encounter is that some students at social risk who display violent behaviour can direct the use of physical or verbal aggressiveness towards other classmates or even towards school authorities. For this reason, it is important to note that this matter does not only affect students' social coexistence among them, but it can also affect the regular course of the class. In addition to this, students' attitudes can be an image of what they see and what they live in their social backgrounds. As Bos and Vaughn (2009) explain, "the learners bring to school beliefs and attitudes about learning and the world in which he or she lives" (p. 14). Therefore, vulnerable students exhibit several characteristics shaped by the context they live in, which are advisable to take into consideration when trying to address their interests through contextualised class activities.

Regarding the creation of a favourable classroom environment, the subjects being taught by the teacher need to have contextualised instruction in terms of class content adapted to their own realities and backgrounds (*Ibid*, p. 14). In this regard, Bos and Vaughn (2009) argue that, "skills and knowledge not only play an important role in learning, but also influence the learner's attitude about learning and the world" (p. 15). For that reason, teachers need to take into consideration that "learning can be perceived as changes in behaviour that result in students

demonstrating new knowledge and skills" (Bos & Vaughn, 2009, p. 15). As a consequence, teachers have to develop contextualised strategies according to their students' interest and the social nucleus they are immersed in. Therefore, incoherence between the teachers' instruction and students' everyday reality can have a negative impact on students' attitude towards their learning process during class. Teachers are in charge of bringing knowledge, skills, beliefs and attitudes towards learning and the world (*Ibid*, p. 14). Consequently, the teacher becomes a facilitator situated in an intermediate stage between delivering knowledge and promoting positive attitudes in the classroom.

    1.2.1. Emotional domain and affective filter.

    The emotional side of individuals comes to be one of the main factors to consider when referring to EFL learning as it may have a strong impact on students' behaviour as well as on their attitudes in the EFL classroom. In fact, as Douglas Brown (1994) asserts "[if] we were to devise theories of second language acquisition or teaching methodologies that were based only on cognitive considerations, we would be omitting the most fundamental side of human behaviour" (p. 152). In this context, in order to explain how affective issues influence second language acquisition development, the affective filter theory was raised. According to Stephen Krashen (2003), by including factors such as motivation, attitude and anxiety "the presence of the affective filter explains how two students can receive the same (comprehensible) input, yet one makes progress while the other does not. One student is open to the input while the other is not" (p. 6). If this filter is managed in a proper manner, it is feasible to gradually build a better class climate and facilitate the course of the EFL class. However, as it has been previously observed, one of the main issues in social-risk classrooms is disruptive behaviour. Theory seems

to juxtapose emotional variables inside the classroom with the strong influence of adverse social

backgrounds.

Although affective variables do not have an influence during the language acquisition

process per se, they can either enhance or impede the development of this process (Krashen,

2003, p. 6). This latter affirmation describes thoroughly what happens inside the classrooms and

comes to reinforce what was shown by SIMCE figures in the state of the art section, where it was

explained that students across the country performed badly in the English tests devised by the

government. Therefore, the constitution of a classroom environment where the affective filter is

low can be the first step to set a positive atmosphere in the classroom and consequently lay the

foundations for EFL learning to occur.

1.2.1.1. Motivation.

When dealing with students at social risk, emotional variables affecting their learning

process are to be considered due to the implications that they have on the development of an

appropriate classroom environment. As previously mentioned, the affective filter involves the

motivational domain, thereby it is necessary to agree on what motivation means for educational

purposes. Motivation comes from the Latin word *movere,* which is related to the verb to move.

According to John Santrock (2004) "motivation involves the processes that energize, direct, and

sustain behavior" (p. 414). In this respect, Judith Meece (2002) adds that there are two types of

motivation: intrinsic and extrinsic. On the one hand, intrinsic motivation "arises from internal

sources such as curiosity, interest, enjoyment, and innate striving for mastery and growth" (*Ibid,*

p. 417). This is why students intrinsically motivated do not need incentives to perform activities

in the classroom. On the other hand, extrinsic motivation is when students perform activities to

get a reward, higher marks or accomplish academic objectives (*Ibid,* p. 417). Concerning

motivation in the teaching field, Supyan Hussin, Nooreiny Maarof, and J. D'Cruz (2001) insist

that there should be more awareness with regards to "positive self-concept, high self-esteem, positive attitude, clear understanding of the goals for language learning, continuous active participation in the language learning process, and the relevance of a conducive environment" (para. 4). The above-mentioned characteristics are expected to contribute to the creation a classroom environment where students could feel comfortable and motivated to learn.

Motivational activities for students at social risk are, therefore, a matter of implementing interesting and didactic tasks for stimulating students' enthusiasm towards EFL and the class itself. In this sense, Patricia Richard-Amato (2003) notes that "[motivation] is an extremely important affective factor. Without it, learning any language, first or second, would be difficult and perhaps impossible" (p. 115). Consequently, it is suggested to be aware of the class's interests when facing a class with several students with behavioural problems. In this respect, Meece (2002) asserts that students at social risk tend to have more difficulties in order to see how important schoolwork is for their future. Since unemployment rates are usually high in vulnerable contexts, there is a lack of economic resources for these students to continue their education (p. 426). Therefore, motivational practices should be consistent with vulnerable students.

With respect to vulnerable students, Hill Walker and Annemieke Golly (1999) claim that "[even] when such children improve their behavior the reputations they have acquired among their peers and teachers sometimes create a barrier to adults' seeing and accepting the positive changes that have actually occurred" (as cited in McDonald, 2002, para. 19). It is the teacher's responsibility to research into appropriate strategies to make their pupils work together comfortably. As a consequence, it has become of prime order to know the most suitable motivational perspectives to approach at-risk students.

- Motivational perspectives

In the case of students coming from low socioeconomic households, the behavioural and constructivist perspectives are advisable to revise when dealing with motivation. The behavioural perspective deals with the purpose of motivational praise, which as Brown (2007) asserts, is to be "[driven] to acquire positive reinforcement, and driven by previous experiences of reward for behaviour, we act accordingly to achieve further reinforcement" (p. 168). Positive reinforcement does not only include physical incentives for learners but also positive and steady feedback on their progress.

The constructivist point of view as Marion Williams and Robert Burden (1997) point out is the one that emphasises the relevance of the social context when motivating students (as cited in Brown, 2007, p. 169). For that matter, it is of paramount relevance to give students positive and contextualised activities for them to feel motivated. In this sense, the teacher has to study his or her students in advance, in order to know what triggers students misbehaviour in class. To illustrate this and according to Brown (2007),

> Each person is motivated differently, and will therefore act on his or her environment in
> ways that are unique. But these unique acts are always carried out within a cultural and
> social milieu and cannot be completely separated from that context. (p. 169)

The behavioural perspective could help to approach students at social risk in terms of praising students' good behaviour encouraging them to continue displaying positive behaviour in class. Also, the constructivist perspective could help to include students' socio-cultural context in order to create activities that bolster their motivation. Once motivation is managed properly on account of contextualised activities, student's affective filter will eventually get lower.

Consequently, low affective filter plus motivating class activities would help teachers to improve classroom environment engaging students at social risk in class activities.

1.2.1.2. Attitude.

In order to continue depicting affective variables that influence language acquisition and classroom climate, it is relevant to address students 'attitudes. Attitude comes from the French *attitude* borrowed from the Italian *attitudine* meaning disposition or posture. Richard Culatta (2012) affirms that attitude can be defined "as a disposition or tendency to respond positively or negatively towards a certain thing" (para. 1). Regarding attitude in educational settings, Betsy McCoach and Del Siegle (2003) believe that "[attitudes] toward school consist of the students'self-reported interest in and affect toward school" (p. 417). In fact, several researchers have found that underachievers tend to exhibit negative attitudes towards school in general (Bruns, 1992; Diaz, 1998; Ford, 1996; Frankel, 1965; Mandel & Marcus, 1988; McCall *et al*., 1992; Rimm, 1995). According to Irving Weiner (1992), students who perform well academically appear to be more interested in learning (as cited in McCoach & Siegle, 2003, p. 417). In a language learning setting, "[attitudes] are likely to reflect the particular social settings in which learners find themselves. Learner attitudes have an impact on the level of L2 proficiency achieved by individual learners and are themselves influenced by this success" (Ellis, 1994, p. 198). Attitude is an important factor when dealing with learning since —as previously stated— if students' reality is not addressed during class their attitudes could tend to become unfavourable for their learning. Richard-Amato (2003) distinguishes three types of attitudes when dealing with language and the learner. The first one is the attitude towards oneself, which might mean that students with high self-esteem perform better than those with low self-esteem. (p. 111). In fact, individuals might do well when their self-esteem is high or that individuals

might have a positive attitude towards themselves when they perform well (Oller, as cited in

Richard-Amato, 2003, p. 111). The second perspective is the attitude towards the target

language. In this case "a major effect of stereotyping is to create or perpetuate social distance

and social boundaries" (*Ibid*, p.112). In Chile, as English is taught as a foreign language, it may

be difficult for students to relate to the target language. As described in the motivational

perspectives section, if the approach to the target language does not include contextualised

activities, students might not demonstrate a willing attitude to learn the language, which could

lead to the negative effect previously mentioned. Finally, the third component is the attitude

towards classroom environment and the teacher in charge of the class. Richard-Amato (2003)

asserts that "in classrooms in which mutual respect is lacking, differing values can lead to

conflicts between student and teacher and between student and peer" (p. 113). Thus, in order to

set a beneficial classroom environment it is essential to ease tension and seek for activities that

positively shape students' perceptions towards themselves and the learning setting.

1.2.1.3. Anxiety.

In the affective domain, motivation and attitude are two of the elements considered

relevant to classroom atmosphere. A third element to be analysed is anxiety, word that comes

from the Latin *anxietatem,* related to the word anxious, distressed or troubled. To portray the

state of anxiety, Robin Kowalski (2000) defines it as a "vague, highly unpleasant feeling of fear

and apprehension" (as cited in Santrock, 2004, p. 430). Naomi Koba, Naoyoshi Ogawa and

Dennis Wilkinson (2000) add that this state is caused "by the anticipation of something

threatening" (para. 1). To support the previous idea, Eleni Pappamihiel (2002) observes that

"[anxiety] is a complex concept, dependent upon not only one's feelings of self-efficacy but also

appraisals concerning the potential and perceived threats inherent in certain situations"(p. 330). It

is described by Krashen that in order to foster language acquisition it is necessary to provide opportunities where anxiety levels are low within the classroom (1995, p. 36). Anxiety is therefore an emotional aspect that can either enhance or impede the development of a class. To illustrate this, Pappamihiel (2002) states that "when learners see situations as threatening, there can be an adverse affect [*sic*] on learning" (p. 329). In order to set an example of those adverse elements, Meece (2002) contends that

> When students must compete with others for rewards or grades, they may become anxious about their ability to perform and about how they will be evaluated by others. This anxiety and worry can undermine students' concentration and impair their problem solving. (p. 420)

In the social risk context, anxiety may increase due to social pressure. Jacquelynne Eccles, Allan Wigfield and Ulrich Schiefele (1998) affirm that anxiety can be triggered by high or low expectations related to social comparison and experiences of failure in the past (as cited in Santrock, 2004, p. 430). Pappamihiel (2002) confirms that "highly anxious students are not able to automatize actions as effectively since their attentional resources are diverted through task-irrelevant processing brought about by high levels of anxiety" (p. 329). This suggests that children blocked by high anxiety levels may stay off-task displaying behaviour that can lead them to underachieve when asked to carry out certain tasks.

1.3. Classroom Management

When dealing with students at social risk and behavioural problems, classroom management becomes essential for teachers to execute pedagogical activities during class hours. Classroom management does not lie solely in discipline problems among students, but also in the habit of having a comfortable classroom atmosphere. According to Walter Doyle (1986) "[the] term classroom management refers to the actions and strategies teachers use to establish order in

classrooms" (as cited in Cabaroğlu, 2012, p. 117). Thus, classroom management encompasses student's attitudes and the management style of the teacher.

- Classroom management in the Chilean context.

It is widely acknowledged that Chilean classrooms deal with a large number of students per class. In this respect, a study conducted in 2010 by the Ministry of Education testified that there is an average of 36 students per class (as cited in Luengo & Martinez, 2011, p. 33). Richard Watson (2006) holds that

> [large] classes are the reality for most English language teachers. Throughout the world, and especially in developing countries, teachers are faced with classes larger than the size they believe facilitates effective teaching and learning. And in many situations, class size is growing. (p. 1)

It is thought that class size might influence the development of regular classes, which can be one of the causes for behavioural problems to arise. Zakia Sarwar (2001) speaks of some problems in large classes. To illustrate this, the author claims that large classes tend to exhibit classroom management problems due to the level of noise and disturbance among students who are off-task. The author also says that it is hard to address every single student in a class (as cited in Luengo & Martinez, 2011, p. 33). Therefore, when managing large groups of students, teachers' management styles are important to take into account in order to understand how educators deal with behavioural issues within crowded classrooms, especially in the social risk educational context.

1.3.1. Classroom management styles.

Regarding teacher's management styles, Joel Roache and Ramon Lewis (2001) identify two different management styles (p. 133). One the one hand, the first perspective deals with

hostile teacher behaviour. Roache and Lewis (2011) affirm that this style is "'coercive' in nature, fundamentally depending on the use of punishments and aggressive teacher behaviour, such as yelling in anger, using sarcasm to belittle students and imposing group punishments for individual infringements" (p. 133). On the other hand, the second style of managing students is related to how to build appropriate interactions with pupils. Those interactions can be boosted by the use of constant communication, involvement during the class, recognition of good student's behaviour and the use of systematic set of misbehaviour regulations when needed (*Ibid*, p. 134). In the prior section regarding children variables affecting their performance during class, it was mentioned that in the at-risk classroom misbehaviour is one of the issues to tackle to facilitate students' learning process. When implementing the second style of management is more likely to let students express their views on behavioural aspects and provide clear consequences when misbehaviour occurs. This point is also sustained by the work of Anne Gregory and Michael Ripski (2008) when indicating that the second management style "has been shown to influence levels of defiant behaviour in students and reduce levels of student misbehaviour, as well as helping students to develop a sense of cooperation" (as cited in Roache & Lewis, 2011, p. 134). Therefore, an appropriate relationship between the teacher and students does not only affect the regular course of a class, but it may also improve student's responsibility and learning.

1.3.2. Teacher-student relationship.

Being organised in terms of planning before delivering a class is one of the main elements to bear in mind for creating activities to carry out in the classroom. However, Marzano, J. Marzano and Pickering (2003) point out that a set of rules and clear consequences –in case they are broken– lay the foundations of effective classroom management (p. 41). Thus, "[if] a teacher has a good relationship with students, then students more readily accept the rules and

procedures and the disciplinary actions that follow their violations" (*Ibid,* p. 41). In order to analyse how classroom management effectively works between the teacher and the students, it is important to take under consideration two main dimensions related to the importance that teachers' attitudes towards students' behaviour have.

1.3.3. Dimensions of classroom management.

Teacher's attitudes towards students' behaviour is a relevant topic for dealing with the at-risk classroom management since as it was concluded in the motivation section, it is educators' obligation to set suitable strategies not only to motivate their students, but also to make them work in an comfortable environment. In order to identify the relationships established between teachers and students, Wubbles *et al*. (1999) observe that there are two dimensions of classroom management: dominance versus submission and cooperation versus opposition (as cited in Marzano *et al.,* 2003, p. 42). Dominance resorts to conveying clear purposes when dealing with academic and behavioural issues addressing to content and behaviour expected in class (*Ibid*, p. 42). On the contrary, submission "is characterized by lack of clarity and purpose" when introducing class content or behaviour guidelines (*Ibid*, p. 43). When the levels of dominance or submission are extreme, they do not contribute to build better teacher-student relationship (*Ibid*, p. 43).

Regarding the characteristics of the second dimension, cooperation versus opposition, high cooperation is related to how important others' needs and ideas are to focus on collaborative work rather than on individual work. However, extreme cooperation in the class may lead to the inability to act on one's own constantly seeking for the "approval of others". On the contrary, extreme opposition is related to the need of frustrating others' desires and objectives (*Ibid*, p. 43). In 1976 a study conducted by Jere Brophy and Carolyn Everston demonstrated the

importance for teachers to combine dominance and cooperation. The researchers found out that "teachers who felt a sense of inner control and took personal responsibility for what went on in their classrooms . . . maintained the general learning environment of the classroom" (as cited in Marzano *et al.*, 2003, p. 44). Consequently, in order to build a better classroom environment it is advisable to promote reasonable high dominance and high cooperation between teachers and students especially when it comes to teach vulnerable students displaying behavioural problems.

1.4. Drama Techniques in the EFL Classroom

Behavioural problems, dysfunctional emotions and classroom climates that impede the acquisition of a second language are some of the elements that indicate that there should be a change in teaching methodologies. Based on this premise, drama techniques arise as an innovative mode to augment teaching practices. Susan Holden (1982) defines drama as "any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation (as cited in Zyoud, 2010, para. 18). In educational contexts, Alan Maley and Alan Duff (1982) add that drama techniques offer the students the chance to employ their own personalities in order to support their learning processes in the language classroom (p. 6). Thus, as Shin-Mei Kao and Cecily O'Neill (1998) reveal, drama-based activities engage students and promote active involvement in the classroom (p. 4). Drama-oriented activities suggest that every student has an intrinsic capacity to "imitate, mimic, and express himself or herself through gesture" (Maley & Duff, 1982, p. 6) and dramatic activities help students imagine different situations and release their inner energy (*Ibid,* p. 6). Those activities "range from exercise-based games, short rehearsed scenes presented in the classroom, brief role-plays, planned simulations, [and] scenarios" (Kao & O'Neill, 1998, p. 1). All the above-mentioned activities constitute a different way to approach students and may be helpful when working with vulnerable students since they would be able to express themselves in class contexts.

Bearing in mind that this investigation seeks to highlight how the EFL classroom environment can be improved when working with students at social risk, drama techniques could bring back the emotional dimension of the learning process to the educational context (Maley & Duff, 1982, p. 7). In fact, "drama techniques have the singular merit of directly engaging students' feelings and, as a result, often making them aware of the need to be able to express them appropriately" (*Ibid*, p. 11). Kao and O'Neill (1998) point out the relevance of this emotional perspective of drama when referring to the teacher-student relationship that is built when implementing dramatic tasks (p. 1). They suggest that drama-oriented activities would make students feel more comfortable to express their ideas in front of the teacher and classmates in general. In this respect, Vani Chauhan (2004) affirms that

> [using] drama to teach English results in real communication involving ideas, emotions, feelings appropriateness and adaptability; in short[,] an opportunity to use language in operation which is absent in a conventional language class. Such activities add to the teachers' repertoire of pedagogic strategies giving them a wider option of learner-centred activities . . . augmenting their efficiency in teaching English. (para. 1)

From this learner-centred perspective, it can be stated that drama techniques provide new communicative activities that are useful within the EFL classroom for students to convey their ideas due to the interactional characteristic of those activities when teaching a second language (Kao & O'Neill, 1998, p. 1).

1.4.1. Benefits of drama techniques.

It has been explained in earlier sections that the affective domain is highly addressed through dramatic activities. However, using drama techniques in the EFL classroom also seems to enrich the communicative role of language learning. According to Kao and O'Neill (1998), this

communicative element arises from the contextualised nature of drama techniques. In this sense, "the contexts that are chosen for drama may include serious "realistic" situations, for example, street children, lost dogs, or environmental concerns; aspirational themes, . . . contexts familiar to the students" (*Ibid,* p. 23). Relating the contextualised nature of dramatic activities to the at-risk classroom, those activities may contribute to motivate vulnerable students at social risk since as previously pointed out in the motivational section; students need contextualised strategies in order to reach their interests.

Besides, drama techniques provide an opportunity for students to expand their social and linguistic competences; therefore, they come to be able to engage in intricate, but at the same time, creative communicative contexts (*Ibid,* p. 4). Munther Zyoud (2010) complements this idea by stating that drama-based activities give a meaningful context for language production, which enhances students' linguistic abilities (para. 1). Chris Boudreault (2010) goes further on this topic by mentioning the importance of the authenticity of those contexts adding that "the improvisation aspect of drama gives students opportunities for developing their communicative skills in authentic and dynamic situations" (para. 3). Consequently, dramatic activities help contextualise language improving linguistic skills at the same time.

1.4.2. Learning strategies in drama-oriented settings.

As outlined above, through the use of drama techniques, teachers address linguistic skills and emotional variables. However, those techniques also help students to discover their own language learning strategies. In this context, if learning strategies are bolstered through class activities, students' academic performance and results may improve. Learning strategies are defined by Anita Wenden and Joan Rubin (1987) as "…any set of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information"

(as cited in Hismanoglu, 2000, para. 3). On the one hand, Jack Richards and John Platt (1992) claim that learning strategies are "intentional behaviour and thoughts used by learners during learning so as to better help them understand, learn, or remember new information" (as cited in *Ibid,* para. 3). In addition to this viewpoint, Barry Stern (1992) indicates that students' engagement in tasks is a conscious process to reach objectives (as cited in *Ibid,* para. 2). However, on the other hand, Murat Hismanoglu (2000) attempts to refute the prior idea by mentioning that those learning strategies also can be used unconsciously to process new information (para. 2).

According to Rebecca Oxford (2003) there are two different types of learning strategies: direct and indirect. See below Table 1.

Table 1

Direct and Indirect Strategies

Direct Strategies	Characteristics
Memory	Creating and applying mental images and sounds to remember information
Cognitive	Creating strategies for improving speaking and writing skills
Compensation strategies	Creating ways to remember information mainly by guessing in context.
Indirect Strategies	**Characteristics**
Metacognitive	Centring, arranging, planning and evaluating one's own learning
Affective	Lowering anxiety levels and encouraging oneself to remain on-task

Social	Asking questions
	Cooperating and empathising with others

Note. The table above describes the processes of how students develop techniques to understand information in general through direct and indirect strategies.

According to Hismanoglu (2000), "metacognitive strategies improve organization of learning time, self-monitoring, and self-evaluation. Cognitive strategies include using previous knowledge to help solve new problems. Socioaffective strategies include …asking a classmate to work together on a particular language problem" ("Importance of language learning", para. 24). If these strategies are channelled to a language learning context, the core idea is to enhance them through dramatic language scenarios. In this manner, teachers can get some notion of "how their students assess the situation, plan, select appropriate skills . . . understand, learn, or remember new input presented in the language classroom" (*Ibid,* para. 24). The importance of taking into consideration the aforementioned strategies is that students can become independent and autonomous when developing those strategies and also become aware of their own learning process (Lessard-Clouston, as cited in *Ibid,* para. 24). This perspective of being aware of one's own learning could improve students' strategies to overcome academic challenges in a more conscious and responsible way.

1.4.3. Learning styles in drama-oriented settings.

As explained above, drama techniques can help students become aware of their own learning strategies when it comes to learning a new language. Nonetheless, another characteristic of prime relevance is the relationship between drama and learning styles. According to James Keefe, learning styles can be defined as "cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment" (as cited in Brown, 2007, p. 120). The relationship between learning styles and

drama is pointed out by Sally Ashton-Hay (2005) because drama-based activities manage to engage several learning styles, which motivates students and at the same time attempts to improve personal relationships inside the classroom (para. 1).

Regarding the teachers' role in this drama-oriented instruction, Hismanoglu (2000) claims that educators "should learn about the students, their interests, motivation and learning styles" (para. 26). In addition, the author suggests that educators are able to learn about their students' learning styles observing how they behave in class (*Ibid,* para. 26). Moreover, Lessard-Clouston (1997) mention that teachers should have clear knowledge about their students' motivations, intentions and language learning styles (as cited in *Ibid,* para. 24). Therefore, EFL teachers should provide a wide range of activities that could actually address their students' learning styles (*Ibid,* para. 26).

Generally speaking, as Susan Gass and Larry Selinker (2008) explain, learners who achieve success in language do use their different learning styles (p. 437). According to Oxford (2003), learning styles can be divided into four categories depending on sensory options: visual, auditory, kinesthetic and tactile styles. Gass and Selinker (2008) describe visual learners as "those who take in information visually"; auditory learners are "those who prefer to take information auditorily", and the kinaesthetic or tactile learners "are better when the whole body is involved or when objects can be manipulated" (p. 437). Apart from learning styles based on sensory preferences, Oxford (2003) says that there is another classification for learning styles: personality type (p. 4). This latter classification is relevant for the EFL context since teachers could have a better understanding regarding how to approach students' sensory preferences and personal characteristics.

In this regard, according to Oxford (2003), the personality type of students is divided into extraverted vs. introverted, intuitive-random vs. sensing sequential, thinking vs. feeling and closure oriented/judging vs open/perceiving. Table 2 summarises these types of personalities.

Table 2

Personality Types

Extraverted	Introverted
Extraverts gain their greatest energy from the external world. They want interaction with people and may have some deep friendships.	Introverts derive their energy from the internal world, seeking solitude and tend to have just a few friendships, which are often very deep.
Intuitive-random	**Sensing sequential**
Intuitive-random students think in abstract, futuristic large-scale, and nonsequential ways. They like to create theories and new possibilities, often have sudden insights, and prefer to guide their own learning.	Sensing-sequential learners are grounded in the here and now, they like facts rather than theories, want guidance and specific instructions from the teacher.
Thinking	**Feeling**
Thinking learners are oriented towards the stark truth, even if it hurts some people's feelings. They want to be viewed as competent and do not tend to offer praise easily. Sometimes they seem to be detached.	Feeling learners value other people in very personal ways. They show empathy and compassion through words, not just behaviour, and say whatever is needed to smooth over difficult situations. They want to be respected for personal contributions and hard work.
Closure-oriented/Judging	**Open perceiving**
Closure-oriented students want to reach judgments or completion quickly and want clarity as soon as possible. These	Open learners want to stay available for continuously new perceptions and are therefore sometimes called "perceiving".

students are serious, hardworking learners who like to be given written information and enjoy specific tasks with deadlines.	They take L2 learning less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed. Open learners dislike deadlines, they want to have a good time and seem to soak up L2 information by osmosis rather than hard effort.

Note. This table describes the characteristic of learning styles depending on students' personality types.

Students have unique and diverse characteristics that have an impact on their learning processes. In the motivational section of this investigation, it was mentioned that students especially those at social risk need to have contextualised activities so that they can be motivated and willing to participate in class. Thus, if activities reach students 'learning styles, class atmosphere may be improved as students' learning needs are met by those tasks.

1.4.4. Collaborative work in drama-oriented settings.

Maley and Duff (1982) bring the subject of collaboration to the limelight when stating that "by working together, the students learn to feel their way to creating their own parts and adapting them as they come up against others" (p. 14). Students learn to confide in their peers' ideas "using a considerable amount of language for discussion, argument, agreement and disagreement, organization and execution" (*Ibid*, p. 14). Viola Spolin elaborated even more in the collaborative drama techniques field by supporting the idea that relationships inside a group were built by individuals working interdependently to contribute with a final project or task (as cited in Carkin, 2007, p. 9). It is possible to state that collaborative work is important to promote a positive atmosphere in the classroom since students become more aware of how important

relationships are among peers, and this cooperative work can be enhanced through the use of drama techniques.

Finally, with regards to drama techniques as a whole, it has been previously stated that drama-oriented activities have several benefits in terms of students' active participation in class. Drama functions as a means of expression for students to learn how to work not only individually, but also cooperatively. Through the use of drama, students may be able to recognise their learning strategies and use them in their learning process. Besides, drama techniques appeal to different learning styles reaching a greater number of students inside the classroom. These characteristics of drama may come to be useful when teaching children at social risk since classroom interaction and students' social skills are enriched; therefore, improving the classroom environment of the EFL class.

Chapter II: Methodology

2. 1. Procedures and Methods: Case Study

This study aims to offer an alternative teaching methodology for the EFL classroom situated in social risk contexts in response to the low levels of achievement shown by the SIMCE evaluations in recent years. Thus, the implementation of a case study seeks to supply reliable and valid data regarding the current reality of students at social risk in a public school of Valdivia. As this project involves discovering how a congenial EFL classroom environment could facilitate instruction, the goal is to demonstrate through a pedagogical proposal that drama-based activities could be suitable when working with students at social risk.

Since this study aims to identify the occurrence of behaviour or misbehaviour in relation to the students' class context, a case study ensures a suitable collection of evidence. In order to support the use of a case study, Dawson Hancock and Robert Algozzine (2006) point out that "although case study research sometimes focuses on an individual representative of a group . . . more often it addresses a phenomenon" (p. 15). This study centres on providing insight into the nature of students' behaviour within the EFL classroom, and therefore it can be said that it is an intrinsic case study as it "[focuses] on a particular individual, event, situation, program, or activity". This type of case study enables researchers to understand how behaviour affects classroom environment and instruction during the course of the English class.

2.1.1. Type of case study.

The case study carried out in this research can be defined as a mixed research. According to Burke Johnson and Anthony Onwuegbuzie (2004), "mixed methods research also is an attempt to legitimate the use of multiple approaches in answering research questions, rather than restricting or constraining researchers' choices" (p. 17). Thus, this research model accepts the use

of varied data collection methods in order to answer the main questions related to the

investigation. Regarding the scope of this research, Zaidah Zainal (2007) states that generally,

case studies select a small geographical number of subjects to be examined at a micro level (p.

2). In view of the previously mentioned, the subjects of this investigation correspond to the 7th

grade "A" from Las Animas School. As noted earlier in the state of the art section, this school

has been selected on account of its high levels of vulnerability. Thus, the subjects of the study

are identified as a unique group, which means that this is a single case study research. David

Nunan (1992) supports the use of single case studies since they "have been carried out to alter

the classroom behaviour of children who are disruptive or who have specific learning or

attitudinal problems" (p. 82).

2.1.2. Subjects of the study.

It has been asserted that this is a single case study involving 7th-grade students from Las

Animas School through non- participant observations and a questionnaire. Additionally, four

EFL teachers working in schools at social risk and a psychologist have gone under interviews,

tools that will be described in the next section.

2.1.2.1. School description.

Las Animas School is a public school located in Las Animas area in the city of Valdivia.

This institution provides preschool and primary education. Founded in October, 1885, the school

has been named differently throughout the time. In 1978, the school received its current name

"Escuela Las Animas E-Nº 39". Nowadays, the enrolment number is 394 with students from

preschool to 8th grade. Students' ages range between 4 to 17 years old. At the beginning of the

year of 2012, Las Animas School rated 89, 8% in the SVR (School Vulnerability Rate) being the

school with the second highest percentage in such scale in the XIV region of Los Rios. In fact, in the educational institution, there are 294 students who are considered to be at social risk.

The school staff is comprised of 52 people divided into educators, paraprofessional educators, multidisciplinary and school administrative personnel. The number of teachers working in the classrooms is 19. There is only one EFL teacher for the whole school community. That is to say, the educator teaches English from preschool to eight grade. From preschool to 4th grade, students have 1 hour of English per week; and from 5th to 8th grade, students have 3 hours of English per week.

The vision of the institution is to foster a pleasant and motivating school environment for the educational community to develop. In fact, the school vision is to reinforce the importance of human values through their curricula adjusting it to the needs that arise in society. In this context, the mission of the institution is to contribute to the development of individuals' integrity. By promoting positive attitudes towards life and by accepting one's limitations, Las Animas School seeks to heighten students' skills to function in, and benefit from, the current society.

Regarding school infrastructure, there are 25 classrooms, from which 13 are used for formal teaching and are equipped with audiovisual aids such as data projectors, laptops and subwoofers. Rooms are painted in light colours, such as white, allowing natural light to enter and have good illumination. There is a library with support material for teachers and books to aid students' learning. There are English-Spanish dictionaries at students' disposal but not further literature written in the English language. The computer laboratory does not have enough computers for a whole class; however, there is internet connection available for students. Notwithstanding the lack of a covered playground, there is a roofed hall where ceremonies and physical education classes are carried out. Outside the school, there is playground and an outdoor

recreational field. Under the direction of Mr. German Vidal, the school has implemented full-time school day classes with a wide range of workshops carried out in the afternoons. There are tailored remedial classes for students who need extra help to reach academic objectives and there are also free-choice workshops on physical education, music, and arts, among others. In 2000, a sub department related to children's special needs was created in order to support students with learning disabilities (Plan de Acción Escuela Nº 39 Las Animas, 2009, p. 1). The multidisciplinary team is composed of four individuals: one psychologist, one family counsellor, one educational psychologist and social worker.

2.1.2.1.1. Class description.

As it was mentioned in the section above, this single case study involves a class of 26 students of 7th grade from Las Animas School. The class has 11 female and 15 male students. Their ages range between 11 to 14 years old. In this form, there are 19 vulnerable students. There are 2 students who attend meetings with the multidisciplinary team since they have intellectual disabilities (L. Cárdenas, personal communication, November 4, 2012). The EFL teacher has her own English classroom within the school; therefore, students have to go this room every time they have this subject, which is twice a week.

The English classroom has a large number of desks due to the different amount of students in each grade. There are four rows in which there are two or three desks per row. Several technological devices are at the teacher's disposal such as a data projector, a laptop, a television and a radio. The room does not appear to have any problems regarding space, exterior noises (even though the school is next to a highway) or illumination. The room is painted light purple and white. At the beginning of the investigation, there were approximately three posters in

English on the walls. By the end of the field research, the room had more posters that pertained

to the English language with encouraging messages for students to keep learning.

2.1.2.2. EFL teachers' description.

Apart from gathering information in the school presented above, 5 interviews to experts

were carried out. Therefore, four EFL teachers (see Table 3 below) went under interviews that

supplied with information about their schools' realities. As it can be seen in the table below,

teachers were selected owing to their link with vulnerable public schools. Additionally, the

psychologist currently working in Las Animas School offered his point of view on the social

risk matter.

Table 3

Subjects of the Interviews

Teacher and school	School description
- EFL teacher 1 - School psychologist Las Animas School	Number of students: 394 Vulnerability rate: 89,8%
- EFL teacher 2 Angachilla School	Number of students: 363 Vulnerability rate: 84%
- EFL teacher 3 Holanda School	Number of students: 154 Vulnerability rate: 92,2%
- EFL teacher 4 Chile School	Number of students: 586 Vulnerability rate: 74,1%

Note. This table shows school information of each of the EFL teachers who answered the

interviews.

2.2. Data Collection Methods

It was necessary to employ strategies to collect data and provide relevant information to the research purposes. Consequently, the first step was to observe students' behaviour during their English classes in order to describe class context. The next step was to apply questionnaires to the same students in order to gather data concerning their backgrounds and interests. Finally, semi-structured interviews were conducted with the above-mentioned EFL teachers and psychologist in order to document their perspectives on the relationship between school performance and at-risk condition. Each tool focuses on gathering information in order to structure a pedagogical proposal founded on evidence presented by the data collection methods.

2.2.1. Non-participant classroom observations.

As noted earlier, this case study involved non-participant observations in a Valdivian EFL classroom. Being not directly involved in the course of the classes, served the purpose of obtaining a grasp of how at-risk students perform in class settings. According to Roger Rennekamp (n.d),

> Perhaps the most common use of non-participant observers in educational settings has been to assess the quality of instruction occurring in a classroom . . . they [non-participant observations] are used for the purpose of program improvement, rather than assessment of impact. (para. 2)

In view of the above-mentioned, non-participant observations were carried out with the 7th grade "A" in Las Animas School on account of the number of vulnerable students underachieving in the subject and their behavioural problems. These observations were developed in the English classroom, room that was provided by the school to the EFL teacher. Twelve observations were carried out from August to November 2012. Students had English

classes on Tuesdays from 08:10 to 09:30 and Fridays at 10:00- 10:45. During the observed period of time, the prime aim was to examine students' behaviour in the EFL classroom in order to discover the causes underlying disruptive behaviour. In addition to this, children's reactions towards activities performed during the class and the classroom management plan implemented in the EFL classroom were also part of the observation guide. For that reason, an observation guideline (see A-1) was structured in order to provide consistent data concerning students' taxonomies of behaviour throughout the extension of the field research.

Thus, this investigation portrayed students' motivation towards the class and the possible causes underlying misbehaviour. The guideline included elements such as classroom physical set-up, students' level of anxiety, and description of class activities in order to lay the foundations of a proposal to improve those aspects and facilitate the development of future English classes in the social risk context. At the beginning and at the end of the observation process, there were immediate post-observation questions to the teacher in charge of the class in order to know her opinion on the development of the lesson.

2.2.2. Questionnaires.

Questionnaires were conducted with students from the 7th grade "A" of Las Animas School, so that the responses were gathered in a standardised way. Elizabeth Lanthier (2002) asserts that "the purpose is to gather information about the people's attitudes, thoughts, behaviors, and so forth. The researchers compile the answers of the people in the sample in order to know how the group as a whole thinks or behaves". In fact, the importance of this collection method lies in the assumption that it is possible to identify students' personal perception and appreciation of their classes and family backgrounds. Therefore ten questions with predetermined answers were devised. Respondents had to select options according to their

preferences. In some questions, students were asked to write short explanations on their selected alternatives (see A-3).

Questionnaires were administered to 18 out of 26 students present on the day of its application. It was given on a Monday at 11:30 a.m. and each student received a copy of it. Students did not have English class that day. During this time slot, students had a History class with an educator who teaches History and Physical Education and who allowed the researcher to carry out the questionnaire. Students were told orally by the researcher the objectives of the questionnaire and how important their responses were. Each question was read aloud for the students to ask any question that might have aroused and they were given 5 minutes approximately to respond each one of them.

2.2.3. Semi-structured interviews.

In order to obtain different perspectives of the behavioural elements of students at social risk, semi-structured interviews were held with English school teachers and a psychologist described in the section that individualised subjects. Four EFL teachers from five schools with the lowest percentage in the vulnerability rate were interviewed in order to give insight into the correlation between students' backgrounds or affective issues, misbehaviour and classroom management and teaching methodologies in the EFL classroom.

Interviews had a semi-structured format involving open-ended questions since they "[give] respondents freedom to answer the questions using their own words" (Guion, Diehl, McDonald, 2011, p. 1). The interviews consisted of eight questions focused on the following aspects: how interviewees portray students' behaviour in the English class, how the classroom environment can be affected by students' behaviour and the impact of teaching methodologies on students (see A-5). Interviews were conducted in Spanish. Each interview lasted between 15 and

20 minutes, they were documented via voice recorder and they were conducted in the staff room of each educational institution.

Additionally, the psychologist' viewpoints are important because they do not only offer a better understanding of the connection between family background and behaviour, but also of the nature of student's behaviour and socioeconomic status. The interview with the psychologist from Las Animas School was held in November at his house.

2.3. Criteria of Analysis.

In order to present the results yielded by the different data collection methods applied to conduct this case study, and their subsequent analysis in the discussion section, a set of criteria has been structured on the basis of the three major themes of this investigation. The criteria correspond to affective issues, classroom management and teaching methodologies.

2.3.1. Affective issues.

Since one of the objectives of this research is to identify how emotional and social variables affect at-risk students' performance in class, results from the data collection methods described above aim to be evidence for the interplay amid motivation, relationship with peers and the relationship with EFL teachers. This criterion encompasses affective variables that have an impact on behaviour and how students approach a target language. Therefore, elements such as motivation, anxiety and attitude are to be depicted in order to examine how they function in an educational institution considered to be at social risk.

2.3.2. Classroom management.

The second criterion involves classroom management from the students and teachers' perspectives. In this context, the sub criteria to be analysed are elements such as teacher's directions, behavioural issues, discipline plan and consequences when misbehaviour occurs. On

the basis of these components, it is expected to be able to identify classroom management styles and the development of the teacher-student relationship in the at risk classroom.

2.3.3. Teaching methodologies.

This criterion seeks to portray how current teaching methodologies have an impact on students' reactions towards EFL. Apart from this fact, it also attempts to put forward the use of alternative teaching methodologies. Including elements such as teaching materials, classroom activities, benefits of drama techniques, this criterion of analysis aims at identifying how the at-risk environment could be improved through the use of alternative teaching practices that could address students' interests.

Chapter III: Results and Analysis

3.1. Results per Criteria

In the methodology section, three criteria were defined in order to collate the results of this investigation. Thus, the results of the three data collection methods will be organised and shown according to the three criteria described in the previous chapter: Affective issues, classroom management and teaching methodologies.

3.1.1. Affective issues.

The main results pertaining to the affective factors criterion will be summarised in Table 4 (see below). This criterion explores motivational elements and relationships inside the classroom, which will be further elaborated according to the results yielded by each research tool.

Table 4. *Affective Issues Summary*

Tool/ Subcriterion	Motivation	Relationship among peers	Relationship with the EFL teacher
Non-participant observations	Students didn't appear to be engaged in class. Lack of interest.	Students were talkative and disrespectful to each other.	Students did not pay attention in class and did not follow instructions.
Questionnaire	61% of students stated they did not feel motivated during the English class	50% said that the relationship among classmates is "good", whereas 39% said that the relation can be described as "normal".	50% affirmed that the relationship with the EFL teacher is "normal", while 39% said that the relationship can be described as "good".
		55% stated that the relationship with peers makes them feel "satisfied" 28% declared that the relationship makes them feel "happy".	50% of the students affirmed that they feel satisfied. 28% said that they are not satisfied with the relationship they had with the EFL teacher. 22% stated that they feel "happy".
Interviews	Teachers concluded that social risk context seems to influence students' motivation. Psychologist explained that even though social risk is an obstacle, it is not a significant influence on student's motivation.	According to EFL teachers, students are usually talkative and tend to get violent. According to the psychologist, students react in terms of the environment they live in.	EFL teachers affirmed that they try to focus on students' personalities and interests. The psychologist said that students react according to the way they are treated by teachers and school authorities.

Note. Summary of main ideas pertaining to affective issues criterion gathered by the application of three research tools: non-participant observations, questionnaire and interviews.

3.1.1.1. Non-participant classroom observations.

As it has been summarised in Table 4, results from the observations yielded that students from 7th grade from Las Animas School showed low interest in class activities. As a matter of fact, students did not appear to be engaged in the class. Their attention span seemed to be short since their willingness to participate and cooperate during class did not last more than a couple of minutes. In addition to this, although they were very active and energetic, students tended to channel their energy to misbehaviour within the class instead of keeping on-task. Since the EFL classroom had enough space for students to move around, students would constantly stand up and talk to each other. They were in fact very talkative and they would interrupt each other when speaking. In this respect, no turn-taking was observed. As shown in Table 4, students did not follow the educators' instructions and the teacher-student relationship was based on reprimands to tackle misbehaviour. During the whole observation process, students were either slumped back in their desks or with their hands on their hands. Physical and verbal confrontations were other types of issues that the educator had to deal with when teaching. Students displayed aggressive behaviour towards each other and the teacher. On some occasions, students used swearing in order to address each other.

3.1.1.2. Questionnaires.

Concerning the affective issues criterion from the students' point of view, and as shown in Table 4, results have been divided into three subcategories: students' motivation, the relationship among peers and the relationship with the EFL teacher. Regarding students' motivation, most of the students (61%) affirmed that they did not feel motivated to go to their English class compared to the 39% of the students who stated that they did feel motivated to attend their EFL lessons.

Results from the second category —relationship with classmates— yielded that students considered that the relationship among them was "good". In fact, the results showed that 50% of the students thought that the relationship among them was "good", whereas 39% of the students said that the relationship could be described as "normal". In the same context, more than half of the students affirmed that the relationship among peers made feel "satisfied" (55%), and 28% of students considered the relationship they held with their classmates made feel "happy". An 11% of the respondents stated they felt "sad" about the relationship with their classmates.

Results from the third category shown in Table 4 —relationship with the EFL teacher— showed that half of the students (50%) thought the relationship with the EFL teacher was "normal". 39% of students regarded their relationship as "good" and 11% of the respondents said they had a "bad" relationship with the teacher. In the same context, and in terms of how the teacher-student relationship made students feel, half of the students (50%) affirmed they felt "satisfied" with the relationship. 22% of the respondents stated the relationship made them feel happy, whereas 28% of the students said they were "not satisfied" with the relationship with the EFL teacher.

3.1.1.3. Interviews.

The EFL teacher from Las Animas School affirmed that students in upper grades (7th and 8th) are obstinate and most of them indifferent to what is being taught in class. EFL teacher 1 stated that one of the causes underlying misbehaviour in the class was the fact that some students had problems at home and were emotionally detached from their families. She said that as they lacked their parents' attention, they tended to try to get attention at school. Concerning the social risk factor, the teacher said that there was little concern from the parents and this could be revealed by the fact that students do not bring their material at school and do not arrive on time.

She said that students who misbehave are generally the ones who do not bring pens, textbooks or notebooks. The educator said that most parents do not attend parents meetings, and added that parents are not usually concerned whether their children get their homework done or not. She remarked how difficult to meet a parent is when being a subject teacher and not a form teacher. She finally stated that students stay at school because they do not have another place where to go.

With respect to the different problems that a teacher faces inside the classroom, the EFL teacher at Angachilla School said that lack of respect was a remarkable issue, especially with 7th and 8th graders. This educator added that students are difficult to deal with since they do not understand that the teacher is the one in charge of the class. She said that students undergo family problems at home and that they are messy because it is their way to rebel against it and be noticeable inside the classroom. She mentioned that, although parents are asked to attend the school, they come to the institution with a confrontational attitude and are unable to take responsibility regarding their children's behaviour. According to her, this is the reason why children rebel and unburden themselves by causing misbehaviour.

The EFL teacher 3 from Holanda School explained that when working with students at social risk, the main factors causing misbehaviour during class are related to social and family background problems. In her opinion, she said that it seems that children at social risk have several issues within their families; problems that make them act in a rebellious manner during class. In addition to this, she added that students are not generally used to being disciplined and usually get mad when a teacher tries to teach them how to behave.

The last educator interviewed was the EFL teacher from Chile School and explained that

if students have to deal with family or social issues, this brings extra difficulties, not only for

student's discipline, but also for the regular course of the class and classroom management.

Regarding the interview conducted with the psychologist from Las Animas School,

several elements related to the interaction among students, school authorities and the role of

teachers in relation to improvements in the classroom atmosphere were discussed. On the one

hand, regarding behavioural issues, the psychologist said that the main reasons that students

affirm to have in order to explain the nature of their disruptive behaviour are related to negative

reinforcement and unfriendly attitudes towards them from some of teachers and authorities of the

school. On the other hand, in relation to the impact on students' motivation and self-esteem that

the at-risk context entails, the psychologist explained that being immersed in a social risk context

can affect some aspects of students' motivation and self-esteem, which are subsequently

reflected in their school duties since the person responds according to the place and the

environment where he or she lives. He explained that being a student from a social risk context is

not a determining factor that affects students' personalities. On the contrary, vulnerable contexts

represent an obstacle that needs to be overcome with willingness to improve as a person.

3.1.2. Classroom management.

This criterion depicts results yielded by the data collection methods taking into account

the following elements: Teacher's directions, behavioural issues, discipline plan and

consequences when misbehaviour occurs. Table 5 summarises main results with regard to

classroom management (see below).

Table 5. *Classroom Management Summary*

Tool/ Subcriterion	Teacher's directions	Behavioural issues	Discipline plan	Consequences when misbehaviour occurs
Non-participant observations	- They were mostly understood by the students because instructions were given in Spanish.	-Violent behaviour and fights. - High levels of noise. - Use of swear words.	- Teacher raised her hand and waited for silence.	- Verbal reprimand, time out, gestural reprimand and no response from the teacher.
Questionnaire	- 56% of the students affirmed that they did not do homework since they did not understand what they were requested to do. 33% of students said that they preferred to do other things instead of homework and the remaining 11% stated that they were not interested in doing tasks after class.	_____	- 77% of the students agreed with the statement on negative comment on the class book. - 72% mentioned that the discipline plan included to be sent to the principal's office.	- The teacher yelled. - Negative comments on the class book.
Interviews	- Aimed at creating awareness for the students to realise that misbehaviour had consequences attached. - The psychologist explained that teachers should always work with students' aptitudes rather than their limitations.	- Students were usually violent and they did not measure the impact of their behaviour in class. - Class size did not interfere with normal course of a class.	- EFL teacher admitted that their most usual technique to ask for students' attention was to raise their hand to ask for silence - EFL teachers recognised to have clear rules within the classroom.	- Verbal reprimand - Negative comments on the class book. - Suspensions and expulsions.

Note. Summary of main ideas pertaining to classroom management criterion gathered by the application of three research tools: non-participant observations, questionnaire and interviews.

3.1.2.1. Non-participant classroom observations.

As shown in Table 5 and regarding the teacher's directions during class, it can be stated that since instructions were given in Spanish, they were clear to most students. Concerning student participation, it was observed that they did not take turns when speaking. Students yelled at each other in order to get attention. The use of swear words among students was frequent and the teacher used to overlook those situations and continue with the class. Also some students displayed violent behaviour and started fights. In Table 5, in the category of teacher's discipline plan when the level of noise was high, the teacher used to raise her hand in order to get students' attention. The educator did not count with a set of rules to tackle misbehaviour. The most common consequences for misbehaviour were verbal reprimand, time out, gestural reprimand and no response from the teacher. The teacher yelled most of time in order to get student's attention. On several occasions, the teacher spoke to a student to ask him/her to be quiet and other classmates intervened without asking for permission to do so. Students were off-task most of the time. During the whole observation process, students were usually in their chairs and others moving around the classroom.

3.1.2.2. Questionnaires.

One of the questions of this tool was related to students' appreciation regarding the EFL teacher's classroom management plan. Students were shown four statements and they could choose more than one alternative. The options to the question what the teacher did when misbehaviour occurs were: 1) the teacher yells, 2) writes negative comments on the class book, 3) send students to the principal's office, 4) remains in silence, 5) uses techniques to decrease the level of misbehaviour. Results showed the first statement got a 77% of the students' agreement. The acceptance to the second statement was 77%. Then, 72% of students agreed with the

statement about being sent to the principal's office. Regarding the fourth option, 44% of the students claimed that the English teacher stayed quiet until the class began to pay attention. Finally, 44% of the respondents claimed that their English teacher used several techniques in order to lower the levels of misbehaviour. As shown in Table 5 and concerning teachers' instructions about after-class activities, 56% affirmed that they did not do homework since they did not understand what they were requested to do, whereas 33% of students said that they preferred to do other things instead of homework.

3.1.2.3. Interviews.

Concerning classroom management, the EFL teacher at Las Animas School said that the biggest problem in class was that students are talkative and do not realise that they must remain in silence when she speaks. In her experience, as students grow older, they become more violent and usually abuse each other verbally. She mentioned that her classroom management plan included the hand raising technique in which she raises her hand to ask for silence and students raise their hands in return. She said that it is beneficial to have routines inside the classroom so that students get used and respect them. When a student constantly misbehaves after several verbal reprimands, she writes a negative comment on the class book. If the student has three or four negative comments, the teacher can arrange a meeting with the parent. She stated that this act was one of the scarce opportunities they have to correct students' conduct.

With regard to the same topic –classroom management– the EFL teacher at Angachilla School affirmed that she used several strategies to urge students to keep on-task. She said that she used a rubric per class. By adding points to the rubric when students communicate in English, she said that she has boosted her students' motivation to speak in the target language. When asked about incentives, she said that tangible prizes were not useful since students get

used to them, and if that sort of incentive is not available, students do not work. She said that she writes either negative or positive comments on the class book depending on the students' behaviour. However, she noted that as students have several problems at home, negative comments are not a good way to motivate students.

According to the EFL teacher at Holanda School, nowadays children do not seem to be interested in anything related to studying, even if teachers bring music, videos etc. For the educator, lack of respect is an everyday reality in her classes. According to the EFL teacher, in order to have an effective classroom management plan, the teacher should always know how to handle each course. Also, this EFL teacher mentions that theory does not always work when put into practice in class. In fact, the educator explained that there are different contexts in which some theories work perfectly, but there are some other contexts in which they do not function. The strategies that have worked for the educator are to write negative comments on the class book and give rewards. The EFL teacher finally explains that her students know the importance of having good comments on the class book.

The EFL teacher at Chile School said that the most common behavioural problems that the EFL teacher has had to deal with are related to a lack of interest from the students. In her opinion, the more didactic and interesting activities are used in the classroom, the more active and participative students become. The educator mentions that when facing large classes, it is more difficult to maintain order. According to the teacher's opinion, classroom management and the different techniques that can be used to handle behavioural problems have to focus on students' personalities and interests. Having activities based on students' interests have been proven to be effective for her classes. She believes that the most important element that has been effective during her teaching career is the design of her class activities. The educator explained

that she prefers to get to know her students' interests in order to reward them by using activities

that they like, rather than having prizes for them every time that they participate during class.

Finally, the psychologist from Las Animas School explained that the role of the teacher

regarding the improvement of classroom environment and education in our country has become

of paramount importance. Moreover, he said that teachers have one of the most significant roles

not only for the Chilean educational system, but for our entire society. He indicated that it is

necessary to focus on self-improvement and cooperative work at the same time. In this light, and

as portrayed in Table 5, he explained that working with students' aptitudes rather than their

limitations is fundamental when it comes to deal with behavioural issues in the class.

3.1.3. Teaching methodologies.

This criterion includes elements such as teaching materials, classroom activities, students'

reactions and benefits of drama techniques in the classroom. Table 6 shows an overview of the

results from each research tool, which are described below.

Table 6.

Teaching Methodologies Summary

Tool/ Subcriterion	Teaching materials	Classroom activities	Benefits of Drama techniques	Students' reactions
Non-participant observations	- Use of dictionaries and text books.	- Students translated sentences into Spanish. - Completion of text book activities.	_____	- Reluctant to do class work. - When given long periods of time, pace of lessons got slow, and therefore; students got bored.

| Interviews | - Body language.
- Mimicry. | - Role plays
- Mimicry | - Improvement of linguistic and social skills.
- Students learn how to tolerate each other.
- Gain confidence speaking in the target language.
- Students learn new vocabulary. | - The idea is that students become aware of their own shortcomings and of how to overcome them.
- Disciplinary issues might influence the implementation of drama techniques with older students. |

Note. Summary of main ideas pertaining to classroom management criterion gathered by the application of two research tools: non-participant observations and interviews.

3.1.3.1. Non-participant classroom observations.

Regarding activities implemented during classes, it was observed that the lessons were mostly carried out in Spanish. The teacher only used English when translating vocabulary into the target language. As shown in Table 6, the materials used in the classroom were dictionaries and textbooks. In fact, it was noticed that the teacher relied on the textbook most of the time. Students were asked to copy pages from their books on their notebooks or translate sentences into Spanish. Therefore, during class, the only skills enhanced were reading and writing. Sometimes, when checking students' answers, the teacher usually pointed at a student randomly and they were expected to answer right away. If the answers were wrong, those mistakes were pointed out openly. The teacher did not use any posters or flashcards to decorate the room. Concerning time issues, students were given long periods of time (the whole class hour) to answer a maximum of two exercises from the textbooks. Therefore, the pace of the lessons can be rated as too slow. It was also observed that grammatical content and vocabulary were taught

through the grammar-translation approach. Finally, concerning collaborative work, there was not

group work observed during the observation process and students usually worked by themselves.

3.1.3.2. Interviews.

As regards the question about drama techniques, the EFL teacher at Las Animas School

said that she knew about the use of role-plays. She said that according to students' learning needs

and knowledge, role-plays can be adapted to be used in the EFL classroom. She said that the

benefits that this type of activities can bring to class are the development not only of linguistic

skills, but also of social skills. She added that students can learn to express themselves and

tolerate each other. They also become more aware of their own shortcomings, and are able to

overcome them. They can gain confidence when speaking in the target language and realise that

it is not as difficult as they usually think it is to convey ideas in English. With respect to the

question about how students are likely to react when implementing drama techniques, she said

that older students (7th and 8th graders) are not interested in class activities as they think they are

self-sufficient and almost anything catches their attention. She said that indiscipline would not

allow this type of activity (drama techniques) to be carried out successfully since students mock

each other and they do not respect their classmates.

In the same respect, the EFL teacher at Angachilla School said that she did not know

much about drama techniques. However, she said she does use her body to convey messages and

tries to get students' attention through mimic. She said that she finds drama-based activities

difficult to implement when dealing with large classes because students tend to confuse games

with disorder. They make a lot of noise and the class usually turns into a mess.

The EFL teacher at Holanda School explained that she does not know much about drama

techniques. She has done some activities related to role plays, but she mentions that due to lack

of time, she has not searched for new methodologies to implement in the classroom. Using

different activities for the students not only would help them to improve the target language but

would also help them to learn new vocabulary. The teacher explained that even though she thinks

that students would be happy to have activities related to drama techniques, every teacher must

follow the lesson plans given by the Ministry of Education, and also follow the school rules and

procedures. For that reason, it is important to have everything planned before the year starts and

complement the content given by the Ministry with new methodologies.

The EFL teacher at Chile School said that she knew about mimicry and role plays. She

added that it has been interesting for her to see that these techniques have been welcomed by the

students during her classes. In her opinion, through the use of more didactic activities such as

drama techniques, the learning process of the students can improve. However, one should always

bear in mind students' interests when designing any type of activity. Finally, she stated that using

drama techniques in the class activities has seemed to work fine for her, especially because it has

helped her to deal with the lack of interest that her students used to display in class.

3.2. Discussion

The results yielded by the non-participant observations in the 7th grade from Las Animas

School, the questionnaire applied to the aforementioned 7th-grade students and the interviews

with EFL teachers have been analysed in terms of the criteria described in the methodology

section: Affective issues, classroom management, and teaching methodologies.

3.2.1. Affective issues.

Affective variables are of significant importance since their impact on students' conduct

and performance inside the classroom has been claimed to be a determining factor in the

construction of a class climate that could deter misbehaviour from disrupting class hours (Bos &

Vaughn, 2009). Firstly, motivational factors will be analysed in order to provide an overview of what was observed in class, complimented by the educators' points of view on motivation. Also, the student-student and teacher-student relationships will be discussed in order to contrast information and be able to bring forth an activity-based proposal that could improve the at-risk class climate.

As outlined in the theoretical background, there are two types of motivation: Intrinsic and extrinsic (Meece, 2002). According to the results of the observations, students were mainly off-task during class, which could be a consequence of demotivation. Since students did not show any type of interest in what was being taught, it seemed that students were not intrinsically motivated. Regarding extrinsic motivation, there were not incentives, rewards or verbal praise perceived in the observations. It can be inferred that if the teacher were to provide more praise when students perform well, their interest in the EFL class could increase. In this context, it may be difficult to change students' inner source of motivation when the context they live in is adverse. However, by extrinsically motivating pupils to do their best, misbehaviour could be halted. Santrock (2004) explains that through motivation one can direct efforts to display desirable behaviour. However, the observed teacher only resorted to verbal reprimand, which did not seem to encourage students to behave well inside the classroom. Hussin, Maarof and D'Cruz (2001) point out that in order to increase students' motivation, it is necessary to provide opportunities in which self-esteem could be bolstered through active participation in the classroom. Nonetheless, as it was earlier noted in the results section, activities in the observed classroom only focused on completion of grammar exercises, which did not help students' self-esteem to develop. The aforementioned authors also refer to the relevance of proffering clear learning goals as students could have clear ideas concerning what is expected of them; therefore,

their actions would be intended to accomplish those goals instead of diverting their attention towards non-related class situations. Consequently, activities that address students' self-esteem together with clear class objectives could be helpful for the Valdivian at-risk class context.

It has been asserted in the results section, that students had short attention spans and did not keep on task. Probably as activities were too long, students started wandering off the topic. Students were sitting most of the time with their hands on their heads, which appeared to be a sign of boredom. Students' unwillingness to participate in class could be an outcome of anxiety. Meece (2002) says that students may get anxious when their abilities are tested in front of others. In the 7th grade, students' mistakes were openly noted and corrected directly. Koba, Ogawa and Wilkinson (2000) contend that anxiety is caused by threatening episodes. This could mean that students' unwillingness to take part in class activities was because they were afraid or they felt that activities were threatening for them.

Concerning the type of relationships within the classroom, either among peers or with the educator, results showed that more than half of the students of the 7th grade in Las Animas stated that they had a "good" relationship with their peers. It is important to clarify that at the moment of designing the questionnaire, several questions had alternatives, such as: bad and good (see A-3); however, at the moment of administering it, options were not defined to the students as the goal was to have an overview of their perception on how class hours developed. Having said that students regarded the relationship among themselves as "good", during the observation stage, it was noticed that most of the students reacted violently and displayed physical and verbal aggressiveness towards each other. This did not mean that their relationship was unfavourable to them. In fact, according to their perception, it seemed that for the students it was normal to treat each other as it has been depicted. Bos and Vaughn (2009) say that vulnerable students tend to

display violent behaviour when treating each other because it is a portrayal of what they live in the contexts they are immersed in outside school. This suggests a need to raise awareness about how one should address each other in class. In fact, activities that could empower students to express in non-offensive ways should serve the purpose of creating a less aggressive class environment.

Let us remember that attitude is another affective variable. In this regard, Richard-Amato (2003) says that the most common attitude for people learning a foreign language is encompassed by a social distance that does not allow the learner to relate to the language. This means that students could have had a feeling of detachment because the foreign language did not seem to have immediate usefulness, which could lead to a lack of motivation to engage in the EFL class. This is backed up by the results from the questionnaires applied to the students, which yielded that more than half of the students responded that they did not feel motivated to participate in the English classes.

The previous idea was supported by the results of the interviews, in which EFL teachers said that students' lack of interest sprang from their family contexts, given by their at-risk condition. In other words, their lack of interest might arise from their everyday experiences of violence, poverty, basic needs, etc., which did not let them see the importance of learning. However, activities carried out during class hours can promote positive attitudes towards learning a language (Richard-Amato, 2003) and learning in general.

With regards to the relationship between the students and the EFL teacher, students responded in the questionnaire that they felt "satisfied" with the bond created with the educator. At the moment of administering the questionnaire, satisfied was defined as being pleased with the relationship they had with the teacher. Their disrespectful attitude towards the teacher during

the observation process showed that their perception on the relationship they regarded as

"normal" was as normal as the kind of relationship they maintained with their classmates. As

described in the results of the observation, students did not pay attention to the teacher and did

not seem to care about any type of reprimand given.

In the same respect, EFL teachers replied in the interviews that the negative and violent

attitudes displayed by the students at social risk seemed to be influenced by the students' adverse

backgrounds, which is consistent with the previous description of the relationship among

classmates. According to teachers, this reality appeared to affect their behaviour and motivation

during lessons. However, Bos and Vaughn (2009) indicate that not paying attention to students'

contexts in terms of teaching methodologies can have deleterious consequences for students'

appreciation of class content. It appears that not only do students feel demotivated when

methodologies are "boring", but they also tend to find class content useless as it does not match

their realities. In this light, motivational activities should include didactic tasks that increase

students' enthusiasm towards the class. This could be done through activities that involve

imaginary situations in which they are asked to express themselves through gestures and body

movements as they allow them to channel their energy (Holden, as cited in Zyoud, 2010), thus

improving the atmosphere in the classroom.

3.2.2. Classroom management

As previously stated, almost half of the students in Chile considered that teachers lacked

classroom management techniques (IDEA, 2005), fact that was confirmed in the observation

process. The teacher observed neither displayed different techniques to get students 'attention

nor showed procedures to handle behavioural problems. In the interviews, the EFL teachers

pointed out that aggressiveness during class hours was one of the main issues in the at-risk

classroom. In fact, vulnerable students tend to display behavioural problems (Bos & Vaughn, 2009; Knapp & Shields, 1990). In the observation process, the indiscipline showed that in this particular at-risk classroom there were problems concerning misbehaviour during instruction.

The use of swear words and physical violence were common incidents during all the classes that were observed, which was something that the teacher did not control. It can be said that the teacher even preferred to ignore this and tried to continue with the class, since students were not asked to stop swearing. Most of the students were rude not only to each other, but also to the teacher. This disruptive behaviour and lack of respect during class hours supports Richard-Amato (2003) point of view, which says that when there is lack of respect, conflicts are likely to arise not only among students, but also between the educator and the students. The continuous occasions in which students did not seem to care about class instructions suggest that the educator could have lacked of class room management techniques. The latter can be linked to the amount of time allotted to deal with misbehaviour seen during the observation stage. One or two learning activities were actually developed per class since behavioural issues seemed to delay the development of all EFL tasks. Additionally, the educator only used yelling or writing negative comments on the class book as consequences of disruptive conduct and reluctance to work on class activities. Notwithstanding the foregoing importance of being on-task during class, none of those tasks allowed students to express or to talk about the problems they were facing as a class. R. Marzano, J. Marzano and Pickering (2003) speak of the importance of settling clear rules and consequences in order to devise an effective classroom management plan. However, in the observed classroom there was a lack of a clear classroom management plan. In addition to this, the teacher did not seem to give prominence to class rules as they were not reinforced in order to stop inappropriate behaviour. This is why it is possible to state that the creation of a favourable

class climate seems to lie in how the teacher addresses misbehaviour and meets students'

requirements concerning content and values. In this sense, it is suggested to devise class

activities in which class rules could be reinforced. Therefore, according to what has been stated

in the theoretical background, plus what it was witnessed during the observations, it is

recommended to have an unambiguous discipline plan when dealing with students at social risk.

In brief, class rules and their respective consequences should be set from the very beginning of

the school year and strengthened throughout classes.

Another factor to take into account when dealing with behavioural issues is class size. As

it is stated by Sarwar (2001) in the rationale of the study, large classes tend to have problems

regarding classroom management due to distraction among students and the level of noise that

this causes. In fact, it is thought that class size might influence the development of regular

classes (Luengo & Martinez, 2011), which can be one of the roots for behavioural problems to

arise.

In this direction, during the interviews, EFL teachers acknowledged the impact of class

size during instruction. Nonetheless, in the EFL observed classroom, the average number of

students who attended lessons did not reach a higher number than 24. The teacher in charge of

the class had several problems at trying to get students' attention; thus, it can be said that a large

number of students per class is not an issue in this particular case study. It can be inferred that

even though class size comes to be a determining obstacle, especially for teachers when noise

interferes with instructions, it is not the only problem that a teacher can face within the

classroom. This case study has shown that despite the number of students was small –compared

to the average of 36 people described by a study conducted by MINEDUC– the EFL teacher

could not get her students' attention, which might be caused on account of a lack of classroom management techniques.

In the same context, it can be inferred that even nowadays, there are several unsolved problems related to behaviour inside the class, which must be taken under consideration, especially with at-risk students. Additionally, according to the psychologist's point of view, improving the classroom atmosphere not only helps to enhance the development of the class, but also prepares students to become qualified people that could contribute to their society. For that reason, it is advisable to work with students' aptitudes and not with their faults and limitations.

3.2.3. Teaching methodologies.

The observations carried out showed that activities took long periods of time to be developed. As there were only a few activities (two in average) per class, it led to boredom and lack of discipline. Thus, students tended to get distracted when they simply did not want to work with the textbook. For that reason, there were several moments when two or more students started to argue between them and showed aggressive behaviour in the class.

It was found that the main methodology to teach English was the Grammar-Translation Method, which only enhances reading and writing skills. It is now when drama techniques become attractive, since they offer the possibility to make use of students' own personalities in order to reinforce their learning processes in the language class (Maley & Duff, 1982). Furthermore, these techniques highlight every student's intrinsic capacity to "imitate, mimic, and express himself or herself through gesture" (Maley & Duff, 1982). Drama activities benefit students' imagination through several situations and help to release their inner energy (*Ibid,* 1982), which is especially important when dealing with adolescents. In addition, they address

different learning styles –a need that was not satisfied in the observed 7th grade class– because it can reach more students and make them be on-task.

During the interviews with the four EFL teachers, they acknowledged the importance of other activities apart from the ones in the textbooks. They also suggested the benefits of using communicative activities as they could improve students' linguistic and social skills. Thus, it can be said that there is a willingness to enhance oral skills, which could help students gain confidence when speaking in the target language, but more importantly, to keep them on-task during the EFL class and not to distract each other by resorting to misbehaviour.

However, some teachers pointed out the difficulty of implementing non-traditional methodologies in the classroom on account of behavioural issues. They said they were afraid that students did not react well when working with other type of activities. They stated they were concerned about how to handle a class when implementing drama techniques since students were not used to them. These perspectives seem to contrast with Maley and Duff (1982)'s point of view which renders clearly that through the use of drama techniques, students are able to directly engage with their feelings, thus making them more conscious of the importance to express them appropriately (*Ibid*, 1982). Chauhan (2004) complements this idea when she says that by implementing drama in the class, the teacher not only shows the use of the language in a real life situation using contextualised language expressed through different sensations and emotions, but it also helps the educator to have a wider range of strategies and options for their class activities.

The importance of having contextualised techniques has already been highlighted: They may have an impact on the way students approach class content. It was stated that non-contextualised content may boost unwillingness to participate in the classroom and it may also bolster a non-favourable attitude towards the English class. In relation to the relevance of

authenticity, Boudreault (2010) focuses on the promotion of communicative skills that drama-based activities offer. Theory with regards to attitude in an educational setting (Ellis, 1994) reinforces the previous idea by stating that the lack of correlation between teachers' methodologies and students' realities can be a drawback that affects students' attitude towards class. During the observation process, it was observed that the teacher in Las Animas School did not have a clear discipline plan and did not promote collaborative work. According to Maley and Duff (1982), by teaching students to work collaboratively with their other classmates, they could learn to respect and learn from each other. However, results showed that activities only addressed grammatical content through translation. Therefore, only one type of learning style was approached by the teacher. Spolin (1963) juxtaposes this idea even more indicating that in the collaborative drama techniques field, relationships inside a group are built by individuals working interdependently to contribute with a final project or task (as cited in Carkin, 2007). The literature suggests that when appealing to different learning styles, academic performance is bound to improve (Ashton-Hay, 2005). This suggests that by devising activities that meet students' interests through contextualised activities, the classroom environment could be improved in terms of students' attitudes and willingness to engage in the EFL class.

        In the observation process, it was noticed that students were aggressive to each other, but at the same time they did not have an "official" chance to talk to each other. Perhaps by assigning moments in which they could communicate and convey feelings, the class climate could turn into a more favourable context. Regarding this matter, Maley and Duff (1982) say that as drama techniques have a communicative focus, they could be helpful in the EFL class by virtue of their interactional feature. At the same time, they engage students' emotions and usually promote the need of conveying them in an appropriate manner (p. 11). Thus, relationships among

peers could be improved since the interactional characteristic of drama techniques could help build favourable relationships inside the classroom.

The results of the observation process, questionnaires and interviews provided valuable data regarding the EFL setting in the Valdivian at-risk context. It has been possible to describe how students actually behave and the different elements that mould their conduct in class. The impact of teaching methodologies or activities and classroom management was analysed by comparing theory with the field study. Thus, it can be summarised that students' affective variables, classroom management and class activities are three elements of paramount importance when creating a favourable classroom environment. These elements come to reinforce that students are not the only ones to blame when it comes to misbehaviour. In fact, there are several factors that influence such behaviour –children emotional domain– and this is what this investigation has sought to uncover in order to fulfil learning needs in terms of how to devise classroom activities to approach those students. In this context, teachers' methodologies and classroom management play an important role to lay the foundations of a positive class climate.

3.3. Pedagogical Proposal

The following set of activities has been developed with the purpose of promoting a favourable classroom environment in the at-risk EFL classroom. This initiative has arisen from the results yielded by the case study developed in a Valdivian vulnerable school, which suggests that disruptive behaviour is an issue that needs to be addressed and prevented by devising activities for at-risk settings. In this context, classroom management becomes a determining element to direct the attention to when improving class climate.

The activities of this pedagogical proposal will be grounded on contextualised tasks, reduction of verbal aggressiveness and reinforcement of class rules. As exposed in the theoretical framework, drama-based activities aim at making students feel comfortable during the class, enhancing cooperative work and good relationships inside the classroom. Three of the activities have been especially created for this proposal, and fourteen of them have been adapted from different sources – ranging from actors training, classroom management and drama games books – in order to suit the at-risk classroom in the Chilean context. Besides, the activities can be modified if necessary in order to adapt them to different class characteristics or to be applied to other areas beyond the bounds of the English classroom. Therefore, they can be adjusted in order to be used in other subjects apart from the English one as its main focus is to deal with classroom management and not only with language and content acquisition.

Since this proposal remarks the idea of modifying behaviour, the iteration of the activities is of prime importance. This means that they should be used more than just one time in class so that students can internalise how they function and acquire them as routines that help to maintain a favourable classroom climate. Consequently, iteration will become one of the features of these activities which will allow the desired results in terms of habit formation and deep changes in behaviour, thus building positive relationships inside the classroom. For example, after carrying out one activity for the first time the teacher can use it simply as a starting point to modify the necessary aspects and to improve the next iteration of the same activity.

An activity content table has been devised (see B-1) in order to make it easier for the teacher to look for the main characteristics of each activity in terms of category, age, timing, objective and iteration. In relation to the goals of the activities and despite all of them overlap or, at least, are deeply intertwined, even more sometimes activities have merged categories, it must

be noted that they all serve particular purposes having diverse classroom management objectives

(C.M.O.); therefore, it has been necessary to divide them into three categories. The first

subdivision is dealing with class rules, the second is group formation, and the third section is

cooperative work and conflict resolution.

3.3.1. Dealing with class rules.

As earlier pointed out in the theoretical framework, in the rules and their consequences

lay the foundations of effective classroom management planning (Marzano, R., Marzano, J., &

Pickering, 2003). For those rules to be acquired as habits, it is important to teach, review and

reinforce them. Hence the importance of iteration in each activity related to class rules. Students

are to modify their behaviour and this is gradual process. As mentioned in the discussion section,

it is strongly recommended that when dealing with vulnerable students, the teacher needs to have

a clear discipline plan. The activities (see B-4) suggested involve the whole class in making the

rules, thus empowering students with the responsibility of their own acts. It is advisable that

when setting rules, one could keep them short so that they are internalised by students.

3.3.2. Group formation.

This category has been created on the basis that at-risk students present several problems

when building positive relationships within the classroom. Besides, the field observations

evidenced that group work was not encouraged in the classroom. Group work means that small

groups of students with different skills and different learning styles work together to achieve a

goal. The activities under this category (see B-15) aim at making students help each other so as

to create an atmosphere favourable for their learning process. Students also get the chance to

enhance their social skills improving relationships within the classroom. One of the requirements

for latter is to teach students to assume different roles within their groups, and respect their

classmates' as well. Maley and Duff (1982) affirm that when students work together, they learn that developing small tasks help reaching large objectives (p. 14). In order to do so they need to confide in their classmates' ideas planning and sharing commitment by discussing and talking to each other to come to a consensus.

3.3.3. Cooperative work and conflict resolution.

Earlier in the theoretical framework, it was noted that the lack of respect can lead to conflicts in which the teacher-student and student-student relationships may be damaged (Richard-Amato, 2003). As outlined in the results of the observation process, the use of swear words and physical violence were common incidents during class. This is why the set of activities created under this category (see B-21) seeks to ease tension and positively shape students' perceptions towards each other. The aim is to avoid conflict or at least to facilitate a peaceful ending for it. As mentioned earlier, communication is the key to promote positive class climate and these activities address the students' awareness of keeping good relations inside the classroom.

General Conclusions

Classroom environment is a known contributor to effective learning and precedes good instruction; therefore, it should not be discounted when considering ways to improve the quality of the learning atmosphere. Through this investigation, it has been unveiled that the main factor to lay the foundations of a favourable class climate is by the means of classroom management. This reaffirms the idea that there is a connection between conduct and academic performance, which makes of paramount importance to implement drama-based activities during class hours. Hence, the latter becomes a helpful strategy for teachers to enhance the relationship between them and their students.

The current Chilean school scenario has led to render school climate unsuitable to reach the desired learning outcomes. In fact, it has seen itself affected by classroom management measures to deter misbehaviour that seem to be ineffective and detrimental for both: School results and students' motivation. It must be stated that before this investigation, it was thought that because students are at social risk they intrinsically misbehave. Nevertheless, it was later found out that the role of the teacher as a class manager is fundamental in order to promote positive demeanour in the classroom.

Regarding the main findings yielded by this case study, one can find the motivational aspect, the nonexistence of cooperative work and verbal aggressiveness. With respect to motivation, results proved that extrinsic motivation comes to be important in order to reward students. In fact, it has been discovered that in vulnerable settings students need continuous reinforcement of class rules as it is also important to reward students verbally. It was also found that students in this particular vulnerable classroom were not given the opportunity to interact with each other in class activities. Ergo, the importance of collaborative work raises as one issue

that needs to be further developed in Chilean classrooms as cooperative tasks have proved to be essential to promote social skills.

Even though teachers cannot always change the reality of their students, especially when referring to vulnerable ones, it is always possible to implement activities that give them the possibility to portray themselves in a different and friendlier context. This could allow them to escape at least for a brief moment from what they face daily in most of their homes. In this regard, drama techniques have been proven to be effective to help these situations to occur during the EFL class hours. As a matter of fact, drama activities are expected to strengthen relationships inside the at-risk context, elicit participation and engagement in the EFL class, so that students can reach their potential and channel their energy into useful and meaningful tasks.

The aforementioned potential can be only enriched through collaborative work and it can be finally indicated that drama techniques are beneficial in order to enhance collective assignments. Since, findings revealed that in at risk settings, the ability to solve problems seemed to be compromised due to the lack of collaborative activities, it can be stated that it is of major importance to instil a need of interaction into the students so that they are more prepared to confront situations in which the use of communication can help to solve them. For that reason, moments in which cooperative situations are promoted come to be worthwhile in order to provide students with the necessary tools to fit into the current society.

As it has been possible to depict, there is a need for more research related to vulnerable students and how to motivate them. Adverse backgrounds cannot be omitted or overlooked these days. It can be said that it is necessary to pay close attention to students' emotions and include them into daily teaching planning. At-risk students deserve the opportunity to receive quality education that transcends cultural and social boundaries and even barriers such as the economic

one usually found in the Chilean context. This is a compelling reason to continue researching on the field and trying to implement alternative strategies that can actually address economically disadvantaged students, encourage them to stand up to their hostile backgrounds and move forward no matter what problems come along their way. In fact, through the use of drama-based activities, students' behavioural changes are expected in the long-term, which requires a joint action among all the school staff. In this sense, classroom environment is not only a task that should be carried out by one teacher, but by the whole school community.

For further research

As mentioned earlier, vulnerable students are often blamed for classroom disruptions. However, sometimes there is little knowledge on how to handle those disruptive periods since there is a lack of classroom management strategies. This puts forward the idea of starting empowering future teachers with the necessary tools to face the current Chilean reality. In this sense, teacher training programs should assist pre-service and in-service teachers. There is a need of addressing teacher preparation and professional development with respect to classroom management. More work needs to be done to make sure that teachers not only understand that preventing behavioural issues is important but also to make sure that they apply management techniques in their classroom.

The results of this study also lead to additional research in terms of classroom management in Chile. There is little knowledge about teachers' strategies to reach their students and the impact of those strategies on them. It is suggested that for future studies, field research could include a greater number of classrooms in order to analyse how alternative methodologies can be integrated into the curricula. Therefore, a follow-up on the execution of the activities proposed would be advisable to carry out in order to improve them.

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Annexes

A. Research Tools.

Universidad Austral de Chile
Conocimiento y Naturaleza

Class Observation Guideline

Name of teacher observed:_____

Observer: _____Date of the observation:_____

Time and Place:
- for the observation: _____
- for the follow-up meeting to discuss the observation: _____

Instructor's goals for the class being observed:
-
-
-

Classroom set-up

1) Number of students:_____ Boys:_____ Girls:_____ No. Absent:_____

2) What is the physical set-up?_____
_____

	Yes	*No*	*Describe*
3) Does the room appear crowded?			
4) Are there any extraneous noises such as noisy heaters, windows overlooking a busy street, or hallway traffic?			
5) Are there any safety issues (e.g., scissors or other sharp tools readily available, objects that could be thrown, broken equipment or furniture			
Classroom management 6) Are teacher directions clear and understandable?			
7) Are there any techniques to get students get together in groups?			
8) Are all students engaged in the English class?			
9) Does the teacher have an established set of classroom rules?			
10) Does the teacher present problems in order to get students' attention?			
11) Does the teacher stimulate students by rewarding at positive aspects of their performance in class?			

12) Does the teacher provide frequent and immediate feedback to students on their performance?			

13) When misbehavior occurs, what types of consequences are provided?

_____Praise   _____Gestural reprimand   _____Time-out

_____ No response   _____ Verbal reprimand   _____ (others)_____

14) Are students in the classroom?

_____ Moving around

_____ Generally in their chairs

_____ Listening attentively

_____ Slumped back in desks

_____ Heads on hands

15) How would you rate the pacing of the lesson for the target student?   _____Too fast

_____ About right

_____ Too slow

Immediate post-observation questions to the teacher in charge of the class:

- Was this a typical class?
- What was your impression of how it went?
- What's your impression of how well you achieved your goals for the class?
- Is there anything that worked well for you in class today that you particularly liked? Does that usually go well?
- Is there anything that did not work well-that /you disliked about the way the class went?

_____
_____
_____
_____
_____
_____
_____
_____
_____

Universidad Austral de Chile
Conocimiento y Naturaleza

Cuestionario – Intereses y motivación de los estudiantes y subsector de inglés

Hola,

¿Cómo estás? Este cuestionario está orientado a conocer cuál es tu opinión sobre la asignatura de inglés. Es de carácter confidencial y por tanto no es necesario que escribas tu nombre. Los resultados obtenidos proporcionarán información valiosa para elaborar los planes de mejora en el área educativa de inglés. Te pedimos que respondas con mucho cuidado y en base a lo que piensas y sientes. Sólo nos interesa saber la verdad y tu opinión sincera. No hay respuestas buenas ni malas. No te tomará más de cinco minutos de tu tiempo. Muchas gracias por tu buena disposición☺.

Encierra con un círculo la alternativa que te parezca más apropiada

1) ¿Con quién vives en tu casa? (Más de una alternativa es posible)
a)   Mamá
b)   Papá
c)   Hermanos/hermanas
d)   Primos
e)   Tíos
f)   Sobrinos
g)   Abuelos
h)   Otros adultos (no familiares)

2) A continuación, te mostramos una serie de situaciones que podrían estar ocurriendo en tu casa. (Más de una alternativa es posible)
a)   Existe comunicación constante entre los miembros de tu familia
b)   Las personas con quienes vives te comprenden
c)   Las personas con quienes vives te escuchan
d)   Generalmente ocurren peleas en tu casa
e)   En casa te sientes solo
f)   Las dificultades que has mencionado interfieren en tu rendimiento escolar
g)   Las personas con quienes vives reconocen la importancia de asistir al colegio
h)   Existe violencia física en tu casa
i)   Existe agresión verbal en tu casa

3) En el lugar donde estudias ¿eres interrumpido o molestado frecuentemente?
a)   Si
b)   No

4) ¿Cuál es la razón principal por la que a veces no haces tus tareas?

a)   No te interesa hacer las tareas
b)   No las entiendes
c)   Prefieres hacer otras cosas
d)   Tienes que ayudar quehaceres de la casa o trabajar

5) ¿Cómo es la relación con tus compañeros de clases?
a)   Buena
b)   Regular
c)   Mala

6) ¿Cómo te hace sentir la relación que existe entre tus compañeros y tú?
a)   Contento
b)   Triste
c)   Conforme
d)   Disconforme

7) ¿Te motiva ir a las clases de inglés?
a) Si
b) No

8)   ¿Cómo es la relación con tu profesor/a de inglés? Justifica por favor
a)   Buena
b)   Regular
c)   Mala
¿Por qué?_____
_____

9)   ¿Cómo te hace sentir la relación que existe entre profesor/a de inglés y tú?
a)   Contento
b)   Triste
c)   Conforme
d)   Disconforme

10)   Cuando hay mucho desorden en la clase de inglés, el profesor/a: (Marca aquellas que sean pertinentes).
a)   Grita para pedir orden
b)   Coloca anotaciones negativas
c)   Envía a los alumnos a inspectoría
d)   Se queda en silencio hasta que vuelva el orden
e)   Utiliza técnicas que ayudan a bajar el nivel de desorden

__Muchas gracias por tus respuestas__ ☺

Semi-structured Interviews to EFL Teachers

Universidad Austral de Chile
Conocimiento y Naturaleza

Establecimiento educacional del profesor entrevistado:

_____

Estimado profesor:

Lo invitamos a responder estas sencillas preguntas acerca del comportamiento que presentan los estudiantes durante las clases de inglés. Su cooperación nos será de utilidad para entender el contexto escolar de la unidad educativa a la que pertenece y la manera en que esta influye en el ambiente de la sala de clases. Asimismo, nos dará luces acerca de cómo los niños en riesgo social responden a las metodologías implementadas en la sala de clases. Agradecemos su tiempo para responder las preguntas.

Acerca del comportamiento de los estudiantes

1. ¿Cuáles son los problemas de comportamiento más frecuentes a los que se enfrenta cuando realiza sus clases?
2. ¿Cuáles son algunas técnicas de manejo de curso que usted utiliza para controlar el comportamiento de los alumnos en la sala?
3. En base a su experiencia ¿Cuáles de estas técnicas diría usted que son las más eficaces, es decir, que producen un cambio significativo y permanente en el comportamiento de los alumnos?
4. En base a su experiencia, ¿Qué factores provocan el mal comportamiento en la sala de clases?
5. ¿Qué instancias incorpora su plan de disciplina dentro de la sala de clases? (Por ejemplo, anotaciones negativas, premios, pruebas sorpresas, estrategias para formar grupos dentro de la clase)

Acerca de la aplicación de técnicas de teatro en la sala de clases.

6. ¿Conoce alguna técnica de teatro que pueda ser implementada para el manejo de clase? Si es así, ¿cuáles diría usted que podrían ser los beneficios de las técnicas dramáticas en el aprendizaje del idioma inglés?
7. ¿Cómo cree que el uso de alguna técnica dramática ayudaría a los estudiantes a aprender una segunda lengua?
8. ¿Cómo cree usted que reaccionarían sus estudiantes si se utilizaran técnicas dramáticas como estrategias para hacer participar a los alumnos activamente de las clases?

Semi-structured Interviews to Psychologists

Universidad Austral de Chile
Conocimiento y Naturaleza

Nombre: _____

Lo invitamos a responder estas preguntas acerca de la relación entre variables afectivas y su relación con el comportamiento que presentan los estudiantes en clase. Su cooperación nos será de utilidad para entender qué aspectos psicológicos influyen en la conducta del niño y por tanto afectan al ambiente en la sala de clases. Asimismo, nos dará luces acerca de cómo los niños en riesgo social responden a las metodologías implementadas en la sala de clases.

1. ¿Cuáles son los motivos más comunes que dicen tener los alumnos al momento de hacer desorden en las clases?

2. ¿Cuáles son las características que presentan los niños en riesgo social en cuanto a su motivación y autoestima?

3. ¿Cómo se puede o que técnicas desde al ámbito sicológico podría llevar a cabo el profesor para aminorar el stress emocional o familiar que presentan los estudiantes?

4. ¿Cuáles son las causas más comunes por la que los profesores envían estudiantes a tratarse con usted?

5. ¿Cuánto influye en el comportamiento de los estudiantes el hecho de que pertenezcan a un grupo en familiar en riego social? ¿En qué actitudes o tipos de comportamiento se ve reflejada dicha influencia?

B. Teaching Proposal Activities.

Activity Content Table

	Activity	Category	Age group	Time	Iteration	C.M.O.	Preparation or materials
1	Building a society	Dealing with class rules	4th to 8th graders	In-class activity: 30 min	Long term activity. Activity should be carried out during the whole year	To create a set of rules as a group	None
2	Let´s apply for a job	Dealing with class rules	5th to 8th grades	In-class activity: 15 min	Long-term activity, roles should keep rotating the whole year	To be responsible for running the classroom	None
3	The big raffle	Dealing with class rules	4th to 7th grades	5 minutes	Long-term activity, at least 1 term	To motivate students to follow class rules	- A shoebox to store your raffle tickets. - Raffle tickets.
4	Jigsawing	Dealing with class rules	4th to 7th grades	3 minutes	Long-term activity. This activity should be maintained at least one term.	To be encouraged to follow class rules to achieve a common goal	- A small poster to cut it into ten jigsaw pieces
5	The executioner	Dealing with class rules	3rd to 8th graders	5 minutes	Long-term activity, at least 1 term. To be used at any time of the class	To make students collaborate picking up the trash.	None
6	Getting the microphone	Dealing with class rules	3rd to 8th grades	3 minutes	Long-term activity. It should be used any time the teacher gives students time to speak.	To respect each other's turns to speak	- A handmade microphone

7	The farmyard	Group formation	4th to 6th grades	7 minutes	At least 4 times throughout the term	To get together in an organised way in order to work as a team	- Small cards with images of animals
8	My musical band	Group formation	5th to 8th grades	7 minutes	At least 4 times throughout the term	To get together in an organised way in order to work as a team	- Small cards with images and names of members of a band
9	Matching the world	Group formation	4th to 8th grade	5 minutes	At least 5 times throughout the term	To get together in an organised way in order to work as a team	- Buttons (or any other tiny object easy to manipulate.)
10	Blinds choosing a group	Group formation	5th to 8th grades	10 minutes	At least three times throughout the term	To form groups in a dynamic way	- Material to use as blindfolds. - Pieces of paper with different emotions.
11	The affective parliament"	Cooperative work and conflict resolution	5th to 8th grades	First to be implemented: 10 min. Next iterations: 5 min	Every time conflict between two or more people arises during the class	Solve conflict among students through the use of consensus during the class	None
12	Call me something nice	Cooperative work and conflict resolution	7th to 8th graders	8 minutes	At least 5 times throughout the term	To learn how to interact with each other in order to avoid name-calling.	None
13	Compliment me	Cooperative work and conflict resolution	5th to 8th grades	7 minutes	Once a week throughout the term in order to give every student the opportunity to be at the centre.	To learn to pay and receive compliments from peers.	- Arrange the class in horse-shoe formation.

14	Mirroring	Cooperative work and conflict resolution	5th to 8th grades	10 minutes	At least 4 times	To follow each other's instructions	None
15	Statues	Cooperative work and conflict resolution	6th to 8th grades	7 minutes	At least 3 times throughout the term	To follow directions from each other	None
16	Mysterious object spy	Cooperative work and conflict resolution	5th to 8th graders	7 minutes	At least 3 times throughout the term	To make students work together and stay focused on the activity	None
17	The right path"	Cooperative work and conflict resolution	5th to 8th graders	5 minutes	Each student should carry out this activity at least once during the year.	To work together cooperatively to gain confidence in your partner.	- Blindfolds. - Medium-sized pieces of paper. - 2 flashcards to demark start and finish lines. - Chronometer.

Note. These activities can be used with several age groups, as their development does not depend on the language level that the students have.

Pedagogical Proposal Activities: Dealing with Class Rules Category.

1. "Building a society."
Category: dealing with class rules.
Age group: 4th to 8th grades.
Time: in-class activity**:** 30 min.
Iteration: long term activity. Activity should be carried out the whole year.
C.M.O.: to create a set of rules as a group.
Language objective: to rehearse imperatives.
Teaching materials
➢ None
Procedure: teachers
Preparation:
➢ None
Class:

1. Teacher makes groups of 4 or 5 depending on class size using the group formation activities proposed below.
2. Teacher tells the class that each group is a group of settlers. They have arrived in a new land (which is the class). In order to live peacefully they must respect each other.
3. Teacher says that each group must come up with a set of rules called the "Bill of Behaviour" in order to establish a new society. In this bill they must also include the possible consequences of breaking those rules.
4. Each group receives a piece of paper in order to make a brochure with their rules.
5. Each group will appoint a spokesman who will be in charge of presenting the rules to the teacher and the rest of the class.
6. All the class will agree on the rules they will set for the rest of the term.
7. As any society, this group of settlers will evolve, and so must their rules. This means that at the end of each term the teacher and the students will review the "Bill of Behaviour" and check the rules which have been acquired in order to modify their "Bill" into a more evolved one.

8. The teacher will assign one or more groups to make a poster with the "Bill of Behaviour" of this term. This task is meant to be developed out of class time and must be repeated each end of term with different groups.

9. Students will also write the "Bill of Behaviour" on the first page of their notebook, ticking the rules they have acquired and adding the new ones at the end of the list.

Procedure: students

1. Each of the groups we have just made is a group of settlers and this room is a new land.

2. As any new society, we need to live peacefully and for this we must respect each other. That is why each group is going to create a set of rules and the possible consequences of breaking them.

3. Here you have a piece of paper in order to make a brochure with your rules.

4. When you are ready with the rules, you choose a spokesman to present those rules to the class.

5. Now that each group of settlers has presented its rules, we as a new society will decide which rules we will keep for the rest of the term in order to live peacefully in this new land.

6. We will make a poster with our "Bill of Behaviour". I will appoint which groups are going to be charge of creating the poster for this term.

7. As you know societies evolve; therefore, our rules will evolve as well. When we finish this term, we will check which rules we have respected thoroughly in order to move on to some of the rules we left behind at the beginning of the year, and/or create some new ones.

8. Then, another group of settlers will be in charge of designing our new poster with the "Bill of Behaviour" for the next term.

Comments and suggestions

➢ This activity is suitable for the beginning of the year and continues along the term. The idea is that for rules to be acquired, they must be reinforced throughout time.

➢ Each term the teacher should resume the rules and move on.

➢ The making of the poster can be assessed.

➢ Each group can designate one person within the team to enforce the rules. That

person can change each week.

➢ The amount of rules must not be more than 3 or 4 per term in order to guarantee acquisition.

➢ If the level of English does not allow students to write rules in English, they can draw pictures that represent their rules in their brochures.

➢ When making the groups, the teacher can tell each group what category of rules they should create. For example, some groups can focus on rules about respecting the environment, and other groups can create rules about how to interact with each other, etc.

➢ This activity empowers students to create their own rules; therefore, they are more bound to respect them.

Reference/ Acknowlegment

Mario Acosta, Jocelyn Cuitiño and Amalia Ortiz de Zárate.

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2. "Let´s apply for a job."

Category: dealing with class rules.

Age group: 5th to 8th grades.

Time: in-class activity, 15 min.

Iteration: long term activity, roles should keep rotating the whole year.

C.M.O.: to be responsible for running the classroom.

Language objective: to acquire vocabulary related to jobs.

Teaching materials

➢ None

Procedure: teachers

Preparation:

➢ If needed, classroom job applications should be designed (see below).

➢ List with jobs students can choose from.

Class:

1. Tell the students that they will have the opportunity to apply for classroom jobs.

2. Briefly describe what posts are going to be offered, explain the importance of each

duty and collect applications.

3. Students will be paid with points if they perform their jobs correctly. At the end of the term they will receive their salary, which will be a special prize (grade, candy, movie, book, coloured pencils, etc.).

4. Tell the students that their performance will be assessed by the "boss" (the teacher) and that they can be "fired" if they do not meet their commitments.

5. After revising the applications, tell the class who the first students to be employed are.

Procedure: students

1. Many people have jobs. In those jobs they have to accomplish certain duties.

2. In order to make our class more organised, you will have the opportunity to apply for a job inside the classroom.

3. You will be paid with one point each time you carry out your task correctly. At the end of the term the student who has more points will receive a special prize and the recognition of the whole class.

4. Please complete your application form.

5. Every post is important for the class and we will rotate them so all of you have the chance to be in charge of a class post. Some of the posts are:

- Paper Monitor - passes papers back to students.

- Door Monitor - opens and closes the door as class comes and goes.

- Overhead Eraser – wipes the whiteboard at end of each class.

- Line Monitor - leads the line and keeps it quiet in the halls.

- Desk Inspector - catches dirty desks.

- Homework Monitor - tells students who were absent what homework they missed.

- Current-events reporter: chooses, with teacher and parent approval, a news story to follow and share with the class throughout the week.

6. I will monitor the performance of your job. Bear in mind that you can be fired if you do not do your duties and someone else will take the post, your points and you will lose your turn that week.

Comments and suggestions

> ➤ This activity is suitable for the beginning of the school year so that you can keep roles rotating throughout the year.
> ➤ As students have clear roles within the classroom, they feel responsible for their duties thus increasing their motivation to be involved in class matters.
> ➤ These roles can be extended to all the subjects, prior agreement with the rest of the teachers (cross-curricular activity).
> ➤ Depending on the level of students, different and more complex roles can be created.

Reference/ Acknowlegment

Adapted from: Lewis, B. (2013). *Classroom jobs for elementary school students*. Retrieved from

   http://k6educators.about.com/od/classroommanagement/a/Classroom_Jobs.htm

Mackenzie, R. & Stanzione, L. (2010). *Setting limits in the classroom: A complete guide to effective classroom management with a school-wide discipline plan. 3rd Edition.* New York: Three Rivers Press.

Classroom job application sample.

Name _____   Date _____

Name your top 3 job choices:

1. _____

2. _____

3. _____

Tell what experiences and strengths you have that would help you succeed at these jobs:

_____

I promise that if given ANY classroom job, I will perform it to the best of my abilities.

Signature _____

3. *"The big raffle."*

Category: dealing with class rules.

Age group: 4th to 7th grades.

Time: 5 minutes.

Iteration: long-term activity, at least 1 term.

C.M.O.: to motivate students to follow class rules.

Language objective: depending on the content of the unit you are covering.

Teaching materials

➢ A shoebox to store your raffle tickets.

➢ Raffle tickets.

Procedure: teachers

Preparation:

➢ You need raffle tickets.

➢ Decorate a shoebox to store your raffle tickets.

➢ Maybe you could have a box with little prizes for students. For example, pencils, erasers. You can also raffle off a coupon with the night off homework, or choosing the activity they like the most and perform it at the beginning of next class, etc.

Class:

1. Explain students that you will have a raffle at the end of each week and that they can earn tickets for participation, cooperation, concentration, following class rules, and completed assignments.

2. Give students raffle tickets when they follow the rules. Don't forget to write their names on the remaining piece of the ticket in order to keep a score.

3. When you see students get into bad habits like blurting out comments or getting out of their seats without permission, you can remove tickets from them.

4. Students keep one half of the ticket, and the other remains in the box (with the name of the student who earned it).

5. Tell students that at the end of the week, you will draw a prize for which you might have a mystery box with little treats inside, etc.

6. The more tickets they earn, the better because they have more chances to win a prize at the end of the week.

7. At the end of the week, you pull out one ticket, and the child with the matching ticket can choose the prize from the prize box. If the child is absent his ticket does not count, and you pick another ticket.

Procedure: students

1. At the end of each week we are going to have a raffle with prizes.

2. You can earn tickets because of your participation, cooperation and concentration in class. You can also earn them if you follow our class rules or complete your assignments on time.

3. If I see you blurting out comments when we are supposed to be listening or if you get out of your seats without permission, tickets can be removed from you.

4. When you get a ticket I am going to give you one half of it, and the other side goes to our box.

5. At the end of each week, one ticket will be pulled out, if it happens to be yours, then you are awarded a prize. You can take a prize from my mystery box. Those prizes might be coupons with night off homework, or choosing the activity you like the most to be performed it at the beginning of next class, etc.

6. Remember that the more tickets you earn, the better because then you have more opportunities to win a prize.

Comments and suggestions

➢ Sometimes students need something tangible to remind them to follow classroom procedures. Holding a raffle which implies tangible rewards can keep students focused on task and engaged in the activities during class.

➢ This activity also helps students become aware of the frequency of their disruptive behaviours.

Reference/ Acknowlegment

Adapted from McIntyre, T. (n.d). *Ways to catch kids being good.* Retrieved from
    http://www.behavioradvisor.com/CatchGood.html

4. "Jigsawing."
Category: dealing with class rules.
Age group: 4th to 7th grades.
Time: 3 minutes.
Iteration: long-term activity. This activity should be maintained at least one term.
C.M.O..: to be encouraged to follow class rules to achieve a common goal.
Language objective: depending on the contents of the unit you are covering**.**
Teaching materials
➢ A small poster to cut it into ten jigsaw pieces.
Procedure: teachers
Preparation:
➢ Take a small poster and cut it into ten jigsaw pieces.
➢ Prepare a bulletin board for the class to pin your jigsaw pieces.
Class:
1. Tell the students that when they display the behaviour you expect, or they follow class rules, they earn a piece of the jigsaw.
2. When the jigsaw is complete, the class earns a treat (a movie or cartoon clip as soon as they finish the jigsaw, one point for next quiz, etc.)
3. If students break the rules (are talkative, do not work in their groups, etc.), they miss the chance to have another piece of the jigsaw.
Procedure: students
1. Here I have the pieces of a jigsaw and as class we are going to be challenged to complete it.
2. For you to earn a piece, you must follow the rules related to: your relationships inside the classroom, garbage and following directions.
3. When the jigsaw is complete, the whole class will win a prize. For example a movie or cartoon clips, one point for next quiz, etc. If some of you break the rules. For example, if some of you are talkative, do not work in your groups or do not complete your assignments, the whole class will miss the chance to have another piece of the jigsaw.
Comments and suggestions

- ➢ It is advisable not to tell the students what poster is the one they are making up because in that way students may have fun guessing the image as you add pieces to the jigsaw.
- ➢ Choose a poster that matches students' interests. For example, if it is a boy's school you may choose a poster with a football theme, etc.
- ➢ It works well as a classroom management tool since the whole class engages in the activity. All of the students are responsible for the consequences of their own and their classmates' behaviour.

Reference/ Acknowlegment

Adapted from A to Z Teacher Stuff (2013). *Rewards – classroom management tips and ideas*. Retrieved from http://tips.atozteacherstuff.com/266/rewards/

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5. "The executioner."

Category: dealing with class rules.

Age group: 3rd to 8th grades.

Time: 5 minutes.

Iteration: long-term activity, at least 1 term. To be used at any time of the class.

C.M.O.: to make students collaborate picking up the trash.

Language objective: to rehearse imperatives.

Teaching materials

- ➢ None

Procedure: teachers

Preparation:

- ➢ None

Class:

1. Explain the students what an executioner and an executed are.
2. Tell them that as the main crime in the classroom is throwing garbage to the floor and that you are a supreme judge, you will appoint an executioner every class.
3. Tell the class that this executioner will be appointed at random, for example, by using the number on roll, popsicle sticks with the numbers or names, a hat with the

names of the students, etc.

Procedure: students

1. Does anybody know what an executioner is? Well, it is someone whose job is to execute criminals. And do you know what an executed is? It is someone who is punished by the executioner.

2. As the main crime here is throwing garbage to the floor and I am the supreme judge I will appoint an executioner every class.

3. The executioner will sentence whoever he sees throwing garbage to the floor, to pick up all the garbage at the end of the class period.

Comments and suggestions

➢ Once the teacher gets to know the students, he can appoint any student to be the "executioner" and empower him to "sentence" his classmates to pick up the trash.

➢ You may give the appointed executioner a "grim reaper" mask in order to carry out the sentence aloud so as to give more suspense and students get in the mood.

➢ As students already know the consequence of throwing garbage, they might feel more committed to keep order in the classroom.

➢ The rest of the rules of the "Bill of Behaviour" can be added to the executioner's tasks.

Reference/ Acknowlegment

Mario Acosta, Jocelyn Cuitiño, Amalia Ortiz de Zárate

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6. "Getting the microphone."

Category: dealing with rules.

Age group: 3rd to 8th grades.

Time: 3 minutes.

Iteration: long-term activity. It should be used any time the teacher gives students time to speak.

C.M.O.: to respect each other's turns to speak.

Language objective: to produce sentences using the structures and contents of the unit.

Teaching materials
➢ A handmade microphone

Procedure: teachers
Preparation: ➢ Pre-make a big microphone out of cardboard roll.   Class: 1. Tell students that you are at a press conference, so any time they want to share something with the class, there will be a microphone available for them, which you will hand in.   2. Students need to perform an agreed signal, for example, the peace sign, silent lama, surfers, headbangers, hiphop, etc. to get the microphone, and speak only when they get it.

Procedure: students
1. Our classes will be a permanent press conference, so any time you want to share something with the class, ask or answer a question you need to get the microphone first.   2. In order to get the microphone, you must do the signal we have agreed on.   3. You are allowed to speak only when you get the microphone because without it you won't be heard.

Comments and suggestions
➢ You can appoint one student to be in charge of the microphone. You can make this student rotate throughout the semester so that everyone gets the chance of being in charge of the microphone.   ➢ The iteration of this activity is only one term, since the idea is to use more attention grabbers, as this can appeal to students' interests throughout the year.   ➢ It is a good way to make students respect turns to speak.

Reference/ Acknowlegment
Adapted from Transition Ideas (2013). *In wikispace.* Retrieved from   http://kwilliamsmngplan.wikispaces.com/Transition+Ideas

Pedagogical Proposal Activities: Group Formation Category.

7. "The farmyard."
Category: group formation.
Age group: 4th to 6th grades.

Category: group formation. **Age group:** 4th to 6th grades. **Time:** 7 minutes. **Iteration:** at least 4 times throughout the term. **C.M.O.:** to get together in an organised way in order to work as a team. **Language objective:** to acquire vocabulary related to animals.
Teaching materials
➢ Small cards with images of animals.
Procedure: teachers
Preparation: ➢ Create small cards with images of animals (and the name of the animal below the image) matching the amount of students you have. For example, if you have 30 students and you need groups of five, then you should have six different animals, with five times the same name of the animal. Class: 1. Hand the cards out. 2. Have your students act out their animal with the corresponding noise until each animal finds its group.
Procedure: students
1. Class each of you is going to receive a card with an animal. You cannot tell anyone which animal you are. 2. You have to act out what your animal does, and utter the sound your animal makes in order to find your partners. 3. Now that you have found your animals partners, please sit together as a group.
Comments and suggestions
➢ You can have different types of animals depending on the level of English and the contents you have covered with your students (farm, jungle, ocean, forest). You can also put the animals in context relating them to the place your students live in.

> ➢ You may develop content based instruction working together with the natural science teacher, for example.
>
> ➢ This activity is good for students with kinaesthetic intelligence since they move and channel their energy to keep on task.
>
> ➢ As this activity focuses on making groups randomly, students get the chance to mingle and work with others they might not have worked with before.
>
> ➢ A variant of this activity is to have a shepherd appointed for each animal and this person is responsible for gathering his or her animals, thus becoming the head of the group.

Reference/ Acknowlegment

Adapted from Boal, A. (2002). *Games for actors and non-actors* (2nd edition). New York NY: Routledge

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8. *"My musical band."*

Category: group formation.

Age group: 5th to 8th grades.

Time: 7 minutes.

Iteration: at least 4 times throughout the term.

C.M.O.: to get together in an organised way in order to work as a team.

Language objective: to acquire vocabulary related to musical instruments.

Teaching materials

> ➢ Cards with images and names of members of a band.

Procedure: teachers

Preparation:

> ➢ Cards with images and names of members of a band (drummer, guitar player, singer, keyboard player) matching the amount of students you have. You can add more members if you need bigger groups.

Class:

1. Show the students what instruments make up a musical band.
2. Hand the cards out.

3. Tell them they should mime out their band (no sound involved).

4. Have students get together in order to form their own band with all the required members.

Procedure: students

1. Do you know who plays in a musical band? Let's see, what is a drummer? (Teacher shows an image of a band).

2. Everyone will receive a card with a member of a band. The idea is that you form your own band with your classmates.

3. When I give the signal, everyone starts acting as if you were the member in your card. For example, if you grabbed the drummer then you should do as if you were playing drums. You are not supposed to make any sound, only body movements.

4. You need to have a singer, a drummer, guitar player and keyboard player in order to form your band.

Comments and suggestions

➢ You are teaching two vocabulary contents, the name of the musical instrument and the name of the member of the band who plays the instrument.

➢ Depending of the level of English of your students the instruments can become more complex and from a band you can move to an orchestra.

➢ At the beginning of the activity you could brainstorm ideas related to bands so that you get students into the topic. For example, ask them about their favourite band, the best guitar player, etc.

➢ This activity is good for students with kinaesthetic intelligence since they move.

➢ As this activity focuses on making groups randomly, students get the chance to mingle and work with others they might not have worked with.

Reference/ Acknowlegment

Adapted from Girls scouts for northern California (n.d). *Fun ways to split intro groups*.

Retrieved from http://www.girlscoutsnorcal.org/documents/LE-Fun_Splitters.pdf

9. *"Matching the world."*
Category: group formation.
Age group: 4th to 8th grades.
Time: 5 minutes.
Iteration: at least 5 times throughout the term.
C.M.O.: to get together in an organised way in order to work as a team.
Language objective: to acquire vocabulary related to colours and shapes.
Teaching materials
1. Realia: buttons or objects of the same kind (a button, a card, a coloured pencil or any tiny objects easy to manipulate).
Procedure: teachers
Preparation: ➤ To gather objects of the same kind, in this case buttons.   Class: 2. To give each student the selected object, in this case buttons.   3. To have students find their group by matching the objects.
Procedure: students
1. These buttons come in different colours and shapes. Can you name the colours and shapes?   2. Each of you is going to receive a button you must keep for yourself. Do not exchange them because the button is your "personal button".   3. Now try to find your group by matching the buttons. For example, if there are four people with yellow buttons, then that is your group.
Comments and suggestions
➤ You can have helpers to hand the objects out.   ➤ Apart from having the buttons in different colours, you could also have them in different shapes so that you can also review that content.   ➤ This activity is good for students who are tactile learners.   ➤ If used with low grades, you must be careful with small objects since they could be ingested.

Reference/ Acknowlegment
Adapted from Maley, A. & Duff, A. (1982). *Drama techniques in language learning: A resource book of communication activities for language teachers*. Cambridge: Cambridge University Press

10. *"Blinds choosing a group."*
Category: group formation.
Age group: 5th to 8th grades.
Time: 10 minutes.
Iteration: at least 3 times throughout the term.
C.M.O.: To get together in a dynamic way.
Language objective: Depending on the content of the unit you are covering.

Teaching materials
➢ Scarves or big handkerchiefs that can be used as blindfolds.
➢ Pieces of paper which show different written or drawn emotions (e.g. happiness, sadness, anger, fear, surprise, sleepiness, etc.).

Procedure: teachers

Preparation:

1. Prepare the pieces of paper with the written or drawn emotions printed taking into account that the number of emotions chosen are equivalent to the number of groups you need.

2. Repeat each printed emotion considering that the number of repetitions represents the number of members that each group will be composed of.

Class:

1. Choose from the class some students at random (equivalent to the number of groups desired) and ask them to stand in front of the class.

2. Give each chosen student a piece of paper with a different emotion and tell them to keep it secretly.

3. Explain to them that they will be blindfolded and that their classmates will act out different emotions; they will have to find the ones that fit to the one they have

without seeing nor speaking.

4. Tell everyone that the activity is a competence so the first group formed will have a reward.

5. When you make sure that everyone has understood the instructions, blindfold the chosen students and pass around the different pieces of paper and verify that everyone is showing a different emotion with their face.

6. Once everyone is ready to start count up to three and shout "go!"

7. When the first group is formed, check their pieces of paper to corroborate that they share the same "emotions". If they are not the same they have to start again.

8. Once the groups are formed, they sit down together and see how the dynamic works.

9. The activity continues until everyone has a group.

Procedure: students

1. Class, in order to form "*a number*" groups of "*a number*" we will develop an activity called "blind choosing a group".

2. I need "a *number*" of volunteers to come in front.

3. Listen to me carefully: the idea of the game is to form groups using the sense of touch. Therefore, the ones who are in front will have an emotion in mind and will be blindfolded (give them the pieces of paper).

4. I will give the rest of you another piece of paper in which you will see an emotion that you must act out or show it with your facial expressions.

5. The blindfolded classmates have to touch your faces and see who are showing the same emotion they saw in their pieces of paper.

6. As you find the ones who share the same emotion, the groups will be formed.

7. This is a competence so the first group formed wins a price.

8. Did everybody understand? Any question?

9. Ok then at the count of three you can start: One, two, three, go!!!

Comments and suggestions

➢ This activity must be adapted by the teacher in order to form the groups needed. The number of members of the groups is the decision of the teacher, as well.

➢ It is important to make sure that there is enough silence in the classroom so the

> blindfolded students use only the sense of touch to choose their partners.

➢ Encourage the kids to touch each other gently and without rude movements.

➢ This activity aims at building trust with each other.

Reference/ Acknowlegment

Adapted from Boal, A. (2001). *Games for actors and non-actors*. Amplified and revised

edition. Spain: Alba editorial, S.I.U. (P. 211). Adapted by Marisela Valenzuela and

Esteban Córdova.

Pedagogical Proposal Activities: Cooperative Work and Conflict Resolution Category.

11. "The affective parliament."

Category: cooperative work and conflict resolution.

Age group: 5th to 8th grades.

Time: first to be implemented 10 minutes. Following repetitions: 5 minutes

Iteration: every time physical conflict between two or more people arises during the class.

C.M.O.: to solve conflict among students through the use of consensus during the class.

Language objective: depending on the content of the unit you are covering.

Teaching materials

➢ None

Procedure: teachers

Preparation:

➢ None

Class:

1. Tell the class you are having an affective parliament in class whenever physical conflict arises between two or more students.

2. In order to set up the parliament, you will need to have only those involved in the conflict and one witness of the conflict, who you will appoint. Only these students are allowed to speak when holding the parliament.

3. The parliament sittings must be short and simple. Not more than 5 minutes each.

4. Whenever two students (or more) start a physical conflict, hold a session.

5. Ask what has just happened to the students involved in the conflict, pointing out that conflicts inside the class are not allowed and must be solved.

6. Ask each of the two students his version of the incident in turns.

7. Ask a witness —chosen at random— what he saw regarding the conflict the class is dealing with.

8. The two students are asked to come to the front of the class and face each other.

9. The two students take turns to apologise each other.

10. The two students involved in the conflict hug one another. If the students involved do not want to hug, the consequences can be withdrawing any of the rewards they have been granted throughout the activities the teacher has chosen to carry out the classroom management (jigsaw, raffle, etc.)

11. If they do not want to hug, students can have some time to reflect upon their behaviour, reconsider it and inform whether they will apologise hugging or not by the end of the class.

12. The teacher asks both students how they felt after solving the conflict and explains the importance of peaceful relationships inside the classroom.

Procedure: students

1. As we want to have peaceful relationships inside the classroom we will set up an affective parliament.

2. We will hold sessions whenever a physical conflict arises between two or more students.

3. There will always be a witness whom I will appoint at random. Therefore, only the two students in conflict plus the witness will be allowed to speak during session.

4. (*When conflict arises*). What is happening? You now that conflicts are not allowed in class and must be solved.

5. Please explain one by one what is happening.

6. Now, please witness (appoint one student to be the witness) can you tell us what you saw happening between your classmates?

7. Now that we have three different perspectives for the same conflict, can student 1 and student 2, please come to the front of the class and face each other?

8. Please apologise to each other.

9. Now class, these two students are going to hug as a sign of forgiveness.

10. This is how we should solve conflicts, not by means of violence and by being disrespectful to each other.

11. How did you both feel after solving the conflict? I hope now it has become clear for the whole class that we can always find a peaceful way of solving conflicts.

Comments and suggestions

➢ You may resort to Spanish in case the class does not have an adequate level of English in order to carry out this activity.

➢ At the end of each intervention, encourage the class to come up with reflections on this activity and how it comes to be useful in order to keep a comfortable environment.

➢ Point out briefly the importance of conflict resolution. It has to point out the positive aspects of solving conflicts through the use of values such as confidence and forgiveness, which help the class to develop without violence and disagreements.

➢ If the conflict cannot be solved through this activity, the teacher can work together with the psychologist of the school.

➢ In some cases, the cooperation of the rest of the school staff will be required to help if the conflict lingers in time and there is no short-term solution for it.

➢ Once this activity has been conducted more than 3 times in a semester and the steps have been internalised by the class, it is advisable to spend less than 10 minutes to carry it out in order not to lose time and continue with the class.

Reference/ Acknowlegment

Andrés Mann, Mario Acosta, Jocelyn Cuitiño and Amalia Ortiz de Zárate.

12. "Call me something nice."

Category: cooperative work and conflict resolution.

Age group: 7th to 8th grades.

Time: 8 minutes.

Iteration: at least 5 times throughout the term.

C.M.O.: to learn how to interact with each other in order to avoid name-calling.

Language objective: to acquire vocabulary related to opposites and adjectives.

Teaching materials

> ➢ None

Procedure: teachers

Preparation:

> ➢ None

Class:

1. Tell students that the idea of this activity it that they learn to respond in a positive way to swear words and mean remarks.
2. As a class, choose a specific name that is perceived as negative or derogatory (ex. "nerd"). Beware that, eventually, you will be teaching them swear words, so you must warn them about that.
3. Ask the group to form pairs (see Group formation activities).
4. The two students should stand back-to-back. One person will be the "positive" and the other will be called the "negative".
5. Explain to the pairs that when they are given a specific signal (ex. you saying the word "go") they will face each other. The negative will call the positive the specific name you chose (ex. "nerd"), and then the pair will turn back to back again.
6. While back to back, the positive will think of a positive response to being called by the negative name. The positive can say for example, smart, intelligent, clever. etc.
7. Inform the positives that when given the signal they should turn and face their partner (the negatives) and call them the word they have thought of.

Procedure: students

1. The idea is that now we all learn how to respond in positive ways when someone calls us by names that we do not like or that are negative remarks.
2. Let's think of name or nickname that is perceived as negative. For example, nerd.
3. Now we are going to form couples (see Group formation activities).
4. One person will be called the negative and the other will be known as the positive. You choose who is who.

5. You are going to stand back-to-back.

6. When I say the word "go", you will face each other.

7. The negatives are going to call his partner "nerd" and then you will turn back to back again.

8. While you are back to back, the positives will think of a positive response to the negative word "nerd".

9. When I say "go", you will face each other again and the positive will say his response to the negatives.

Comments and suggestions

➢ The idea is that for every swear word students learn they must learn at least two positive responses.

➢ With this activity they activate and enhance their tolerance filter.

➢ Explain to students that their responses to negative comments should not be sarcastic ones.

➢ It is not advisable to carry out this activity at the beginning of the year. You may develop it once you get to know your students, they get to know each other and you have involved them in the classroom habits.

➢ Invite students to reflect upon the following ideas: how fun to think of a positive response to a pejorative name can be; how they felt when they were called like that and how name-calling might have a negative impact on their classroom relationships.

➢ This activity encourages students to respond in a positive way to their classmates' insults learning about self-control and how to manage their emotions.

➢ This activity could be useful to raise awareness about name-calling whenever the teacher needs to stop this kind of verbal abusing inside his classroom.

➢ It helps students to become aware of each other's' feelings.

Reference/ Acknowlegment

Adapted from Center for social and emotional education (n.d). *Cultivating caring learning communities*. Retrieved from http://www.schoolclimate.org/educators/documents/CultivatingCaringLearningCommunities.pdf

13. "Compliment me."
Category: cooperative work and conflict resolution.
Age group: 5th to 8th grades.
Time: 7 minutes.
Iteration: once a week throughout the term in order to give every student the opportunity to be at the centre.
C.M.O.: to learn to pay and receive compliments from peers.
Language objective: to describe people through personal characteristics.

Teaching materials
➢ None

Procedure: teachers
Preparation: ➢ Arrange chairs in horse-shoe formation. Class: 1. Arrange the class in horse-shoe formation and put a chair in the middle. 2. Select one person in the group to be the complimentee and call this person "it." 3. Everyone else will sit in the horse-shoe around the person who is "it." 4. Require some students to say one positive thing about the person who is "it." Choose the complimenters at random using a system which allows you to keep a record of the ones that have been "it" and the ones who have been the "complimenters". 5. The person who is "it" will repeat all the compliments and positive things said about "it." 6. Everyone gets the chance to be "it" throughout the term.

Procedure: students
1. Let's form a horse-shoe and leave one chair in the middle. 2. I am going to choose one person who will sit on the chair and will be "it" from now on. 3. Each classmate I name has to say one nice thing about the person who is "it." 4. The person who is "it" has to try to remember all the compliments and repeat them

once your classmates have said something about "it."
5. We will do the same for all of you so that, everyone gets the chance to be "it."

Comments and suggestions
➢ Make sure students do not say rude things to each other.
➢ This activity is good to implement once students already know each other so that is easier for them to come up with positive ideas about their classmates.
➢ At the end of the activity you can ask students to write their thoughts about how they felt when people said nice things to them and how they felt about saying good things about other people so they can read what they wrote when they feel sad or stressed.

Reference/ Acknowlegment
Adapted from Pettry, D. (2006). *Building social skills through activities*. Retrieved from   http://www.dannypettry.com/ebook_social_skills.pdf

14. "Mirroring."
Category: cooperative work and conflict resolution.
Age group: 5th to 8th grades.
Time: 10 minutes.
Iteration: at least 3 times throughout the term.
C.M.O.: to follow each other's instructions.
Language objective: to rehearse imperatives.

Teaching materials
➢ None

Procedure: teachers
Preparation:
➢ None
Class:
Part 1: *Building leadership.*
1. Ask the class to form pairs (see Group formation activities).
2. They can be sitting or standing depending on class space. Let them decide who is

going to be the person and who is going to be the mirror.

3. Ask the persons to make any body movement ─that is not offensive ─ in a slowly manner.

4. At the same time, tell the mirrors to copy the persons' actions. The idea is to mirror the other person accurately.

5. Invite pairs to exchange roles, now the mirrors make motions and persons copy their movements.

Part 2: *Building complicity.*

6. Now invite the pairs to mirror one another but not to signal to the other person when they will switch roles and exchange leading and mirroring.

7. The idea is that students do not use words and yet build a perfect synchrony when copying each other's motions.

Procedure: students

Part 1: *Building leadership.*

1. Now that we are all in pairs, we will carry out an activity in which we need to be in silence.

2. Do you know what a mirror is? It is a piece of glass that produces an image of whatever is in front of it.

3. Now you need to decide on who is going to be person and who is going to be the mirror.

4. All the persons need to make any body movement in slow motion. Try to do facial movements as well, for example, smile, get angry, etc.

5. Remember that movements cannot be offensive and you cannot say any words only perform body movements.

6. All the mirrors have to copy the persons 'actions. For example, if a person extends his right arm, his mirror also extends his right arm.

7. It is time to exchange roles. This means that mirrors make a movement first, and now the persons copy them.

Part 2: *Building complicity.*

8. Now you are going to mirror one another but you are not going to do any signal for your classmate to follow you.

9. The idea is that both the persons and the mirrors build a perfect synchrony when copying each other's movements. Remember no words are allowed.

Comments and suggestions

- ➢ You may wish to ask students how this activity enhances cooperation.
- ➢ As this activity suggests a reflection, it is more suitable for older students.
- ➢ In order to make pairs to exchange roles, you can have a whistle as a signal to do so.
- ➢ The activity is not a competition among couples; the teacher must emphasise that the vital element is to look for the perfect synchrony in the movements of each other.
- ➢ With more advanced levels, this activity can lead students to copy not only movements, but also sounds or sentences paying attention to each other's intonation.

Reference/ Acknowlegment

Adapted from Boal, A. (2002). *Games for actors and non-actors* (2nd edition). New York NY: Routledge

Wessels, C. (1982). *Drama*. Oxford: Oxford University Press

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15. "Statues."

Category: cooperative work and conflict resolution.

Age group: 6th to 8th grades.

Time: 7 minutes.

Iteration: at least 3 times throughout the term.

C.M.O.: to follow directions from each other.

Language objective: depending on the content of the unit you are covering.

Teaching materials

- ➢ None

Procedure: teachers

Preparation:

- ➢ None

Class:

1. Tell students that the class has turned into an art gallery.

2. Make pairs (see Group formation activities)

3. Tell them to choose who is going to be the sculptor and who is going to be the statue. Statues should be completely passive and obedient to the demands of the sculptor.

4. Sculptors will mould statues into different positions and shapes without using words.

5. When the statues are all ready, the sculptors walk around the class, admiring each other's work.

6. Student switch roles with the statues becoming "the sculptors".

Procedure: students

1. Today the class has turned into an art gallery. This is why you need to gather in groups of two (see Group formation).

2. Now that we have gathered in pairs, you need to choose who is going to be the sculptor and who is going to be the statue.

3. You are now very famous sculptors and in front of you there is your raw material to make your own statues.

4. Statues should let their sculptors mould them into different positions without using any word. For example, the sculptor can move your head, your arm or make you walk.

5. When the sculptors finish their masterpieces, you will walk around admiring each other's work.

6. The statues should remain where they are and let the other sculptors admire you.

7. Once sculptors have had a look at the other's statues, we will switch roles and statues will become sculptors.

Comments and suggestions

➢ The exercise aims at building trust among students and preparing them to getting used to working closely with each other.

➢ The teacher must teach the students to touch and mould their classmates with gentleness and care without showing any aggressiveness or clumsiness.

➢ With more advanced levels, you can have the sculptors say commands to the

statues. For example, bend your knees, cross your arms or raise your left hand, etc.

➢ This activity can be very fun and it might be useful to defuse the tension inside the classroom.

Reference/ Acknowlegment

Adapted from Wessels, C. (1982). *Drama*. Oxford: Oxford University Press

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16. *"Mysterious object spy."*

Category: cooperative work and conflict resolution.

Age group: 5th to 8th grades.

Time: 7 minutes.

Iteration: at least 3 times throughout the term.

C.M.O.: to make students work together and stay focused on the activity.

Language objective: to describe objects using adjectives.

Teaching materials

➢ None

Procedure: teachers

Preparation:

➢ None

Class:

1. Make students form pairs (see Group formation activities).
2. Tell students that the class is now a busy part of the city.
3. Pick a couple at random. Tell them they have to walk around the streets (the streets are the class gangways) and talk about an object of the classroom without saying the name of this object.
4. The remaining pairs have to guess what object the couple is referring to.
5. If a pair guesses, they have the chance to "walk around the street" and talk about an object too.

Procedure: students

1. Now that you are in couples, let's imagine that you are walking around the streets of our city centre, for example, Avenida Picarte (any other main street in Chile).

2. I will pick a couple at random. You must walk up and down the gangways and talk about an object you can look at in this classroom, without saying the name of the object so that the rest of the couples try to guess what object you are talking about.

3. If another couple guesses the name of the object, that couple will have the chance to have a stroll around the streets and talk about a new mysterious object.

Comments and suggestions

➢ If students cannot describe the objects in English, they could say adjectives or shapes and colours to describe the object, for example it is big, round and red.

➢ Also, if the level of English is low, students can perform body movements in order to show the object for the rest of the couples to guess which object is.

➢ This activity attempts to make students pay attention to their classmates while they are moving, thus being focused on what is happening in the classroom.

➢ As this is a collaborative activity, students help each other in order to achieve the same target, which is getting to describe an object and guessing it.

➢ Depending on the content you are revising, you may wish to give students categories of objects they can talk about. For example, food, clothes, etc.

Reference/ Acknowlegment

Adapted from Maley, A. & Duff, A. (1982). *Drama techniques in language learning: A resource book of communication activities for language teachers*. Cambridge: Cambridge University Press

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17. *"The right path."*

Category: cooperative work and conflict resolution.

Age group: 5th to 8th grades.

Time: 5 minutes.

Iteration: each student should carry out this activity at least once during the term.

C.M.O.: to work together cooperatively to gain confidence in your partner.

Language objective: to give directions such as go left, right, etc.

Teaching materials

➢ Blindfolds (scarves could be used).

> ➤ Medium-sized pieces of paper (half of a letter-size paper).
>
> ➤ Two flashcards with the words: start and finish.

Procedure: teachers

Preparation:

> ➤ Place two flashcards demarking the start and the finish line for the race.
>
> ➤ Stick the pieces of paper on the floor at random.
>
> ➤ A chronometer to measure the time.

Class:

1. Explain the class that a blindfolded race will be hold. The fastest couple to reach the finish line wins.
2. Tell them that the obstacles are pieces of paper on the floor and that if they step on them they lose.
3. Select two students to pair up. Only one couple per class participates in the race.
4. Give this couple a blindfold so that one person should put it on.
5. Tell students that the sighted person has to guide his partner through the path carefully in order not to step on the pieces of paper.
6. If students step on the obstacles, they lose their turn.

Procedure: students

1. A blindfolded race will be hold in this class. That means that the fastest couple to reach the finish line wins.
2. The obstacles are pieces of paper on the floor. The sighted person has to make his blindfolded partner overcome the obstacles successfully.
3. Now, I will select two people to play the roles of the sighted and the blindfolded persons. Only one couple per class will participate in the race.
4. If you are blindfolded, you will be guided by your partner through the classroom.
5. If you are a guide, you must take your classmates kindly by the arm and walk slowly and carefully around the classroom.

Comments and suggestions

> ➤ This task reinforces cooperative work and the importance of listening to each other as students have to listen to their classmates' instructions and follow them in order

to achieve the objective of the activity.

➢ It is advisable to carry out this activity in a big space. However, if it is not possible to do so one can have only one couple coming in front to perform the activity. The objective of the activity will be accomplished anyways since the teacher can keep a record of the timings and announce the winner at the end of the term.

➢ A good way to keep the group quiet is discounting seconds to the ones who misbehave.

➢ This activity focuses on students that the teacher sees that are not used to working with their peers.

➢ The idea is that the students are able to trust in their classmates.

➢ If the level of English does not allow students to give directions, they can guide their partners without words using only body movements.

Reference/ Acknowlegment

Adapted from Boal, A. (2002). *Games for actors and non-actors* (2nd edition). New York NY: Routledge

Maley, A. & Duff, A. (1982). *Drama techniques in language learning: A resource book of communication activities for language teachers*. Cambridge: Cambridge University Press