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Teachers' Motivation in the Chilean EFL classroom through the implementation of Non-traditional Methodologies

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I hope that this research can serve as a source of inspiration and knowledge for all those people who seek for better practices and remarkable teaching every day.

"It always seems impossible until its done."

(Nelson Mandela, 1994)

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INTRODUCTION

There are several factors that trigger difficulties in Teaching English as a Foreign Language in Chile. One of them is that the current education system lacks specialised teachers, since many educators are required to teach the subject with no previous experience. An even bigger problem is a refusal to get involved in in-service training courses offered by the Ministry of Education (MINEDUC). The list of issues can be carried on and on, and evidence reveals that Chile has shown very low results according to international standard scales (MINEDUC, 2004). As a result of these situations, *Chilean teachers of English as a Foreign Language (EFL) endure a lack of motivation, behavioural problems in the classroom, limited in-service training and a dreadful reputation spread by the media. In addition, many Chilean EFL teachers are not aware of the Second Language teaching methods and approaches that are currently being used.*

Thus, classes developing the Grammar-translation and Audiolingual methods thrive in the educational system; and consequently, the over usage of these methodologies generates a negative impact on students' language acquisition (Romero, 2010, para.12).

It is also necessary to connect this study to the results obtained by the research project DID-S-2009-16: *English Acting out Language*, which was put into practice in the city of Valdivia from 2008 to 2010. By utilising focus groups and questionnaires, the data obtained has shown that innovative teaching methods can enhance the learning process of a second language to a significant degree. In this sense, Drama Techniques facilitate the

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professional development of the teacher in his/her classroom and the language performance of the student. This could be achieved mainly through relaxation and concentration exercises, role playing, games, the Total Physical Response (TPR) method and the positive influence of these strategies on the EFL classroom in general.

In order to diagnose more accurately the aforementioned difficulties, a case study research carried out in the city of Valdivia is presented throughout this work. This will deal with the reasons that may lead teachers to underestimate their capabilities to teach English. In this light, the explanation of concepts; such as, teachers' motivation, in-service programmes for EFL teachers, state of the art in the EFL Chilean system, and modern methodologies to promote students' acquisition, will be developed in depth. The main source of information for this study will be teachers who work in public schools in the city of Valdivia. Their reflections and methodologies will be monitored through questionnaires, classroom observations and focus groups.

This research paper is composed by three chapters. The first chapter exposes the Theoretical Framework. Thus, it primarily provides an account on the background situation of English Language Teaching methodologies and their implications for Chilean teachers and students. The first chapter also reports details on specific factors that influence and modify the teaching career in a positive and/or negative way, namely: motivation, behavioural conflicts in the classroom and drama techniques. In the light of motivation, different contemporary theories explain how teachers' behaviour is influenced by internal/external factors that modify their performance in the school. Then, classroom management techniques and their relevance in the Chilean educative EFL system are

depicted, in order to remark the main concerns related to this topic and the imperative need for further research in a national extent. Lastly, drama techniques, the implications of a drama approach in language teaching are explained, analysed and taken into consideration for their applicability in a real classroom setting.

The second chapter contains two sections that develop the methodology and the data collection methods used in order to grasp the local EFL reality as accurately as possible. In this sense, an intrinsic – exploratory case study will respond to the necessity of seizing this reality qualitatively. Additionally, it is necessary to state that different data collection methods and introspective tools will be analysed in order to make this case study more reliable. As a result, the second section of this chapter provides valid and pertinent information with regard to implementation and design of a questionnaire (as well as an analysis of its results), classroom observations (through journals) and focus groups. These multi-modal data collection methods – carried out during 2009 – 2010 – comprise the main body of this research.

Finally, there will be a section exposing the conclusions drawn from the findings of the case study, making connections amidst the obtained results, theoretical support and research questions concerning this investigation. Furthermore, the conclusion will correlate the obtained data and it will also propose topics to be investigated in further research.

I. THEORETICAL BACKGROUND

1. STATE OF THE ART

During the early nineties several insufficiencies were detected in the Chilean Educational System. This led the Government to propel a programme oriented to create initiatives and challenges to overcome a huge gap between public and private education (Arellano, 2001). In the light of this situation, an integrated set of changes was proposed; these adjustments were carried out within the Education Reform. The modifications comprised Programmes for educational improvement and innovation; Professional development of teachers; a reform in the national curriculum and also, an extension in the amount of hours spent at school.

Amid these innovations, there still was a necessity for developing Information and Communication Technologies (ICT) in the country. In this light, the idea of making Chile a bilingual country[1], based on the imperative need of gaining access to the Information Society, was added to the new challenges that the globalised world presented. Despite the fact of being geographically isolated from English speaking countries, Chile has developed an urgent need for its people to learn this language. José Pablo Arellano (2001) ex-Minister of Education, pointed out the achievements and difficulties that the instruction in the English language has implied.

> Notwithstanding the positive impact represented by this progress, however, the poor results obtained by the vast majority of students in comparison with

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[1] It must be noted that the term *Bilingualism* is set as the main goal to reach in Chile. However, it is usually used along with *Learning English as an instrumental language*. Such fact is not consistent in Government policies, since there is no agreement on the use of these terms and their implications in ELT at the moment.

international standards are worthy of note. Over 60% of the pupils in Chilean schools fail to reach the levels considered desirable for the eighth grade. (Arellano, 2001, p.90)

Because of this situation, the Chilean Ministry of Education (MINEDUC) has taken into consideration the development and design of the Chilean National Curriculum in relation to the Teaching of English as a Foreign Language (TEFL). In order to achieve this purpose, the *English Opens Doors Program* (PIAP)[2] was created in 2003. This plan intends to reach an instrumental level of English among students who finish high school. The programme has also established several targets within the following ten years: the creation of national examinations for students (SIMCE), in-service training courses for EFL teachers, and a set of specific procedures for evaluating the way in which the foreign language is taught in our country. However, the efforts made by the government have not been efficient enough to solve the problems in teaching/learning English as a foreign language.

In relation to Arellano's appreciation of the Chilean reality, in 2004, the National Government looked for evidence of the English proficiency level in the country before carrying out the abovementioned improvements. As a result, the University of Cambridge ESOL Examination was put in charge of applying an English Proficiency Test, which tested students who were in 8th grade and 12th grades, having a total of 11,000 students from 299 schools sitting the exam throughout the country. The results obtained from the test were appalling. In general terms, Chilean students were not able to reach the *Threshold/ALTE2*

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[2] In 2010, the *English Opens Doors Programme* (PIAP) changed its name into *Languages Open Doors Programme.*

level set in the standards; only a minor percent of students was in *Waystage/ALTE1* level, and a vast majority had to be located amid the *Breakthrough, Lower breakthrough* and *Pre-breakthrough* levels, being the last two especially created to evaluate the Chilean reality.

In plain words, although there was no other evidences existing before this test was applied, the results showed a negative situation in the EFL Chilean reality in general. The vast majority of the students showed little command of the language, and after having spent eight years learning English, it could be concluded that the way in which it was being taught was scarcely effective. In relation to the latter idea, the Senior English language teaching consultant for the MINEDUC between 2003 and 2006, Mr. Andrew Sheehan (2009), pointed out the following:

> (…) The results were a disaster, but not a surprise. Almost all the students were completely off the official, international scale: (…) less than 6% reached the target set by MINEDUC, and only 5% of the 4° Medio [12th grade] students reached the target. (para.3)

Consequently, causes and possible ways to face the current reality towards EFL teaching had to be developed.

1.1 Justification of Research

This proposal has been raised under the need of developing the country towards the goal of achieving bilingualism; even though, this process can take a couple of decades, there are some efforts already taking place that must be enhanced to accomplish this goal (Educarchile, para. 1-5). Furthermore, Chile is currently seen as a country that needs to develop the English language urgently, as it turns out as the *lingua franca* - a shared language of communication used between people whose main languages are different (Cambridge, 2005, p.740) - in international trading with countries outside the Southern Cone. According to Sergio Bitar, Minister of Education between 2003 and 2005, every Chilean student should obtain a certain command[3] of the English language as to be able to communicate effectively in the globalised world the country has been immersed (para 1-6). Thus, even though there are a number of programmes presently designed and actively being used to teach English as a Foreign Language, a need to develop language competence in English is still plausible alongside the country. The existence of the English Opens Doors programme in 2003 and its English Camps, developmental courses for EFL teachers (ALTE levels), national networks for teachers of English, among other initiatives, mean a relevant effort to achieve the goal set by the government almost seven years ago.

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[3] By using this term, the minister words' do not reflect the main goal of Bilingualism.

1.1.1 Current programmes for EFL teachers in Chile

As some irregularities have been already detected, the MINEDUC published the Curricular Adjustment for Teaching English (2009). In this document the inclusion of innovative practices was highlighted through the promotion of meaningful communicative situations. Supporting this idea, Harmer (2007) suggests that EFL students should focus on the communication of real messages and not only on grammar-controlled messages. As a result, this document officially declared that students' needs were oriented to a Communicative Approach.

> Learning a foreign language is a progressive building process that implies the exposition, reiteration, exercising, expansion and enrichment of oral and written experiences in the foreign language. It also implies the enhancement of the abilities of students to identify, foretell, relate, synthesize and infer information. (p. 1)

These adjustments took into consideration several aspects; such as, geographic location, social context of the students, teachers' training, classroom hours for the subject in the school, curriculum design and number of students. To support these amendments, the current Minister of Education, Mr. Joaquín Lavín (2010) has pointed out that the existing national curriculum to teach English is not designed to learn the language properly[4]. Among the weaknesses the need of tutoring at earlier stages than fifth grade, and also, the lack of specialisation for teaching English to children are counted as drawbacks in the curricular design.

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[4] Even though the Minister of Education asserted that English was not taught as a Foreign Language effectively, no further explanations regarding this aspect could be found amidst the literature revised.

In response to the above-mentioned needs Chile still has to develop the English language successfully; a number of difficulties must be overcome. First of all, issues; such as, the lack of specialised teachers of English in the primary and secondary school system turns up as an urgent need to be solved. Secondly, there is a poor and practically nonexistent set of standards in order to measure the performance of English language teachers, fact that is not taken into account within the national curriculum. Besides, it is necessary to mention that by 2011, English will be a requirement for the SIMCE test. In this way, about 240,000 students of 11th graders will be evaluated through the *TOEIC Bridge* exam (Test of English for International Communication), which seems an attempt to involve students with the goal of bilingualism; however, teaching methodologies have not had great changes since 2004. This might lead to similar results to the ones obtained in that very year.

1.1.2   EFL Teachers and Students.

Pre-service teaching programmes for EFL teachers seem to be outdated in relation to the current needs the country has (Sheehan, 2009). Oppositely to what many people might assume, not only motivation towards facing a foreign language concerns the students, but also teachers may have motivational problems since many can feel stuck in their own language proficiency level, therefore decreasing their self-esteem as language professionals. The truth is that a teacher must be always confident about his/her knowledge, the contents that are taught by him and the development of classroom management strategies. In this regards, there is evidence that confidence to teach the subject matter

clearly influences the teaching outcome (Bandura, 1997, p.11). It is widely known the challenge that teaching a foreign language involves; moreover, when students do not learn, teachers are the ones to blame. For the aforementioned reason, teachers must always evidence ontological security and let their students notice their authority in the classroom. In the same line, taking control over pressure and overcoming unfavourable situations is an excellent idea; however, teachers need to find a balance between this authority and the right of students to express themselves, even if this implies admitting mistakes and weaknesses on their side.

Consequently, the teacher will also depend on the attitude of the student towards the subject. Manzaneda (1997, p.11) concluded that the most effective teachers are those who evidence a good methodological development, but, at the same time, are able to think about their students' needs and adapt their lessons according to them. Plus, it has been demonstrated that students who have boring, unmotivated and de-motivating teachers will react negatively in an EFL lesson (Sheehan, 2009, para.16).

For these reasons, the responsibility of achieving success in a foreign language lesson will not utterly depend on the teacher's or the student's performance, but a complicity and commitment between them. As a result, motivation, lesson planning, adequate methodologies that match students' needs are amidst the key elements to be taken into account when analysing the EFL situation in the country.

1.1.3 Overuse and absence of different teaching strategies in the class

Grammar-based teaching is still being a matter of discussion among educators. Language teaching implies having different students, who feel identified with diverse

learning styles. Hence, using a single approach might not be the best idea to approach each student. In this sense, the over usage of the grammar-based approach has been a constant problem within the Chilean system. "Grammar is like a terrible sickness or plague in Chile. It seems to affect everyone and there is not cure – just a vicious circle which repeats itself with each new generation of English teachers" (Sheehan, 2009, q.10).

The truth is that the demands of the Knowledge Society call schools and universities to grow students who are more able to communicate than placing the adjective in its correct place. Galloway (1993) assures that the Communicative Approach is born in response to the dissatisfaction around audiolingual and grammar-translation methods. Communicative linguists claim that the abovementioned methods are not realistic, since they are not intended to know how to communicate social language, gestures, or expressions, but instead students suffer a loss of communication in the culture of the language studied. At the same time, Communicative Language Teaching (CLT) approaches offer a number of advantages than can potentially reinforce and provide good chances of language acquisition, as they are learner-centred. Following this thought, Richards & Rodgers (2001) listed some characteristics that place communicative approaches as an innovative way of teaching foreign languages, in order to develop the competences society demands:

- Language is a system for the expression of meaning.
- The primary function of language is to allow interaction and communication.
- The structure of language reflects its function and communicative uses.

- The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning, as exemplified in discourse. (p.161)

As a result, the inclusion of the CLT practices turns up as a contribution to solve the educational problem Chile faces in English Language Teaching (ELT).

To sum up, the implementation of communicative practices can potentially contribute to the current state of the art in Chile. As more teachers take part in teaching of English as a foreign language, a number of challenges turn up on the way[5]: however, creating improvements in the system and updating old-fashioned teaching practices can solve the number of problems a nation under development faces towards English language teaching, always bearing in mind that education must take into account the learner's perspective and interests.

Once again, the role of the teacher is very important, as they are responsible for developing expertise in their profession; nonetheless, this is not accomplished only by the fact of doing the job, but also by reflecting upon their experiences. It is advisable for every EFL teacher to look for professional development programmes, in order to improve the quality in which their students are educated. Hence, the MINEDUC must provide opportunities and rewards for teachers who are willing to enroll and take advantage of these chances.

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[5] This increase in the number of EFL teachers taking part in the educative system is due to the growth of pre-service teaching programmes offered by universities.

1.1.4   DID-S-2009-16 *English Acting out Language***: An active contribution to the EFL reality in Valdivia.**

As it has been mentioned in previous sections, the EFL reality in Chile is still away from reaching the objectives set by the Ministry of Education. In this light, the research project DID-S-2009-16 *English Acting out Language* – developed in the city of Valdivia, Chile – is created as a local contribution towards achieving better practices in modern language teaching.

Under this project, and with the support of Universidad Austral de Chile, researchers (university professors), the EFL pre-service training programme at UACh, and co-researchers (student-teachers) diagnosed and analysed the methodologies mostly used in local language classrooms with eighth graders. At the same time, a drama approach, combined with games and communicative teaching practices were applied in order to enhance a better acquisition of the English language. From this initiative, a number of results have been drawn within two years time. This could be done through the analysis of Focus Groups and Classroom Observations. Additionally, this research project allowed the chance to provide a depiction of the global EFL fashion in the city of Valdivia, which may serve as a representative sample of the rest of the country in future studies.

In relation to the outcomes obtained from this research, it could be noticed that the use of non-traditional methodologies within the classroom was not quite varied at that moment. Therefore, the opportunities to approach and motivate every student were not as abundant as it may have been thought beforehand. This situation could be deduced by

analysing classroom observation notes and journals that co-researchers kept during their diagnostic process in different schools (one public and three subsidised). From this inconvenience, the implementation of non-traditional methodologies offered more opportunities to gather students' interest and enhance their comprehension – and eventually their command – of the target language. Thus, through the use of a drama approach in language teaching, plus games and communicative practices, students showed more enthusiasm and commitment to participate in their English lessons (Ortiz de Zárate et al, 2009, p.5).

Additionally, the perception of each mentor teacher supervising in a teaching practice process was shared and analysed among other research participants. Through the implementation of focus groups as a data collection technique, EFL teachers highlighted their positive reception towards Drama Techniques and non-traditional practices in ELT. The set of a harmonic classroom atmosphere by doing relaxation and concentration exercises was pointed as one of the major improvements observed in their classrooms. Additionally, the emphasis on effective comprehension of the language and promotion of genuine language production in a non-threatening classroom environment was strongly appreciated by all educators.

Plus, it can be stated that the use of non-traditional methodologies and openness to employ innovative teaching practices are key factors to improve the quality and effectiveness of students' language acquisition. Furthermore, the implementation of drama activities, games and communicative practices based on students' interaction provided more chances to reach meaningful learning processes and lower the apprehension that

students sometimes have against a foreign language (affective filter and anxiety levels). In all, the connection among genuine language production, non-traditional teaching methodologies and student-based teaching, promoted a number of advantages that somehow could help to solve the current state in the EFL Chilean context.

Finally, it must be mentioned that the results provided by this research project and its data collection methods supplied valuable information that led researchers into a new scope for further research. In this sense, this investigation directed its matter of study on EFL teachers, based on their role in the teaching learning process rather than students.

2. MOTIVATION

The term *Motivation* has been largely discussed in the teaching field. It comes from the Latin word *motio* that defines movement. In addition to this meaning, the Cambridge dictionary describes it as the enthusiasm, the need or reason for doing something (p.823). Similarly, Jeremy Harmer (2001) claims that motivation is "some kind of internal drive which pushes someone to do things in order to achieve something" (p.51). Following this idea, John Santrock (2004) underlines that motivation involves "the processes that energise, direct, and sustain behaviour" (p.12). It must be additionally stated that motivation involves temporary expectancies, interests and personal satisfaction.

Despite the existence of a wide variety of definitions related to this word, it is suggested that motivation is a reason or enthusiasm to accomplish a certain task. In plain words, this eagerness leads people to achieve their goals and make decisions that orientate and determine the human personal development. As a result, motivation becomes essential in language learning. As Elizabeth Kirby & Jill McDonald (2009) affirm, the need to increase students' engagement and achievement in school is [nowadays] urgent (p.5). This is more relevant when the EFL teacher is in need to make language meaningful for the students. In relation to this, it has been pointed that motivation for learning a foreign language increases when the learner can connect with and apply their own life and experiences through the activities done (p.6).

2.1 Motivational theories

There are indeed many discussions that surround motivation; this term should fit every person's expectations as it is related to human behaviour. Motivation is viewed as a

unitary phenomenon, one that varies from very little motivation to act to a great deal of it (Ryan & Deci, 2000).

As a result, motivation changes according to variables such as gender, age, occupation or biological disposition; thus, people have different degrees and/or kinds of motivation. Zoltan Dörnyei (2008) summarises the most well-known contemporary motivation theories in Psychology; each one of them subsume interrelated factors that attempt to explain the cognitive processes that shape human behaviour and its expectancies (p. 10-11). Consequently, Dörnyei highlights the following contemporary theories:

THEORY	MAIN MOTIVATIONAL COMPONENTS	MAIN MOTIVATIONAL TENETS AND PRINCIPLES
1. **Expectancy-value theories** **Brophy (1999), Eccles and Wigfield (1995)**	Expectancy of success; the value attached to success on task.	Motivation to perform various tasks is the product of two key factors the individual's *expectancy of success* in a given task and the value the individual attaches to success on that task. The greater the perceived likelihood of success and the greater the incentive value of the goal, the higher the degree of the individual's positive motivation (see also p. 57-58).
2. **Achievement motivation theory** **Atkinson and Raynor (1974).**	Expectancy of success; incentive values; need for achievement; fear of failure.	Achievement motivation is determined by conflicting approach and avoidance tendencies. The positive influences are the *expectancy* (or perceived probability) of success, the incentive value of successful task fulfilment and *need for achievement*. The negative influences involve *fear* of failure, *the incentive to avoid* failure and the *probability* of failure.
3. **Self-efficacy theory** **Bandura (1997)**	Perceived self-efficacy.	Self-efficacy refers to people's judgement of their capabilities to carry out certain specific tasks, and, accordingly, their sense of efficacy will determine their choice of the activities attempted, the amount of effort exerted and the persistence displayed (see also pp. 86-87).

4. **Attribution theory** **Weiner (1992)**	Attributions about past successes and failures.	The individual's explanations (or "causal attributions") of why past successes and failures have occurred have consequences on the person's motivation to initiate future action. In school contexts ability and effort have been identified as the most dominant perceived causes, and it is has been shown that past failure that is ascribed by the learner to low ability hinders future achievement behaviour more than failure that is ascribed to insufficient effort (see also pp. 118-122).
5. **Self-worth theory** **Covington (1998)**	Perceived self-worth.	People are highly motivated to behave in ways that enhance their sense of personal value and worth. When these perceptions are threatened, they struggle desperately to protect them, which results in a number of unique patterns of face-saving behaviours in school settings (see also pp.88).
6. **Goal setting theory** **Locke and Latham (1990)**	Goal properties: specificity, difficulty and commitment.	Human action is caused by purpose, and for action to take place, goals have to be set and pursued by choice. Goals that are both specific and difficult (within reason) lead to the highest performance provided the individual shows goal commitment (see also pp.81-85).
7. **Goal orientation theory** **Ames (1992)**	Mastery goals and performance goals.	Mastery goals (focusing on learning the content) are superior to performance goals (focusing on demonstrating ability and getting good grades) in that they are associated with a preference for challenging work, an intrinsic interest in learning activities, and positive attitudes towards learning.
8. **Self-determination theory** **Deci and Ryan (1985), Vallerand (1997)**	Intrinsic motivation and extrinsic motivation.	Intrinsic motivation concerns behaviour performed for its own sake in order to experience pleasure and satisfaction such as the joy of doing a particular activity or satisfying one's curiosity. Extrinsic motivation involves performing behaviour as a mean to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid punishment. Human motives can be placed on a continuum between self-determined (intrinsic) and controlled

		(extrinsic) forms of motivation.
9. **Social motivation theory** **Weiner (1994), Wentzel (1999)**	Environmental influences.	A great deal of human motivation stems from the sociocultural context rather than from the individual.
10. **Theory of planned behaviour** **Ajzen (1988), Eagly and Chaiken (1993)**	Attitudes; subjective norms; perceived behavioural control.	Attitudes exert a directive influence on behaviour, because someone's attitude towards a target influences the overall pattern of the person's responses to the target. Their impact is modified by the *person's subjective norms* perceived social pressures and *perceived behavioural control* (perceived ease or difficulty or performing the behaviour).
11. **Two-factor theory/job satisfaction Herzberg (1955)**	Job enlargement; job enrichment; empowerment.	There are certain factors that motivate employees to work harder (motivators). Nonetheless, there are also factors that can de-motivate an employee if not present (Hygiene factors).

Source: Motivational Strategies in the Language Classroom.

2.1.1   Self-determination Theory

The Self-determination Theory attempts to explain motivation, which is classified into two different kinds: *Intrinsic* (internal to the person) and *Extrinsic* (outside the person). Intrinsic motivation has to do with the internal wish to do something for its own sake. It occurs when both learning activity and classroom learning environment stimulate the student to learn. Teachers in this case create opportunities to elicit motivation in students. "When intrinsically motivated a person is moved to act for the fun or challenge entailed rather than because of external prods, pressures, or rewards" (Ryan & Deci). From the point of view of the EFL student, intrinsic motivation might be triggered by attitudes, beliefs about the self, goals, involvement with the subject, environmental support and personal attributes (Ebata, 2008).

As a contrast to the above mentioned, extrinsic motivation means achieving goals in order to obtain something else, in other words, it involves intentional behaviour. This motivation is mainly based on any kind of reward obtained in exchange of doing something; therefore, many researchers believe there is no such thing as intrinsic motivation. Based on the fact that people work under incentives, Ryan & Deci explain that "students can perform extrinsically motivated actions with resentment, resistance, and disinterest or, alternatively, with an attitude of willingness that reflects an inner acceptance of the value or utility of a task".

In order to structure the different kinds of behaviour, the previously mentioned authors have schematised a Taxonomy of Human Behaviour (1997), which attempts to represent the styles and processes that people might undergo when being influenced by a certain kind of motivation; at the same time, it describes how a non-motivated person may act in the teaching space. (See figure below).

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[1] Amotivation: Inability or unwillingness to participate in normal social situation.

[2] Introjection: A defence mechanism where in fantasy the person transposes objects and their inherent qualities from the outside to the inside of himself.

[3] Salience: The state or quality of an item that stands out relative to neighbouring items.

[4] Reactance: A person's tendency to resist social influences that they feel as threats to their autonomy.

EXTRINSIC MOTIVATION

REGULATORY STYLES	AMOTIVATION [1]	External regulation	Introjection [2]	Identification	Integration	INTRINSIC MOTIVATION
ASSOCIATED PROCESSES	Perceived non-contingency Low perceived competence Nonrelevance Nonintentionality	Saliance [3] of extrinsic rewards or pubishments Compliance/ Reactance [4]	Ego involvement Focus on approval from self or others	Conscious valuing of activity Self-endorsement of goals	Hierarchical synthesis of goals Congruence	Interest/ Enjoyment Inherent satisfaction
PERCEIVED LOCUS OF CAUSALITY	Impersonal	External	Somewhat External	Somewhat Internal	Internal	Internal

In the following lines, the most suitable theories of the chart will be developed more in detail, considering their relevance in teachers' motivation.

2.1.2 Expectancy Value Theory (EVT): Eccles & Wigfield (1995), Brophy (1999).

This theory attempts to understand the motivation in individuals' behaviour. If people are able to determine the elements involved in their intentions, then they might accurately predict the possibility of adopting a certain kind of behaviour, in plain words, people assume a belief based on the expectation of how well will they do on that task. Eccles & Wigfield see it as the way in which expectancies and values directly influence achievement choices; therefore, its influence is assumed in performance, effort and persistence.

In Disraelly Cruz words (2005) "individuals choose behaviours based on the outcomes they expect and the values they ascribe to those expected outcomes" (p. 3). In this way, the motivation to perform a particular behaviour lies on the extent to which the

individuals believes their actions will imply positive or beneficial consequences. Based on the statements of several experts in EVT, Cruz proposes that:

> The more attractive a particular outcome is to the individual, the more likely the person will engage in the behaviour. Similarly, as the number of positive outcomes increase, the motivation to engage in the behaviour will increase. Expectancy itself is defined as "the measurement of the likelihood that positive or negative outcomes will be associated with or follow from a particular act". (p.4)

Hence, the success in the target task will be proportional to the amount of expectation and/or viability figured out by the person. For instance, if a new EFL teacher is sent to a poorly rated school where misbehaviour and academic performance are in constant clash, the educator may have pre-conceptions of a conflictive working environment, where good results will be impossible to obtain. Thus, his or her performance will be already limited by the notion that he or she belongs to a handicapped school with students that have little or none expectations to succeed.

2.1.3   Self-Efficacy Theory: Bandura (1986).

This theory agrees on the idea that the exercise of certain levels of performance affect individuals' lives, in other words, it maintains that an individual's behaviour is determined by the personal performance, the social persuasion (feedback and coaching among peers) and the physiological and emotional state. "Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes" (Bandura, 1986, p. 2). Likewise, individuals make judgements about their abilities in a determined activity; these beliefs will have an impact on the general development.

In the case of EFL teachers, the strive to control daily issues at work might have an effect on the expectation and outcomes of their professional practice. Since their accomplishment would determine their commitment at work.

2.1.4   Motivation-Hygiene Theory/Job Expectation: Frederick Herzberg (1993)

This theory aims at detecting a series of factors that influence the motivation of members of a working unit. Consequently, Herzberg developed on the one hand, the concept of hygiene factors, or *dissatisfiers*, which are aspects that provide a vague or minimal level of satisfaction among workers i.e. excessive workload, negative working environment, inappropriate facilities, etc. On the other hand, Herzberg formulated the concept of the motivational factors, or *satisfiers*, which are aspects that reinforce, praise and/or support workers' job, the appliance of the aforementioned factors assure a long-term incentive (Whitaker, 2000). Reinforcement can be carried out through different actions and do not only involve raising workers' salary, but also acknowledgments and congratulations on intrinsic aspects that also influence every day labour.

2.2 Motivation of the EFL teacher

Being in front of a class involves a large amount of difficulties for teachers; things would definitely be different if students turned up eager to learn at school. During the literature review process, it has been found that despite all the material intended to increase motivation and self-esteem in the student, there is few evidence concerning motivational factors in the teacher. As there is a reduced amount of authors covering the issue, it might be implied that psychologists and EFL experts assume that classes are taught by motivated teachers or at least by people who do not undergo difficulties in the classroom; however,

this might be a risky assumption considering that teachers represent half of the teaching-learning process. Consequently, teachers' life experience, mood and/or enthusiasm can be transmitted to the students and therefore, have an impact on their performance. Additionally, all their weaknesses, frustrations and/or complications will negatively influence students' performance in the EFL classroom.

A simple but useful attempt to solve motivational problems among teachers can be praising their work in the school. To achieve this, effective praising can be carried out by accomplishing five characteristics, namely: authentic, specific, immediate, clean and private praising. (Whitaker, Whitaker & Lumpa, 2000, p.31). These qualities enhance the effect of reinforcement and appreciation of the work done by the teacher. In short, it can be stated that praising should be **authentic** by rewarding the genuine accomplishment of tasks and avoiding the over use of compliments. Also, praising must be **specific** since particular actions are likely to be continued if their recognition emphasises their efficient practice. **Immediate**, **clean** and **private** praising are also necessary in order to ensure better outcomes because of effective communicative skills within feedback sessions, avoiding vague language, ensuring timely given and personalised appreciations. All these practices contribute substantially in improving praise work and teachers' performance.

2.3 Motivation inside the classroom

Santrock also states that social relationships within the classroom can profoundly affect the achievement of social skills and motivation (p. 432). In this case, it can alter or maintain the bonds between teachers and students, as well as, an appropriate learning environment (classroom management). Santrock highlights how the students' performance is optimised when they are appropriately approached by motivated teachers.

	TEACHERS WHO CARE	TEACHERS WHO DO NOT CARE
Teaching Behaviours	Makes an effort to make class interesting; teaches in a special way.	Teaches in a boring way, gets off-task, teaches while students are not paying attention.
Communication Style	Talks to me, pays attention, asks questions, listens.	Ignores, interrupts, screams, yells.
Equitable Treatment and Respect	Is honest and fair, keeps promises, trusts me, tells the truth.	Embarrasses, insults.
Concern about individuals	Asks what is wrong, talks to me about my problems, acts as friend, asks when I need help, takes time to make sure I understand, calls on me.	Forgets names, does nothing when I do something wrong, does not explain things or answers questions, does not try to help me.

(Santrock in *Educational Psychology*, p. 434)

Finally, it is valuable to state that teachers need to be aware of the wide variety of factors influencing students' discouragement and alienation, namely: social relationships with parents, peers, and teachers; life experiences, sociocultural context, etc. Consequently, if their needs are not covered, their achievement might be seriously affected and the rapports between teachers and students would be broken.

3.   DRAMA TECHNIQUES

3.1   Drama Techniques in Language Teaching

On every occasion one asks about the use of drama techniques in the classroom, the idea of having the whole class on stage studying a theatrical piece and then performing it in front of an audience is almost naturally suggested. Nonetheless, the use of such techniques involves more than just the action of preparing a play (Kao & O'Neill, 1998, p.112). As a matter of fact, the main objective of using drama in the classroom aims at engaging students to take participation in their learning of a foreign language, and also promoting their active involvement in it. This idea is mainly put into practice in the EFL class through the implementation of games, storytelling activities, role-plays, simulations, scenarios, prepared and spontaneous improvisation, and process-oriented drama activities (Kao & O'Neill, p.4).

It is the lack of varied activities in the Chilean classroom one of the factors that make drama-oriented activities a valuable tool to be included in the EFL educative system. Following this idea, Maria Teresa Sepúlveda (2009) acknowledges that affective factors of Chilean students have been largely omitted when teaching English as a Foreign Language in the country (para. 2); thus, the use of drama techniques answers to this by providing confidence and competence when using the language, turning the class into a productive place for interaction (Kao & O'Neill, p.1). One of the main reasons for such an absence of affective factors in the class relies on the overuse of traditional methodologies. This is, for the most part, taken by the commonly applied Grammar Translation Method, which does not comprise student's personal affection nor does it promote motivation to learn the foreign language (Englishraven, 2010). In addition, the predominant presence of grammar-

based teaching has been pointed as one of the main obstacles that hinders language acquisition today. As Andrew Sheehan reaffirms, teaching purely based on Grammar is like a terrible sickness or plague in Chile. It is said to be just a vicious cycle which repeats itself with each new generation of English teachers (Personal Communication, January 24th, 2009).

In response to this lack, as Alan Maley and Alan Duff (1982) state in the book *Teaching Modern Languages*, drama techniques attempt to put back some forgotten emotional content into language (p.152). Therefore, the emphasis is stressed on communicative practices, which encourage more natural communication and better language acquisition than traditional teaching methods.

Additionally, it has been proved that the implementation of drama techniques in the classroom contributes positively towards students' overall development and performance in the subject. Furthermore, Maley & Duff state that this improvement is basically accomplished by providing linguistic and emotional contents to the class in a meaningful way (1982, p. 6). Plus, it is claimed that these techniques increase learners' motivation to learn, since there is an active emotional component and stimuli towards using students' knowledge about the language to interact in a meaningful communicative setting (Kao & O'Neill, p.79). This idea also is supported by Marianne Celce-Murcia (2001), who firmly states that it is easier for learners to be engaged in a lesson through drama than through instructions or mere explanations (p. 26). Such a positive result occurs due to the emotional connection between students and the target language, which is approached in authentic communicative situations.

Another aspect that supports the use of drama techniques in the EFL classroom relies on their pedagogical contributions. Much of the knowledge currently spread in language teaching, establishes the importance of having different teaching strategies and approaching varied learning styles in the classroom. In this sense, the development of different linguistic, emotional, social and cognitive skills represents an essential part of the EFL teachers' job. However, it is a matter of common knowledge that language acquisition is a complex process: thus, no two learners will acquire the language by following exactly the same route (Richard-Amato, 2003, p. 13). As a result, to facilitate the acquisition of the language, drama techniques provide harmony to the class, setting the mood to work in a safe communicative environment (Maley & Duff, p. 1).

3.2   Drama Techniques in practice

Along with the positive elements that drama brings to the class, there are several aspects to take into account at the moment of putting these techniques into practice. Their usefulness demands a certain degree of specialisation in the teacher, who will be required to assume extra roles in the class. As it has been the permanent characteristic in language teaching, the educator must encourage production without interfering with the learner's will to communicate authentically.

Additionally, the reluctance to the use of drama techniques may be one of the first difficulties that might arise in ELT. As a result, the following points of view should be taken into account while thinking of the applicability of drama techniques in the local context.

3.2.1 Teachers' considerations:

Most of the EFL teachers who are currently teaching come from generations which were highly influenced by teaching methods that privilege the use of grammar rules and their understanding through textbooks, tapescripts and worksheets. Under this, the practice of language teaching cannot take place without a textbook in hand (Vernon, 2009). This can be one of the reasons why many Chilean EFL teachers tend to feel comfortable using such traditional procedures in their daily pedagogic practice. As a consequence, they might react negatively to the idea of promoting communicative practices (seeing them as a synonym of noise and disruption in the classroom) or even not conceiving the idea of relying on relaxation exercises as a technique for enhancing concentration in the classroom environment (See section: Classroom Management). Based on this, the use of drama techniques has shown enough evidence to help teachers who may feel insecure about including them as part of their methodologies. To complement this idea, Judith Gray (2002) claims that one of the main reasons why there might be opposition towards using drama techniques relies on the fact that many teachers need to experience drama activities themselves, to know their real relevance and benefits in the EFL class.

3.2.2 Students' considerations:

Today most of the students in the country are commonly taught in a way that allows the teacher to have the class primarily learning the rules of the language not promoting its real acquisition (Ortiz de Zárate et al, 2009, para. 1). As the Chilean National Curriculum used to stress receptive skills, the opportunity to have either oral or written production is normally quite reduced in the classroom. Therefore, it is frequent to find students afraid of producing language spontaneously, since shyness and hesitance tend to block the student

from using the language. For this reason, it can be predicted that the fear factor for a new drama user is the difficult part to overcome when implementing drama activities in the classroom (Groyka, J, 2002, p.1).

3.2.3 Availability of methodological support:

As it has been mentioned in the points above, the inclusion of drama oriented-activities in a teacher's practice must match certain skills to be acquired, such us adaptability and commitment towards their implementation, and the need to experience drama itself through in-service training work, if possible. An aspect to consider greatly in this proposal is the availability of support that teachers can find when implementing drama in their classrooms. In this light, sadly enough, not many sources of information or practical experiences can be found in the Chilean ELT state nowadays. In national conferences such as IATEFL or TESOL, the amount of talks given about drama techniques are still scarce – having just one or two activities related (IATEFL-Chile programme, 2010). Plus, these conferences usually set their organisation on distant venues that are hard to be attended by most of the teachers in the rest of the country. As a result, the vast part of developmental activities for ELT professionals take place in the capital city, leaving the rest of the country in isolation and under limited options for training (MINEDUC, 2004, para. 4). For these reasons, the need for permanent support, guidance, and monitoring on teachers' development – implementing this methodology – is a necessity yet to be covered in the national reality.

4. CLASSROOM MANAGEMENT

Many times EFL teachers complain about their students' misbehaviour in their classrooms. Educators tend to feel that sometimes lesson plans and fundamental objectives are just clouded by the way in which students react against their teaching. For these reasons, EFL instructors may tend to feel discouraged to continue with their academic practice, moreover if they do not possess enough skills to control difficult situations.

It is in this sense that the concept of effective Classroom Management emerges as an essential tool that must be part of the daily life of an EFL teacher. Nonetheless, this concept can be basically defined as the ways in which teachers manage a class in order to make it maximally productive for language learning (Richards & Renandya, 2002, p. 27). In this manner, problem behaviour can be counted as the main cause of classroom management issues. As Jeremy Harmer states, "moments of disruptions can be unsettling, not just for teachers but also for students, especially since our aim, as classroom managers, is to promote students' success, rather than to become involved in damage-limitation" (2007, p.153). Thus, teachers need to have certain skills to manage situations in which students lose their focus on the lesson and start diminishing their own learning process. In the same line, classroom management aims at dealing with different attitudes. Moreover, it is assured that effective teaching and learning cannot take place in a poorly managed classroom. Additionally, having no rules or guidance might incite students to behave disorderly and disrespectfully (Marzano, 2003).

4.1   Classroom Management in Chile.

Lately, there has been a sizeable amount of discussion about the way in which Chilean teachers deal with classroom behaviour, and especially with difficult students. Media has provided a load of information on physical and psychological violence on the relationship between teachers and students. Moreover, the increase on the number of medical leaves for stress and teacher burnout reveals a complicated situation that demotes the current educative system (Educarchile, 2001, para. 2).

In 2009, a quantitative study was carried out by the Sociology Institute of the Pontificia Universidad Católica of Chile (PUC). This study analysed a representative sample of agents regarding their impression about the quality of Chilean education. The study disclosed the perception that the educative system has slightly improved during the last time (38.6%). However, a very close percentage of people affirmed that education has decreased its quality during the last decades (38%). This perception is shared by students, parents/legal guardians, teachers, schools administrators, heads of pedagogical affairs and stakeholders. Moreover, a 50.4% of these individuals believed that education will not evidence further changes during the next five years (p. 12-14). This underestimation on the educative system might be the first reason why some students see no point on developing a good attitude on a poorly rated system. At the same time, teachers might avoid the efforts of improving the quality of their lessons, based on the idea that students have no interest on their own learning process.

Apart from the general perception of educative agents, class-size is another influencing point to consider in relation to the subject of classroom management. In the light of this, the policy researcher Robert Reichardt (2001) reflected on the advantages that

an appropriate number of students have within the classroom. Thus, he pointed out that "Smaller classes can raise student achievement and help narrow the achievement gap between minority and nonminority students" (p.1). However – as a large-scale initiative – it also implies some economic detriments that might be difficult to afford by the Ministry of Education: inclusion of qualified teachers, availability of classroom space, and long-term costs (p.4). Despite these expenses, there are several positive effects on having a reasonable amount of students in the classroom; in consequence, Zakia Sarwar (2001, p.127) listed some problems faced by teachers in large classes:

- Teachers of large classes feel self-conscious, nervous and fatigued. It is really exhausting to keep constant focus of a hundred pairs of eyes for three to four periods a day.

- Large classes are prone to have classroom management problems and the noise level disturbs even those learners who want to remain focused on their tasks.

- Large classes impede teachers to give feedback during the lesson, as individual attention is hard to accomplish.

According to MINEDUC, the average of students in an ordinary Chilean classroom is 36 students per teacher (MINEDUC, 2010, p.61). However, reality tells us that public schools allow more than 40 students per classroom (EDUCAR, 2006, p.7). Nonetheless, Reichardt's study based its findings on a specific reality in the United States (Tennessee), such fact is represented by regular classes of 22-26 students, having extreme cases of overpopulation with 30 students per class (p.2).

The Chilean situation is still numerous for teachers and especially for the development of the Communicative Practices when teaching/learning a foreign language.

In the light of EFL lessons, Harmer assures that "communication between individuals is more difficult in groups of 20 or 30 than it is in groups of four or five" (p. 162). Following this idea, having more individuals in the classroom involves more noise levels and higher degrees of behavioural difficulties. Therefore, the inclusion of effective classroom management plans emerges as a necessity at the moment of planning lessons involving active amounts of social interaction.

4.2   Statement of rules in the classroom.

World's history has witnessed how civilizations, tribes and communities have arranged their organisation as societies. Classrooms are not exempted from this, since individuals must be engaged with the norms created in their community, respect them and thrive for their accomplishment. Teachers − as effective classroom managers − must find ways to design and implement specific rules, and be consistent with them. This acquires more relevance when drama techniques are applied, since there is a transfer of responsibility from teachers to learners; thus, the latter must interact under a set of community-based decisions (Maley, 2005, p.1).

Nonetheless, rules must be set in common agreement with agents involved in the classroom. If not, they would be applied in an arbitrary manner against the teacher or students. In that case, these norms of behaviour would be a set of disciplinary interventions rather than effective problem-solving actions. Furthermore, the implementation of subjective rules may have negative impact on daily teacher-student relationships.

4.3   Teacher-student relationship

It has been established that teacher-students relationship is the base to create a good classroom environment. Marzano reflects on this classroom phenomenon stating the following:

> 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. Without the foundation of a good relationship, students commonly resist rules and procedures along with the consequent disciplinary actions. (p.41)

As a consequence, the relationship between teacher and student is a fundamental tool building effective classroom management. Students' perception of the teacher can be enhanced by the set of fair rules and the creation of an ideal atmosphere in the classroom. In the light of the above mentioned, Whitaker explains the way teachers morale and students morale are interrelated; hence, teachers and students must cooperate in order to maintain both morale levels high, since one is not independent from the other (p 225). In conclusion, the relationship between teachers and students has a sizeable importance in regards to classroom management, as behavioural problems have a negative impact on effective teacher-student rapport.

4.4   Backup support

Many times behavioural problems exceed the constraint of a normal classroom management plan, having difficulties that are of a greater implication than the teacher can handle. Thus, Backup support should be understood as the way in which classroom management issues take place beyond the classroom regarding disciplinary decisions. These actions are assumed by school administrators and they must be consistent and supportive with teachers' resolutions; offering support to the rules, authority and effective disciplinary practices stated by the teacher. In this sense, school-wide disciplinary

classroom management programmes will impose requirements on all members of the school. This means that all teachers must follow certain procedures previously agreed in the school as a community, fact that strengthens and provides consistency to school community as a whole (Marzano, p.114).

Finally, with regards to classroom management as a whole, its importance is a matter of prior consideration in the language lesson. As Marilyn Lewis (2002) claims, language is a skill, and a skill needs to be applied, not just stored in the head or admired at a distance (p.41). Thus, classroom interaction and use of the language should be active in standard EFL lessons; nonetheless, it is necessary to remember that Chilean classrooms still need preparation for the use of effective communication in a foreign language, which emphasises the inclusion of classroom management strategies in the EFL planning. Under this, the enrichment of social abilities in the classroom may benefit language skills, if those are trained in a well-balanced environment.

II. METHODOLOGY

1. Methods and Procedure.

1.1 Case Study

In order to ensure a suitable collection of evidence for this study, which can supply enough data to draw to valuable conclusions; this research will be carried out through the Case Study method. The implementation of this research tool responds to the necessity of grasping the current reality of the EFL teachers working in the public system in the city of Valdivia.

This method allows the researchers to investigate a contemporary phenomenon within its real-life context (Yin, 1994, p. 12). In this sense, the use of different introspective tools and elicitation techniques will supply reliability to the study, since it is necessary to employ strategies that can collect data and simultaneously provide information related to its context (David Vaus, 1991, p.33). Such tools will consist of questionnaires, focus groups, classroom observations, and journals.

It has been suggested that a case study is aimed at solving particular problems, applying theories into practice, generating hypotheses and providing illustrations (Qi, 2009, p.21). In other words, it provides a unique opportunity for studying and analysing different groups simultaneously. The Case study method reflects reality the way it really is. David Nunan (1992) purports that "One selects an instance from the class of objects and phenomena one is investigating (for example, a second language learner, or a science classroom) and investigates the way this instance functions in context." (p. 75). The use of

case study as a supportive tool for this proposal is justified because they provide a good representation of the situation studied and, at the same time offers a good insight of it. Besides, the results are easily understood, since they are written in non-professional language; therefore, are immediately comprehensible (Qi, p.26). From this point, this technique is suitable for the purpose of this research.

1.1.1 Type of Study

The case study applied in this research can be defined as a *mixed research* (Kitchenham, 2010, p. 561-563), since it gathers findings from different sources of information in order to answer questions through the interpretative analysis of the obtained data. This research model allows the use of varied data collection methods, plus an analysis of the inclusion of updated methodologies in the classroom. Such fact is supported by Andrew Kitchenham in the following lines:

> Mixed method research allows opportunities for the meaningful questions to be posed, measured, analysed, and interpreted. Because both inductive and deductive reasoning are applied [...] the results are far more robust, especially in case study research that involves rich empirical data gathered through varied data collection techniques (p.563)

The information has been collected with the intention of describing accurately the situation under study. It also examines qualitatively the particular features of a group of EFL teachers and student-teachers reflecting on their pedagogical practices. Thus, based on Robert Stake's (1994) case study classification, this research is primarily an *Intrinsic Case Study*; which aims at a deep understanding of a particular trait or problem that becomes interesting due to its ordinariness.

> An intrinsic case study is a *purposefully* or analytically selected case. A case may be purposefully selected in virtue of being, for instance, information-rich, critical, revelatory, unique, or extreme as opposed to cases selected within a representational sample strategy used in correlational research. (Stake, 1995, p.8)

In consequence, researchers are meant to understand the intrinsic aspects that cause or are part of a specific case (p. 229). In other words, the purpose of this research is to learn about the specific case of the implementation of new methodologies with local EFL teachers.

It is necessary to affirm that this study is also involved with Robert Yin's classification. Thus, this research is also an *Exploratory Case Study*, since it analyses the inclusion of Drama techniques in language learning within Chilean classrooms. Phenomenon in which there is scarce – or rather limited – detailed preliminary data research. Therefore, the category coined by Yin (1994) as Exploratory Case Study suits the procedures and aims developed throughout this project. In this way, this study accomplishes the following characteristics:

- It investigates a phenomenon where there is a lack of detailed preliminary research.

- It posits a hypothesis – or a methodology based on drama – that could be tested in a specific research environment.

- It serves as a preliminary source of information for further case studies. (p. 372)

Consequently, these features provide enough evidence to classify this case study as an exploratory piece of research. It is hoped that the conclusions drawn from data collected through this investigation will serve as base for future research on the inclusion of these methodologies. At the same time, it is worth to mention that the relative lack of previous research does not represent yet enough information to determine the whole impact of updated teaching methodologies in the Chilean educative system in ELT.

1.1.2 Subjects of the study

It is asserted that a case study research may be initiated with a single instance or hypothesis of study (Adelman et al., 1976). Therefore, for this research the subjects have been established as four EFL mentor teachers and student-teachers (carrying out their teaching practices), and two hundred students who study in different schools in the City of Valdivia (Ortiz de Zárate et al, 2009, p.9). These teachers will be attending pupils from primary school in the public and subsidised system. Additionally, ten teachers working in the public system went under a questionnaire. It must be noted that some educators who participate in this study may have become specialised in teaching English as a Foreign Language, mainly through participation in in-service programmes.

The research question will be focused on determining the viability of improving teachers' motivation and classroom management by implementing drama techniques and the communicative approach in their classes.

2. Data Collection Methods.

2.1 Focus Groups

The inclusion of focus groups represents another source of valid and reliable information for this research paper. Therefore, to ensure a real connection with the local EFL setting in Valdivia, three focus groups − carried out under the wing of the research project DID-S-2009-16: *English acting-out words* − will be analysed by the researchers carrying out this paper as non-participant observers.

In order to add the findings collected from these focus groups, a number of characteristics regarding this instrument must be mentioned beforehand. In this way, the participation of four EFL teachers – working in local schools – provide enough data to conduct the necessary adjustments for the inclusion of drama techniques in language teaching. Further, to understand the relevance of this information and how it was gathered, some main features of a focus group are worth to be mentioned.

First of all, the use of this qualitative data collection method implies having a group of people –EFL teachers in this particular case – answering questions not just individually but in a group context (Bailey, 1994, p.192). Thus, different points of view regarding the classroom reality of each educator were shared amidst participants, contrasted with each other, and analysed with researchers to take advice on the implementation of a drama approach. In consequence, focus groups followed the process suggested by Robert K. Merton (as cited in Ogunbameru, 2003) who proposes that this research tool should contain the following characteristics:

- Focus Groups size varies among investigators from the target population, and they are conditioned by the particular study carried out. It can range from four to twelve people.

- Participants are homogenous and unfamiliar with each other in order to accommodate opinions and interests of the various people involved.

- Focus Groups are a Data Collection Procedure, since they determine perceptions, feelings, and thoughts.

- Focus groups contain a predetermined and sequenced discussion (p.2-3)

In general terms, Focus Groups' purpose can be synthesised as "guided group discussions designed to provide information on a certain topic from a specific population" (Ward et al, 1991, p.192).

Nonetheless, the usage of this method involves a number of pros and cons that must be taken into account. Firstly, amidst the most important advantages that focus groups can offer to this study, Miguel Aigneren lists the most relevant characteristics of this tool, from those characteristics, the following can be counted as best suitable:

- Depict the social, professional and behavioural features of a determined group of individuals (in this case, EFL teachers working in the local context).

- Analyse and determine the most relevant information for the study, separating main ideas from irrelevant data.

- Establish the difference between what is said by informants and what is done in real context.

- Offer the chance to engage collaborators with the research through their participation as experts in their area.

- Generate a cooperative working environment within a certain group.

- Allow the common agreement of ideas when differences occur among participants.

- Provide quick data under low costs.

(Aigneren, 2002, p.4-5; Bailey, 1994, p.191)[1]

At the same time, a number of drawbacks are also worth to mention when using this research method. Kenneth Bailey counts the following:

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[1] Translation into English for Miguel Aigneren's list has been provided by participants of this research paper.

- Results may not be generalisable to a larger population.

- A reduced number of people are interviewed.

- Privacy is lacked, since not all participants would feel confident sharing their thoughts openly.

(1994, p.191)

As this case study compiles more than just one data collection technique, the formulation of conclusions based on results of different nature must be drawn upon their similarities.

Finally, it must be mentioned that the results obtained from these focus groups will be collated by researchers bearing in mind their relevance towards the inclusion of the new methodology, adding the perception of teachers and researchers. Under this, overall results will be characterised and compared with other findings provided by the questionnaire applied to EFL teachers, classroom observations and journals.

2.1.1 Analysis of Focus Groups

The implementation of the three focus groups during 2009 allowed the detection of important facts influencing EFL teachers' motivational levels in the city of Valdivia. Additionally, the discussion intended to find commonalities and/or differences across their teaching practices.

2.1.2 First Focus Group (April, 2009).

Moderator: Prof. Alexia Guerra Rivera.

Assistant: Bárbara Renftel Rudloff.

Questions:

- How do English lessons commonly work at your school?

- What are the school' needs to solve that might improve the teaching/learning process?
- What is your opinion on the use of non – traditional methodologies in ELT?

The first focus group was held in Sala Guido Mutis at Centro de Idiomas of Universidad Austral de Chile (UACh). It was composed by five EFL teachers who belonged to different schools of the city, each of them having a contrasting background (one private, two subsidized and two public schools). The task of the moderator was to guide the discussion from topic to topic, probe and encourage discussion, convey confidence among participants and ensure that all of them contributed to the conversation with their views. The assistant registered statements in notes and also, recorded the meeting with the previous consent of the participants.

The purpose of the first meeting was to obtain information about the degree of success that the implementation of the Communicative Approach and Drama Techniques (carried out by students doing their teaching practice) could have on learners of eight grade of primary school. Teachers had several impressions on these methodologies, being most of them surprised by the inclusion of relaxation exercises at the beginning of the class.

- **Teacher A:** This teacher belonged to a private school where she taught about fourteen weekly hours of English per class. Students were divided into two groups – A and B – where B had nine students with a less advanced level than A. Also, some students experienced Attention Deficit Disorder (ADD) as well as, some learning difficulties. The teacher mentioned that this group worked with a specific textbook adapted to their needs; however, based on the abovementioned difficulties, speaking activities were emphasised in order to reach a conversational level of English. It is important to state

that the teacher never referred to students as "being unable to do something"; in fact, she averred that these students needed a different kind of help.

- **Teacher B:** This teacher remained silent during the most part of the meeting. He belonged to a subsidized school teaching about six weekly hours of English per class. On the topic of the implementation of the Communicative Approach and Drama Techniques, the importance of the relationship between teachers and students was stood out; in that occasion, this teacher believed that students' behaviour would prevent the normal development of these activities.

- **Teacher C:** This teacher belonged to a subsidized school where she taught about three weekly hours of English to a group of seven students per group. In this class, one student experienced ADD. The school had a specific room for the English class and also, there were several events during the year that encouraged students to show their language abilities. When being asked about the viability of the Communicative Approach and Drama Techniques, the teacher held that there would not be further complications, since students are used to non-traditional methodologies in ELT.

- **Teacher D:** This teacher belonged to a public school where she taught about three weekly hours of English to a group of 40 students. The main problem expressed by her was the lack of space for carrying out activities with non-traditional methodologies. Besides, the amount of students and their behaviour were reasons to be uncertain about the practicality of these activities.

- **Teacher E:** This teacher belonged to a public school where she taught about three weekly hours of English to a group of 33 students. She showed high confidence on the Grammar-translation method, since students were reluctant to speak in English during

the class; based on this fact, she admitted not being sure about the implementation of non-traditional methodologies. However, she concluded that it was an interesting initiative that deserved attention.

2.1.3 Conclusions of First Focus Group

Despite the fact that teachers seemed enthusiastic with non-traditional teaching methodologies, it was evidenced that the real concept of drama techniques was not totally understood, as several allusions to theatre were maintained during the conversation by all participants.

Motivational levels were regularly high, except for teachers B and D who specifically showed problems with teacher-student relationships (Robert Marzano, 2000), and in the second case, with the lack of facilities for implementing an English Room. (Herzberg, Motivation – Hygiene/ Job Satisfaction Theory).

2.1.4 Second Focus Group (October, 2009).

Moderator: Prof. Alexia Guerra Rivera.

Assistant: Daphne Paredes Denis

Questions:

- What is your opinion on the implementation of the methodologies that have been carried out by the students?
- Reflect on the Classroom Management strategies implemented by the students.
- What are the main difficulties of the application of drama techniques in the Chilean EFL classroom?

The second focus group was held in Sala Guido Mutis at Centro de Idiomas of Universidad Austral de Chile (Uach). It was composed by the previously mentioned participants (except for Teacher A, who was absent; and teacher E, who was replaced by another school with similar characteristics); these teachers also supervised students doing

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their teaching practice. The task of the moderator was similar to the one carried out during the first focus group. The new assistant registered statements in notes and also, recorded the meeting in audiotape.

During this reunion, teachers shared their thoughts on the activities done by student-teachers. With regards to the inclusion of Drama in the classroom, teachers expressed their positive view on this methodology, mentioning its importance in language production and the enhancement of comprehensible input among students. The correct implementation of these techniques by student-teachers was also pointed as an advantage for the achievement of classroom objectives. Additionally, the correct management of classroom behaviour by using integrative and dynamic activities was noted as a positive contribution in the learning environment.

At the same time, students' motivational levels were increased since their participation was more active in the English class; therefore, it can be concluded that Drama activities suited the vast part of students under study.

Lastly, teachers expanded on the difficulties they perceived in the implementation of this methodology. At this point, the most relevant drawback is noted as the lack of in-service training programmes for EFL teachers, which represents an obstacle towards the proper use of these techniques in a greater scale. As a conclusion, the implementation of focus groups allowed the discussion on classroom issues related to the use of drama in local classrooms, generating enough chances to obtain different points of view and varied appreciations related to this methodology and its outcomes.

2.1.5 Conclusions of Second Focus Group

During this meeting, participants stood out the influence that classroom conditions have on the results of drama techniques or any other non-traditional methodology. It was noticed how results were optimised in classrooms with better conditions (a manageable number of students, classroom management, additional and specific material). As a conclusion, it must be asserted that drama techniques have a positive influence on students and therefore, their inclusion may lead to better acquisition; nonetheless, the learning environment also alters the results of this method.

2.1.6 Third Focus Group (April, 2010)

Moderator: Alexia Guerra

Assistant: Bárbara Renftel

Questions:
-How would you evaluate the inclusion of drama techniques in the Chilean EFL classroom?
-According to your experience, what are the main difficulties of implementing these activities?
-Would you be interested in enrolling special teaching training focused on drama activities and techniques?

The final focus group was attended by three participants from the meeting carried out during April, 2009 (Teachers B – C – E). The purpose of the third focus group was to do a final evaluation on the use of non-traditional methodologies in ELT. In addition, participants were asked about the viability to enrol training based on the methodologies seen during the teaching practice process (CPEIP).

All the participants evidenced satisfaction on the activities proposed by the teacher-students; such activities were focused on productive skills through arts (music, literature). Consequently, it was affirmed that drama techniques had had a positive impact on the

students, since they did not demonstrate embarrassment while carrying out the activities. However, participants admitted these results also depended on the personality, motivation and enthusiasm of the teacher in charge of the class. Furthermore, teachers affirmed that negative leaders had an important influence on the development and results of non-traditional methodologies.

On the proposal of enrolling teacher training based on these techniques, participants concluded that this topic was highly attractive to be acquired and included in the teachers' performance. At the same time, a sizeable interest was focused on relaxation exercises, voice management and care, as well as, body knowledge and control; nonetheless, teachers were not particularly interested in theory about it. Simultaneously, it was concluded that despite the fact that CPEIP was motivating for them; most of them did not have time available to enrol in such courses. The participants assured the situation would be similar for the rest of the EFL teachers.

2.1.7 Conclusions of Third Focus Group

Despite the positive impressions that teachers had on the implementation of non-traditional methodologies; some aspects were not completely clear for them. Hence, it was stated that some training and/or specification on the concept of drama techniques was needed prior carrying out the focus groups. In this way, teachers could have been more assertive in their evaluation towards these methodologies[2].

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[2] It is important to stand out that all the information in relation to the difference between the use of drama techniques and theatre performance in itself was given in the first meeting at the school with the principal, head of pedagogical affairs and the teacher, and again, before beginning the focus group.

It was concluded that there are good levels of motivation amongst EFL teachers, since all of them showed enthusiasm to take part of teaching training for ELT. However, this might be effortlessly rejected by many EFL educators, due to time constraints and workload.

2.2 Classroom Observations: Journal

For the present study, classroom observations carried out by student-teachers (undergraduate researchers in DID-S-2009-16: *English acting-out Language*) are taken as valid data collection sources because of their effective description of what takes place inside standard Chilean EFL classrooms. In this light, a number of observations – which take place within 60 pedagogical hours and the use of videotapes plus observation notes – portray how the inclusion of drama techniques can be accomplished with eighth graders; mention the use of materials for the appropriate development of activities; describe student-teacher interaction, and elicit receptiveness from students and student-teachers towards the use of this methodology. (Ortiz de Zárate et al, 2009, p 10). In addition, it is necessary to state that the analysis of these observations will be done by non-participant observers, since their results must be interlaced with data of a later existence such as the one obtained from the questionnaire.

The importance of this research method relies on its applicability in real classroom settings, where either the performance of the teacher using drama and the receptiveness of this methodology could be observed without further obstacles than the ones relevant for the researchers. In this sense, classroom development, teachers' predominant methodologies in

ELT, students' responses to the activities, and effective acquisition of target language were the main factors to be observed and subsequently, described.

To support the inclusion of this data collection technique as an effective research tool, it must be pointed out that classroom observations aim at grasping and analysing the real state or situation happening in an educative setting. Accordingly, their importance for this study is supported by David Hopkins (2008), whose main regards for this instrument remark its positive contributions:

> Observation plays a crucial role in supporting the professional growth of teachers and in the process of school development. It also encourages the development of a language for talking about teaching and provides a means for working on developmental priorities for the staff as a whole. (p.75)

In view of this, the inclusion of drama activities in the classroom not only concerned researchers and observers in the light of their applicability and methodological benefits, but also took into account teachers' current teaching practice and the possibilities to adapt themselves to this methodology. Therefore, it must be noted that during the observation, the observer only recorded what was seen or heard, [and consequently] was not judgemental or intrusive (Hopkins, p.80).

Additionally, it is necessary to mention that the observations carried out for this study were recorded on field notes in the mode of journals, which are personal reports or accounts about the experiences and observations dedicated to a particular subject (Princeton University). They are considered as valid introspective research tools, since according to Nunan (1992), they investigate behaviour in context.

Under this idea, it is necessary to state that the observers (student-teachers) underwent dissimilar conditions in their teaching practices; this is due to the varied nature of their schools, where public and subsidised institutions were purposely chosen in order to

test the effectiveness of non-traditional methodologies in educative contexts. Notwithstanding, in the first stage of the process, student-teachers carried out classroom observations to identify the methodologies mostly used by their mentor teachers. During this stage, it could be observed that traditional methodologies in language teaching; in other words, overusage of grammar-translation exercises and predominance of the first language were the most recurrent practices in the EFL classroom. Based on these findings, the implementation of non-traditional methodologies in normal classrooms implied a degree of challenge towards student-teachers, and learners' adaptability to these practices.

2.2.1 Classroom Observation Findings

These observations were carried out by four student-teachers doing their professional teaching practice, who also participated in the research project *DID: S-2009-16 English Acting out Language*. Throughout this process, student-researchers registered their reflections on journals, which were later analysed and discussed amongst participants in a process defined by David Nunan (1992) as *Stimulated recall*[3]. Its results were useful in order to detect the determining factors that the use of innovative didactics in the EFL classroom might involve. The recorded activities entailed short responses in the target language and the inclusion of drama techniques such as relaxation-concentration exercises, mimics and role-playing; as well as language games. The obtained results mainly pointed out that the use of the above mentioned techniques and strategies creates a good classroom environment that contributes to the effective acquisition of English.

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[3] *Stimulated recall* is defined by David Nunan in his book *Research Methods in Language Teaching* as: "a technique in which the researcher records and transcribes parts of a lesson and then gets the teacher to comment on what was happening at the time that the teaching and learning took place" (p. 94).

2.2.1.1 Drama Techniques

As a way to solve the lack of effective communication in the foreign language, the Natural Approach (Krashen, et al., 1981, p.99) was actively used by participant-observers. One of the main aspects of this methodology taken into account was the set of an appropriate learning atmosphere since that is a main requirement for the implementation of communicative practices. Thus, the observation process evidenced that students were not used to work on their productive skills thoroughly. Consequently, student-teachers first experienced difficulties related to affective filter issues and language limitations. Besides, social interaction and cooperative learning were usually taken as non-relevant aspects in the English classroom; such fact did not enhance an appropriate atmosphere for non-traditional methodologies. Consequently, one of the first aspects to overcome was the reluctance to make use of the target language by students; such fact hindered the allowance of spontaneous communication and freedom to make mistakes as means of tackling high anxiety levels in the classroom (Affective Filter Theory, Krashen, 1987).

In order to solve methodological problems in the classroom, such as the fear to produce authentic language and defensive learning generated by high anxiety levels; drama techniques were used facilitating the accomplishment of meaningful learning among students, since these activities provided confidence and competence to employ the new language within a non-threatening setting, plus lowering the affective filter (Kao & O'Neill, p.1). Additionally, language could be acquired in a natural way since students enjoyed their lessons, and also focused their attention through effective communicative exercises; namely, language games, body expressions, mimics, or gestures, searching for real command of the language rather than just linguistic development. Further, relaxation and

concentration exercises contributed to enhance the classroom atmosphere, since students were focused and ready to start their sessions. Once the levels of anxiety were set at a desirable rate, student-teachers needed to find strategies in order to solve attitudinal and behavioural problems within their lessons.

2.2.1.2 Motivation and Classroom Management

As school-students involved in the teaching practice process were eighth-graders, most of them were reaching the puberty process; hence, behavioural issues were most likely to influence the overall performance of each student-teacher and the general results of each new implemented activity. The most frequent drawbacks found in the classroom were: students' lack of engagement to participate in the lesson, affective issues towards the English class, frustration amid participants, lack of respect among peers and towards the teacher, and other aspects. In this way, student-teachers had the need to create a set of rules to promote positive and harmonic relationships in their lessons. As a result of these regulations, EFL students understood the validity and effectiveness of non-traditional methodologies, as well as, the need of engagement and collaboration from the whole class as a group. Additionally, students were given the chance to reflect upon their actions and make sense of the consequences of bad/good classroom behaviour.

It is important to acknowledge that the inclusion of non-traditional methodologies did not intervene completely in the classroom environment (not all the behavioural situations were solved). Nevertheless, EFL mentor teachers admitted that these methodologies had set a difference in the overall development of students and had also changed their behaviour and attitude during the lesson. Importantly, students created

confidence towards their teachers and understood the relevance of commitment and respect in the classroom.

To conclude, journals provided a suitable introspection of two processes: Diagnostic of Classroom Reality, and Implementation plus Testing of Non-traditional Methodologies with eighth graders. The field notes registered classroom events, responses and attitudes towards these methods, and also, student-teachers' reflections on each activity, which allowed researchers to understand these phenomena in depth.

2.3   Questionnaire as an evaluative tool

The implementation of a questionnaire has been chosen as a valid tool that can provide first-hand information from the sample. Some of the advantages of this method are that it is a short-term data collection tool and non-expensive. Having a mixture of close- and open-ended questions, the use of this technique enables the researchers to collect data in field settings, and the data themselves are more amenable to quantification than discursive data such as free-form fieldnotes, participant observers' journals, and the transcripts of oral language (Nunan, 1992, p.143).

> Questionnaire format refers to the general model, which provides guidelines on how the questions should be placed in the context of the questionnaire; there are several models of questionnaire format. Nevertheless, a common requirement of all models is that the questions have to be listed in a logical order, allowing a smooth passage from one topic to the next, with transition and flow, avoiding distortions and problems. (Sarantakos, 1993, p.160)

Consequently, the design of a questionnaire must follow determined patterns so as to be filled out clearly by the respondent and returned to the researchers for data-analysis. Thus, the questionnaire can be defined as a structured data collection technique whereby each respondent is asked much the same set of questions (Vaus, D. 1991, p.80). Because of this,

the questionnaire provides enough data to create a variable of the study and finally draw some conclusions.

As it has been mentioned above, there are a number of open- and close-ended queries. To differentiate these two concepts, their particular characteristics must be highlighted. Firstly, a close-ended question is mainly determined by the researcher through a range of possible responses (Nunan, p.143). In this sense, the answers are much easier to code and analyse, and often can be coded directly from the questionnaire, saving time and money (Bailey, 1994, p.118). Thus, twenty one questions set up in the questionnaire contain guided responses, having options such as: Yes/No answers; or, ordinal variables such as One to Ten scales (or thermometer questions according to Bailey, p. 128); (Totally) Agree/Disagree/Neutral and finally multiple-choice items. All these entries have been arranged in an attempt to avoid *prestige bias*, which implies that the prestige of the person who holds the view [in the question] may influence the way respondents answer the inquiry (Vaus, p.84). Also, it can be explained as the tendency for respondents to answer in a way that makes them feel better. In other words, participants may not lie directly, but may try to put a better light on themselves (O'brien, 1997, p.6). Such questions are answered by circling a number with the respondent's estimation. Alternatively, open-ended questions, which are present in just one item in this questionnaire, allow the teachers to respond in a free way to a determined query. As Bailey (1994) affirms, "[open questions] allow the respondent to answer adequately, in all the detail he or she likes, and to clarify and qualify his or her [previous] answer" (p. 121). As a consequence, question number twenty two is the only item having this characteristic.

According to Sarantakos (1993), questionnaires must follow certain standards: the cover letter, the instructions and the main body (p. 159). In this sense, the cover letter introduces the research topic and the research body to the respondents; it is also the opportunity for answering questions that every respondent might have. The letter also explains the reasons why the questionnaire is carried out and assures anonymity and confidentiality. Next, the instructions are explained on the main body, which includes a set of twenty two questions that have been devised to collect information. These items consist of one open- and twenty one close-ended format questions. Following Bailey's thoughts, a questionnaire containing primarily fixed-alternative questions should have at least one open-ended question (at the end of the questionnaire) to determine whether anything of importance to the respondent has been omitted (p.122). The predominant number of close-ended questions allows the researchers to collate the data in a quantitative and qualitative manner, mainly through the use of graphics and schematic symbols.

In general terms, teachers will refer to the following aspects throughout the questionnaire:

- Working environment

- Job satisfaction

- Years of pedagogical experience

- Participation in in-service programmes

- Amount of spoken English in their classes

- Facilities that allow the teaching of English

- Availability towards participation in professional development programmes

- Amount of teaching hours per week

- Students' attitude towards the language

Through the items posted above, questions are focused on measuring the teachers' perception of their current job, and also scope possible factors that can alter in some extent their performance and/or permanence in the educational system. Thus, questions have been devised in response to the relevance of the study, aiming at gathering teachers' point of view. As Bailey (1994) states the key word in questionnaire construction is relevance: Relevance of the study's goals; relevance of questions to the goals of the study; and relevance of the questions to the individual respondent (p. 108). Therefore, it is expected to depict a situation currently unknown in the city of Valdivia, and also provide complete, valid and reliable data to the study through the application of this questionnaire.

According to Yin (1999, p.1211), even though questionnaires attempt to represent the universe of the phenomenon being studied, they can cover only limited aspects of the subject of study; hence, generalization turns out as a possible obstacle for the research. In addition, other complications might arise as a consequence of the change of the case or context over the time, which would make case study a rather limited tool.

Despite the abovementioned weaknesses of this research tool, it is effective when providing direct information from the reality under study; hence, it has been devised in order to cover specific aspects related to teachers' context in Valdivia. Therefore, this

questionnaire was applied in order to obtain a depiction of the current situation of the EFL teachers in Valdivia, Chile. The collected sample involved a representative number of the total amount of public schools in the city; nonetheless, this sample was totally manageable in order to set a reliable case study.

Further, the design of this questionnaire was formulated to comply with the results obtained from the Research Project DID-S-2009-16: *English Acting out Language* and its data collection tools. Thus, questions were devised in order to obtain specific information that depicts the reality of the EFL teacher accurately.

As a consequence, the questionnaire was applied to ten EFL teachers of ten public schools between July and August, 2010. It was composed of 22 questions asked in Spanish[4], which were divided into six stages measuring the following aspects:

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[4] Spanish language was used based on the fact that the questionnaire was submitted to the Head of Pedagogical Affairs/Headmaster's approval beforehand in each school.

2.3.1 A Depiction of the Teacher.

This stage comprised from question one to four (see annexus A). The questions aimed at detecting the job experience and the level of specialisation of the teacher. At the same time, this stage provided main information on how much teaching training courses they had been to during the last five years, as well as, their availability for a training course based on drama techniques and games for EFL learners. In this way, according to the data gathered in question number two (*What kind of certification do you hold for teaching English as a Foreign Language?*)[1], most of the teachers are allowed to implement drama techniques in their lessons; since they have the certification to teach the language in a formal setting.
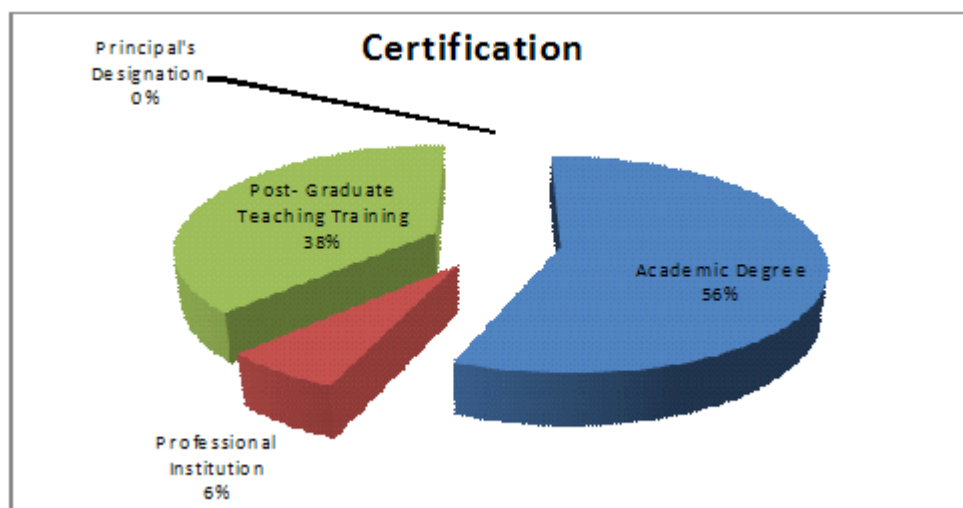

Figure 1: **Certification to teach English as a Foreign Language.**
This question revealed that a 56% of the teachers have an academic degree that allows them to teach English. However, there is an important percentage of teachers who have obtained the degree from in-service training.

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[1]Translation: ¿Con qué certificación cuenta para enseñar Inglés?

The following questions of this stage brought out that a 90% of the teachers have enrolled some kind of teaching training during the last five years. It also indicated that most of these courses have been carried out by the Universidad Austral de Chile and the Centro de Perfeccionamiento e Innovación Docente (CPEIP).

Finally, in question number four (*Would you be interested in enrolling in-service training regarding drama techniques in language teaching?²*), most of the teachers were receptive to the idea of enrolling teaching training; thus, the most recurring choices were among 250 - 300 hours. However, an important percentage of the sample (28%) did not evidence any preference.

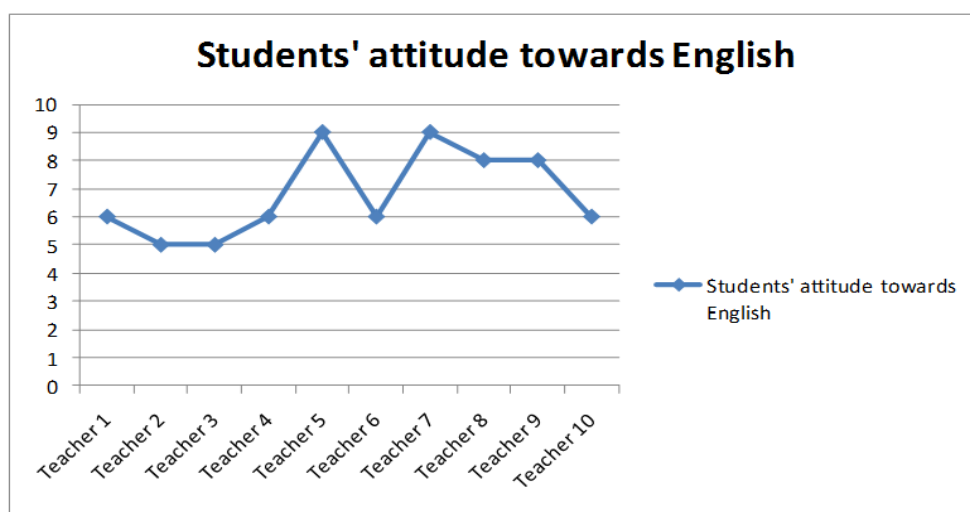*Figure 2:* **Students' attitude towards English.**
In this graphic, it can be noted that according to the teachers' perception, students are motivated to learn the language. In a scale from one to ten, most of them rated their level of attitude above level five.

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² Translation: ¿Le interesaría participar en un curso de perfeccionamiento basado en técnicas teatrales en la enseñanza del Inglés?

2.3.2   Identification of the Educational Reality.

This stage comprised from question five to ten. The questions aimed at detecting the management of the workload of every teacher in their job, amount of students per class, teaching hours assigned, and levels lectured. As a consequence, the results showed that most of the teachers work at least 30 hours in front of the class.

This stage provided information on the impressions they have about their students and their attitude towards the subject. As it can be appreciated in the following graphic:
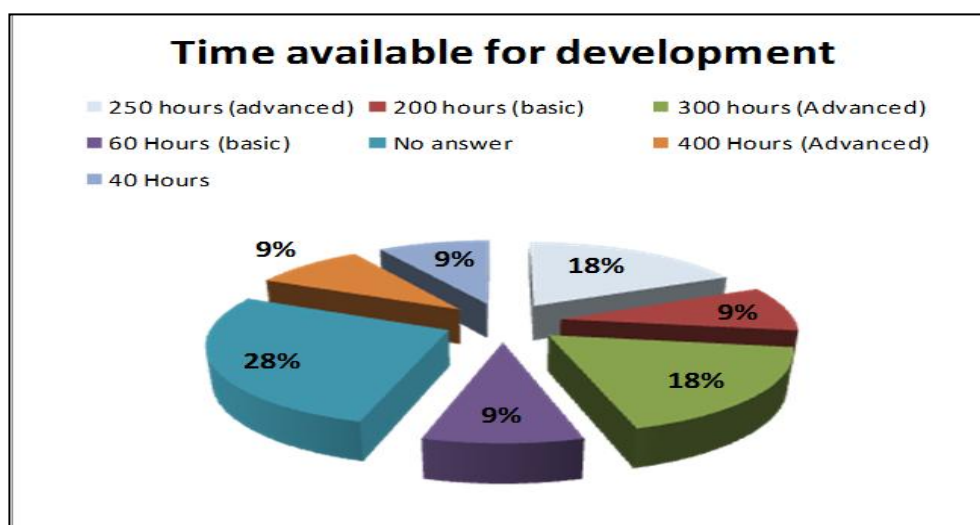

Figure 3: **Teachers' time availability for professional development.**
Through this graphic, it is evidenced that teachers are interested in professional training, despite the lack of time available to enroll these programmes. A 45% of the total sample showed interest in advanced courses (300-400 hours). Additionally, a 28% of the sample did not evidence any interest in professional training.

Besides the level of interest students have towards English, there are other pieces of evidence that are worth to mention. The results of question number ten (*Which of the following characteristics are best suitable for your students?[3]*) demonstrated that there is an

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[3] ¿Cuál de las siguientes características cree que son propias de sus estudiantes?

existence of interest in learning the language through games, which would allow the implementation of updated methodologies in the classroom, such as the Natural Approach and Communicative Teaching Practices. However, the slight emphasis put on productive skills – speaking, specifically – reflects that there is a reluctance from the students to produce the language orally. Most of the teachers stated that their students tend to feel unsecure when using the language orally.

2.3.3 Motivational Factors of the Teacher.

This stage comprised questions 11 and 12. The questions aimed at detecting the teachers' perception about their level of performance in their job; these were supported on the Self-Efficacy Theory developed by Albert Bandura (1986, see chapter Motivation). At the same time, this stage provided information on the school environment of every EFL teacher: relationships with colleagues, counsellors, and appreciation of their incomes.

In regards to the opportunities for professional development that teachers have, the tendency shown in choice number five contained within question 11 (*There are opportunities to go on in-service training in my subject[4]*) demonstrated that there is awareness of the existence of training courses (60%). Nonetheless, the variable did not evidence teachers' intention of enrolling these courses.

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[4] Translation: Se me otorgan oportunidades de perfeccionamiento en mi área.
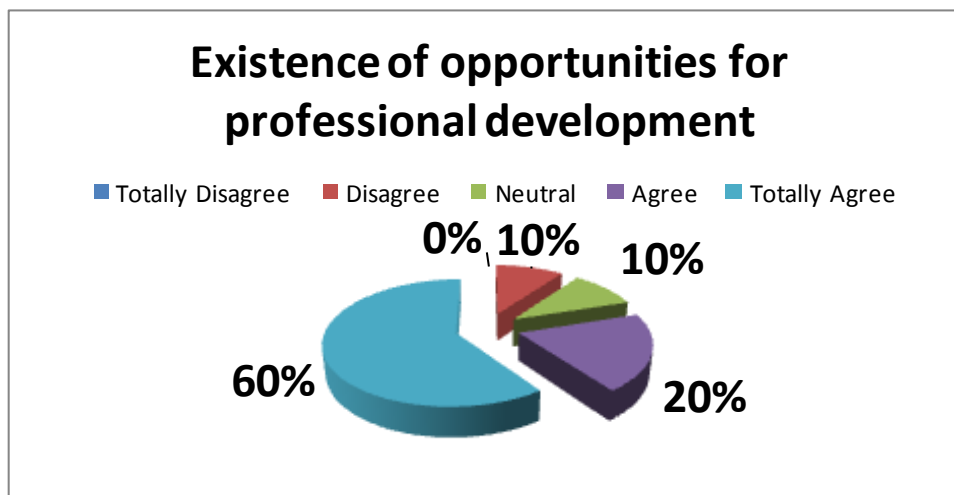
Figure 4: **Existence of Opportunities for Professional Development.**
Teachers expanded on their options for professional development, stating that in general terms there are opportunities to enrol in-service programmes.

In choice nine contained in question number 11, teachers stated that there are no obstacles when carrying out their practical work in the classroom. In this way, an 80% of the sample declared that they can make the decision regarding the course and the activities planned to reach the objectives. Finally, the infrastructure of every school is not an impediment for carrying out the teachers' job adequately.

Figure 5: **Teachers' leeway towards innovative activities.**
Teachers stated that they possess freedom towards the implementation of their courses.

2.3.4   **Methodology of the Teacher.**
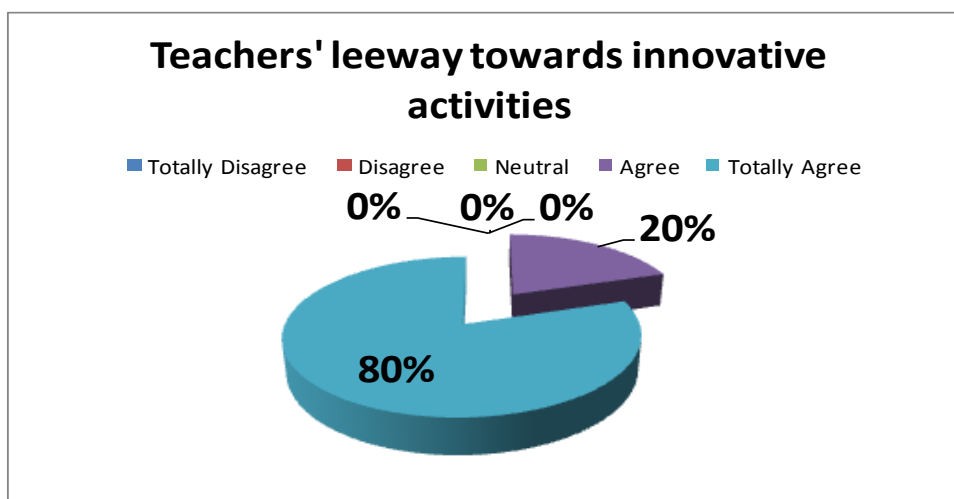
This stage comprised from question 13 to 17. The questions aimed at grasping methodological aspects of the teacher's performance. These were focused on enquiring teachers about the foreign language teaching methodologies they used mostly in their classroom, as well as, their curricular design in the school. The results showed that the national curriculum in ELT has been adapted to the particular needs of each school in most of the cases.

In this stage, teachers were also asked about the frecuency in which the contents of every lesson are presented in class. Thus, choice one contained in question number 14 *(Exposition of contents[5])* aimed at spotting the level of awareness – in relation to the subject – that students have in every lesson. The results showed that contents are not always presented by the teachers.
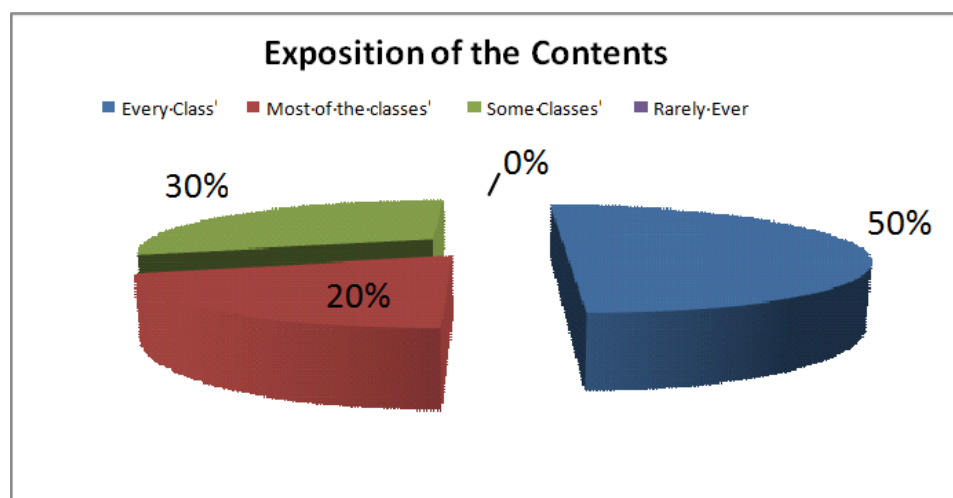
Figure 6: **Exposition of the Contents.**
Teachers evidenced that the exposition of contents in their lessons is not among their recurring practices in the classroom.

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[5] Translation: Exposición de contenidos.

Additionally, the stage provided information on the frecuency in which different teaching approaches are utilised. It is necessary to state that a brief explanation of each methodology was offered under each indicator, familiarising the teacher with the information, in case the approach sounded unfamiliar.

Figure 7: **Approaches used in the Classroom**
Among the most common methodologies employed in the EFL classroom, the use of Audiolingualism and The Grammar-Translation method stood out.

Figure 8: **Use of Language in Context**
In this graphic representation, the tendency to allocate language in context is active. Despite the fact that the target language is not used fully in many lessons

Based on Sheehan's perception of the ELT reality in Chile (2004), the expected results may have shown a tendency towards an overuse of the Grammar-Translation me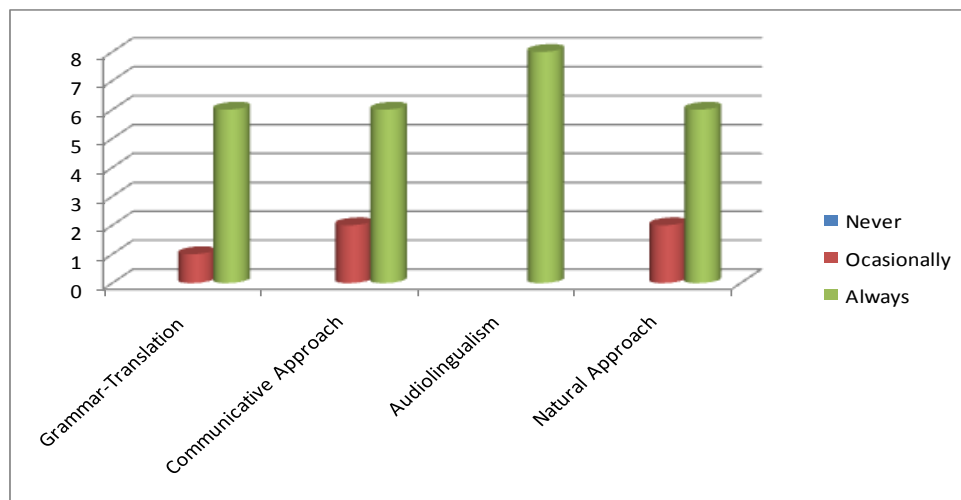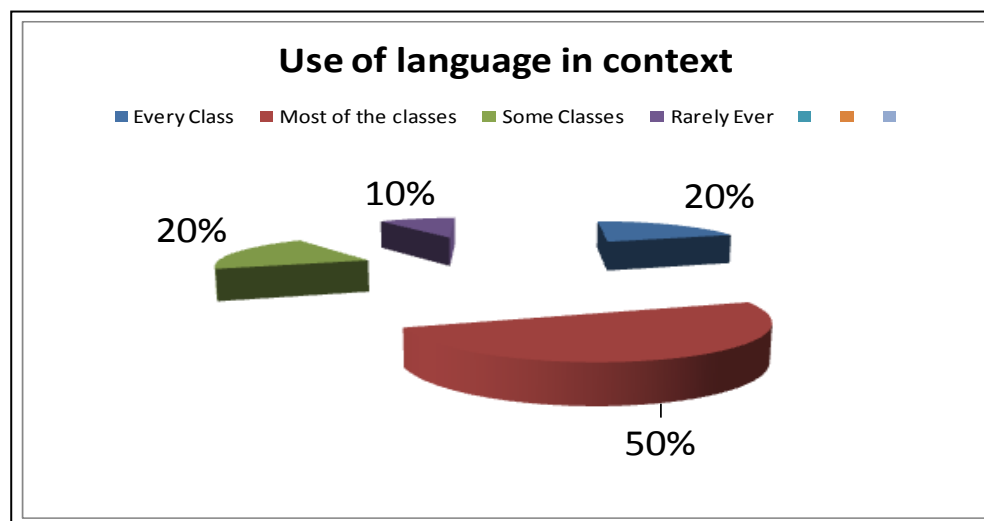thod in the lesson; however, Audiolingualism was more used, and it was established as the most recurring method in teachers' performance.

2.3.5   Language in Context.

Question number 14 comprised seven choices. These aimed at collecting teaching practices usually carried out by the teacher. As a result, the information gathered proved that students are oftenly asked to put language in context. Thus, group activities and frequent presence of spoken English in the classroom are amidst the recurrent responses obtained. However, half of the sample stated that spoken English is not present in their lessons fully. A fact that makes advisable the inclusion of communicative practices and Drama Activities to provide meaningful communication.

In the light of the inclusion of Drama activities in the classroom, it is possible to state that EFL teachers are aware of the existence of these methodologies, as it can be shown in their responses to question number 16 (*Have you ever heard about the inclusion of Drama Techniques in language teaching?*[6]). In this question, an 82 % of the teachers assured to be aware of the use of certain drama activities. While in question 17 (*Have you ever implemented any Drama Technique with your students?*[7]), 55% of the teachers affirmed to have used some of them in some way.

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[6]Translation: ¿Ha oído hablar de la enseñanza del inglés a través de las técnicas teatrales?

[7] TrTranlation: ¿Alguna vez ha implentado algún tipo de Actividades a través de técnicas teatrales con sus estudiantes?
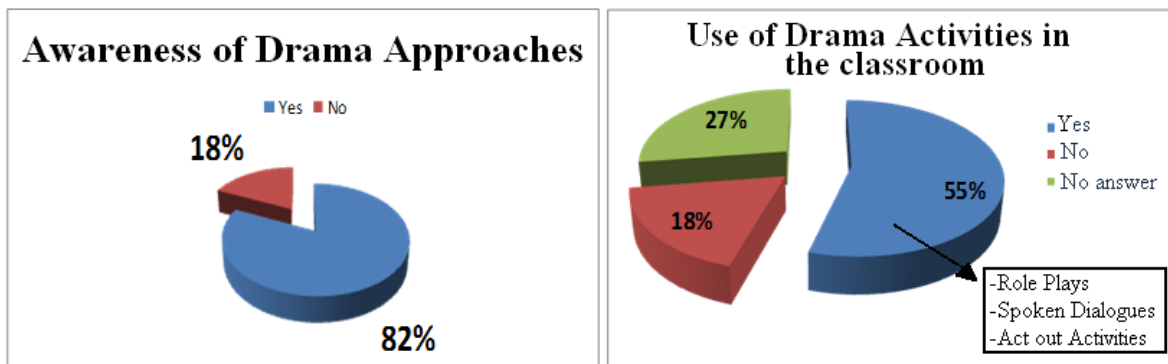
Figure 9: **Previous knowledge about Drama.**   *Figure 10:* **Use of Drama in the classroom.**

Analysis of figures 9 -10: Responses collected in question 16 evidenced that most of the teachers were aware of the use of role-plays, spoken dialogues, relaxation exercises, act-out activities, etc. in language teaching. *Figure 10* reveals that despite the awareness that teachers have evidenced in *Figure 9*, a limited number of activities related to drama are executed in the classroom. As a result, role-plays, Spoken Dialogues and Act-out activities are among the most common mentioned.

2.3.6   Receptiveness.

This stage comprised from question 20 to 22. These aimed at detecting the degree of interest to use Drama Techniques and receptivity from students. The answers obtained pointed out the following obstacles to overcome in case of their use.

- Shyness

- Fear towards oral production

- Need of involvement

- Insufficient Infrastructure

- Timetable constraints

In general terms, it can be noted that many EFL teachers are likely to make use of Drama techniques in the classroom; this is based on the fact that their students enjoy activities that allow them to use the language in an enjoyable way. Additionally, it must be mentioned that one teacher preferred not to answer stage four until he gained more knowledge on the subject.

2.4   Summary of Results in Data Collection Methods.

This case study has retrieved information from three different data collection methods implemented between 2009 and 2010, namely: questionnaires, focus groups and classroom observations (journals). As the researchers intended to analyse these tools qualitatively, it was necessary to gather information through different formats. Consequently, these techniques ensured a meaningful, valid and representative approach of the sample (EFL teachers in the city of Valdivia). It is important to assert that the conclusion of each data collection method has been evaluated in the light of the concepts reviewed in the first chapter; that is to say: motivation, drama techniques and classroom management.

2.4.1   Questionnaire:

Motivation:

The questionnaire analysis evidenced that EFL teachers have a good impression on students; in this way, most of them held the idea that students were motivated to learn English; hence, there would be not further complications to implement non-traditional methodologies; besides, it was affirmed that the infrastructure of every school is not an impediment for carrying out the teachers' job adequately. According to this, teachers' motivational levels should not be threatened by insufficient physical space or by the tension of intricate teacher-students relationships.

On the topic of teaching training, it was noted that teachers were receptive to this idea; nonetheless, a substantial amount did not evidence any preference, based on the fact that there is no time availability for carrying out such training. Finally, a lack of interest in

the topic was noted through the reception of empty questionnaries, which gave lights of professionals who might endure low motivation and a potential burnout feeling.

Drama Techniques:

In this point, results were expected to indicate a tendency towards the Grammar-Translation method in the lesson; nonetheless, Audiolingualism was more used, and it was established as the most recurring method in teachers' performance.

Among the reasons given for avoiding the use of non-traditional methodologies, a need of involvement with the language was the most common cause for such reluctance. Teachers underlined that some of their students had shyness and fear towards oral production; moreover, it was attested that insufficient infrastructure and timetable constraints would difficult the inclusion of non-traditional methodologies. Nonetheless, these particularities were refuted by some educators who declared they were likely to make use of drama techniques, based on the fact that students enjoy activities that allow them to use the language in an intrinsic and enjoyable way.

Finally when teachers were asked about their knowledge on drama techniques, a misunderstanding of the real meaning was evidenced, as the concept was associated with performing a play on stage.

Classroom Management

A good behaviour from students was perceived from teachers' point of view. Generally speaking, teachers stated that their students were motivated to learn the language and had a good attitude towards the subject. This aspect would reinforce the teacher-student relationships; therefore, there would be no obstacle for the teacher carrying out his job.

Other aspects regarding classroom management were not mentioned by teachers through this data collection tool. In this sense, teachers may face behavioural problems that undermine their motivation and the quality of every lesson; but there was no further explanation about them.

2.4.2 Focus Groups

Motivation:

Throughout the meetings, teachers held the idea that the effectiveness of non-traditional methodologies depended highly on the personality, motivation and enthusiasm of the teacher. Additionally, inappropriate working conditions (teacher-student relationships, excessive workload, insufficient facilities for conducting an EFL lesson, etc.) affected their overall development. In this line, the lack of in-service training is noted as a relevant drawback, mainly because teachers do not have time available to go on training; ergo, this aspect limits their motivation as EFL teachers.

Nonetheless, through the implementation of non-traditional methodologies, students' motivational levels were increased since their participation was more active in the English class; therefore, such techniques may also enhance teachers' motivational levels. This enthusiasm for learning new methods was demonstrated through the constant interest in relaxation exercises, voice care and management, as well as, body knowledge and control.

Drama Techniques:

Teachers supported the idea that the inclusion of concentration exercises is a good incentive at the beginning of the class; however, its insertion requires students and teachers to be willing to form the habit effectively. In the same way, teachers affirmed that the viability of the Communicative Approach is conditioned to the learning environment, which may alter the results of such method.

It was stated that despite the good results provided by communicative practices, teachers have a preference for the Grammar-Translation method, since students have the possibility to work with the language and obtain immediate results. Language proficiency is not seen as an outcome due to the time availability for the subject. Finally, after some misinterpretations about the real concept of drama techniques, most of the EFL teachers seemed to understand its meaning. Yet, several allusions to theatre and performances were noted.

Classroom Management:

Regarding EFL teachers and students, it was affirmed that the use of integrative and dynamic activities involved a suitable management of classroom behaviour. Nonetheless, teachers admitted that the aforementioned results were affected by factors such as the class size and the presence of negative leaders among students. Additionally, activities linking Arts and English were interesting and attractive for students, as they did not demonstrate embarrassment to produce while carrying them out.

Finally, teachers assured that communicative practices increased the level of noise in the classroom. Nonetheless, the long-term results evidenced that the inclusion of

activities intended for every learning style enhanced a good classroom environment, subsequently, this promoted a harmonic learning atmosphere, and therefore facilitated the acquisition of the language.

2.4.3 Classroom Observation

Motivation

Opposite to the information stated in the questionnaire and according to the classroom observations, student-teachers maintained that some of their mentor teachers had low motivational levels; this was attributed to the excessive workload that leads them to avoid including new methodologies in the classroom. Similarly, EFL teachers experienced a sense of burnout as a result of the classroom behaviour and attitude towards the subject.

Drama Techniques

Students' fear to be on the spot was one of the main difficulties student-teachers faced when implementing these strategies. Nevertheless, once the affective filter was lowered (non-threatening classroom environment) and genuine language production was encouraged, non-traditional methodologies and student-based teaching promoted a number of advantages. In this sense, the inclusion of drama activities took into account teachers' current teaching practice and the possibilities for adapting to this methodology. And, it was noticed that students improved the natural acquisition of language by focusing on communicative exercises such as language games, body expressions, mimics, gestures, etc.

Classroom Management

Student-teachers reasoned that the main causes for a complicated classroom environment were the lack of opportunities to approach and motivate every student (based on the amount of learners per class), as well as the low inclusion of activities for gathering students' interest to enhance their comprehension of the target language. Despite the questionnaire evidenced that teachers did not have unmotivated students; classroom observations revealed that the lack of motivation to learn the language was one of the most common difficulties faced by EFL teachers. Fact that would lead to frustration amid participants.

As a result of the abovementioned attitudes, student-teachers ratified the importance of classroom management strategies, since the effectiveness of non-traditional methodologies (which lead to real acquisition) is called into question without the previously mentioned plan.

III. CONCLUSIONS

Along this case study research, several aspects regarding the inclusion of non-traditional methodologies in the Valdivian EFL context have been covered in detail. Consequently, the national state of the art in teaching English as a Foreign Language has also been depicted to provide pertinent background information, so that the reader could familiarise his/herself with the facts that assemble the local reality and illustrate the present situation of the country and the teaching of English as a Foreign Language.

In this sense, the reality that Chilean EFL teachers experience in standard classrooms is portrayed based on recent studies and classroom observations carried out at schools in the city of Valdivia. Plus, the most recurrent teaching practices in ELT have been identified taking into account their effectiveness and applicability towards reaching successful students' language acquisition. As a result of these procedures, the overuse of traditional methodologies; namely, the grammar-translation method and audiolingualism, plus the lack of learning in a harmonic and friendly classroom atmosphere were the commonest drawbacks observed in relation to the methodologies regularly used in class.

Through this research, the inclusion of updated methodologies could be tested and analysed in detail. To accomplish this, the collaboration of the research project DID-S-2009-16: *English Acting out Language* provided significant data to be analysed and synthesized in order to obtain an accurate description of the local reality concerning teachers' performance and students' effective language acquisition. As a result,

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methodologies were analysed according to their applicability, viability, relevance and effectiveness in the local reality.

Even though a variety of methods for teaching English as a foreign language was scarcely found in standard lessons, it could be observed that teachers and students' receptiveness towards the inclusion of a drama approach combined with games and communicative practices was quite positive. In this light, it could be proved that the overuse of traditional methodologies did not provide enough opportunities to approach each student's interest nor did it engage them in their language development, since more emphasis was put into receptive skills rather than the development of abilities to produce genuine language.

In relation to this, it was assumed at the beginning of this research that teachers may have shown de-motivation to develop updated methodologies in their lessons, and subsequently, avoid enrolment in in-service training programmes. However, through the results obtained from data collection methods, it could be noticed that teachers' will to expand on their professional development and enhance their pedagogic practices was present. Further, oppositely to preliminary assumptions – from the results obtained out of the questionnaire applied to ten EFL teachers – it could be deduced that time constraints, teachers' burnout, workload, and motivational factors were the key elements to overcome when the implementation of updated methods and training courses take part in the professional development of a teacher.

Despite the fact that the research tools implemented in this case study provided the abovementioned findings, it must be noted that some results were dissimilar amongst data collection tools. In this sense, the main disagreements were found on the following aspects.

- Physical Space: Focus groups evidenced that the effectiveness of non-traditional methodologies, such as drama techniques, is limited by the lack of space in a common Chilean classroom; nevertheless, through the results obtained from the questionnaire, teachers expressed that they had no further space difficulties when carrying out their lesson. However, it must be stressed that most of these teachers made use of traditional methodologies, which do not require a particular classroom arrangement or additional supplies.

- Professional Development: In general terms, eagerness to enroll in-service programmes was detected. In both data collection methods – questionnaire and focus groups – teachers expressed no opposition against the training offered by the Ministry and/or other institutions. Nevertheless, a number of obstacles to accomplish this were numbered by participants in focus groups and student-teachers (in field notes). These drawbacks are counted as limited time to join training, excessive amount of hours in front of a class, and a limited availability of courses related to non-traditional methodologies.

- Students' Attitude: Even though through the questionnaire, teachers referred positively about their students' attitude towards the subject, focus groups and classroom observations demonstrated that EFL teachers endure severe behavioural problems, which involve lack of respect among student peers – and occasionally teacher-student interaction – negative leadership in classrooms, low engagement due to defensive

learning factors, etc. All these aspects may be taken as a result of the implementation of new methodologies in the classroom, since they require students' adaptation and mutual cooperation for good outcomes. The implemented questionnaire showed that there were not greater attitudinal issues when using traditional methodologies, since students were commonly accustomed to work with them. However, the inclusion of non-traditional methodologies implied a challenge that set a difference among data collection methods demanding from the teacher to establish a number of behavioural rules beforehand if desiring a good completion of the tasks.

Based on these findings, it can be finally concluded that teachers' performance and students' language acquisition can be enormously enhanced by implementing effective teaching practices. As a result of this, EFL teachers are invited to adapt themselves to updated methodologies in their daily practices, despite the fact that many obstacles may hinder their authentic intentions to provide their students with good quality education and meaningful learning. Lastly, the authors of this research encourage all EFL teachers to keep working on better practices (no matter if the results are not the best primarily). After all, success and failure are the main components that lead the never ending teaching career, and good efforts are always compensated.

1. Recommendations for further research

Under the results obtained from this piece of research, it must be mentioned that scarce information regarding classroom management techniques and teachers' supplies on the subject for Chilean reality could be found. In this sense, the limited amount of literature and research available did not match the national standard commonly found in Chilean

classrooms, having just information about foreign practices that English speaking countries normally develop within their EFL lessons; therefore, such practices are approached to students with different interests and difficulties. The analysis and further investigation of this phenomenon in the national context appears as an imperative necessity for further improvements in the professional life of many EFL teachers, who may be struggling with behavioural problems in their lessons.

In the area of in-service teaching training, results suggest that there is an imperative need to develop more programmes and/or seminars related to non-traditional methodologies in ELT intended for our local context. Currently, it is not possible to test teachers' adaptability to updated methodologies, since the applicability of these techniques is not clearly stated as a main requisite in the national curriculum. At the same time, the possibility to include innovative methodologies in the classroom – and eventually, teachers' adaptation to them – is diminished if choices for professional training are limited.

On the same topic, the development of more research on EFL teachers' working conditions can be advised. This would respond to the fact that time constraints were the main difficulties mentioned by teachers to enroll training. Similarly, the excessive amount of working hours might influence teachers' motivation, as it was stated in this research.

Lastly, in relation to the methodological development of EFL teachers, a follow-up on the execution and teachers' adaptation to updated methods is suggested. This would emerge as an effective account on what happens before, during and after the inclusion of such practices. This may also cover teachers' impressions and expectancies towards a method, since, in most of the cases, teaching methods do not consider educators' perspective and fulfilment to them.

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Cuestionario – Motivación Docente en el Subsector de Inglés

Estimado Profesor:

Lo invitamos a responder este sencillo cuestionario de la manera más honesta posible, su cooperación nos será de utilidad para entender el contexto escolar de la unidad educativa a la que pertenece y cómo ésta influye en la motivación y el quehacer docente. Asimismo, nos dará luces sobre las metodologías con las que usted se encuentra familiarizada (o). La información otorgada en este Cuestionario es confidencial y no será publicada o compartida. Agradecemos su tiempo en responder las preguntas.

Etapa I. Caracterización del docente.

1. **¿Cuántos años de experiencia tiene como profesor?...........................**

2. **¿Con qué certificación cuenta para enseñar Inglés?**

    ☐ Título Universitario
    ☐ Instituto de Formación Profesional
    ☐ Perfeccionamiento Docente
    ☐ Designación del Director.

3. **¿Ha realizado algún curso de perfeccionamiento en su área durante los últimos 5 años?**
    ☐ Sí   ☐ No

    Indique dónde:

    ....

4. **¿Le interesaría participar en un curso de perfeccionamiento basado en técnicas teatrales en la enseñanza del Inglés? Ej: Role-play, Spoken Dialogues, Relaxation Exercises, Act-out activities, etc.)**
    ☐ Sí   ☐ No

    En caso de marcar opción Sí, **¿Qué carga horaria de perfeccionamiento se acomodaría a sus intereses y/o necesidades?**

    ☐ 20-200 horas (Básico)   ☐ 250-400 horas (Especialización)

Etapa II. Caracterización de la realidad educativa.

5. **Marque con una X ¿A cuántos niveles imparte la asignatura de Inglés dentro del establecimiento?** *(Favor, especificar número de alumnos en línea punteada. En caso de tener más de un curso por nivel, especificar número total de alumnos por nivel).*

	1º	……………………..
	2º	……………………..
	3º	……………………..
	4º	……………………..
	5º	……………………..
	6º	……………………..
	7º	……………………..
	8º	……………………..

6. **¿Cuántas horas cronológicas tiene su jornada de trabajo en este establecimiento?**………………

7. **Especifique cómo se divide su quehacer de acuerdo al número de horas cronológicas.** *Ej: 2 horas para planificación.*

Horario de clase	
Planificación	
Evaluación y Corrección	
Talleres JEC	
Consejo de Profesores	
Atención de Apoderados	
Reunión de Apoderados	
Otras	

Indique qué:

……

8. **¿Tiene estudiantes integrados en algún nivel?**

☐ Sí   ☐ No

En caso de existir, indique patología(s)……………………………………………………………………

9. *En una escala de 1 a 10 (1= mala - 10= excelente)* **¿Cómo definiría la actitud de sus estudiantes frente al subsector de Inglés?**

1 Mala	2	3	4	5	6	7	8	9	10 Excelente

10. **¿Cuál de las siguientes características cree que son propias de sus estudiantes?** *(Puede seleccionar más de una)*

- [ ] Mis estudiantes demuestran interés por aprender.
- [ ] Mis estudiantes demuestran interés por los juegos.
- [ ] Mis estudiantes tienen mucho apoyo del hogar.
- [ ] Mis estudiantes tienen poco apoyo del hogar.
- [ ] Mis estudiantes son tímidos.
- [ ] Mis estudiantes demuestran interés en la asignatura de Inglés.
- [ ] Mis estudiantes tienen dificultades para comunicarse.
- [ ] Mis estudiantes no tienen dificultades para comunicarse.
- [ ] Mis estudiantes tienden a sentirse inseguros al hablar en Inglés.
- [ ] Mis estudiantes se agotan intelectualmente en la clase en Inglés.
- [ ] Mis estudiantes muestran agrado al hablar en Inglés.
- [ ] Mis estudiantes poseen un estereotipo negativo de las lenguas extranjeras.
- [ ] Mis estudiantes mantienen una buena actitud hacia el aprendizaje del Inglés.

Etapa III. Factores Motivacionales del Profesor

11. Marque con una X la aseveración que estime correcta de acuerdo a su realidad como docente.

1:Completamente en Desacuerdo   2:En Desacuerdo   3: Ni acuerdo ni en desacuerdo   4: De Acuerdo   5:Completamente De Acuerdo

	1	2	3	4	5
1. Existe un buen ambiente de trabajo en la escuela.					
2. El equipo directivo de la escuela supervisa mi trabajo.					
3. Recibo la cooperación de mis colegas en la resolución de conflictos.					
4. Me proyecto en un cargo directivo.					
5. Se me otorgan oportunidades de perfeccionamiento en mi área.					
6. Existe una buena recepción a las ideas que propongo.					
7. Me siento competente con el logro de objetivos en mi área.					
8. Me siento conforme con la remuneración que recibo.					
9. Tengo la libertad para diseñar e implementar actividades en mi área.					
10. Mis estudiantes valoran mi trabajo.					
11. Las instalaciones de mi escuela no interfieren en mi trabajo.					

12. ¿Cuál es su nivel de dominio de la lengua extranjera?

1 Mala	2	3	4	5	6	7	8	9	10 Excelente

Etapa IV. Metodología del Profesor

13. Los programas de estudio que actualmente está aplicando en cada nivel, están basados en:

☐ El programa que indica el ministerio.
☐ El programa que indica el ministerio con énfasis particulares que interesan al establecimiento
☐ Un programa propio del establecimiento.

14. ¿Con qué frecuencia realiza las siguientes actividades en sus clases de Inglés?

	Todas las clases	En la mayoría de las clases	En algunas clases	Nunca o casi nunca
1. Exposición de los contenidos				
2. Aplicación de lo aprendido en clases en actividades que involucren contexto real				
3. Exposición por parte de los alumnos				
4. Actividades grupales de los alumnos				
5. Actividades individuales de los alumnos				
6. Revisión de contenidos al final de la clase				
7. Empleo del inglés oral en la sala de clases				

15. Según los enfoques de aprendizaje para una segunda lengua. ¿Cuál(es) considera usted está(n) más presente(s) en su sala de clases?

	Nunca	Ocasionalmente	Siempre
	1	**2**	**3**
Método Gramática-traducción. *(Grammar-Translation Method)* Análisis detallado del uso gramático de la lengua, para después aplicar en la traducción de oraciones y textos. El español sirve como referencia para el uso del inglés			
Enfoque Comunicativo *(Communicative Approach)* Actividades con vacío de información para completar una tarea. La interacción oral de los alumnos es muy frecuente			
Método Audiolingue *(Audiolingualism)* Se hace hincapié en la comunicación oral, a su vez se promueve el uso del lenguaje a través de la repetición, análisis de estructura y comparación con el español.			
Enfoque Natural *(Natural Approach)* Promueve el uso del Inglés en situaciones comunicativas, sin recurrir al español inclusive al momento de enseñar gramática. Se recalca la adquisición de léxico y el descubrimiento de reglas por parte del estudiante.			
Otro ………………………………………………………………….			

16. ¿Ha oído hablar de la enseñanza del inglés a través de técnicas teatrales? Ej: Role-play, Spoken Dialogues, Relaxation Exercises, Act-out activities, etc.)

☐ Sí   ☐ No

17. ¿Ha implementado alguna de las actividades antes mencionadas con sus estudiantes?
☐ Sí   ☐ No

¿Cuál (es)?

………

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18. ¿Cuáles de los siguientes recursos utiliza para desarrollar sus clases de Inglés?

Pizarrón	_____	Libros de texto _____	Música _____
Computadores _____	Películas y/o vídeos _____	Material Gráfico _____
Flashcards _____	Revistas _____	Diarios _____
Internet _____	Pizarra Digital _____	Diapositiva-Data _____

*Otros *¿Cuáles?*…………………………………………………………………………………………………

19. ¿Con cuál de las siguientes unidades cuenta su establecimiento?

Gimnasio _____	Laboratorio Idiomas _____	Patio Techado _____
Biblioteca _____	Escenario _____	Sala de Música _____
Sala de informática _____	Patio Descubierto _____	Club de Inglés _____

*Otros *¿Cuáles?:*…………………………………………………………………………………………

Etapa VI. Receptividad

20. ¿Le gustaría implementar actividades a través del uso de técnicas teatrales con sus estudiantes?

☐ Sí   ☐ No

21. ¿Siente que sus estudiantes se mostrarían receptivos a la idea?

☐ Sí   ☐ No

¿Por qué?:…………………………………………………………………………………………………

22. Según su parecer ¿cuál sería el principal desafío a enfrentar en la implementación de estas técnicas? *(conteste solo si ha dado respuesta positiva a la pregunta 14)*

……
……
……
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Muchas gracias por responder este cuestionario.