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IMPLEMENTATION OF THE COMMUNICATIVE APPROACH IN A CHILEAN

SCHOOL: A CASE STUDY

TESIS PARA OPTAR AL GRADO DE LICENCIADO EN EDUCACIÓN

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"Every life is a canvas and every interaction is a brush, therefore we'd be wise to

consider how we handle the paint."

— Craig D. Lounsbrough

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ABSTRACT

The objectives of this study were to carry out a case study within a 7th grade Chilean classroom to observe the kinds of methods, materials and feedback present, and to observe whether the conditions in the classroom favored the implementation of communicative activities (CLT). We focused on 3 research questions that involved exploring the teacher and students expectations and opinions regarding the learning of English, observing the teaching methods, approaches, activities and feedback that were present and identifying barriers that seemed to exist regarding implementing a communicative approach. To answer these questions, data and evidence were collected in a semi-private school in the township of Chiguayante. The data collected included two observations of regular English classes in a seventh grade classroom, a questionnaire applied to the students of the same grade and an interview with the teacher of the course. After analyzing the data, we concluded that the communicative approach was not strongly present within the classroom, for a variety of reasons. Finally, we offer some suggestions regarding how to address the barriers that were identified so as to begin to implement the CLT approach within similar classrooms.

RESUMEN

Los objetivos de este caso fueron realizar un estudio de caso dentro de un aula chilena de 7mo año básico para observar los tipos de métodos, materiales y la presencia de retroalimentación, además, para poder observar si las condiciones en el aula favorecen la implementación del método comunicativo de enseñanza (MCE). Nos enfocamos en tres preguntas de investigación que significó explorar las expectativas del profesor y los estudiantes y las opiniones relacionadas al aprendizaje del inglés, observar los métodos de enseñanza, enfoques, actividades y retroalimentación que estuvieron presentes e identificar las barreras que parecen existir respecto a la implementación de un enfoque comunicativo. Para responder estas preguntas, la información y evidencia fueron recolectadas en un colegio semi particular en la comuna de Chiguayante. La recolección de información incluye las observaciones presenciales de dos clases regulares de inglés en un aula de séptimo básico, un cuestionario aplicado a los alumnos de curso ya mencionado y una entrevista con la profesora del curso. Después de analizar los datos, concluimos que el método comunicativo de enseñanza no está encarecidamente presente dentro del aula, por una variedad de razones. Finalmente, presentamos algunas sugerencias en relación a cómo abordar las barreras identificadas para poder iniciar la implementación del método comunicativo de enseñanza dentro de aulas similares.

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CHAPTER 1: PRESENTATION

1.1 Introduction

English has established itself as the second most spoken language in the world, after Mandarin Chinese, with approximately 983 million speakers around the world. In the case of Chile, English has taken on a more technical role than a cultural one, with teachers choosing to further grammatical knowledge of the language rather than other skills (Asencio, 2018; Pérez de Arce Ryabova, 2014). Furthermore, studies have shown that only 2% of professionals residing in the country are fluent in English. In a recent study that included measures of English fluency in 88 countries, Chile was among the lowest ranking countries due to the low mastery of the English language among its population, ranking 46 among 88 countries (Asencio, 2018; English First, 2018).

Subsequently, the Ministry de Education (MINEDUC) has recently designed a new goal for the EFL classroom and it is that every student from 5° to 6° grade of elementary school should be able to maintain a conversation in English (Peñafiel, 2019). The new pilot plan, which will be launched in March, 2019 in public schools, is called "English in English." It aims to encourage and aid students in their acquisition of the English language by providing classroom environments in which teachers are prepared to carry out communicative activities entirely in English. This plan is seen as a solution to the deficiency present in the students' development and acquisition of the English language.

Consequently, we can see that there is some concern regarding the way that English is being taught in Chile, the focus of the classes, and the strategies and approaches

that teachers employ during an EFL class, and how these affect the results and outcomes shown by the students. However, when implementing new plans of this kind, it is important to understand the reality of what is happening in Chilean classrooms regarding how English is taught and used. Even though the new pilot plan's application will be compulsory only in public schools, it will certainly affect other types of schools, such as the semi-private schools that are a popular option among parents. The aim of this thesis investigation is to discover the different factors that affect the teaching of English to Chilean students within a 7th grade classroom at a semi-private school in the Bio Bio region, especially regarding the use of English and the implementation of the communicative approach. Furthermore, we will reflect on how the factors we identify might affect the application of the approach chosen by MINEDUC to improve teaching within Chilean EFL classrooms.

1.2. Statement of the situation

The goal of the English program provided by MINEDUC is for Chilean students to attain a B1 level of English before graduating from high school. To accomplish this goal, MINEDUC provides an English Program which is based on the Communicative Language Approach or Communicative Language Teaching (CLA or CLT), stating that teachers should follow the principles of the CLT and establish moments of interaction between the students (MINEDUC, 2016).

However, it has been argued that even though the MINEDUC calls for the use of the CLT, its books do not follow the principles of the approach. The activities recommended in the ministry's textbooks are based on other, more traditional approaches that have

been used for years in Chilean EFL classrooms, and which are contradictory to the purpose promoted by the MINEDUC's English Plan (Asencio, 2018).

Another issue is the lack of interactive activities in which Chilean students are asked to use English to interact with their peers within Chilean classrooms. As we will see in the literature review, interaction is the main principle in the CLT, as its aim is to encourage students to use the English language for communications. However, it has been found that little interaction in English ends up taking place within many Chilean classrooms, and that the emphasis instead is on receptive and grammar-focused activities (Barahona, 2016; Barahona, 2015; Figueroa Catepillán & Márquez Segovia, 2013).

In the present study, we undertook a case study to observe in detail the conditions within one EFL classroom in Chile. Ultimately, our main goal was to understand the approaches being used to teach in one particular EFL classroom, how these affect the process of acquisition of the students and whether they match their language goals and those of their teachers and the MINEDUC. Additionally, we sought to understand the reasons why particular approaches were being used in the classroom rather than others and, if we found that there were barriers or difficulties that made it difficult to adopt a communicative approach, we wanted to reflect on how this issue could be faced.

1.3. Scope and Delimitation

The aim of this case study is to analyze all the factors influencing the implementation of the Communicative Language approach or if necessary the lack of it within one particular Chilean classroom. This study includes observations of an EFL classroom, questionnaires filled-in by students and an interview with their English teacher. The study was implemented in a semi-private school in Chiguayante and the in-class observations and questionnaire were carried out through the months of October to November 2018, while the interview took place in the month of January, 2019.

This case study was carried out within a semi-private school, which has particular characteristics that impose limitations on our study, to a particular perspective that might differ in schools with other conditions. Nonetheless, we hope the insights we share can aid the participants of the learning process of Chilean EFL students, such as teachers and future teachers, administrators and any other stakeholders who wish to better understand classroom EFL contexts within Chile and their impact on the learning process.

1.4. Significance of the Study

The findings of this case study will contribute to better understanding the reality of the Chilean education context and whether the communicative language approach is being implemented or not and why. Semi-private schools are the most popular choice among parents on a national level (British Council, 2015), and in that context the data

was collected. As the Ministry of Education states in the national curriculum, communicative activities that develop the speaking skills are required to be applied in the classroom (MINEDUC, 2016).

However, the reality that we will share in this thesis shows, at least in the context we observed, that there is a tendency to focus on developing receptive and written skills, with primarily grammar and vocabulary contents, for a variety of reasons. This study therefore contributes with research regarding the status of the implementation of the communicative approach within a specific Chilean classroom. This study could also aid the parties involved in the educational process of Chilean students, such as those who make policy decisions for entire schools, or particular EFL classrooms. Each participant should be properly informed before making decisions regarding the manner in which students will be taught, and what issues should be considered at the moment of making decisions.
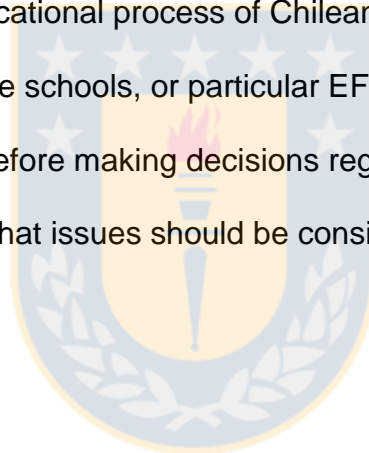
2. CHAPTER 2: LITERATURE REVIEW

In this literature review we will provide a description of the theories and previous research that we made use of when trying to understand the phenomenon of the communicative approach and its presence, or lack thereof, within a Chilean classroom. First, we will discuss what case studies are and why they are generally carried out. Later, we will describe various language teaching methods that have most commonly been used within the current and past century. Finally, we will discuss the context of the use and teaching of English in Chile.

2.1. Case Study

As our research involved an attempt to understand the causes and reasons behind the methods being used currently in Chilean EFL classrooms by studying one particular classroom, we selected a case study as the research model that would best help us meet our objectives. A case study is "a profound analysis of one or more events, programs, social groups, communities, individuals or other interconnected system" and it allows for a descriptive and focused study of a particular context (McMillan, 2000. p. 168).

Case studies can be classified into two types: quantitative and qualitative. The first type refers to an approach guided, as the name says, by quantities, meaning that the aspect being studied is the numerical results obtained by instruments deployed during the collection of information, using statistics and other tools to achieve an explanation of the phenomenon. The second type refers to a more descriptive approach concerning

the characteristics of a particular situation and its main goal is to gain a deeper understanding of the phenomenon (Tello, 2014).

The type of qualitative case study we carried out is known specifically as an observational case study, described by Tello (2014) as the study of an organization or part of it, in a particular moment, such as a class within a school. In this case, direct observation is the preferred method of information acquisition, although it can also involve other sources of data, as well; the use of interviews, questionnaires and group conversations are not rare in this type of study.

By using various manners of gathering information, we can acquire a deeper understanding regarding the study's focus. This can involve input from different sources, and can cover various aspects of the situation, such as perspectives of the participants and stakeholders at institutions involved. All these conditions broaden the possibilities of these studies, their results and conclusions.

Furthermore, the finality of this sort of study is to achieve an understanding of the phenomenon under scrutiny, the reasons behind it, the factors influencing it, how it came to be and what and who it involves. Through detailed observation of these factors and the selection of various perspectives and testimonies of those involved, the results of these studies can lead to a greater and more thorough comprehension of the phenomenon.

In the present research project, we carried out a case study at a Semi Private School with the goal of identifying the reasons behind the use of the communicative approach, or lack thereof, in that particular EFL classroom. The information we collected

prior to our project to better understand the phenomenon of study include the topics of language teaching methods and approaches, the Chilean education system and the role of English in the classroom in Chile.

2.2. Language Teaching Methods, Approaches and Models

There are many methods of teaching English as a foreign language, only some of which are used commonly by Chilean teachers during their English lessons. Due to the conditions of their classrooms and the abilities of their students, it seems that teachers tend to limit these methods to a few that allow for a steady flow of the lesson and progress during the semester (Barahona, 2016).

After our observation and notes taken during our teaching practicums, we noticed that two methods in particular seemed to be present in the classrooms we were involved in and so decided to focus on those two main methods: the Grammar-Translation Method and the Audiolingual Method. Therefore, we will describe these two methods, as well as the communicative approach, here.

2.2.1. The Grammar-Translation Method

The Grammar-Translation Method is a teaching method derived from the classical method of teaching Latin and Greek, which according to Chang (2011) were once considered essential languages in order to acquire an adequate higher education. The classical or traditional method involved a focus on "grammatical rules, memorization of

vocabulary and of various declensions and conjugations, translation of texts [and] doing written exercises" (Brown, 1994, p. 26).

When during the 18th and 19th centuries more languages began to be taught with educational purposes, this method was adapted and transformed for the conditions present in schools, eventually becoming what we know today as the Grammar-Translation Method (Chang, 2011). Above all, the Grammar-Translation Method was created as an easy approach for students to learn a foreign language, replacing long texts with commonly used sentences and or language (Chang, 2013).

Moreover, the emphasis of this method does not rely on oral aspects of language, but on its written form, with its main goal being for its students to acquire a written academic use of the language and reading comprehension and to accurately use the grammar rules of the foreign language being studied. That is why the primary skills being developed are writing and reading (Mart, 2013). Moreover, the use of translation activities supplies clarity and is used to provide opportunities to improve accuracy in the target language (Fish, 2003). According to Mart (2013), through this approach, students can broaden not only their knowledge of the target language but also the culture to which this language belongs, increasing their vocabulary, along with their translation ability.

2.2.2. The Audiolingual Method

Contrary to the previous methods mentioned, the audiolingual method derives its existence from World War II, when it was created for American soldiers to help them

achieve accuracy in a variety of languages, by teaching them the basis of the target languages of countries involved in the war (Saritha, 2016). The objective of this program, designed by American universities and commissioned by the American government was to enable its students to develop conversational proficiency to communicate in various foreign languages. Adding to this, it is important to consider that due to the matter at hand, namely the war, time pressure was a grave factor in the design and priorities of this method. Consequently, its primary focus was to teach students how to communicate accurately and with proficiency and to achieve this quickly (Saritha, 2016).

This method's primary feature is the use of auditory input, and similar to its predecessor the Grammar-Translation Method, this method's main target is for students to achieve an accurate understanding and usage of structures. However, it focuses primarily on oral skills, using fixed and common vocabulary through imitation. The idea is to facilitate the oral learning of the students and provide an easier acquisition of the language. Writing and reading skills are not abandoned entirety, but listening and speaking skills are put in the spotlight.

To develop the students' oral skills, this method focuses on the usage of drills and dialogues, learned through memorization to lead learners to produce speech. The use of these techniques allows students to produce exact responses through controlled instances of communication (Mart, 2013). Moreover, this method has little to no tolerance for errors. The explanation for this derives from the belief that language is a mechanical process of habit and the act of committing a mistake signifies that it could become a habit and be repeated multiple times, leading to fossilization (Simon, 1998).

2.2.3. Communicative Approach

Unlike the grammar translation or audio-lingual method, there is no clear definition for what the communicative approach is. Many scholars have talked and written about the communicative approach and what defines it, yet not all of these definitions are alike. However, most articles and research papers agree on the points mentioned here.

In general terms, Communicative Learning Teaching (CLT) or the Communicative Approach (CA) aims to help language students achieve communicative competence, which has been defined as a speaker's internalized knowledge both of the grammatical rules of a language and of the rules for appropriate use in social contexts (Ankitaben, 2015). CLT takes the learner as the center of the learning process and the teacher as a facilitator, who should help students in ways to motivate them to use the language (Richards & Rodgers, 1986). It is important for materials to be meaningful, memorable and relevant for the learner. A way to adapt the materials for it to accomplish the characterizations mentioned is to target them to students' context, as contextualization of the materials acts as a basis for the communicative approach (Richards & Rodgers, 1986). The syllabus highlights the functional use of the language (such as the instrumental function versus the interactional or personal function), with communication and interaction as the main purpose.

According to CLT, the teacher should provide opportunities or situations where the target language can be applied for interaction. Group or pair group can stimulate cooperative relationship among learners, as it is believed that "language cannot be learnt through rote memorization. It cannot be learnt in isolation. It should be learnt

through social interaction" (Ankitaben, 2015, p. 49). Some of the activities proposed as part of a communicative approach are role play and dialogues, which should be memorable and related to the context of each classroom, as it is important to contextualize the materials to the country and common situations to which students can relate. If dialogues are one of the activities selected, it should center around the communicative function and memorization is not necessary (Richards & Rodgers, 1986).

CLT provides opportunities to interact using L2 and the emphasis is on communication. Thus, mistakes are tolerated, since the objective is for students to speak in the target language. It has been suggested that mistakes should ideally be pointed out and corrected after the task, not during (Ankitaben, 2015). Students are able to communicate using the language through trial and error (Richards & Rodgers, 1986, p.68). Ideally, only the target language should be spoken. However, translation may be used in situations where students need it or when it could help them understand easily (Richards & Rodgers, 1986). It is believed that successful communication will eventually lead to greater accuracy as "when the learners learn to use the language appropriately accuracy comes automatically" (Ankitaben, 2015, p. 49)

2.2.4. Presentation Practice and Production (PPP) Method

The PPP or Presentation, Practice and Production is a method or model used to describe stages of a presentation of new language (British Council, 2006). The PPP method or the "Three Ps" approach is the most common modern methodology

employed by professional language instructors around the world. This method was created in the 50's based on behaviorist teaching practices (Maftoon & Hamidi, 2012) and later adapted as a "soft" approach to Communicative Language Teaching (CLT), combining CLT and traditional approaches (Castillo, n.d.) This model is divided in three stages.

The first stage is presentation, which consists of introductory activities such as warm ups and lead-ins, followed by an introduction of the lesson's target language. During this stage the teacher explains the vocabulary and grammar that will be covered. Most of the talking in this stage is done by the teacher and the students assume a passive role.

The second stage is practice, which consists of students practicing the topics of the lesson in a controlled environment. The teacher provides opportunities for the students to learn without making mistakes; students are monitored and all mistakes are properly addressed. During this stage talking time is divided between the students and the teacher; however, the teacher still maintains control over the students.

The third stage is production, which consists of allowing the students to use the language more freely, in a less controlled manner, adapting the target language to a more personal degree, using their own ideas (or what is required of them). During this stage talking time is dominated by the students, while the teacher stands aside (Castillo, n.d.).

2.3. The Chilean Educational System and the Role of English in the Classroom

To understand the Chilean educational system, including the implementation of English as a foreign language, it is important to know some important background information. This includes how the system works, the differences between different kinds of schools, how English is viewed by the Ministry of Education and by students and its influence within Chilean and educational culture, and how these translate to the EFL classroom.

2.3.1. Schools in Chile

The Chilean school system was modified during the dictatorship of Augusto Pinochet, as part of a large economic and institutional neo-liberal reform (Bellei, 2007). As Bellei (2007) mentions, "The core of the reform was the inception of a common public funding system for all public and private subsidized schools: the educational voucher, which is a monthly payment to the schools, of a fixed fee per each student who is enrolled and regularly attends the school" (p. 2). This was mainly created to promote competition between the public and private sectors, allowing families to decide on the school of their preference to send their children, within a certain sub-set of public or semi-private, voucher schools.

This system has now been present for three decades. It has been slightly altered by two legislations but its main components have not been altered. In 1998 a law was passed that allowed limited tuition to be charged in semi-private schools and private

high schools, and in 2008 the use of parent's interviews in primary schools' admissions procedures was banned by the government (Santos & Elacqua, 2016)

According to Bellei, Chilean schools are not highly dependent on the state, but are instead managed at a municipal level, and through the internal management of each school, which includes managing human and financial resources and the curriculum. Bellei (2007) states that, "there are three kinds of schools in Chile: public schools, private voucher schools, and private non-subsidized schools. All primary and most secondary public schools are free; about 90% of private voucher schools are not free (they have a co-pay system), and private non-subsidized schools are elite schools, totally paid by families" (p. 3). Thus, as we can see, the Chilean system has three different kinds of schools that are more or less affordable for the general public.

Each kind of school has different academic goals to achieve; this is determined by which curriculum they follow. It can be the one given by the government, their own curriculum, or a mix between the two. The only condition is that they cover the topics and basic criteria determined by the ministry of education.

Moreover, information about quality of the schools is provided through the SIMCE results (acronym meaning System of Measurement of Educational Quality) a national evaluation system of students' learning. As SIMCE has shown, a student attending a private school obtains 7–9 percent higher results in standardized mathematics tests than a student from a school that does not use selection, meaning a public or semi-private school (Contreras, Sepulveda & Bustos, 2010).This system implies that a better education is available to those who can acquire it, providing fewer opportunities to those

that don't have the same acquisition power as their fellow students and who are forced to rely on the public system. Consequently, the practices of Chile's educational system have contributed to the educational gap between the wealthy and poor communities of the country, aggravating the socioeconomic inequality already present in Chile (Bellei, 2007).

According to Kormos & Kiddle (2013), "Chile has one of the most segregated educational systems in the world and long-lasting, mass participation student protests in 2006 and 2011 are testament to the problems successive governments have had in delivering on promises of social mobility through education" (p. 400).

2.3.2. English in Chile

According to the *Programa de Estudios,* curricular document provided by the Chilean Ministry of Education, which is available online, students are expected to have a B1 level of English when finishing high school (Ministerio de Educación, 2016) and for students of 7th grade, the level of English should be in a level below intermediate (A1). Hence the education system teacher has at least six school years to accomplish the goal, since the Chilean school system includes 12 to 13 years of full time study (Ministerio de Educación, 2016).

The British Council states that a speaker with a B1 level is an independent speaker, who has enough fluency to communicate without inconveniences with native speakers (2015). In addition, B1 level speakers are able to participate effectively in situations that can occur in a country that has English as one of its spoken languages. Therefore, to

achieve the B1 level the Ministry of Education aims for students to develop a conscious learning of the language and to possess the ability to understand it and consequently to communicate it to other speakers.

The *Programas de Estudios* document for seventh grade mentions that teachers should set the stage for students to cultivate the B1 level. In the official document *Bases Curriculares* for seventh grade, students have the goal of learning English through interaction with others (teacher or peers). To accomplish this, collaborative work is suggested for the development of each task. Students should use the language in communicative situations that are close to real life, relevant and contextualized, in which they will be able to negotiate information while assuming roles in the group (Ministerio de Educación, 2015).

Tasks should focus on interaction between students and should provide opportunities for students to practice abilities related to the language with a genuine purpose. Students should receive feedback and support in relation with the needs displayed when speaking the language. Tasks should represent real life scenarios, be relevant and challenging.

As we can see, the aspects displayed in the official documents provided by the Ministry of Education, which are publicly available, describe characteristics that define the communicative approach. Interaction, a student centered lesson and feedback are part of what the communicative approach calls for. Nevertheless, the documents rarely use the term *communicative approach* as such.

Alongside the official documents provided by the government, the British Council (2015) has also conducted research about the factors, perceptions and policies that influence English in Chile. As part of the British Council research, a survey was applied to secondary students about the importance of English and regarding their interest in it. Findings showed that 90 per cent agreed that English is an important subject to learn at school, while 85 per cent said they were interested in acquiring the language. These results can be connected to the correlation between learning English and the belief it will provide educational or professional opportunities for the future.

However, this research also found that there is a positive correlation between private schooling and household income and the attainment of English (British Council, 2015). This is supported by other findings, which showcase economic barriers and lack of government funding as the largest impediments when learning English in Chile (British Council, 2015; Kormos & Kiddle, 2013; Santos & Elacqua, 2016).

2.3.3. Chilean EFL Classrooms

According to a study that took place in 2014 by *Organización para la Cooperación y el Desarrollo Económico* or the Organization for Economic Co-operation and Development (*OECD)*, Chile is the country with the second highest number of students per class of the countries that belong to the OECD (Salazar, 2014). The study "Education at a Glance" found there is an average of 31 students in classrooms from seventh grade to fourth year of high school. In addition, both semi-private and public

schools tend to have substantially more students per class than private schools (OECD, 2014).

The reality presented in the study is one that many teachers experience when working in public and semi-private schools. A disadvantage of having a large class is when implementing group activities. With a greater number of students, it is problematic to create small groups and have communicative activities due to time and organization (Salazar, 2014).

Schools need to have proper facilities for these large groups of students, or be divided more evenly depending on the size of the classroom available. However, generally in these conditions, the ones normally seen within the Chilean public school system, there are more students than resources, or that can be managed by the teacher (Inostroza, 2013).

Another issue is the management of a heterogeneous group of students who each possess different learning styles, needs, preferences and pace. Within large groups of students it is challenging to cover all that is required and still maintain discipline and work evenly with the students. According to Inostroza (2013), "Teachers referred to providing students with the opportunity to speak English in the lesson as one of the most difficult things about large classes" (p.9).

2.3.4 Methods Used in Chilean EFL Classrooms

In the last 25 years, Chile has placed emphasis on becoming a bilingual country (Glas, 2008). Consequently, the Chilean government has implemented an education

reform in which English is a compulsory subject from 5th grade of elementary school up to 4th year of high school (MINEDUC, 2016). In addition to this reform, Figueroa & Márquez (2013) state that "in 2012 the ministry of Education released a new curricular proposal in order to include students... in the English learning process" (p.9). These programs include learning objectives, expected outcomes of each unit, and cross curricular activities for the students (Figueroa & Márquez, 2014).

Since its implementation, the curriculum requires the teacher to emphasize the student's writing and reading skills instead of listening and speaking (Figueroa & Márquez, 2013). Activities suggested in the curriculum are mostly related and centered around reading, writing and building vocabulary, by this we refer to the use of standardized grammar forms that are slightly changed by the students, always maintaining the same structure and adding new language, a focus on writing and reading skills, and the addition of new language forms and lexical words to the students' vocabulary (Barahona, 2016).

Although the English Curriculum states that the approach determined for language learning in Chile is the Communicative Language Approach (MINEDUC, 2015), the methods recommended by the Ministry's books are not entirely appropriate for the outcomes desired. They are centered around writing-related skills more than any other and neglect speaking and listening skills (Figueroa & Márquez, 2014).

3. CHAPTER 3: METHODOLOGY

The aim of our investigation was to get an inside perspective from the main participants involved in the English language learning process at one particular school in Chile, and to get an understanding of what the situation was involving English teaching methods within that classroom.

The study's original idea was inspired by what we observed during our teaching practicums. Initially the study was to be conducted in two different schools, one public high school and another semi private or subsidized school, so that we could compare the conditions in the two locations. Sadly, the study could not be performed in the public high school due to lack of time and the strict schedule of the teacher. Therefore, we collected data over a period of two months, in just one school: a small subsidized or semi-private voucher school in Chiguayante. The study was conducted in a seventh grade class. The class was composed of 37 students, between the ages of 13 and 15. The students have 4 hours of English per week, divided into two weekly class sessions of two hours each. The majority of the students, if they have been at the school since pre-school, started their English glasses in first grade, which means they had had some exposure to English for the previous 6 years.

The study was non-intrusive in that it involved observations but no intervention, as our main goal was to capture the real life situations seen in a Chilean EFL classroom. Specifically, our intention was to collect data to respond to the following research questions.

1) What are the teacher's and students' expectations and opinions regarding the learning process in their English classroom and the use of English versus Spanish in the classroom?

2) What language teaching methods, approaches and activities are actually present within the classroom? Is language feedback generally present or recognized?

3) What are the barriers that seem to exist regarding implementing a communicative approach, if any? How can they be overcome?

Before obtaining the results of the data collecting tools, we had some assumptions regarding what we would find. Concerning the students, our expectation was that the students would likely possess a negative attitude towards the English language and their EFL classroom, as well as toward the concept of communicative activities. Regarding feedback, we thought that students either received little feedback regarding their English production or were not aware of the feedback they did receive. Furthermore, we assumed that the issue of the use of Spanish in the classroom would be a major barrier preventing the implementation of the communicative approach. We thought the results would show a greater use of Spanish than is necessary.

For the purpose of responding to the research questions, we chose three different data collection tools: 1) field notes and a checklist completed during classroom observation, 2) a questionnaire applied to students and 3) an interview with the teacher.

3.1. Field Notes

The study started with the observation of two seventh grade class sessions at the same school. One of us was already familiarized with the classes and the environment in the classroom due to her professional teaching practicum that had lasted one semester at the school. The observed classes were during the regularly scheduled English class on a Thursday morning. The classes lasted 1 hour and 25 minutes each.

To guide our observation, we used a checklist/chart divided in six categories to take notes on what we wanted to focus on. These categories were 1) General information, 2) Use of L1 during the lesson, 3) Use of L2 during the lesson, 4) Lesson stage management, 5) Material and techniques, 6) Grouping and feedback and a section for comments and other observable aspects we could consider necessary. Our main focus during the observations was to get an insight into what a normal lesson for that class meant, to observe the strategies, techniques, materials, exercises, etc. and to identify if they could belong to the CLT, and, if not, to identify the observable barriers obstructing the implementation of this approach and more. In addition, we each took field notes to complement the answers of our checklist/chart. The observation checklist is presented in Appendix 2.

3.2. Students' Questionnaire

After the two classroom observations, a questionnaire was conducted with the students. The aim of the questionnaire was to collect information on how students feel during English class and if they are aware of how much the target language is being used and whether they receive feedback on their use of English.

In the first part of the questionnaire, students had to respond using a Likert scale of assessment with numbers from 1 (strongly disagree) to 5 (strongly agree) regarding various statements. It was divided into three categories:

- Regarding students' feelings about the English language: Relationship of the students with the language and whether they feel comfortable using it. (2 statements)

- Enforcement of the English language in class (3 statements)

- Comprehension of the English language in class (2 statements)

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In the second part of the questionnaire, 8 multiple choice questions were presented for students to answer. The questions were related to materials used in class, grouping for activities, instructions given, use of L1 and L2 and students' attitudes towards English.

After each of the parts, there was a space for adding comments about the questions that we had presented.

The questionnaire is presented in Appendix 3.

The questionnaire answers are presented in Appendix 5.

3.3. Teacher's Interview

In addition to our own observations in class and students' general perspective of the English classes and the language expressed in the questionnaire, we wanted to have the point of view of the teacher regarding her choice of teaching methods, given that the activities of the class are selected by the teacher and there are surely interesting and

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compelling reasons why certain activities are chosen and others not. The interview with the teacher included 4 sections, with questions regarding:

- Methods and materials (4 questions)
- Barriers to using English/CLT in the classroom (3 questions)
- Expectations and requirements of students (2 questions)
- Conclusions (1 question)

The full list of interview questions is presented in Appendix 4.

To analyze the data, we collected the data and then searched for shared themes across the field notes, surveys and interview. These shared themes allowed us to triangulate the data, backing up our interpretation of the findings and finally allowing us to respond to our research questions.
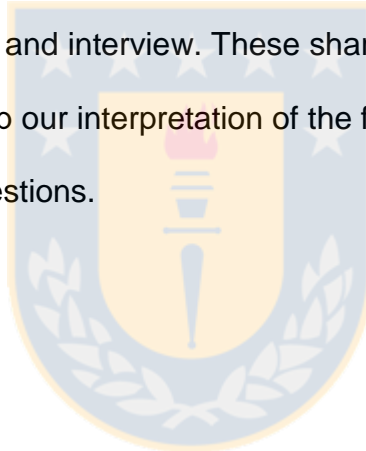
4. CHAPTER 4: RESULTS

4. 1. Checklist/ Chart / Field Note Results

4.1.1. General Information Observed in our Notes:

The two observations were carried out in the previously mentioned seventh grade English classroom at a semi-private Chilean school in the month of October, 2018. In the first observation, the total number of students present was 34. In the second observation, there were 35 students present. The total number of students officially enrolled in the class is 37. Gender division was evenly divided. The classroom where the classes are performed is rather small, considering the number of students and its layout consisted of rows or columns with two students per table. The result of this is a noisy room with little ventilation. Each of the observed classes had a duration of 1 hour and 25 minutes.

4.1.2. Use of L1 During the Class:

According to our observations, the L1 is used but it is discouraged, meaning that the teacher expects for students to use the target language as much as possible. When students answered a specific content-based question using Spanish, the teacher would ask them to answer in English instead. However, the L1 is still used by both teacher and students. The teacher uses Spanish mostly to clarify instructions, vocabulary and some grammar points while students use it to ask questions, give answers and talk with their peers.

In addition to clarification, translation from L1 to L2 is implemented for comparisons between words and sentences to explain grammar points (comparing L2 grammar rules

to L1's, etc.). Additionally, students use the L1 to mock, talk and complain to or about other students, the class or the teacher. The teacher uses it for nagging, scolding, classroom management, complaints, and reminders about past classes.

4.1.3. Use of L2 During the Class:

English is used in simple vocabulary and phrases during the classes. The register of the L2 is semi-formal language, which is used by the teacher and the students. The students tend to use the target language to answer questions, using content words, greetings, routines of the class and repeating vocabulary and sentences. Greetings such as "good morning" "how are you today" and "good afternoon" are part of the routine of the class. Each class, the teacher writes the objective of the class and the skills to be targeted during the class in English on the whiteboard.

Teacher talking time seemed to be dominant in the classroom. However, opportunities were given to students to talk, seeking their participation and using open questions directed to students, such as general questions about their day or about the previous class in English. Thus, there was interaction between the teacher and students using the L2. In regards to interaction between students, there was little in the L2, other than occasional use of fixed expressions to clarify answers, check information, and use content words or to say fix/common phrases to each other (shut up, stand up, etc.). As mentioned about the use of L1 in the classroom, English was spoken an almost equal amount of time as Spanish by the teacher, but little English was produced for communication between students.

4.1.4. Lesson Stage Management:

PPP method was used to structure the class. The stages of presentation and practice were very clear, yet production was weak and rushed due to time. In both classes, there was a strong opening or introduction of the class, with open questions related to content. The transitions between stages or activities were smooth and simple (from one activity to the next one). The objective of the class, written on the whiteboard, allowed for a natural change of pace and activities. Between stages the materials were changed and gained more difficulty, using a scaffolding technique to go through each activity.

The first class observed ended with spelling practice, which was preparation for a spelling bee contest. It was not related to the class content (past simple) yet it was included in the objective of the class and a common arrangement between teacher and students to practice (students knew the order of the class ahead of time). The words used for spelling practice were part of the vocabulary seen through the semester. In the second class observed, the activity (spelling practice) was unrelated to the rest of the lesson. The teacher handed over the result of the past test. Both closing activities were rushed due to time.

4.1.5. Materials, Activities and Techniques:

We know that the book provided by the Ministry of Education is applied during the school year, since one of us had seen the use of that book during a professional teaching practicum experience earlier in the semester. However, the book was not used during the two observations of the class.

The materials used in the class were worksheets, which had activities to practice the contents. The computer and projector were also used to display the worksheets on the board. The projection of the worksheets helps as visual support and to check answers on the board. The whiteboard and markers were used as well.

The techniques used during the class were mostly repetition (of sentences), memorization (of words), contrast (between one grammar structure and another), drilling, fill in the gaps (question and answer, back and forth, coloring the right answer, correct structures, etc.).

The lessons had a grammar orientation and were focused on the structure of past simple. There were some occasions where the focus of the class shifted from grammar to vocabulary. Nevertheless, the words were related to actions/verbs in the past tense form.

The worksheets were simple, with use of common words and phrases. Most sentences in the worksheet had a general context, to which most people can relate (ate breakfast, went to school, etc.). Even so, some of the sentences were not contextualized to Chilean culture. This means that some of the contents of the worksheet did not relate to students' reality (ex. We are from Australia. She was in Spain on vacation, etc.).

The worksheets implemented during the observed classes can be found in the Appendix section, Appendix 1.

4.1.6. Grouping and Feedback:

During the two observations, students' work was organized individually by default. If the teacher does not specify how they can work, students already know the activity is for individual work. Nonetheless, pair work is encouraged when working on the worksheets, in that the teacher suggested they should check their work with peers.

In the matter of feedback, we divided it into positive and negative verbal feedback. In positive feedback, there is verbal type (good work, very good, etc.) and gestural type (smiles, nodding, thumbs up, etc.). The feedback is mostly short and simple. Corrections are also short and simple. Worksheets are corrected on the board by the teacher. Still, on some occasions class participation is allowed.

Negative feedback is also of the verbal type (use of L1 to reprimands such as "todo mal") and gestural type (exasperated face, shaking head, etc.). The feedback we observed during the class was mostly directed to the class in general, due to participation (when answering group questions), we also observed individual feedback to students that participated in class exercises in front of the class.

4.2. Students' Questionnaire

The questionnaire was applied on October 25th, 2018, during the last 15 minutes of the English class. 35 out of 37 students took the questionnaire. The questionnaire was divided into two parts. The first part consisted in 7 statements divided into three sections, as previously explained. The statements had to be rated on a scale from 1 (strongly disagree) to 7(strongly agree). The second part consisted in a multiple choice chart with 7 questions. In some questions students could circle more than one choice.

4.2.1. PART 1 Results

1) Feelings about English and the English class language.

1.1) "I feel comfortable in English class"
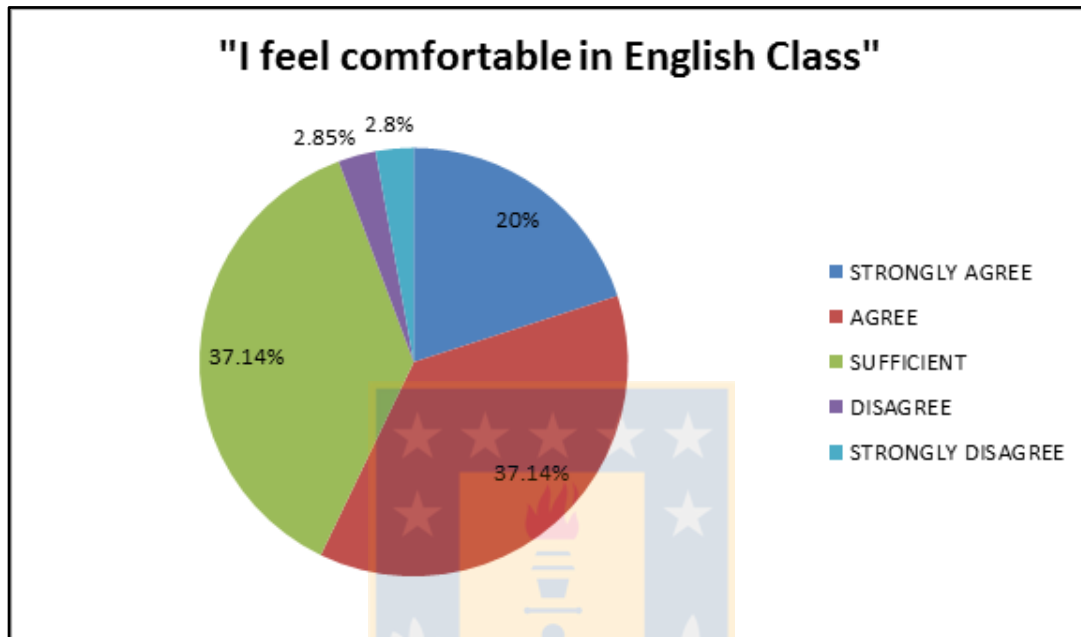
Regarding the statement, "I feel comfortable in English class", the majority of the students responded somewhere between "sufficient/neutral" and "strongly agree". 7 students answered strongly agree (20%), 13 students agreed (37%), 13 agreed to a sufficient/neutral extent (37%), and just 1 student disagreed and 1 student strongly disagreed.

1.2)."I feel comfortable using English"
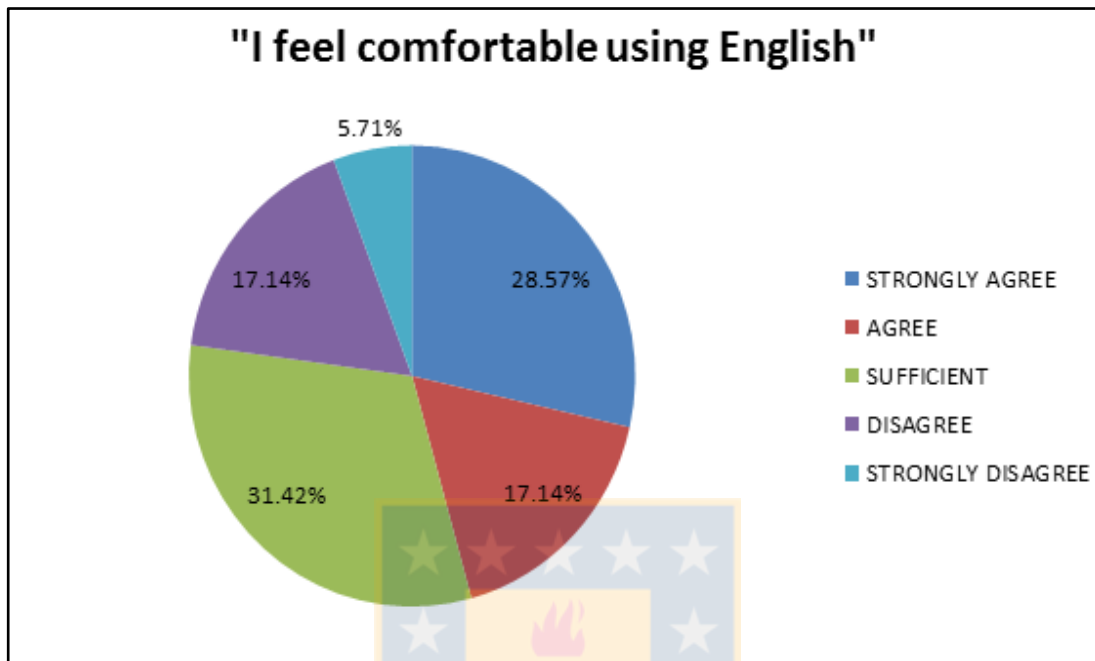
Regarding whether they felt comfortable using English, on the other hand, there was a greater variety of responses, with more students stating that they did not. The highest percentage of students felt neutrally about the statement (31%) while 10 students strongly agreed (29%). However, 6 students disagreed with the statement (17%) and 2 strongly disagreed (6%). .

2) Enforcement of the English language through the class.

2.3) "I use/speak English during the class"

"I use/speak English during the class"

2.85%
8.57%   8.57%

■ STRONGLY AGREE
■ AGREE
■ SUFFICIENT
■ DISAGREE
■ STRONGLY DISAGRI

34.28%

45.71%
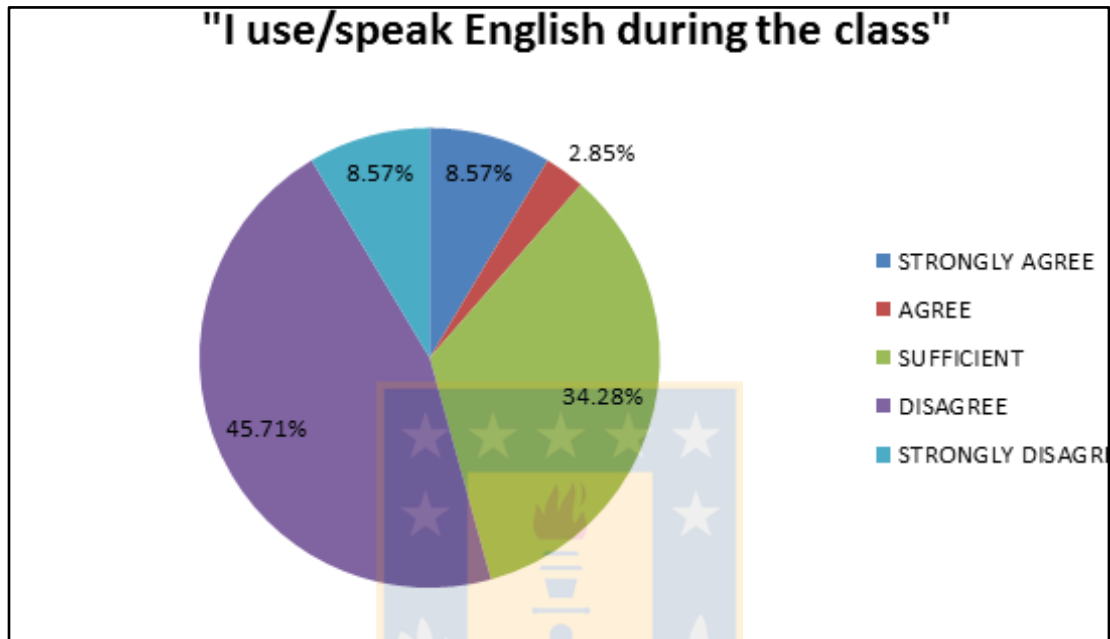
In this statement, most students answered that they disagreed. 3 students answered strongly agree, 1 said he/she agreed, 12 responded that they felt their use of English was sufficient/neutral, while 16 disagreed and 3 strongly disagreed.

2.4) "I enjoy the activities done in English class"

Sufficient/neutral was the most answered option. 7 students answered strongly agree, 10 said they agreed, 12 said they enjoyed the activities to a sufficient/neutral degree, 5 disagreed and 1 strongly disagreed.

2.5) "I interact with my classmates using English during class"

"I interact with my classmates using English during class"

- 8.57% STRONGLY AGREE
- 11.42% AGREE
- 22.85% SUFFICIENT
- 28.57% DISAGREE
- 28.57% STRONGLY DISAGREE
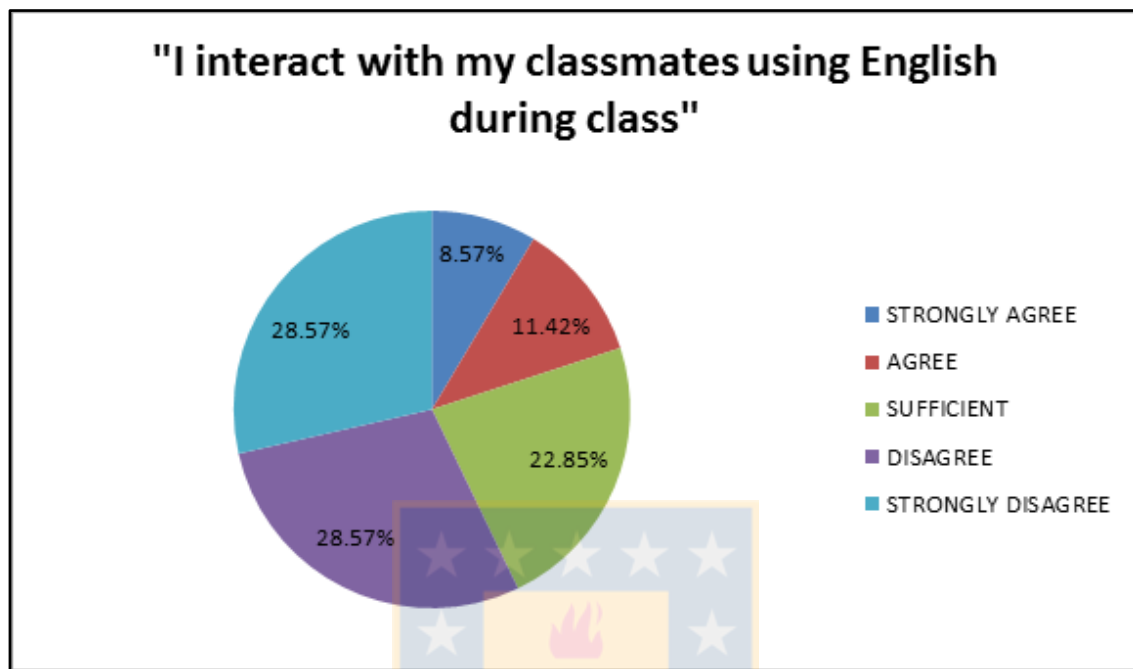
The options with most answers were strongly disagree and disagree. 3 students answered strongly agree, 4 said they agreed agree, 8 agreed to a sufficient/neutral degree, 10 disagreed and 10 strongly disagreed.

3) Comprehension of the English language through the class

3.6) "I understand when the instructions of an activity are being explained"

The most responded option was sufficient/neutral. 8 students answered strongly agree, 8 said they agreed, 13 agreed to a sufficient/neutral extent, 4 disagreed and 2 strongly disagreed.

3.7) "I use translation (L2 to L1) during English class (words, phrases, etc.)"

The responses that more students answered were disagree and sufficient/neutral. 6 students answered strongly agree, 6 agreed, 10 agreed to a sufficient/neutral extent, 10 disagreed and 3 strongly disagreed.

4.2.2. PART 2: MULTIPLE CHOICE

8) What kinds of materials are normally used in English class?
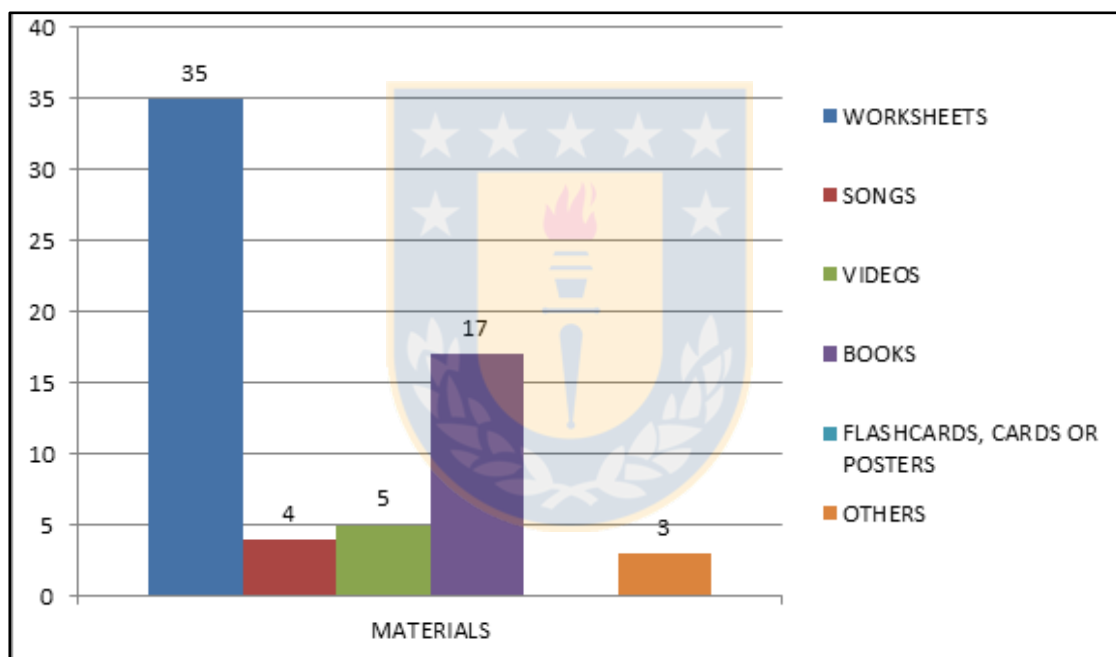
This question had 6 options. Students could have marked one or more options. The last option, which was "other", had a space where students could add other materials not available in the previous alternatives. Worksheets were the materials that were chosen by all students while flashcards, cards or posters was not chosen even once. In addition to this, songs were selected 4 times, videos 5 times, books 17 times and "others" 3 times (leaving no specification).

9) How do you prefer to work?

This question is related to grouping. Do students prefer to work individually, in pairs or in groups? The alternative that was most selected was working in groups, which was chosen 15 times. Individual work was chosen 11 times and pair group 12 times.

10) During the activities in the English class, does the teacher correct any mistakes?
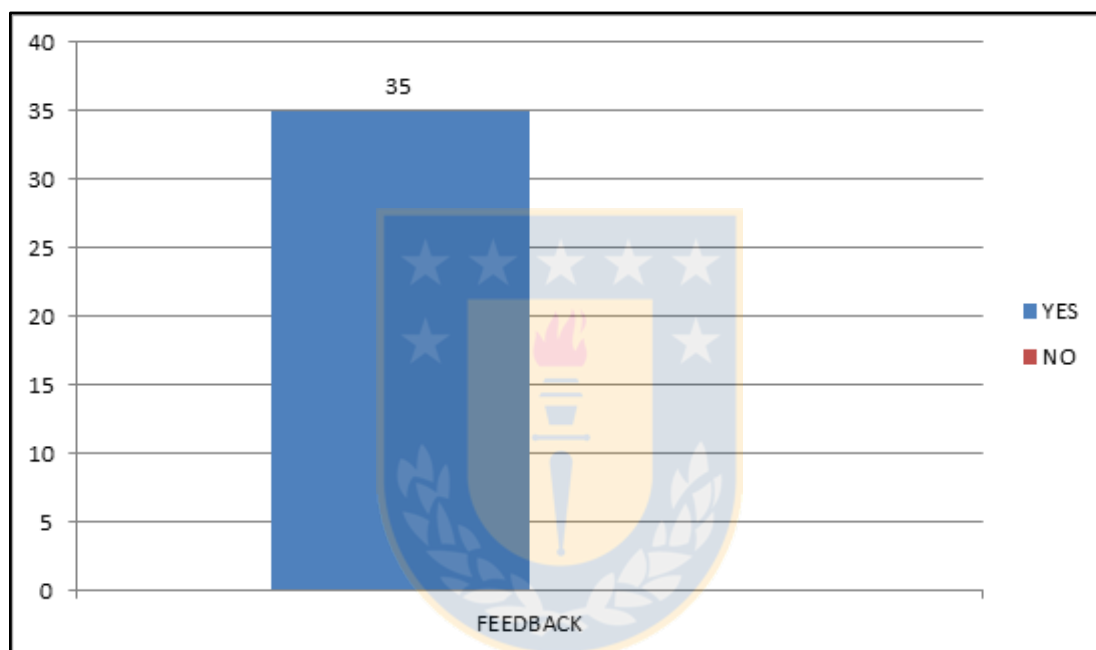
This question is related to feedback. It was a yes/no question. All students answered yes.

11) Related to the last question, if this feedback is present, what is it like?

For this question, the options were positive and negative feedback. We defined positive feedback with expressions such as very good, great job, etc. Negative feedback is related to scolding someone for mistakes in the activities. All students selected the alternative positive feedback.

12) Generally, in what language are the instructions given?

   This question is related with the use of L1 during instructions. There were two options, Spanish or English. 15 students selected the alternative Spanish and 32 selected English.

13) When an assignment is given during the class, are you allowed to answer it in Spanish?

   The alternatives for this question were yes, no or it depends/both (sometimes you are allowed to answer in Spanish or to answer using L1 and L2). 2 students selected yes, 14 selected no and 21 students selected it depends/both.

14) What attitude do you have toward English?
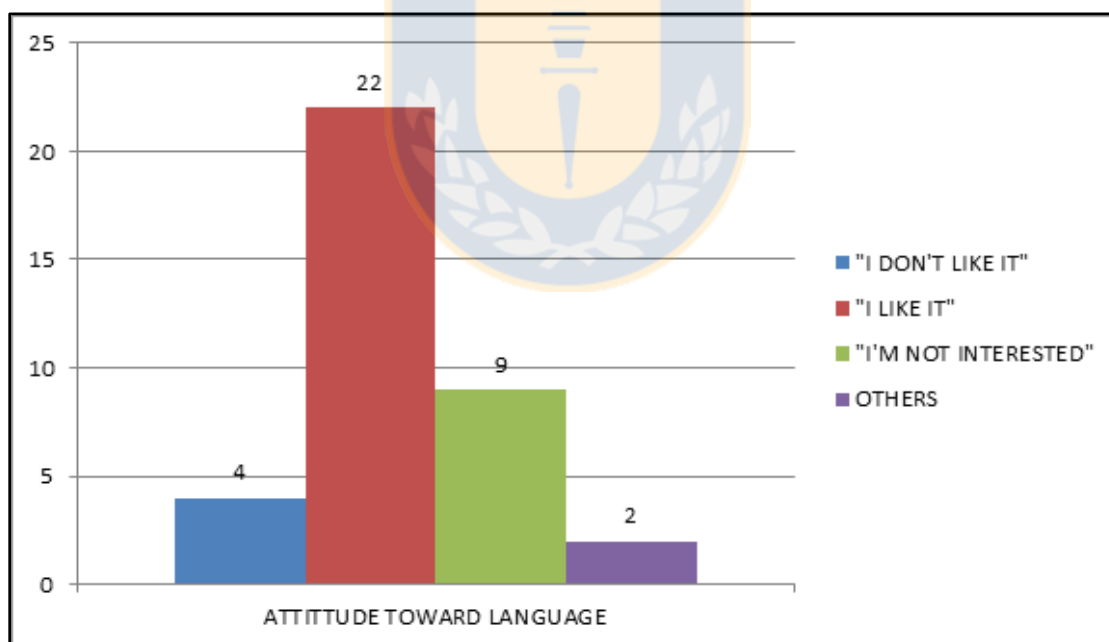
   The alternatives were given to respond the question, "I like it", "I don't like it" or "I'm not interested." 22 students selected "I like it", 4 selected "I don't like it" and 9 selected "I'm not interested" and 2 selected others.

15) What attitude do you have toward English class?
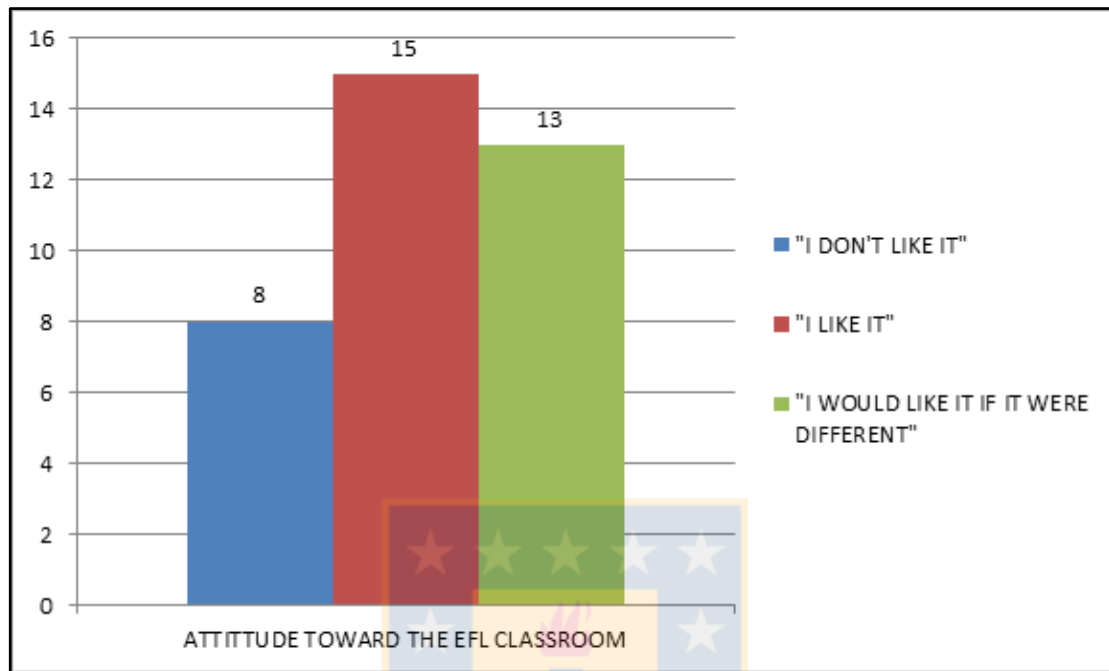
To respond these questions we had three alternatives: "I like it", "I don't like it" and "I would like it if it were different". 15 students selected "I like it", 8 selected "I don't like it" and 13 chose "I would like it if it were different".

4.3. Teacher's Interview

The interview was received from the teacher via email on January 25th, 2019. As previously explained, we had hoped to carry out the interview in person with the teacher. However, due to her busy schedule at the school at the end of the year, she preferred to respond via email. She responded to the interview in Spanish but we have summarized her responses in English here.

A) Methods and Materials

A.1) Are you aware of what methods or approaches you use during your lessons? What are they? Why do you use those methods?

For this question, the teacher said she was completely aware of the methods she applied in class. The strategies she listed were group work, development of worksheets, monitors for worksheets, resolution of activities, use of audio-visual supports and encouragement for achievement in challenges, etc.

A.2) What teaching materials do you use in your lessons? Why? (Ex: Do you get to choose the book and materials? Are they provided for you? Are you able to make adaptations, etc.?).

The teacher answered that the materials used in the course were textbooks provided by MINEDUC. The Ministry's books are used but guides and adaptations can be made to the book and materials. She also referred to the use of dictionaries, a laptop, projector, speakers, whiteboard, and whiteboard markers. She explained that these were the materials always present in the classrooms since the school provides them.

A.3) What other methods and materials would you like to use in the classroom if you could?

The teacher claimed she would like to make a greater use of technology (ICTS) and dispose of other texts or books to practice grammar, writing and reading.

A.4) What methods and materials do the Ministry of Education or Marco de la Buena Enseñanza promote the use of?

For this question, the teacher commented that more than strategies, what it is promoted is for each professor to involve all students in the process of learning important contents (mainly grammar points) as an achievement. The content can be presented through a diversity of representations (visual, audiovisuals), including activities and assignments that involve students carrying out investigation via several sources (published texts, interviews), etc.

B) Barriers in the Classroom

B.1) What barrier or barriers are there which put an obstacle on achieving this/using those methods or approaches?

The teacher agrees that the number of students in the classroom is the main barrier when it comes to the teaching of English and the motivation of the students towards the language.

B.2) Can these barriers be overcome? (In what ways? What would need to be changed?).

The teacher believes the barrier can be overcome by searching and applying strategies of motivation which can impulse students and form a supportive environment for the teaching of a foreign language.

B.3) Does the school proposes or offers any tools to overcome difficulties seen in the classroom?

The school tries to acquire new books for each student. In addition, the school has a library in the classroom with some materials in English.

C) Requirements and Expectations:

C.1) What are your expectations of your students? (Ex: What do you hope they will do during class, and over the course of the semester and year?)

Firstly, she stated that she expects students to acquire the contents assigned for the year. Secondly, she hopes students will be able to communicate in the target language with their peers and professors during the class and extracurricular activities (if required). Thirdly, her hope is for students to become captivated with the course, participate in the activities and come up with activities for the class.

C.2) What are the expectations or requirements of other authorities, such as the school, the Ministry of Education, parents? Do they have an impact?

The answer is similar to the last question.

D) Conclusions:

D.1) Considering the barriers, requirements and expectations for yourself and your students…Do you think it is possible to use or adapt materials that promote communication and interaction between the students in the classroom, such as using the communicative language approach method?

The teacher trusts that it is possible to implement new techniques or approaches in the teaching of the course. It is achievable only if the school and teachers are willing to keep working on their methods of teaching.

5. CHAPTER 5: DISCUSSION

In this chapter we will reflect on the implications of the data we collected and the results we have presented for our specific research questions. We will also re-visit the information we shared in our literature review as necessary to better understand our findings. Furthermore, we will re-examine our assumptions regarding students' attitudes towards English and the classroom, feedback provided and the use of Spanish in the classroom to see if they were supported. Research question 2 has been divided in three parts to provide a more detailed discussion.

5.1. Research Question 1: Teacher and Students' Expectations

To tackle our first research question we need to go back to the literature review. In the third section of our review we offered a description of the Chilean educational system and the role of English in the Classroom, which included documents which belong to the Ministry of Education (MINEDUC), showcasing the Ministry's expectations of the students at the end of their semester and/or year. Although, the documents only mentioned what level of English students should acquire and their goals for the end of each unit, this paired with the answers the students provided on the questionnaire and the teacher's answers on the interview can help us get a better perspective of what is expected of the students by the different parties involved in the process.

The teacher's expectations as expressed in the interview are very similar to the expectations of the MINEDUC, which is that students should acquire the language taught during the semester and/or year, to communicate with their classmates and

teacher using the target language and be actively participant during the class and get

involved in creative activities.

Regarding students' responses in the questionnaire, we can relate their attitude

towards the language to what they would like to learn from it. Most of the students show

an interest in the language and said they like English and their English class, but at the

same time a similar number of answers show that the students wish the class were

different from how it is currently being carried out. Furthermore, students reported that

they generally don't use English in class and don't use it to interact with their

classmates. Before carrying out the research, we had assumed that Spanish would be

the most used language in the classroom. Although Spanish was used repeatedly by

both teacher and students, we also found English to be used frequently, but it was

primarily used by the teacher or when responding directly to the teacher, and not for

student interaction.

On the whole, then, we can see through the MINEDUC documents present in our

literature review, the teacher's interview and the data provided by the students

questionnaire that the expectations of the teacher and the authorities maintain a very

similar pattern, advocating for acquisition of the language in its grammatical and spoken

form, exploring its interactional capabilities and exploiting the students' creativity while

using the target language. However, it seems that these expectations are not very

compatible with the manner in which the classes are being carried out nor with

suggested activities by the MINEDUC, as we will see in more detail below in relation to

Research Question 2.

5.2. Research Question 2

We have divided our response to this research question into three parts, based on the three areas we had addressed in the question. These include: 1) teaching methods present in the classroom, 2) types of materials and activities used in the classroom and 3) the presence of feedback.

5.2.1. Part 1: Teaching Methods in the Classroom

As mentioned in the literature review, we highlighted methods such as grammar translation, audio-lingual and our main subject, the communicative approach, in addition to the PPP method, which is the one that facilitates the implementation of the communicative approach. These methods were mentioned to be taken into consideration when observing the classes. From our field notes, taken during the observations, we detected the presence of the grammar translation method and audio-lingual method primarily. The use of Grammar Translation is evident in the worksheets used during the class period, as they rely on common exercises of this method, such as fill in the blanks. However, there were no activities in which translation to Spanish of a word or sentence was explicitly requested. The activities in the worksheets were related to past tense and most of them were fill in the gap exercises. Repetition drill was also present during the classes, which is considered a technique of the audio-lingual method. It consisted in the oral repetition of sentences in past tense. These methods were most likely used as they are easier to correct and take less time to complete than more communicative activities. In fact, we only observed interaction in English between the teacher and students at the beginning of the classes in warm up activities and at the

end of the class during the closing (with a similar question-answer activity). These were the only instances where we distinguished some communicative approach principles, such as interaction using the language, which is mentioned in the literature review.

In the interview, the teacher disclosed she was completely aware of the methods used in the classroom. She did not refer to them by name but listed some techniques which were applied, one of them being worksheets. Group work, which is encouraged in the communicative approach as presented in the literature review, was also mentioned. However, we did not see any kind of grouping during the observed lessons. In the lessons, the activities were individual. Moreover, the students seemed to have little encouragement from the teacher to interact with each other or to engage in different activities that require any type of communication among the students. Another strategy mentioned by the teacher in the interview was the use of audiovisual means, which was not present during the two lessons. Nonetheless, one of us observed, during the professional practicum, that the teacher usually used the projector in classes, but mostly to project the worksheets or book. We were able to appreciate visual means in the form of an aid for students when the worksheets are projected on the board and the projector and computer are always available for the classes and used as aid for each student to view the materials on the whiteboard.

5.2.2. Part 2: Types of Activities and Materials Used in the Classroom

During the two observations and as collected in our field notes, the main activities present in class were written in the form of worksheets, showing a lack of diversity in

materials. In the first class, one worksheet was handed out, while in the second class two worksheets were provided. The only interaction noticed was checking the answers of other students on the whiteboard. According to the questionnaire students answered, worksheets are the material that every student agreed is always present during the English course. The material is used for activities to save time, we assume, as interactive activities are viewed to take longer. Nevertheless and as observed, more time than expected was invested in the first worksheet activity, which affected the schedule of the class and resulted in a rushed closing.

It is true that there were some interactions using English, mainly at the beginning and ending of the class. In the two visits, the activities were similar, including open questions about the content. This type of activity promotes communication between the teacher and students. In the interview, the teacher stated that she also includes other types of activities which could involve group work. Nonetheless, we were not able to observe group collaboration in any of the activities. There was some dialogue between students during class, but unfortunately it was not in English. Also, the teacher mentioned using the book given by the Ministry of Education, yet we did not observe the use of it or any adaptation of its activities. However, during the professional teaching practicum that one of us participated in the same classroom, the Ministry's book was used in the lessons. The teacher encouraged improvements and adaptations of the activities in the book, which is supported by the teacher's interview where she mentioned that the book works as a guide for the classes and adaptations to it are acceptable. In the same interview, when asked about materials, the teacher indicated she would like to be able to make more use of the Information and Communication

Technology (ICT) accessible in the school. As said before, the technological means used in classes are presented as aid for the materials to work on, which are projected on the whiteboard mainly to later check the answers and correct mistakes.

5.2.3: Part 3: Presence of Feedback

Regarding feedback in the classroom, it seems that time plays a fundamental role into whether feedback can be successfully delivered or not in the classroom. By successfully delivered feedback, we mean that it is productive for the learning of the students, that it helps them learn from their mistakes and grow from them. As we noted in our field notes, focusing on one activity, such as the worksheet, for longer than the other activities allowed less time for feedback on other class content. When activities such as the warm up and particularly the worksheets took longer than expected, there was little to no time for the instructor to deliver constructive feedback. For this reason, it seems to be challenging to be able to give personalized and practical feedback to each student given the time schedule for the week.

Regarding student feedback, in the questionnaire, the students agreed they receive some kind of feedback during the class. In fact, all 35 students that took the questionnaire agreed the feedback was positive and none of them chose the option of negative feedback. However, in our field notes we observed that feedback was limited and did include both positive and negative comments. As we observed, mistakes were pointed out and corrected but there was no explanation of why the answer was wrong. As explained previously, to express that an exercise or answer was right the teacher would use expressions such as "good" or "very good" (positive feedback) and to explain

it was wrong with phrases such as "wrong" or "incorrect" (negative feedback). We believe our perspective of what is negative feedback is different from how students might classify it. We presume students thought of negative as feedback that would affect them in a more personal matter (e.g. the teacher getting mad, yelling, etc.). To sum up, then, we can conclude that students do receive some amount of feedback from their instructor regarding whether their written answers or exercises are correct, especially on worksheets. However, since there is little oral interaction in English between the teacher and students and between groups of students during class, as we will mention in our response to research question 3 below, there is not much opportunity for other kinds of feedback that might help students assess their oral ability with the language.

5.3. Research Question 3: Classroom Barriers Regarding the Communicative Approach

Based on our in-class observations and comments from the teacher in the interview, one of the main barriers preventing the use of the communicative approach we can identify is the high number of students in the class. As we saw in our literature review, classroom size should be proportional to the number of students, but in the case of the classroom observed, it was evident the classroom could hardly hold 37 students. This situation caused a barrier limiting possibilities for interaction and affecting the comfort of the teacher and the students. Firstly, the teacher had less space to move around to explain content and revise the process in the activities, much less to give feedback to each student. Secondly, it limited her opportunities to change the routine

and carry out group activities. Another barrier regarding the high number of students in the classroom is with classroom management. Difficulties arise at the moment of monitoring while the students are working on activities. A classroom that is quite small for such a number of students makes it challenging to implement communicative activities and supervise each student when the activities are taking place. The teacher alludes to this in the interview, naming the number of students in the classroom as one of the barriers present in the classroom.

Another barrier to implementing the communicative approach seems to be the way in which the class activities are organized and carried out and class content. As we stated in our field notes, the two observed classes consisted in individual worksheet work, in which one worksheet took longer to complete and later correct, leaving little time for interaction using the target language and for more complete feedback, which could help students to understand and communicate using the language. The content focus of the class also presents itself as a barrier for the practice of communication. As we observed in our field notes, there was a clear focus on grammar and vocabulary, with few noticeable attempts to create circumstances for interaction between students, in which the target language could be actively applied. This is supported by the results of the teacher's interview. When asking about other strategies or materials she would like to apply in the classroom, her answer was related with technologies and how she would use them for developing grammar, writing and reading; there was no mention of interaction or speaking skills, which are part of the communicative approach.

Finally, one additional barrier to the implementation of the communicate approach in the classroom is regarding the students' attitudes and feelings about the English

language. Although in our initial assumptions we had thought the students would have negative attitudes towards the English language and their classroom, this was not actually the case. The majority of the students reported in the survey that they liked English and a high number also said they felt comfortable in their English class. However, it is interesting to note that this does not mean the students feel comfortable using English. As we saw, 23% of the students disagreed or strongly disagreed with this statement, while 31% of the students felt neutrally about the statement. The fact that students feel less than comfortable when using English points to the fact that 1) they are not currently using it enough in class to overcome their initial shyness or discomfort with the language and 2) they may be resistant if asked to use the language during their English class, despite the fact that they have positive attitudes towards the language.

A related barrier is the use of L1 in the classroom. As was mentioned in the results of the field notes, the assumption of Spanish being used more than necessary in the classroom was not completely supported. When speaking, the teacher usually spoke English, yet our concern is with the lack of communication between students using the L2. In our observations, we saw that when talking with peers, students spoke in Spanish and when answering out loud for the class they often used the L1 rather than the L2. One of the principles of the Communicative Approach, as stated in the literature review, is the use of English for a communicative purpose through interactions, and interaction is present between teacher and students. However, interaction between students is essential to develop language accuracy, and so the fact that students are not using English to communicate with their peers in the classroom is problematic.

We have, therefore, identified three main barriers that seem to affect the implementation of the communicative approach within the classroom observed. In our conclusion we will re-visit our discussion of the results in order to offer some suggestions regarding how these barriers might be overcome.

6. CHAPTER 6: Conclusions

How we teach English in Chile is a very complicated topic; there is no correct way to teach, but there are approaches that are more widely accepted than others, and approaches which have been found by research to lead to more support for the development of communicative competence. As we have seen, in their material and statements, the Ministry of Education or MINEDUC recommends educators to teach using the Communicative Language Approach or Communicative Language Teaching (CLT), an approach which uses interactive and group work to achieve the goals of the lesson and/or semester. Therefore, when we started our professional teaching practicum we expected CLT to be the main teaching method, but the reality we encountered at the schools did not support this. As a result, in this research project we decided to explore the reality of one particular classroom regarding this issue.

6.1 Summary of the Research Project and Findings

When we set out to carry out the case study, we had several objectives in mind; first, to explore the general expectations and attitudes of the students, the teacher and the Ministry of Education regarding the English learning process. Secondly, to observe the real methods that were being used in that EFL classroom and thirdly, to identify the main barriers that seemed to exist preventing the implementation of the communicative approach.

The case study was concentrated in a small, semi-private elementary school in Chiguayante. Through classroom observations, a survey carried out with students and

an interview with the teacher, we collected data that allowed us to respond to the research questions.

Firstly, regarding the expectations and attitudes of teachers and students as compared to the Ministry of Education, we found that the expectations of the ministry surpass what the students and teachers feel they can handle or achieve. While the MINEDUC aims for students to reach an A2 level by 8th grade and a B1 level by the time they graduate from high school, including oral proficiency in the language, these goals are failing to be met (Espinoza, 2017; La Importancia de Saber Inglés para el Desarrollo de Chile, 2018). The teacher interviewed expressed that she hoped her students would begin to feel captivated by the language and acquire the course contents, which were mostly grammar and vocabulary based, while the students explained that they liked English but did not feel comfortable using it in class.

Secondly, we discussed the teaching methods used in the EFL classroom, which we were able to observe during the two observations. We found that the techniques used are not congruent with the premise of the CLT promoted by the MINEDUC, as most of the methods and materials used in the class do not require interaction in English. Moreover, interaction and other implications of the CLT were rarely seen in use in this particular EFL classroom, other than during brief opening and closing activities. Regarding activities and materials in the classroom, we observed that the activities and materials tended to involve worksheets and individual work, thus showcasing a preference for a more classical approach to teaching than one closer to the goal of interaction. Although some time was dedicated to minor activities involving interaction,

these were short and mostly consisted of automatic answers from the students and did not require full participation of the class.

Related to the presence of feedback in the classroom, what we tended to observe were short comments directed at the students' work, which were written on the whiteboard, but with no feedback on students' oral production. The reason behind this seemed to be the lack of time available in class, especially due to the amount of time spent on the worksheet in comparison to other activities. While the students commented that they did receive positive feedback from their instructor, we observed both positive and negative feedback on the worksheet, but no other kind of feedback that would help students assess their oral ability with the language.

Thirdly, we focused on the issue that was most important to our case study, the issue of the barriers impeding the implementation of the CLT. We were able to observe and deduce what these barriers might be through our in-class observations, the questionnaires with students and the teacher's interview. From what we could gather, we identified three major barriers in the classroom; the first one pertains to the high number of students per class and the inadequate size of the classroom. The second barrier is regarding the kinds of activities carried out in class and the way the classes are organized, in which students spend most of the class time working individually on worksheets and then getting feedback on whether their answers are correct. In our interview with the teacher, she did not mention the wish or need to include other kinds of activities in the classroom, other than wishing she could incorporate more technology. Finally, we discussed the barriers present in the EFL classroom and the influence of the students´ feelings and attitudes towards English; given that the students tended to have

a positive attitude towards the language, and yet explained that they did not feel comfortable using it in class.

The various barriers we have identified that affect the implementation of the communicative approach within one particular Chilean classroom lead us to the question: how can the situation be changed to face some of these issues, so that the CLT approach can be implemented more in these kinds of settings? As soon-to-be in-service teachers of English, we will most certainly find ourselves facing similar issues within the classroom, and so would like to reflect on how we might work to overcome some of the barriers we have identified.

6.2. Our Suggestions for Overcoming Barriers and Implementing CLT within Chilean Classrooms

After observing, presenting and analyzing the situation in the classroom of a seventh grade in a regular English class, we came up with some suggestions regarding how to try to implement the communicative approach within this or similar classrooms. We know that as teachers of English we may be working soon within similar circumstances, and so it is important for us to think about how we may be able to still make use of the communicative approach, despite the challenges we may face.

Firstly, although the classroom size and capacity cannot be changed, we believe it is possible to take advantage of the seating arrangement to try to encourage interaction. As we noted previously, the classroom we observed had a seating arrangement that consisted of two students seated together per table, rather than individual desks.

Thereby they can work in pairs, with the classmate seated at the same table. By doing so, there is no necessity of moving them from their positions.

The seating arrangement we observed during our observations is a common arrangement present in Chilean classrooms, with two pupils in one desk. We believe teachers must make the best use they can of the space they have, searching for strategies and ways in which they can maximize the limited space provided. This type of seating can be taken advantage of by teachers, creating opportunities for the students to work in pairs, or as groups of four, without having to move their desks.

According to an article by the George Patton Associates (2016), this kind of layout is called Clusters. It consists of grouping sets of tables with four students in total to form groups. It has been argued that this layout can enhance interaction and group work between students. It also may strengthen the students' reflection, communication and problem solving skills and can promote a safe environment for the students' opinions and ideas (Earp, 2017).

Secondly, in addition to seating arrangements, we believe the activities themselves should allow for long-term group work. As we saw in our results and discussion, students do not tend to feel comfortable expressing themselves in English, so they will need prompting from the teacher and support in order to gradually begin to be more willing to produce English in class. Group work should be continued in English through the entire year to make some progress related to interaction. During each class, at least one interactive activity can be done in small groups, such as dialogues or role plays. The level of difficulty can increase through the year. In addition, before each

communicative activity, the teacher could model and present several examples before the students start working on the activity. These suggestions would help to bring a wider diversity of materials into the classroom. Worksheets can still be used but they would be complemented with more interaction and related activities. Group work can be implemented to produce interaction between students using English, thereby reducing the use of Spanish in the classroom.

Finally, we believe the teacher has to establish a routine for each class that includes interaction in English. The few opportunities in which we did observe interaction in English between the teacher and students in the case study were during routine opening and closing activities that made use of English. This kind of routine can provide a rhythm and help students adapt to the way class will work, establishing time for questions and answers in English, oral feedback and more. The activities should allow the students to improve their capabilities over time, building up their skills and providing opportunities to develop receptive and productive skills, acquiring the necessary tools for their upcoming assignments and/or projects. The idea would be to use a scaffolding system throughout the semester or year to generate a smoother progression of the students' learning and skills.

This idea also requires a steady and increasing quantity of authentic materials, meaning for the students to distance themselves from isolated materials, input and interactions, such as those found in worksheets. Through these techniques the students would get a more communicative, or as similar as it can be, approach to acquiring English in the EFL classroom, providing a strong English language basis from which to keep building in their future.

Thirdly, regarding feedback, we think it would be helpful to assign the last five to ten minutes of the class for general feedback on the communicative activities. While the activity is taking place, the teacher can collect information on students' progress. Likewise, the teacher should gather the students' most common mistakes, as well as their strengths, and could mention common issues or achievements at the end of the class. The teacher could provide general feedback and also supply time for questions, opinions and advice.

Fourthly, based again on the students' responses in the surveys regarding their lack of comfort using English and through what we observed in class, we saw how important it is for the teacher to work to create a safe environment for the students so that they feel more comfortable in the classroom and in their abilities, sharing and communicating more in class, increasing their participation, and eventually interacting more in English with their classmates. The teacher can invite the students to participate and help them see that mistakes are allowed in the classroom, that they can help them to learn and that no negative consequence will follow their mistakes. Furthermore, by creating a safe environment teachers can enhance other aspects of the learning environment, such as group work, interaction and feedback.

The challenging thing here is how to create such an environment, what strategies and tools would be necessary for this space, and how to encourage the students to participate in the creation of this environment. The most important aspect of this environment is for the students to find it comfortable. We could start by working with the students to establish guidelines or rules and scheduled activities for the students and the teachers. The rules must address the issue of respectful participation and respectful

treatment of mistakes by the students, to generate a culture amongst the students where it is acceptable to take risks with the language and make mistakes and not be ridiculed for them. Consequently, it would be essential to create open opportunities for the students to collaborate in supporting each other while in English class, aiding each other and allowing more space for interaction between peers.

We cannot offer a definite answer to the problem of how to overcome barriers that have limited the possibility of implementing the communicative approach within Chilean classrooms. However, we believe that the suggestions we have provided could help with the root causes of the situation we encountered. By maximizing seating arrangements, promoting interaction by integrating more group work activities, creating a short window of time to give oral feedback to the students during each class, establishing rules and asking for students preferences regarding their use of English in class, and creating a safe environment where students feel comfortable interacting and using English as a foreign language, we believe teachers can begin to create conditions within Chilean classrooms in which the CLT approach will flourish.

6.3 Suggestions for Future Studies

In the future, we believe that further case studies regarding the classroom conditions and teaching methods used within Chilean classrooms can help to shed light on the issue of how English is being taught in Chile and the barriers that need to be overcome so that CLT can be more successfully implemented.

In future studies, we would recommend that more than one classroom be visited, to see the reality within a variety of contexts. Our original concept was to compare two

classrooms, one from a public school and the other from a semi-private school, but as we explained we were only able to gain access to one of the two schools. If this kind of comparative study could be carried out, there would be different contexts to observe, contrast and to collect further data. Also, if future researchers have an extended amount of time, they could spend more time observing classes and could visit different grades to broaden the context. It would also be interesting to visit schools that have had particularly positive results with English to find out what is being done in those schools, and how their methods and results could be implemented in other classrooms, as well. Although there are certainly barriers that we will face in the classroom, such as those we have identified in this study, we are confident that bringing a communicative focus into the classroom is possible and that if students are given the support, practice and feedback they need, they will gradually learn to feel more comfortable using English not only on worksheets, but also for oral communication and interaction in the classroom.
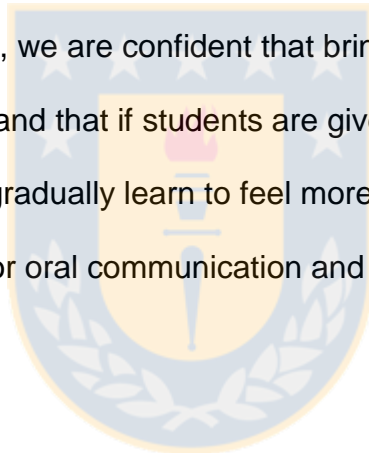
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APPENDIX

1. Class Worksheets

Simple Past Tense - was, were

Elementary exercises

Forming the past tense of to be.

Affirmative and negative sentence

I He She It	was was not wasn't	at home in hospital on holiday in London	yesterday. last week.
You We They	were were not weren't		

Interrogative sentence

Was	I he she it	at home in hospital on holiday in London	yesterday? last week?
Were	you we they		

Task 1 - Complete the sentences with the Past Tense of "to be".

1) We _____ in Australia.
2) She _____ in the classroom.
3) It _____ my birthday last week.
4) The man _____ in the train.
5) It _____ an apple.
6) You _____ in a bookshop.
7) It _____ a doll.
8) I _____ a good pupil.
9) What _____ this?
10) It _____ a French lesson.
11) It _____ a beautiful city.
12) He _____ my brother.
13) I _____ in London today.
14) We _____ on holiday.
15) The doctor _____ here.

Task 2 - Write some true sentences with was, were, wasn't, weren't.

_____
_____
_____
_____
_____
_____

Task 3 - Rewrite the sentences into the Simple Past Tense. Then write a negative sentence. Look at the example below.

I am at home. ⇨ *I was at home. I wasn't at home.*

1) He is my friend.
_____

2) I am a man.
_____

3) It is an umbrella.
_____

4) That is a bird.
_____

5) These are your pens and pencils.
_____

6) They are happy people.
_____

7) This is a kitchen.
_____

8) Those are two bags, a ruler and a rubber.
_____

9) We are in.
_____

10) You are my brother.
_____

Task 4 - Rewrite the sentences into the Simple Past. Then write an interrogative sentence. Look at the example below.

Mr Smith is at home. ⇨ *Mr Smith was at home. Was Mr Smith at home?*

1) I am a good teacher.
_____

2) Mickey is strong and brave.
_____

3) My name is Susan.
_____

4) Peter is a boy.
_____

5) She is a young woman.
_____

6) These are my comics.
_____

7) This is a family.
_____

8) This pen is blue.
_____

9) We are from Australia.
_____

10) You are a stupid girl.
_____
_____

Task 6 – Underline the adverbs of time in Task 5. Then write them on the lines.
_____
_____
_____
_____
_____

Task 5 - Change the following sentences into interrogative then give short answers according to the sign. Look at the examples.

Mr Smith was at home. ☑ ⇨ *Was Mr Smith at home? Yes, he was.*

Tim and Peter were in the library. ☒ ⇨ *Were Tim and Peter in the library? No, they weren't.*

1) I was in the garden. ☒
_____

2) Mum was ill last week. ☑
_____

3) They were on holiday in May. ☒
_____

4) You were tired yesterday. ☒
_____

5) We were in the park at 5 o'clock yesterday. ☑
_____

6) Jack was too fat two years ago. ☑
_____

7) The Lees were in the zoo the day before yesterday. ☒
_____

8) I was always hungry. ☑
_____

9) Kim and Greg were married. ☒
_____

10) Frank Sinatra was a famous actor. ☑
_____

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Task 7 - Look at the calendar for last week and complete the sentences with was, wasn't, were *or* weren't.

	Monday	Tuesday	Wednesday	Thursday	Friday
library	Mandy				Kim
football training				Sam	Tom
dance lesson	Lucy	Mandy			
the doctor's		Tom		Lucy	
cinema			Sam and Kim		

1) Mandy _____ in the library on Monday.
2) On Thursday Lucy _____ on a dance lesson.
3) Kim _____ in the library last week.
4) Sam _____ on football training on Thursday.
5) Tom _____ ill on Tuesday.
6) Sam and Kim _____ in the cinema on Wednesday.
7) Tom _____ ill on Friday, he _____ on football training.
8) Sam _____ at the doctor's.
9) Mandy _____ on a dance lesson on Tuesday.
10) Lucy _____ at the doctor's on Friday.
11) Tom and Sam _____ on football training last week.
12) Lucy _____ in the library on Thursday.

Task 8 - Write some more sentences about the people in Task 7.

1) _____
2) _____
3) _____
4) _____
5) _____
6) _____
7) _____
8) _____
9) _____
10) _____

2. Checklist - Class Observation

CHECKLIST – Class Observation	
General information: • Grade level • Number of students? • Gender division? • Do they use a book during the class? (given by the ministry or other) • Classroom capacity and arrangements, is it comfortable for students?	
Use of L1 during the lesson: • Is Spanish (L1) used in the classroom? • Who uses it? (Teacher? Students? Ex: Spanish between students) • Is it used during instructions? • Is it used to translate? (Meanings, whole phrases, etc.) • Is it used to explain grammar? • f) Is it used in any other ways?	
Use of L2 during the lesson: • What kind of register does the teacher use during lessons in English (Formal, informal, semi-formal, etc.) • Do the students use the target language? How? • Is (teacher talking time) TTT dominant in the classroom? How? • Does the teacher interact with the students using the L2? In what way? • Is there interaction between the students using the L2? What kind of interaction?	

Lesson stage management: • Are there clear stages to the lesson and what are they? • What kinds of transitions are present between activities/stages? • What happens at the end of the class?	
Material and techniques: • What kinds of materials are used in class? (Audio, videos, worksheets, handouts, ppt, etc.) • What kind of support is present for students during the activities? • What kinds of techniques are used during the lesson? (Drillings, repetition, memorization, fill in the gaps, contrast, etc.) • Does the lesson have a grammar and vocabulary focus? Or some other kind of focus? Why and what activities are used? • Are the materials and language used during the lesson contextualized? In what way? • Are books, materials and tasks culturally sensitive? In what way? If not, can they be adapted?	
Grouping and feedback: • How is student work organized? (In pairs, groups, or individual?) • What kind of feedback is present during the lesson? (Physical, gestural, verbal, etc.) Is it positive or negative? Why?	

3. Students' Questionnaire

Students' Questionnaire

Part I: Mark the square with the number that better applies to your opinion. (1 being the less and 5 more). Mark just one square.

PREGUNTAS		1 STRONGLY DISAGREE	2 DISAGREE	3 SUFFICIENT	4 AGREE	5 STRONGLY AGREE
Feelings about English and the English class language.	1. I feel comfortable in English class.					
	2. I feel comfortable using English.					
Enforcement of the English language through the class.	3. I use/speak English during the class.					
	4. I enjoy the activities done in English class.					
	5. I interact with my classmates using English during class.					
Comprehension of the English language through the class	6. I understand when the instructions of an activity are being explained.					

	7. I use translation (L1 to L2) during the English class (words, phrases, etc.)					

- If you want to give a more detailed answer, write a comment below.

Part I: Comments:

_____
_____
_____
_____

**Part II. Mark the alternative or alternatives that correspond to your situation. You can mark more than one alternative.**

Questions	Answers
8. What kind of materials it is/are normally used in English class?	i) Worksheets ii) Songs iii) Videos iv) Books v) Flashcards, Cards o Posters vi) Others: _____ _____
9. How do you prefer to work?	i) Individually ii) In pairs iii) In groups
10. During the development of the activities in the English class, does the teacher correct any mistake?	i) Yes ii) No
11. Related to the last question, if this feedback is present, how is it?	i) Positive ii) Negative

12. Generally, in what language are the instructions given?	i) ii)	Spanish English
13. When an assignment is given during the class, are you allowed to answer it in Spanish?	i) ii) iii)	Yes No In occasions
14. What attitude do you have toward English?	i) ii) iii)	I like it I do not like it I am not interested
15. What attitude do you have toward English class?	i) ii) iii)	I like it I do not like it I would like it if it were different

● If you want to give a more detailed answer, write a comment below.

Part II: Comments:

_____
_____
_____
_____
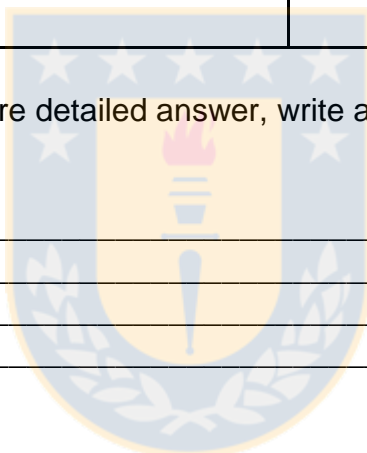
4. Teacher's Interview

1. Métodos y Materiales:

A) ¿Está consciente de los métodos o estrategias de enseñanza utilizados durante la clase? ¿Cuáles son? ¿Por qué los utiliza?

Totalmente consciente de los métodos que se utilizan en clases. Se utilizan estrategias tales como: trabajos grupales, desarrollo de guías, monitores para guía y resolución de actividades, uso de medios audiovisuales, estímulos por desafíos logrados, etc.

B) ¿Qué materiales utiliza durante la clase y por qué? ¿Tiene la posibilidad de elegir el libro de contenidos o los materiales? ¿El libro y materiales son entregados por el colegio? ¿Se permite hacer adaptaciones del libro y materiales?

Materiales utilizados: Textos entregados por mineduc, diccionarios, laptop, data, parlantes, pizarra, marcadores de pizarra, porque son los materiales con que cuenta el colegio. Los textos se utilizan como guías, se pueden hacer adaptaciones tanto en textos como en materiales.

C) ¿Qué métodos de enseñanza o materiales le gustaría aplicar en la sala de clases si es que fuera posible?

Me gustaría poder hacer un uso más masivo de tecnología (TICS) y disponer de otros textos para practicar y ejercitar por ejemplo gramática, escritura, lectura.

D) ¿Qué métodos de enseñanza o materiales promueven el Ministerio de Educación o

el Marco de la Buena Enseñanza para ser aplicados en clases?

Más que estrategias lo que promueven es lograr que cada profesor o profesora pueda

involucrar a Todos los alumnos en el proceso de aprendizaje de contenidos

importantes. Podemos presentar un contenido a través de variadas representaciones,

proponer actividades y tareas que impliquen investigar a través de variadas fuentes

(publicaciones, entrevistas, conversaciones), etc.

2. Barreras en la Sala de Clases:

A) ¿Qué barrera o barreras existen que sean un obstáculo para lograr aplicar los

métodos o estrategias de enseñanza seleccionados?

Considero que el número de als por curso puede ser una barrera importante en la

enseñanza de un idioma, como así también lograr motivar a los estudiantes.

B) ¿Estas barreras pueden ser superadas? ¿De qué formas? ¿Qué cambios propone?

Pueden ser superadas. Buscando y aplicando estrategias de motivación que

entusiasmen a los estudiantes y hacer más amigable la enseñanza de otro idioma.

C) ¿La escuela propone u ofrece alguna(s) herramienta(s) para superar las barreras en

la sala de clase?

Sí. El colegio trata de adquirir nuevos textos para cada alumno y también implementar

la biblioteca de aula con algunos ejemplares en inglés.

3. Expectativas y Requisitos:

A) ¿Qué expectativas tiene de o para sus estudiantes? ¿Qué espera que logren durante la clase, durante el curso del semestre y año?

Primero que logren adquirir los contenidos programados para el año. Que puedan comunicarse en inglés con sus pares y profesoras. Que se encanten con la asignatura, que participen y propongan actividades para la clase. Que todos aprueben la asignatura durante el año.

B) ¿Cuáles son las expectativas o requisitos de otras autoridades, tales como la escuela, el Ministerio de Educación y/o padres? ¿Estos tienen algún impacto en sus expectativas?

Idem (idéntico) al punto anterior.

4. Conclusión:

A) Considerando las barreras, requisitos y expectativas suyas y para sus estudiantes…Cree que será posible usar o adaptar materiales que promuevan comunicación e interacción entre los estudiantes en la sala de clases, tales como usar el método o enfoque comunicativo?

Creo posible implementar nuevas técnicas o enfoques en la enseñanza de la asignatura. Es posible hacerlo y siempre está la intención del colegio y de los profesores en seguir mejorando nuestros métodos de enseñanza.
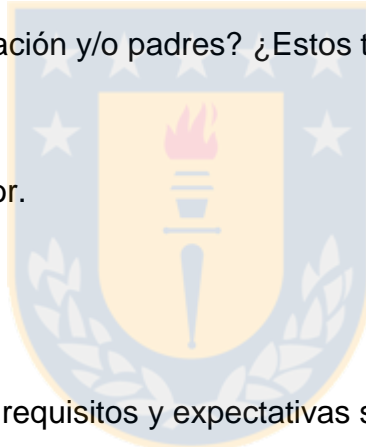
5. Students' Questionnaires Results

PART I	STRONGLY AGREE	AGREE	SUFFICIENT	DISAGREE	STRONGLY DISAGREE
1.1. "I feel comfortable in English class"	20%	37.14%	37.14%	2.8%	2.8%
1.2. "I feel comfortable using English"	28.57%	17.14%	31.42%	17.14%	5.71%
2.3. "I use/speak English during the class"	8.57%	2.85%	34.28%	45.71%	8.57%
2.4. "I enjoy the activities done in English class"	20%	28.57%	34.28%	14.28%	2.85%
2.5. "I interact with my classmates using English during class"	8.57%	11.42%	22.85%	28.57%	28.57%
3.6. "I understand when the instructions of an activity are being explained"	22.85%	22.85%	36.11%	11.42%	5.71%
3.7. "I use translation (L2 to L1) during English class"	17,14%	17.14%	28.57%	28.57%	8.57%

PART II	ALTERNATIVES					
8. "What kinds of materials are normally used in English class?"	Worksheets	Songs	Videos	Books	Flashcards, Cards, Posters, etc.	Others
	35	4	5	17	0	3
9. "How do you prefer to work?"	Individually	In pairs			In groups	
	11	12			15	
10. "During the making of the activities in the English class, does the teacher correct any mistakes?"	Yes			No		
	35			0		
11. "Related to the last question, if this feedback is present, how is it?"	Positive			Negative		
	35			0		
12. "Generally, in what language are the instructions given"	Spanish		English		Both	
	3		21		11	
13. "When an assignment is given during the class, are you allowed to answer it in Spanish?"	Yes		No		Sometimes	
	2		14		21	
14. "What attitude do you have toward English?"	"I don't like it"		"I like it"	"I'm not interested"		Others
	4		22	9		2
15. "What attitude do you have toward English class?"	"I don't like it"		"I like it"		"I would like it if it were different"	
	8		15		13	