Examining Challenges and Complexities in the Chilean Young Learners Classroom: A Case of Teaching English as a Foreign Language

By:

María Jesús Inostroza Araos

A thesis submitted in partial fulfilment of the requirements for the degree of
Doctor of Philosophy

The University of Sheffield
Faculty of Arts and Humanities
School of English

December 2015

ABSTRACT

The last few decades has seen a definite increase in the number of countries that have incorporated English as a Foreign Language (EFL) into their Primary Education compulsory curriculum. Improving language learner competences through an early start can be affected by a disregard of the teaching-learning context. In fact, publications on strategies for teaching children scarcely mention the impact of this factor on the learning process in school.

This research project addressed this issue by identifying the challenges that Chilean early primary school teachers face, and investigated the contextual factors that can facilitate or hinder the teaching-learning process. Data were collected from EFL teachers working in this sector through an online questionnaire, semi-structured interviews, classroom observation, and group interviews with children aged 9. This research project followed a mixed methods approach, featuring quantitative and qualitative methods from two concurrent studies: a survey study and an intervention project.

The findings of this research reveal the main challenges in these classrooms were related to monitoring learning. Additionally, this study shows that contextual features, such as limited time for planning, lack of parental involvement and a mismatch between policy and school reality, affected the teaching-learning process. The findings also show that teachers in Chile used age-appropriate activities for teaching children; however, they felt that their teaching context impaired their use. Similarly, group work was only occasionally used in Chilean EFL classrooms, partially due to well-known drawbacks and the time constraints involved. Children in these classrooms showed their preference

for activities that involved movement and gave them an active role, as well as those which provide collaborative and cooperative classroom opportunities.

These findings highlight the complex dynamic interactions in the young language learners' classroom. In order to further understand the examined context, the tenets of Complexity Theory were incorporated. These findings also draw attention to the evaluation of the expected results and implementation process, considering the local classroom context and the complex interactions of the different components within the classroom as a crucial element to this process.

ACKNOWLEDGEMENTS

Many people have contributed to this dissertation in ways great and small. I wish to acknowledge some of them here.

This work is dedicated to Chilean teachers and their fight for better working conditions and better quality public education.

Contents

List of Tables

List of Figures

List of Charts

List of Appendices

Appendices in CD

1.   Summary of the studies reviewed

     a.   Chapter 2

     b.   Chapter 3

     c.   Chapter 4

     d.   Chapter 5

2.   Interview data

     a.   Teachers' interview transcription in English and Spanish

     b.   Children's interview transcription in English and Spanish

3.   Teacher Training Material

     a.   Role Play

     b.   Storytelling

     c.   Games

     d.   Songs

     e.   Group work

4.   Complete Coding Comparison Query.

     a.   Teachers' interviews

     b.   Children's interviews

     c.   Lesson Videos

List of Abbreviations

- ALTE: Association of Language Testers in Europe

- CEFR: Common European Framework of Reference

- CPD: Continuous Professional Development

- EFL: English as a Foreign Language

- ELT: English Language Teaching

- EODP: English Open Doors Programme

- INSET: In-service Teacher Training

- LTD: Language Teacher Development

- MoE: Ministry of Education

- SIMCE: System of Measurement of Quality of Education (from the Spanish Sistema de Medición de la Calidad de la Educación)

- TEYL: Teaching English to Young Learners

- YLL: Young Language Learners

- T: Teacher

- TA: Teaching assistant

- CT: Class Teacher.

- PTR: Pupils per Teacher Ratio

- CLT: Communicative Language Teaching

Transcription Conventions

Supporting extracts and video episodes are provided using the following transcription conventions:

[…]	Sentences separated.
[abc]	Words included by the researcher to make sense of the sentence.
[00:00-00:00]	Time or duration of video extract.
B	Words in bold were said in English in the original extract.
\<abc\>	Comments to describe actions in the conversation or video.
*	Mispronounced word.
<u>U</u>	Example of code in video transcriptions.

PART I: INTRODUCTION

In this chapter, I describe the motivations behind and the purpose of this research project. First, I explain how my personal experience as a Chilean teacher helped me to develop the research questions. Then, I briefly mention the aims of the project and describe the Chilean educational system and the role of English as a foreign language in this context. Finally, I provide an overview of the thesis' organisation.

Chapter 1: Motivation for and Purpose of the Research Project

1.1 Introduction and structure of chapter

The last few decades has seen a definite increment in the number of countries that have incorporated English as a Foreign Language (EFL hereafter) in their Primary Education compulsory curriculum. Two main reasons have been identified behind this decision. Firstly, it has been argued that Teaching English to Young Learners (TEYL hereafter)—understood as children from 5 to 11 years old—encourages motivation, expands intercultural experiences (e.g. Pinter 2006), and enhances the use of the language in action (e.g. Moon 2005a). Secondly, the status of English as an international language has been established. Thus, learning English could provide better opportunities to acquire information and promote science and the economy (e.g. Graddol 2000). For many countries a population with a proficient level of English is a key factor for development in today's globalised economy.

In Chile, learning EFL at school level is seen as a way to bridge the inequity gap as it could provide access to information and more opportunities in the job market. This is one of the main reasons for including EFL as part of primary education, and why it has recently been suggested for early primary grades (from 6 years old) (Ministerio de Educación 2012a; 2013).

In order to accomplish this goal, a programme was developed by the Ministry of Education (MoE hereafter) during the 2000s to improve the EFL teaching-learning process in primary and secondary education. In addition, the Chilean government has modified its National Curriculum for EFL, attempting to fulfil the national and

international demands for better language skills. Despite these efforts, research in the field of EFL teaching in primary and secondary education is still limited, as will be further examined later on (1.3.2 and 5.3).

This research project focuses on English language teaching (ELT hereafter) in the primary classroom in urban schools. Particularly, it seeks to identify the challenges that Chilean teachers in urban contexts face in TEYL and the contextual features that can facilitate or hinder the teaching-learning process.

In this chapter, I present a rationale behind the decision to investigate TEYL in Chilean urban contexts and the aims of the current research project (1.2). Then, I give an account of the research context by concisely describing the Chilean educational system (1.3.1) and the presence of EFL in the National School Curriculum (1.3.2). Finally, I outline the organisation of the thesis.

1.2 Research motivations and aims

The current research project originates from my professional experience of teaching EFL in Chilean schools. I taught at different schools with children and teenagers, and I experienced and realised the different and contrasting conditions in which teachers work. For example, opportunities for Continuous Professional Development (CPD hereafter), teaching resources and time for planning are different and dependent on the school administrative system. In 2009, I was working full time at a municipal school. The overwhelming work load and time limitations challenged my teaching skills. It made me explore ways to provide my 40 young language learners with meaningful learning experiences. However, at the same time, I struggled to respond to their diverse

learning needs. My interest in the challenges of TEYL in Chilean urban classrooms is mainly motivated by this experience.

I found that a reasonable amount of literature has been published on large classes (e.g. Allwright 1989; Coleman 1989b; Locastro 1989; Pasigna 1997; Hess 2001; Jimakorn & Singhasiri 2006; O'Sullivan 2006; Benbow et al. 2007; Shamim et al. 2007; Glas 2013). However, most of it has focused on difficulties rather than on the solutions or opportunities this context offers. Similarly, the large number of publications on strategies for TEYL (e.g. Scott & Ytreberg 1990; Brumfit et al. 1991; Halliwell 1992; Cameron 2001; Nixon & Tomlison 2001; Linse 2005; Pinter 2006) have scarcely mentioned the impact of large-class contexts on the learning process; only recently have some studies in this field referred to these issues in relation to TEYL worldwide (Enever et al. 2009; Copland et al. 2013; Rixon 2013; Copland & Garton 2014).

Elaborating further on the context presented above, I considered the actors (teachers and learners) and elements (context, challenges, and teaching strategies) that are usually involved in the language classroom. This multiplicity of components interacting in the children's learning experiences has been approached through Complexity Theory (Larsen-Freeman 1997; Cameron & Larsen-Freeman 2007), which allowed the definition of YLLs' classroom as a complex dynamic system (Seyyedrezae 2014; Burns & Knox 2011) (see Section 9.4). Firstly, I acknowledged that TEYL entails a set of assumptions about children's language learning processes, as well as expectations of age-appropriate teaching and activities. Secondly, given the features of the educational context in Chile, I assumed that teachers would have some issues fulfilling these expectations, and that children's learning experiences may be affected. Hence, this research project was elaborated around four themes which attempt to represent the different elements interacting in the YLLs' classroom in Chile, namely challenges,

listening and speaking activities for YLL, group work and learning experiences. In general terms this investigation seeks to:

- determine the challenges, if any, for teaching TEYL in the Chilean urban context,

- identify the impact these challenges have on the implementation of well-known activities to develop listening and speaking skills of young learners in large classes, and the way group work can be beneficial for supporting its implementation in this context,

- explore learning experiences in relation to EFL instruction at school,

- explore the complexity of the elements interacting in the TEYL process.

With these three core aims in mind, I framed this project following research questions within the aforementioned four themes:

A. Challenges	**A.1:** *What are the challenges present in the examined context[1]?*
	A.2: *What factors in the teaching context are related to the challenges identified in the examined context?*
B. Listening and speaking activities for YLL	**B.1:** *What activities are used to develop listening and speaking skills of young learners as presented in the literature?*
	B.2: *Which of the activities aimed at developing listening and speaking skills of young learners, are present in the examined context?*
	B.3: *What factors, if any, constrain the use of activities aimed at developing listening and speaking skills of young learners in the examined context?*
C. Group work	**C.1:** *How frequently is group work used in the examined context?*
	C.2: *What factors influence the frequency of group work implementation in the examined context?*
D. Learning experiences	**D.1:** *What are the young learners' perceptions of their EFL lessons?*
	D.2: *Do specific listening and speaking activities have any impact on the learners' involvement in the lesson?*
	D.3: *Does the implementation of listening and speaking activities through group work have any impact on the learners' involvement in the lesson?*

These questions aim to address the complexity of the teaching-learning process in language classrooms in the urban Chilean context and thus attempt to fill the gap in existing knowledge, based on learning *outcomes* in TEYL in primary education.

---

[1] Examined context will be understood as the *urban Chilean EFL classrooms of young language learners.*

1.3 Research Context

This research project has been developed in the context of language teaching in urban classes of YLL in Chile. The aim of this section is to introduce the role of EFL in Chile. I start by briefly describing the Chilean educational system, which provides necessary information to better understand the introduction of EFL into the National Curriculum.

1.3.1 The Chilean education system

The Chilean education system is considered one of the most segregated in the world (Valenzuela et al. 2013; Committee of the Right of the Child 2015), and participation in the private schooling system is one of the highest among the OECD countries (Valenzuela et al. 2013; British Council 2015b).

This is mainly due to the market-oriented educational reforms established in the country during the Pinochet dictatorship (1973-1989) (Santiago et al. 2013). The main aspect of these reforms was to transfer the administration of schools from the MoE to the Municipalities, while opening the public education system to the private sector. "Established after 1980, subsidised schools are privately run and are recognised for 'their cooperation with the State's role in education'. They are primarily funded by the State and secondarily by the possibility of making charges to families" (Almonacid 2004:168). Since the dictatorship, the democratic governments have not structurally reversed this situation, making only superficial changes.

This scenario has left the country with three administrative entities for primary education (adapted from Santiago et al. 2013, p.15):

1. Municipal schools: public schools administered by the respective municipalities, generally with no entry requirements for pupils.

2. Subsidised schools: schools administered by private non-profit or for-profit organisations that receive a public subsidy per student of the same amount as municipal schools, but have the possibility to charge entry and monthly fees.

3. Private schools: schools administered by private non-profit or for-profit organisations that do not receive public subsidies. They tend to have entry requirements based on academic achievements by the pupils and the financial circumstances of the parents.

According to the MoE (Centro de Estudios 2013), in 2013 53.6% of students were enrolled in subsidised schools, and only 37.4% in the municipal system. In fact, the number of students attending municipal schools has "steadily decreased in the last 20 years" (Santiago et al. 2013, p.16).

Subsidised and private schools advertise their institutions, offering high standards of education quality. This situation has created a sense of correlation between the amount paid and the quality of education you obtain. A good example of this can be ascertained from the results of the System of Measurement of Quality of Education (SIMCE). This test was created in the 80s to "contribute to improving the quality and equity of education, reporting on the achievements of student learning in different areas of the national curriculum, and relating them to the school and social context in which they learn" (http://www.agenciaeducacion.cl/simce/que-es-el-simce/). Every year SIMCE results have shown that students in paid schools outperformed those in municipal schools (Montecinos et al. 2010, p.489). Consequently, SIMCE is used by schools as a marketing strategy to attract students and their families.

This segregated system based on family income has created a crisis in the educational system, in which education is understood as a commodity and not as a right. This has caused deep social discontent. The first national demonstrations began with secondary students in 2006, followed by the greatest student protest demanding quality and free education in 2011. Currently, in 2015, students and teachers continue to demonstrate for quality and equity of education in Chile.

The dictatorship reforms also affected teacher status in the eyes of Chilean society. These reforms compromised teacher education by downgrading the professional training from a university degree to a technical certification. Professional institutes that provided this certification had minimal academic entry requirements. After the Pinochet regime, teacher education returned to being a university qualification, but its academic entry requirements were still low. During the 2000s, scholarships were offered to high-achievers to enrol in teacher education programmes. Despite all these measures, Chilean teachers' status remains compromised. Bellei & Valenzuela (2010, p.258) provide a critical summary of the current situation:

> *"[…] in our country teaching is a discredited profession. With an increasing number of low quality universities and teacher training programmes, in which most of the students are low-achievers at school, with the lowest salaries among Chilean professionals, with in-service teachers perceiving that their work is not respected by the governmental authorities, and an extremely low social recognition."*

Given this context, the different governments after the dictatorship have attempted to bridge the gap of quality and equity in education, with scarce improvements (e.g. Committee of the Right of the Child 2015). One of the issues that have been considered to contribute to bridge this gap is the development of English skills.

1.3.2 English language teaching in Chile

Chile, as many other countries in the Americas, has developed programmes of language teaching in primary and secondary education. Many resources have been invested in developing English language skills at school level since the 2000s.

In terms of resources and materials, the MoE provides each student attending municipal and subsidised schools with course books for their English lesson, designed and adapted by publishing houses to the Chilean National Syllabus. It sets the overarching objectives that should be covered during the year, mainly oriented to developing communication skills. The National Syllabus has been developed based on "the Communicative Approach as well as some complementary lineaments from the Natural Approach, Cooperative Language Learning, Content-Based Instruction and Task-based Language Teaching" (Ministerio de Educación 2012b, p.1). It is consistent with the international standards of the Common European Framework of Reference for Languages (CEFR hereafter) because of the "series of clear and flexible descriptions of achievements in English, which are a great contribution when establishing the language learning objectives" (Ministerio de Educación 2012b, p.6). A syllabus for each year from primary to secondary has been developed by the MoE; however, schools have the right to create their own syllabi. Table 1.1 shows the National English Level Standards established by the MoE.

Table 1.1: National English Level Standards

LEVELS	CEFR	ALTE Level
Primary education 5th – 8th Grade	A2	Level 1
Secondary education 1st – 4th Grade	B1	Level 2
In-service teachers	B2	Level 3
New standard for initial teacher education	C1	Level 4

(Source: MoE website and British Council 2015)

The MoE has devised a plan of action to fulfil these requirements. In 2003 it created the *English Opens Doors Programme* (EODP hereafter) to encourage English learning and teaching in the municipal and subsidised system. In 2012, the EODP created a Pre-service Teacher Education Department which works together with the Universities with EFL pre-service teacher education programmes, and with the collaboration of the British Council and US Embassy (Ministerio de Educación 2015b).

Table 1.2 Summary of the EODP programmes to support EFL in Chile

Pre-service Teacher Education	In service Teachers	Students
· **Scholarships** · One semester abroad for Pre-service teachers. · **Seminars** · About ELT pre-service teacher education, with the participation of international experts as Head of Department and academics in pre-service teacher education programmes. · **Workshops and Consultancy in Regions** · Workshops for academics · Consultancy for Heads of pre-service teacher education department · **Network of Educators of Teachers of English** · Formed by Heads of pre-service teacher education departments and academics of the English language teaching programmes in Chile.	· **English Proficiency Certification** · Diagnostic Assessment · International Certification · **Courses** · Onsite English courses · Online English courses · Diploma in ELT · **Methodology Workshops, with the participations of national and international experts** · **Support from English-speaking volunteers in the classroom** · **Training meetings with teachers teaching English at rural schools** · Use of "It's my turn" · **Network of Teachers of English**	· **English Contests** · Spelling Bee (5th and 6th Grade) · Oral Presentations (7th and 8th Grades) · Debates (1st to 4th Grade secondary) · **English Camps** · Winter Holidays · Summer holidays · **Online English Courses**

(Source: Ministerio de Educación 2015b)

Among other things, this programme supports primary and secondary school teachers by providing training to improve their language skills, as well as teaching methodologies and strategies. According to the MoE (Ministerio de Educación 2015b),

in 2013 there were 8,709 school teachers teaching EFL. Table 1.3 shows a summary of the qualifications of the teachers working in the school system.

Table 1.3: Summary of teachers teaching EFL in Chile in 2013

	%	N
Primary teachers with EFL training	13%	1,090
EFL teachers with training in secondary education	68%	5,906
Other professional qualification with English language skills	5%	461
Other professional qualification with no English language skills	10%	855
No qualification	3%	264

(Source: Ministerio de Educación 2015b)

Most of the teachers working at schools are EFL specialists; however, almost a fifth has no EFL training. Therefore, the EODP role is crucial for supporting these professionals. From 2012 to 2014 over five thousand teachers voluntarily took the Cambridge Preliminary Test, and from these over a thousand obtained the First Certificate in English (Cambridge ESOL certification). In addition, 560 teachers took Diplomas in ELT for primary education between 2007 and 2014.

In 2010, for the first time the MoE assessed all *3rd Grade* secondary students (around 16 years old) in the country through SIMCE in English[2], which has taken place every two years since then. The 2014 results showed that, out of a maximum of 100 points, the average score was 51. Only 24.5% of the students attained in A1 or B2 in the CEFR; and of these students, only 1.5% belonged to the low socio-economic group and 7.2% to the medium-low socio-economic group (Agencia de Calidad de la Educación 2015).

In April 2015, the MoE launched a plan called Strengthening English Teaching-Learning in Public Education 2015 (*FEP Inglés* in Spanish). This plan involves a pilot

---

[2] In 2010 the test used for SIMCE in English was *TOEIC Bridge*, a standardised test that measured only reading and listening skills. The 2012 and 2014 version of the test was created by Cambridge ESOL examinations (Agencia de Calidad de la Educación 2014).

programme with 300 schools (Fig 1.1) nationwide. There are two main strands: Continuous Professional Development and Support of the Teaching-Learning Process inside and outside the classroom.

Figure 1.1: Strengthening English Teaching-Learning in Public Education 2015
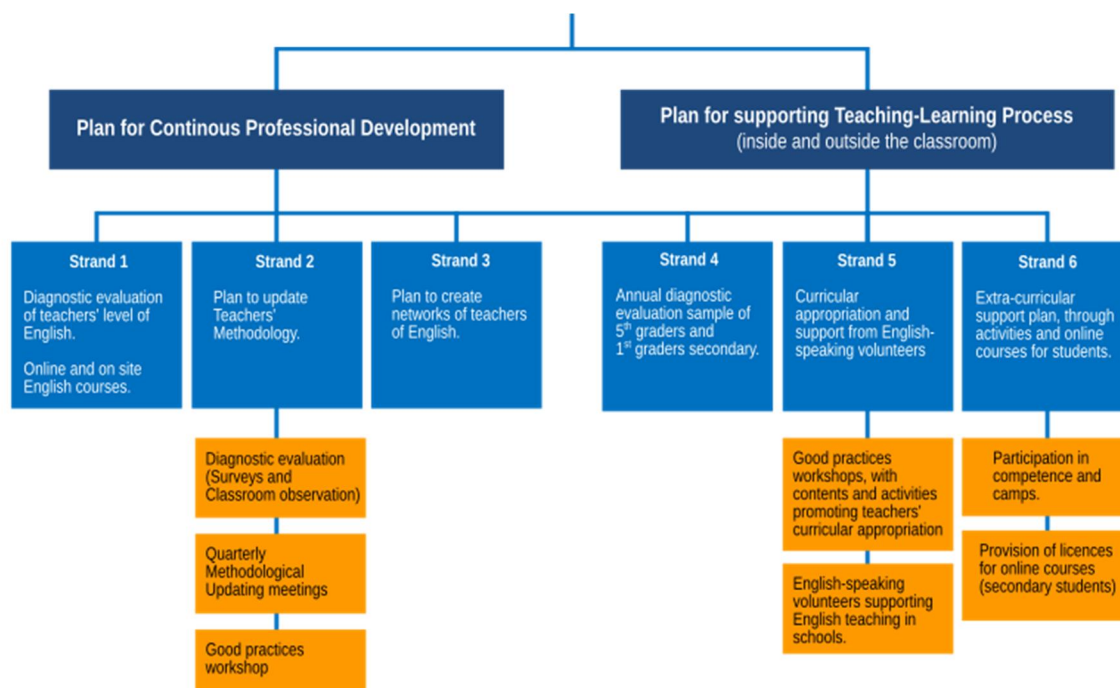
(Source: Ministerio de Educación 2015b)

This plan involves the work of international scholars and networks of teachers of English. The innovative approach involving joint work between teachers and academics allows the inclusion of local expertise, changing the way policy has been implemented so far.

Recently, the British Council (2015b) published a report entitled *English in Chile*. It gathered data by conducting an online survey, in which two sample groups participated: members of the general Chilean population and employers. Similarly, interviews were conducted with different actors, such as governmental officers, human resource and recruitment professionals, and English language learners at undergraduate level. Some of the key findings from this report are:

- There is a general positive correlation between English language ability and education attainment, private schooling and household income.

- Academic requirements are the strongest catalyst for English learning: the most common reasons for learning English are that it was mandatory in secondary school (61%) or primary school (43%) or that it was necessary for university (33%).

- Chilean students who are confident in their English writing, reading and speaking skills attribute this to self-motivation and personal language practice.

- The largest barriers to learning English are cost and a lack of access to government-funded programmes.

- The majority of non-learners (82%) would study English to improve their employment prospects, and both learners and non-learners tend to view English as a tool for greater employability.

- English learners feel that the biggest value of English is in being able to communicate with more people.

- Almost a third (30%) of the employers surveyed offered English language training opportunities for employees. Chilean employers largely feel that English is essential for management-level staff, and 48 per cent feel that it is an essential skill in general.

(British Council 2015b, p.8)

The British Council also identified that some of the factors limiting English language learning are shortage of qualified teachers, income inequality, limited exposure to English, and negative attitude and low motivation.

Even though the EODP is an example of efforts to improve the language skills of their primary and secondary students (British Council 2015b), little has been done to explore and investigate what happens in the Chilean EFL classroom.

1.4   Organisation of the thesis

This thesis consists of five parts, organised in ten chapters. This Part I (Chapter 1) has outlined the rationale and research objectives, and described the investigated context. Part II reviews the literature on young language learners (Chapter 2); large classes (Chapter 3); group work (Chapter 4); and TEYL in urban contexts in Chile (Chapter 5). Part III (Chapter 6) presents the design of this research project, referring to its participants and the different processes and instruments of data collection. Part IV outlines the data analysis process (Chapter 7), and displays the findings (Chapter 8). Part V discusses these results (Chapter 9), and Chapter 10 summarises this investigation, outlines its limitation and strengths, suggests implications for research, policy and practice, and provides concluding remarks.

PART II: LITERATURE REVIEW

It will be recalled from 1.2 that this research project aims to identify the factors involved in the language classroom of young learners in Chile, and the way they affect the teaching-learning process. In the following five chapters, I review theoretical literature on children learning language, large classes, group work in the EFL classroom, and EFL in the Chilean primary curriculum. More specifically, in Chapter 2, I present characteristics of young language learners and discuss their role in the learning process. In Chapter 3, I review the challenges and opportunities for language learning in large classes. In Chapter 4, I provide a definition and the advantages of group work, as a suggested strategy to deal with large classes. Finally, in Chapter 5, I review the language policy in Chile for primary education, as well as identifying the most relevant issues about teaching EFL for young learners in urban Chile.

Chapter 2: Young Language Learners

2.1   Introduction and structure of chapter

Developing listening and speaking skills has been suggested as a starting point to improve the motivation for learning EFL from an early age (e.g. Halliwell 1992). During the last couple of decades a tendency has emerged which involves including foreign language learning as part of the early primary curriculum. However, just recently, some interest has been shown in exploring young language learners' classrooms and perspectives in this regard.

This section reviews the current literature on children learning languages. Firstly, I start by defining young language learners (2.2), and describing their developmental characteristics and their role as social actors (2.2.1 and 2.2.2). Secondly, I identify the most relevant issues about research *on* and *with* young language learners of English (2.2.3) and the relevance of their voice as part of classroom research (2.2.3.1). Thirdly, I introduce a detailed review of the literature and research on the development of listening and speaking skills of young language learners (2.3) and the activities suggested for this purpose (2.3.1). Then I review the methodological considerations and present the implications for the current research project study (2.4). Finally, in 2.5, I summarise the main issues discussed in the chapter.

2.2   Definition of Young Language Learners

Young Language Learners (YLL hereafter) will be understood in this research project as those from 5 to 11 years old. Children of this age are developing their language and cognitive skills. A case will be made below as to why they need to be considered as a

particular group of learners, especially because their learning experiences and motivations are different from adults and teenagers (Nikolov 1999b; Moon 2005b; Pinter 2011; Sevik 2012).

The following sections (2.2.1, 2.2.2 and 2.2.3) describe their specific characteristics as language learners in regards to their cognitive and social growth, as well as their role in their own learning process.

2.2.1 Young Language Learners' developmental and social characteristics

From a developmental perspective, YLL are in a state of change. They are developing cognitively, building up their first language skills, and are in the process of acquiring social and conversational skills from the world around them (Piaget 1929; Loyd 1990; Wood 1998; Berk 2005).

YLL are continuously learning about the world through social interaction. From their experiences before school, children seem to have developed communicational skills for familiar contexts; however, the classroom environment and the teacher should enable them to develop new skills through interaction with other adults and peers (Vygotsky 1978). As their cognitive skills are growing and changing, at the beginning of their school experience their attention span tends to be very short, around fifteen minutes, and they are prone to be easily distracted (McKay 2006). Later, as they are in contact with more stimuli, they tend to adapt and become able to focus their attention for a longer period of time, organising and classifying the information they receive (Wood 1998; Pinter 2011).

During this period, children are still developing their mother tongue. Therefore, they give the impression of not being able to reflect on or compare their own language with a

new one. Furthermore, at the beginning, they seem to be still discovering the school-classroom context, and the interactional-conversational skills it requires (Clark 1990; McKay 2006; Lightbown & Spada 2013). Additionally, it has been suggested that the strategies children tend to use to discover and decode their first language could be useful for learning a foreign language, if they are guided to the new language through a focus on meaning and engagement (Wood 1998; Pinter 2006).

The above description about YLLs features has been validated by scholars through research in EFL or ESL (e.g. Cameron 2001; Moon 2005a). From a developmental perspective, children follow a set of stages of incomplete competence until adulthood. Therefore, they are more likely to be considered passive objects in social interactions, leaving little room for taking into account their perspectives on their own learning and life experiences (Woodhead & Faulkner 2008; Pinter 2014). The following section addresses a perspective that challenges the idea of YLLs as "incomplete beings" and understands their role as active in the learning process.

2.2.2 YLLs as social actors

In the last decade a new standpoint has emerged from sociology, *New Sociology of Childhood*. It defines children as social actors, who are able to contribute to portraying their everyday life and understandings (James et al. 1998). James et al. (1998) refer to children as social actors "conceiving the child as a person, a status, a course of action, a set of needs, rights and differences" (ibid: p.207). They also describe the child as a socially constructed part of "the local rather than global phenomenon, with a tendency to be extremely particularistic" (ibid: p.214).

Supporters of this approach argue that children are capable of providing useful and reliable insights into their own lives, as well as being resourceful and knowledgeable,

especially concerning their own experiences (Christensen & Prout 2002; Christensen & James 2008; Mayall 2008).

Following this approach to researching with children, some points relevant to the current research project have been made. Firstly, this approach should be considered as a standpoint which complements developmental perspectives. According to Woodhead & Faulkner (2008), considering children as social actors and active participants does not mean that their developmental features should be ignored. The authors suggest looking beyond the dichotomies and embracing the idea that "children are 'becoming' at the same time they are 'beings'" (ibid: p.35). Secondly, it is necessary to create instruments that allow researchers to involve children. In her paper regarding hearing children's voices in policy matters, Roberts (2003) argues that mechanisms need to be devised in order to be able to learn from successful experiences, and effectively involve children and young people in the policy making process (ibid: p.34).

The following section identifies research carried out in the field of YLL, determines the benefits for YLLs when learning EFL, and explores the advantages of considering YLLs voice as part of language classroom research.

2.2.3   Research and Young Language Learners of English

The last few decades have seen a definite increase in the number of countries that have incorporated EFL in their Primary Education compulsory curriculum. In the *Survey of Policy and Practice in Primary English Language Teaching Worldwide*, Rixon (2013) addresses this rapid expansion as "a process which has continued without a saturation point yet being approached, or, as this survey reveals, a satisfactory state of affairs being arrived at in all contexts regarding quality of provision or levels of attainment" (ibid: p.4). For this survey the British Council contacted its local offices or significant professional associations in the area of TEYL in 64 countries. According to it, by 2013 a fourth of the countries in Latin America had introduced TEYL as part of their official curriculum, with an average starting age of 6 years old. In a review regarding the practices in TEYL, Garton et al. (2011) surveyed teachers in 144 countries, contacted by regional British Council offices and researchers' professional contacts, and observed classes in five continents. They found that teachers rate national curricula as useful when planning their lessons, showing that governments and policy makers have a great impact on the way EFL is taught.

For some researchers, however, it seems that the inclusion of EFL from an early age is based on 'anecdotal evidence' regarding age and foreign language learning. In this regard, Marinova-Todd et al. (2000) claim that the supposed effectiveness and expectations about early foreign language learning are actual misconceptions or not realistic. In particular, in regards to the existence of a critical period in second/foreign language learning, they assert that older learners are able to efficiently learn a foreign language; thus, children's 'biological readiness' should not be the reason for introducing it from an early age (ibid: p.10).

Nevertheless, there are other factors, apart from biological readiness, that would support the introduction of foreign language to young learners. The main elements are that TEYL encourages motivation (Pinter 2006; Drew & Hasselgren 2008), expands intercultural experiences (Pinter 2006), and enhances the use of the language in action (Ellis & Heimbach 1997; Cameron 2001; Cameron 2003; Moon 2005a; Láng 2009).

Furthermore, TEYL is also supported by the characteristics of young learners' cognitive and social development, which, according to a developmental perspective, would aid in learning a foreign language. Firstly, research findings suggest that children possess the ability to construct meaning from the context even when they do not understand each word individually. In studies focusing on children's understanding of stories in a foreign language, Medina (1990), Kolsawalla (1999) and Peñate and Bazo (2001) showed that YLL were able to follow stories when these were supported by gestures, rhythmic phrases and repetitions. Moreover, some researchers (Halliwell 1992; Cameron 2001; Láng 2009) argue that this ability to make sense of sounds is derived from children's acquisition of their mother tongue.

Secondly, children's learning of a foreign language will depend on their opportunities to experience the language. For example, Brewster, Ellis and Girard (2002), Moon (2005a), Linse (2005), Pinter (2006) and Akikan & Taraf (2010) agree that children learning a foreign language benefit from the input through interaction, where they are involved in language use, and where learning is implicit. Ellis and Heimbach (1997) carried out an experiment about meaning negotiation on young children's vocabulary acquisition in a second language, finding that negotiation aided comprehension. In another related instance, Monsalve and Correal (2006) found in Colombia that the possibility of relying on previous knowledge, as well as exploring imaginary worlds, were key elements for children bonding with a foreign language. Thus, the more

24

possibilities children have of being exposed to the language in a meaningful context, as well as to using it for a specific purpose, the more effective the learning process becomes.

This last point is closely connected to classroom experiences in EFL. The creation of an appropriate learning environment for EFL seems to be critical in terms of the effectiveness of an early start, particularly with regards to exposure and motivation. Carmen Muñoz's work (2006; 2008; 2011; 2014a) provides interesting insights, particularly regarding the opportunities children have to experience the target language in a foreign language context. The researcher and her team were in charge of the Barcelona Age Factor (BAF) project, which was a longitudinal project carried out with Catalan-Spanish speakers in Spain. The investigation used different instruments to measure the levels of attainment of learners starting EFL instruction at schools at the age of 8 and 11 three times over six years. Muñoz's (2006) findings suggest that older learners learn faster and more effectively than early starters, attributing this difference to the role of cognitive development. The author argues that younger learners take advantage of implicit learning, which "improves with practice, but occurs slowly and requires massive amounts of exposure" (ibid: p.33), but which is not the case for formal foreign language learning. Muñoz asserts that, at school, limited time and input is given to the foreign language; therefore, children "may not have enough time and exposure to benefit from the alleged advantages of implicit learning" (Muñoz 2006, p.33). Furthermore, classroom experiences are also likely to be related to motivation. For instance, in a longitudinal study on Hungarian students, Nikolov (1999b) found that children's motivation for learning EFL was highly dependent on their experience in the classroom, as well as on their teachers' personalities.

Some features have been registered in the literature as expected from competent YLLs teachers. Firstly, teachers TEYL need to be knowledgeable about children's learning and thinking processes (Cameron 2001; 2003; Moon 2005b; Pinter 2006), as well as pedagogy and appropriate teaching strategies (Harmer 2001; Moon 2005a). Secondly, they have to have a proficient level of English and be fluent in oral skills (Cameron 2003; Enever & Moon 2009). Cameron (2003) also argues that they have to be qualified to teach literacy in English, and emphasises the need for adaptive skills, in order to "be alert in [children's] responses to tasks, adjusting activities and exploiting language learning opportunities that arise on the spot" (ibid: p.111). In regards to the learning environment, scholars agree that YLL teachers need to provide a classroom environment that makes children feel secure (Nikolov 1999b; Onat-stelma 2005; Stelma & Onat-Stelma 2010; Lundberg 2006), supports their self-confidence (Nikolov 1999b), and provides meaningful contexts for language learning (Cameron 1994; Onat-stelma 2005; Lundberg 2006). Stelma & Onat-Stelma (2010) and Lundberg (2006) also point out that these teachers need to validate children as active "stakeholders" and "effective contributors" to their own language learning process. Finally, some authors (Scott & Ytreberg 1990; Yıldırım & Doğan 2010; Büyükyavuz 2013) have mentioned some personality features, such as being patient, caring, and able to mime, act, sing and draw, as part of the professional competences expected from YLLs teachers.

For children to take advantage of foreign language teaching, different strategies and techniques have been suggested as appropriate for their cognitive development. Brumfit et al. (1991), Brewster et al. (2002), Cameron (2003) and Moon (2005b) point out that competent YLL teachers, age-appropriate methodology and curricula, as well as sufficient hours of exposure to the language, are crucial elements in TEYL.

Nevertheless, not much has been said in regards to the role YLLs play as active participants in their own language learning process.

2.2.3.1.   YLLs' voice as part of language classroom research

Within applied linguistics and the field of language learning, there are very few studies to date that have been carried out with children, and which acknowledge children as active participants (Pinter 2014). According to Pinter (2014), incorporating children as agents in research is beneficial for all parties involved, as it challenges the adult-centred knowledge structure, and may contribute new questions and perspectives about the language learning process.

Considering this, alternative ways to approach data collection and involve children in research have been developed. Group interviews, focus groups (Yáñez & Coyle 2011; Pinter & Zandian 2012; Pinter & Zandian 2014; Sayer & Ban 2014) and surveys (Yıldırım & Doğan 2010) are frequently used in researching with children. The data collection processes have focused on challenging the power gap in adult-child interaction. In their article about a group interview with children carried out in Cameroon, Kuchah & Pinter (2012) showed that, by breaking the traditional power relations between children and the adult, YLLs were able to challenge the adults' perspective on the features of "good teaching", thus modifying the research project (Kuchah & Pinter 2012).

Other methods, such as metaphor analysis or exploration of narratives, have also been successfully used for revealing overlooked aspects of language learning. In their work on learning motivation among Chinese primary learners aged 7 to 9, Jin et al. (2014, p.291) used metaphor elicitation by "using some games with picture cards, coloured cards, or role playing to encourage the children's imagination for metaphor creation". In

these group or individual conversations, children were prompted with examples from their family life and encouraged to say whatever they wanted. According to Jin et al. "this method appears to be more revealing than a standard interview format" (ibid: p.296) for providing access to information regarding underlying motivational elements of EFL. Besser & Chik (2014) explore the identity narratives of Hong Kong primary-school children (aged 10-12) through photo–elicitation. Children used disposable cameras to take photos of opportunities for learning English. The photos collected were discussed in groups "giving insights into the participants' English identities" (ibid: p.302) and bringing the relevance of cultural values into YLLs' English learning experiences.

Finally, in a study carried out by Turek (2013), the participatory role of YLLs contributed to the design of a research instrument. A drawing task was designed by the researcher to be presented to children. YLLs' contributions and comments on the instructions made these tasks "child-friendly" (ibid: p.38), validating the data collection instrument and making findings more reliable. The findings presented here could not have been unveiled through traditional methods.

In the previous sections, I have defined and described YLL. I have also pointed out the relevance of children's role in their own learning process. In the following section I focus in detail on the activities suggested in the literature for developing listening and speaking skills in the classroom.

2.3   TEYL: Developing listening and speaking skills

Listening seems to be one of the first skills to be developed in YLLs, mainly because they encounter the new language and interact with it through audition, with the teacher as the main source of input (Cameron 2001; Medina 2002; Moon 2005b; Pinter 2006). Moreover, according to Linse (2005) and Çakirgu (2004), listening skills development is also helpful for building up literary skills later on.

From research, some techniques and strategies have been suggested as effective for developing listening skills of YLLs. For instance, in a quasi-experiment on using digital stories for developing listening comprehension in TEYL, Ramirez and Alonso (2007) found that, through digital stories, children were able to focus their total attention on stories, as they could play them as many times as they needed in order to enhance their listening comprehension. Similarly, Goh and Taib (2006) found that metacognitive instruction increased YLL confidence when completing listening tasks.

Speaking is generally considered a consequence of listening skills. It needs, however, much more support in order to be developed, rather than just comprehensible input (Cameron 2001) and interaction. For instance, Shintani (2011) carried out an experiment comparing the effects of input-based and output-based instruction on the acquisition of vocabulary of EFL YLLs in Japan. Her findings suggest that learners in the input-based instruction group outperformed the output-based instruction group in both comprehension and production tasks, despite having had less opportunities for production. In this regard, scholars (Çakir 2004; Monsalve & Correal 2006; Gordon 2007) suggest three key elements are necessary for children to be able to speak a foreign language: guidance, modelling and meaningful contexts. This means that teachers need to be clear on what is expected from YLLs, in order to guide and support them to

express themselves orally. Similarly, teachers should provide simple language for children to imitate within a purposeful and meaningful context (Broughton et al. 1980; Bourke 2006; Pinter 2006). In her report on how actual structures of a task determine the way YLLs interact, Pinter (1999) identified that children repeated phrases they feel comfortable with. These findings refer to situations that are familiar to children's real-life environments (Nunan 2011).

Thus, even when these skills effectively respond to children's cognitive development, with literacy skills still in progress, YLLs need guidance to achieve them successfully. The literature on TEYL suggests approaches, techniques, and strategies to support YLLs in their listening and speaking skills development.

2.3.1   Activities for developing listening and speaking skills

Literature regarding TEYL offers a series of strategies and activities to develop these primary language skills in children. Garton et al.'s (2011) investigation of TEYL global practices showed that teachers used a wide variety of activities in their classes, including listening to a tape-recorder/CD, reading aloud, playing games and singing popular songs. These are consistent with the literature in TEYL, and the focus given to a meaningful context for language usage. A summary of the activities most commonly mentioned in the literature as effective for developing listening and speaking skills can be found in Table 2.1.

Table 2.1: List of the activities commonly mentioned as effective for developing YLL listening and speaking skills

Activity Type		Activity Description
Pre-while-post listening approach		• Pre-listening to introduce schematic knowledge. While-listening (gist; 2nd listening: more detailed; 3rd listening: True-False statements). Post listening: inferring vocabulary or expressions from the context (Hedge 2000; Medina 2002; Yuliana 2003; Lynch 2009) and reflection on the listening experience (Goh & Taib 2006).
Short responses		• Identifying exercises (listening for details), tick off items, T/F statements, listening to a description and identifying objects among the pictures, listening for mistakes (Scott & Ytreberg 1990; Ur 1999; Gabrielatos 1998). • Listen to a description and identify the mistake in the pictures (Scott & Ytreberg 1990; Halliwell 1992).
Interviews and questionnaires		• Create questionnaires (Scott & Ytreberg 1990) . • Likes-dislikes chart. *In your class who..?* Go around asking questions to find out about other students. Identikit. Based on info given ask question and complete the chart (Nixon & Tomlison 2001).
Listen and Do	*Total Physical Response*	• Obeying instructions, actions; responding to sounds, put up hands (Scott 1980; Scott & Ytreberg 1990; Gerngross & Puchta 1994; Brewster et al. 2002; Çakir 2004; Linse 2005; Pinter 2006; Gordon 2007; Homolová 2010; Nunan 2011; Cakir 2014) • No overt response: body language to see if they are following (Ur 1996). Yes/No cards (Linse 2005) • Colours: cards+numbers+stand up (Delamain & Spring 2003)
	Arrange	• Listening and putting elements (pictures, sentences, vocabulary, etc.) in order (Scott & Ytreberg 1990; Brewster et al. 2002; Yuliana 2003; Çakir 2004; Shintani 2012)
	Draw or Colour	• Describing an object in pairs following instructions (Halliwell 1992; Çakir 2004) . • Following instruction, finding the appropriate number (Scott & Ytreberg 1990; Brewster et al. 2002; Linse 2005; Pinter 2006)
Role play		• Playing different roles such as in a shop or cafe (Scott & Ytreberg 1990; Grugeon et al. 2001; Kim & Kellogg 2007) • Finger plays (Linse 2005) • Dialogues (Broughton et al. 1980; Scott & Ytreberg 1990; Brewster et al. 2002; Linse 2005)
Rhymes, songs, chants		• Listening and repeat rhymes and songs. Presenting the song activating previous knowledge and prediction on the topic, taking turns to sing sections involving children in singing along (Broughton et al. 1980; Scott & Ytreberg 1990; Medina & Hills 1990; Halliwell 1992; Fonseca Mora 2000; Yuliana 2003; Brewster et al. 2002; Çakir 2004; Forster 2006; Linse 2006; Homolová 2010; Nunan 2011; Coyle & Gomez Gracia 2014) • Mini-musical (Medina 2002; Yuliana 2003)
Games		• *What's the time Mr Wolf?*, memory game, hide and seek, musical chairs, freeze (Broughton et al. 1980; Rixon 1991; Halliwell 1992; Brewster et al. 2002; Yuliana 2003; Çakir 2004; Linse 2005; Bourke 2006; Moon 2005a; Tomlinson & Masuhara 2009).
Storytelling		• Listening to stories and the make up together. Listening to stories and miming them (Scott & Ytreberg 1990; Cameron 1994; Kolsawalla 1999; Brewster et al. 2002; Linse 2005; Nunan 2011; Ellis & Brewster 2014). • Matching phrases and pictures. Guessing, cards + going to. Grasp the key info (Halliwell 1992; Delamain & Spring 2003). • Telling students a fable and asking them to identify the moral of the story. Giving different written fables to different groups. Discussing the understanding in groups. Writing vocabulary on the board. Reorganising the groups with students reading and reporting on what they have read. Drawing (Shamim et al. 2007).

Scholars generally agree on the characteristics of the learning environment and the techniques that would facilitate children's learning of EFL. Interestingly, these strategies can be summarised into five main ones: storytelling, games, songs, role play, and *listen and do* activities. According to the literature, these five respond to children's developmental stages and familiar world; thus, they would facilitate foreign language learning. A summary of their benefits for TEYL is presented in Table 2.2.

Table 2.2: Summary of TEYL Strategies and their Benefits

Methodological technique	Benefits for TEYL
Storytelling	They provide exposure to the language with great focus on meaning, creating a real use of the target language and implicit learning (Medina & Hills 1990; Halliwell 1992; Gerngross & Puchta 1994; Kolsawalla 1999; Brewster et al. 2002; Çakir 2004; Láng 2009; Pinter 2006; Nunan 2011; Ellis & Brewster 2014).
Games	They are purposeful and familiar activities for children, which provide a meaningful and comfortable environment for the target language use (Rixon 1991; Halliwell 1992; Brewster et al. 2002; Çakir 2004; Linse 2005; Mourao 2014; Moon 2005a; Tomlinson & Masuhara 2009).
Songs	They are enjoyable listening practice in which repetition makes input salient entertainment (Scott & Ytreberg 1990; Medina & Hills 1990; Halliwell 1992; Brewster et al. 2002; Homolová 2010; Nunan 2011; Cakir 2014; Coyle & Gomez Gracia 2014). They give children the opportunity to join in when they feel comfortable to do so. In this safe environment they reproduce chunks of language as part of their routine, communicating meaning (Scott & Ytreberg 1990; Rixon 1991; Medina 2002; Yuliana 2003; Cakir 2014).
Role play	It enhances children's motivation to imitate and to pretend. It gives them the opportunity to follow a pattern of language use, with enough support to practice it, to later be varied into spontaneous use (Scott & Ytreberg 1990; Cameron 2001; Linse 2005; Pinter 2006; Kim & Kellogg 2007).
Listen and Do activities	Children know the world and therefore learn by interacting with it. Their involvement in actions such as drawing, moving around, ordering, etc. allow them to experience the language in a meaningful and purposeful way (Halliwell 1992; Brewster et al. 2002; Çakir 2004; Linse 2005; Pinter 2006; Gordon 2007; Homolová 2010; Nunan 2011; Pinter 2011).

2.4   Methodological considerations and implications

As evidenced from the above reviews (2.3), there have been a number of SLA and language learning studies in which young learners "listening" and "speaking" skills development and "vocabulary" learning, as well as "attitudes" and "perceptions", were relevant themes. Table 2.3 below provides a concise overview on the focus, type, context and participants of the studies reviewed. The main design features and findings of these studies can be found in the Appendices (CD).

Table 2.3: Focus, type, context and participants of studies reviewed

	Study	Focus	Type of Study	Context[3]	Participants
1.	Medina, S. L. 1990.	Vocabulary / Listening	Experimental	US, EAL	Children in 2nd grade elementary school.
2.	Carpenter, K., N. Fuji, and H. Kataoka. 1995.	Speaking	Experimental	JFL	Children aged 5-10.
3.	Ellis, R., and R. Heimbach. 1997.	Vocabulary	Experimental	Japan, ESL	Kindergarten children.
4.	Kolsawalla, H. 1999.	Vocabulary	Case study - experiment	UK, EAL	Children aged 5-6.
5.	Nikolov, M. 1999a	Attitudes	Ethnography	Hungary, EFL	Children aged 6-14's perspectives
6.	Nikolov, M. 1999b.	Speaking	Observational	Hungary, EFL	Children aged 6 to 14, from 1st to 8th grade.
7.	Pinter, A. 1999.	Speaking	Experimental	Hungary, EFL	Children aged 10.
8.	Rea-Dickins, P., and S. Rixon. 1999.	Perspectives	Survey	Worldwide, mainly Europe, EFL.	Teachers and teacher trainer primary.
9.	Peñate, M., and P. Bazo. 2001.	Listening	Quasi-experimental	Spain, EFL.	4th grade, primary school children
10.	Carless, D. 2002.	Speaking	Observational	Hong Kong, EFL	Primary students aged 6 – 7.
11.	Kiss, C. & Nokolov, M. 2005.	Attitude	Attitude Test design	Hungary, EFL	12-year-old children, primary schools.
12.	Goh, C., and Y. Taib.2006.	Listening	Experimental	Singapore, ESL	Primary students aged 11- 12.
13.	Lundberg, G. 2006.	Listening / Speaking	Action research	Sweden, EFL.	In-service Teachers.
14.	Monsalve. S., and A. Correal. 2006	Speaking	Case-study	Colombia, EFL	Children aged 8-10.
15.	Muñoz, C. 2006	Listening Speaking Reading Writing	Longitudinal	Spain, EFL	Learners aged 8, 11, 14 and over 18.

[3]ESL – English as a second language; EFL – English as a foreign language; EAL – English as an additional language; JFL – Japanese as a foreign language.

16.	Butler, Y. 2007	Listening	Experiment	Korea, EFL	Grade 6 students.
17.	Kim, Y & Kellogg, D. 2007.	Speaking	Discourse analysis	Korea, EFL	6th Year and 5th Year children.
18.	Llinares Garcia, C. 2007	Speaking	Experiment	Spain, EFL.	Children aged 5, pre-school.
19.	Ramírez, D., and I. Alonso. 2007.	Listening	Quasi-Experimental	Spain, EFL.	Children aged 6.
20.	Szulc-kuspaska, M. 2007.	Speaking / Listening	Observational	Poland, EFL.	Pre-service teachers.
21.	Ali, M. F. 2008.	Listening	Experimental	Saudi Arabia, ESL.	Children aged 10.
22.	Mihaljević Djigunović, J, Nikolov, M. & Otto, I. 2008.	Listening	Ex Post Facto study	Croatia and Hungary, EFL	8th Graders, students aged 14.
23.	Shak, J. & Gardner, S. 2008.	Attitudes	Intervention, mixed methods	Brunei, ESL.	Children aged 9-12.
24.	Tellier, M. 2008.	Vocabulary	Experimental	France, EFL.	Children aged 4-5
25.	Djigunovic, J. 2009.	Attitude	Comparative longitudinal	Croatia, EFL.	Learners from 1-8 Grade.
26.	Láng, K. 2009.	Listening / Speaking	Review	EFL	Primary students aged 6-14.
27.	Nagy, K. 2009.	Attitudes	Longitudinal	Hungary, EFL	Children aged 10-11, grade 4 and 5.
28.	Arıkan, A & Taraf, H. 2010	Vocabulary / Grammar	Experimental	Turkey, EFL	4th Grade pupils.
29.	Lefever, S. 2010.	Listening / Speaking	Ex Post Facto study	Iceland, no EFL in the curriculum	Children (aged 7-8) at Grade 3 primary school.
30.	Shehadeh, A. & Dwaik, R. 2010.	Vocabulary	Exploratory testing	Palestine, EFL.	Primary education, learners aged 11-13 years old.
31.	Yıldırım, R. & Doğan, Y. 2010	Perspectives	Survey	Turkey, EFL.	4th grade learners, aged 10-11.
32.	Lopriore, L. 2011.	Attitude / Listening	Longitudinal, mixed methods	Croatia and Italy, EFL	Children aged 6-7.
33.	Lopriore, L. & Mihaljević Djigunović, J. 2011.	Attitude / Listening / Speaking	Longitudinal, mixed methods	Croatia and Italy, EFL	Children aged 6-7.
34.	Shintani, N. 2011.	Vocabulary	Experimental	Japan, EFL.	Children aged 6-8 .
35.	Turányi, Z. 2011.	Vocabulary	Observational	Hungary, EFL.	1st grade children and their EFL teacher.
36.	Yañez, L. & Coyle, Y. 2011.	Perspectives	Focus group / Interviews	Spain, ESL/EML	Children aged 8, NS and NNS.
37.	Pinter, A. & Zandian, S. 2012.	Perspectives	Interview	UK, EAL	Final year of primary children aged 11.
38.	Shintani, N. 2012.	Vocabulary	Experimental	Japan, EFL.	Children aged 6.
39.	Jin, L et al. 2013	Attitude	Metaphor analysis	Singapore, EAL/Dyslexia	Children with dyslexia aged 8-14.
40.	Kuchah, H. & Pinter, A. 2013.	Perspectives	Group Interview	Cameroon, EFL	Children aged 10-11 year old.
41.	Mihaljević Djigunović, J. 2013.	Attitude / Listening	Longitudinal	Croatia, EFL	Children from grade 2 to grade 4.
42.	Turek, A. 2013.	Perspectives	Cross-sectional, largely qualitative study	Central European language school, EFL.	Children aged 7-11.
43.	Besser, S & Chik, A. 2014	Identity	Explorative Narratives	Hong Kong, EFL	Primary-school children aged 10-12.
44.	Butler, Y. et al. 2014	Vocabulary	Experiment	EFL, Japan	Children aged 4-12.

45.	**Coyle, Y. & Gomez Garcia, R. 2014**	Vocabulary	Experiment	EFL, Spain	Children aged 5-6, in a semi-private school.
46.	**Jin, L et al. 2014.**	Attitudes	Metaphor analysis	China, EFL	Children aged 7-9, Y1 and Y3.
47.	**López-Gopar, M. 2014.**	Attitudes	Ethnographic action research	Mexico, EFL	Children aged 12.
48.	**Mourao, S. 2014.**	Speaking	Observational	Portugal, EFL	Pre-primary children.
49.	**Oga-Baldwin, W.L.Q. & Nakata, Y. 2014.**	Speaking	Observational	Japan, EFL US, JFL	Children aged 5 to 12.
50.	**Pinter, A. & Zandian, S. 2014.**	Perspectives	Interview	UK, EAL	Final year of primary aged 11.
51.	**Roberts, T. 2014.**	Speaking	Review	Worldwide, SLA	
52.	**Sayer, P. & Ban, R. 2014.**	Perspectives	Group interview	Mexico, EFL.	Primary school, 10-11 years old.
53.	**Yim, S. 2014.**	Attitude	Survey	Korea, EFL.	Primary school learners.

It can be observed from Table 2.3 that:

- Almost all of the recent studies in young learners were carried out in the contexts of EFL, either in Europe (28) or in Asia (13), with only a few in the context of Latin America (3);

- A third of studies on young learners took the form of experimental design (17 out of 51) or observational design (7). From these, only one involved teachers' and learners' perspectives (Turányi 2011);

- Three studies had a mixed methods design; however, only one of these involved an intervention project (Shak & Gardner 2008);

- The majority of studies were carried out with YLLs as objects of inquiry (32), with almost a third of those focusing on the children's perspectives (12).

- From these investigations, only 4 involved children in early primary schools aged less than 10 years old.

The present research project differs from the research already conducted on TEYL in two major respects. These are:

- It aims to research an EFL context which has not been investigated so far, as it focuses on classrooms in Chile, where young learners learn EFL as part of their compulsory curriculum in urban schools, and not in private language institutions;

- It involves young learners— aged 9— and EFL teachers as the main participants. To date, there have only been few studies which have taken into account both learners' and teachers' perspectives (Turányi 2011; Kuchah 2013).

2.5   Summary

In this chapter I have defined YLLs as a different group or learners with distinct cognitive and social features (2.2 and 2.2.1). In addition, I have established that children have an active role in society, and the relevance of their perspective for language learning research (2.2.3). I have also reviewed the reasons for focusing on developing listening and speaking skills of YLLs (2.3) and summarised the activities frequently suggested for encouraging their development (2.3.1). Finally, I have recapped the research carried out so far in the field of TEYL and the contributions of my research project to the current literature (2.4).

As presented in Section 2.4, little has been said regarding the implementation of TEYL activities in large classes. Given the learning environment worldwide, large classes and the context in which learning takes place needs to be considered in order to take advantage of an early start. The next chapter focuses on large classes. Specifically, its definition and research conducted in this area.

Chapter 3: Large Classes

3.1   Introduction and structure of chapter

Attaining the goal of improving language learner competences through an early start is likely to prove a difficult task, due to, among other reasons, disregard of the teaching-learning context. Moreover, EFL tends to be taught as a school subject inside a non-English-speaking environment, where English is rarely found outside the classroom (Cameron 2003; McKay 2003; Muñoz 2006; Haggis 2008a; Bailey 2008; Enever & Moon 2009; Muñoz & Singleton 2011; Quintero Gorzo & Ramirez Contreras 2011).

This chapter focuses on the literature of class size, in particular on large EFL classes. I start by defining the concept of large classes (3.2) to then focus on the research carried out in this context (3.2.1). A detailed review of the challenges and opportunities of large classes is presented in 3.2.1-I and II. Following these main points, I delineate the methodological considerations for the current project and their implications. Finally, in 3.4 I summarise the key points discussed in this chapter.

3.2   Definition of Large Classes

The issue of class size has been approached in the literature from different perspectives. Some scholars (e.g. Pedder 2006) claim that researchers have failed to establish a clear relationship between class size and its effect on learning. While others (e.g. Wilson 2002; O'Sullivan 2006; Benbow et al. 2007; Denis 2009; Brühwiler & Blatchford 2011; Harfitt 2013) have shown that, as the Pupils per Teacher Ratio (PTR hereafter) decreases, learning results tend to increase.

Some researchers affirm (e.g. Herbert et al. 2003) that it is difficult to give a specific ratio, as it may vary from discipline to discipline. Therefore, a general definition is suggested, such as a class in which there are more students than the teacher prefers, and in which resources are not enough to fulfil those students' needs (UNESCO 2006; Wang & Zhang 2011). Nevertheless, the context in which EFL is taught in places like Africa and Latin America makes it necessary to take into account factors that go beyond the number of students. In the case of this research project, **large classes** would be understood *as groups of more than 38 students, in which teachers are overloaded and constantly concerned about the lack of resources, classroom management issues and difficulties in improving teacher-student rapport* (Watson-Todd 2006; Benbow et al. 2007; Shamim et al. 2007; Kuchah & Smith 2011; Gimenez 2009). In many countries, the EFL teaching-learning process tends to be mediated by this type of class (Enever & Moon 2009; Smith 2011; Copland et al. 2013).

3.2.1   Research on Large Classes in ELT

Research on large classes has a long history, starting with the 'Study of Large Classes, Lancaster-Leeds Language Learning in Large Classes Research Project' in the late 80s (Allwright 1989; Coleman 1989a, b, c, d; Locastro 1989). This explorative investigation provided new insights into ELT contexts worldwide. Currently, research has focused on two main perspectives: on the one hand, those who refer to its challenges; and on the other, those who, in the light of this being a recurrent ELT context, have tried to identify the opportunities these classes offer. The following subsections describe some of the findings from each perspective.

3.2.1.1. *Challenges*

Scholars (e.g. Locastro 2001) have identified some of the most common challenges that teachers encounter in large classes. Shamim et al.(2007) based their work on the 'Hornby School' in 2006, in Ethiopia, where teachers of English from different countries in Africa discussed the issue of language teaching in large classes. In this publication, teachers reflected on the challenges they usually face in large classes. Interestingly, most of the issues presented agreed with earlier studies, such as those by Allwright (1989), Coleman (1989a; 1989c), and LoCastro (1989). In a more recent investigation on global practices in TEYL, Copland et al. (2013) found that among other issues, many teachers worldwide faced the challenges of large classes and the attendant problems of discipline, motivation, and differentiating learning.

In general terms, the literature is consistent on the issues in language teaching in this context concerning four main themes: insufficient student involvement/learning; classroom and time management; assessing learning and providing feedback; and limited resources for teaching. A summary of these challenges can be found in Table 3.1.

Table 3.1: Challenges of Language Teaching in Large Classes, according to the literature

Themes	Challenges	Authors
Student involvement/learning	Difficulties using student-centred approach.	(Li 1998; Denis 2009; Shamim et al. 2007)
	Difficulties in securing everybody's participation in activities.	(Locastro 1989; Ur 1999; Hess 2001; Jimakorn & Singhasiri 2006; Shamim et al. 2007; Renaud et al. 2007; Smith et al. 2014)
	Limited opportunities for learners to express themselves in English	(Jimakorn & Singhasiri 2006; Shamim et al. 2007; Copland et al. 2013; Smith et al. 2014)
	Difficulties with keeping students interested.	(Locastro 1989; Ur 1999; Baker & Westrup 2000; Copland et al. 2013; Smith et al. 2014)
Classroom and time management	Additional time necessary for instruction giving.	(O'Sullivan 2006; Benbow et al. 2007)
	Difficulties managing discipline, noise and controlling the class.	(Coleman 1989a; Locastro 1989; Ur 1999; Hayes 1997; Baker & Westrup 2000; Hess 2001; Jimakorn & Singhasiri 2006; Benbow et al. 2007; Nakabugo et al. 2007; Shamim et al. 2007; Renaud et al. 2007; Nakabugo et al. 2008; Gimenez 2009; Quintero Gorzo & Ramirez Contreras 2011; Copland et al. 2013; Smith et al. 2014)
Assessing learning and providing feedback	Difficulties identifying learners' problems.	(Coleman 1989a; Shamim et al. 2007)
	Difficulties assessing learners' progress.	(Locastro 1989; Ur 1999; Jimakorn & Singhasiri 2006; Shamim et al. 2007)
	Inability to assess learners individually, provide feedback and remedial actions.	(Locastro 1989; Hayes 1997; Jimakorn & Singhasiri 2006; Shamim et al. 2007; Nakabugo et al. 2008; Chen & Cheng 2010)
	Inability to pay attention to individual needs and learning styles.	(Coleman 1989c; Hayes 1997; Nakabugo et al. 2008; Hess 2001; Wang & Zhang 2011; Copland et al. 2013; Smith et al. 2014)
Teaching resources	Lack of adequate material to be distributed to each student	(Coleman 1989c; Baker & Westrup 2000; Hernandez-Gaviria & Faustino 2006; Renaud et al. 2007; Nakabugo et al. 2008; Denis 2009; Kuchah & Smith 2011; Garton et al. 2013)
	Materials available are rigid, aimed at one type of learner, so they are difficult to adapt for a heterogeneous class.	(Ur 1999)
	Strain on resources, such as textbooks, furniture, etc.	(Baker & Westrup 2000; Hernandez-Gaviria & Faustino 2006; Renaud et al. 2007; Nakabugo et al. 2008; Denis 2009; Kuchah & Smith 2011; Garton et al. 2013)
	Difficulties adapting different classroom arrangements.	

* Adapted from Inostroza (2011) 'Assessing Group Work Implementation and the Difficulties Faced by Chilean Teachers of English as a Foreign Language with Young Learners in Large Class'

Firstly, regarding the students' involvement in the lesson, one of the recurrent teachers' concerns registered by the literature is the difficulty of ensuring students' participation in the class (Ur 1999; Ives 2000; Baker & Westrup 2000; Hess 2001; Shamim et al. 2007). One of its likely consequences is to limit students' actual opportunities to use the language in the lesson. For example, Li (1998) found that teachers of English in South Korea struggled with the implementation of Communicative Language Teaching (hereafter CLT) due to the large number of students in their classes. "The teachers found it very difficult, if not entirely impossible, to use CLT with so many students in one class" (ibid: p.694). Another issue related to this lack of involvement is the tendency of a small number of students to regularly participate in the lesson, affecting the rest of the students' motivation. According to Watson-Todd (2006), Hayes (1997) and Quintero Gorzo & Ramirez Contreras (2011), affective factors, such as low student motivation, tend to be a recurrent consequence of unsuccessful attempts at engaging students in large classes.

Secondly, classroom management is one of the most commonly mentioned challenges by teachers and literature, particularly, problems related to discipline (Coleman 1989c; Baker & Westrup 2000; Jimakorn & Singhasiri 2006; O'Sullivan 2006; Nakabugo et al. 2007; Renaud et al. 2007; Quintero Gorzo & Ramirez Contreras 2011; Wang & Zhang 2011; Copland et al. 2013; Smith et al. 2014). In this regard, Li (1998), LoCastro (2001), Benbowet al (2007) and Shamim et al. (2007) have identified that noise is an element that worries teachers. The main reason for this is that loud classes seem to be a consequence of a lack of classroom management and interfere with the development of the lesson. In sum, discipline issues could create a lack of involvement and limit the teaching-learning process.

Thirdly, the difficulty of assessing and monitoring students' progress and learning in such an environment has also been pointed out by researchers (e.g. Bennett 1996; O'Sullivan 2006). In this regard, scholars (Hayes 1997; Hess 2001; Locastro 2001; Watson-Todd 2006; Shamim et al. 2007) have determined that two main issues are of particular difficulty, namely identifying individual learning progress and providing the necessary feedback. Likewise, Copland et al. (2013) identified among TEYL teachers a concern for working with children with learning difficulties and disabilities. Challenges regarding assessing and monitoring learning may have a direct influence on learning, as they represent an essential element in the teaching-learning process. According to Brown (2010, p.5) "all these observations [monitoring and identifying student's progress] feed into the way the teacher provides instruction to each student". Consequently, as attention tends to vary significantly from student to student, the same applies to their objective achievements.

Finally, the quality and quantity of the resources available for teaching a large number of students seems to be a common issue in many countries (Baker & Westrup 2000; Shamim et al. 2007; Denis 2009; Diaz 2009; Kuchah & Smith 2011; Quintero Gorzo & Ramirez Contreras 2011; Garton et al. 2013). By resources, I not only refer to materials (coursebooks, audio and visual aids, benches, chairs, pencils, etc.), but also to teachers' training, access to CPD and teaching strategies to deal with these particular class characteristics (Rixon 2013). Therefore, if teachers are educated or instructed for this setting, they should be in a better position to optimise their resources and the materials available (e.g. Forero Rocha 2005). In this regard, O'Sullivan (2006), Renaud et al. (2007) and Quintero Gorzo & Ramirez Contreras (2011) emphasise that, in order to develop effective teaching strategies for this context, the role of teachers' pre-service education is crucial.

3.2.1.2. Opportunities

For a long time large classes have been described by 'mainstream' ELT as a problem (e.g. Rainey de Diaz 2005; Smith 2011), overlooking the fact that it is a reality for most of the countries teaching EFL. Recently, an interest in this field has reappeared, attempting to identify the opportunities such an environment offers.

Firstly, large classes have been identified as a situation rich in a wide variety of human resources, in which each student represents a different world of ideas, physical features, preferences and individual learning styles ready to be explored and shared (Ur 1999; Baker & Westrup 2000; Hess 2001; Shamim et al. 2007; Kuchah & Smith 2011). These differences provide the teacher with almost endless "material" to be used as a meaningful communication trigger in the lesson.

Secondly, some researchers suggest (e.g. Forero Rocha 2005; Quintero Gorzo & Ramirez Contreras 2011) that a large group of students can trigger the teachers' creativity in finding different and innovative ways to teach and evaluate. Due to the wide range of variables involved in this teaching context, teachers are forced to be in constant professional development, becoming active participants in problem solving techniques.

Finally, it has been mentioned that, in this context, there are more possibilities of meaningful interaction and cooperation among students (e.g. Forero Rocha 2005; Nakabugo et al. 2007). Some scholars suggest that training learners on cooperative strategies would create a more collaborative environment (Ur 1999; Shamim 2012) in which the teacher becomes a monitor and guide in the teaching-learning process. This would allow learners to be responsible for their own learning processes (e.g. Kuchah & Smith 2011).

So far the literature available has focused on identifying the challenges that large classes represent for teachers; nevertheless, little has been done to find or describe cases of effective teaching in these contexts (e.g. Kuchah & Pinter 2012; Kuchah 2013). The following section summarises and describes the empirical research undertaken regarding large classes.

3.3   Methodological considerations and implications

As evidenced from the above reviews (3.2), there has been a number of language learning studies in which "class size" and "large classes" and "challenges", and "practices" were relevant themes of research. Table 3.2 below provides a concise overview of the focus, type, context and participants of the studies reviewed. The main design features and findings of these studies can be found in the Appendices (CD).

Table 3.2: Focus, type, context and participants of studies reviewed

	Study	Type of Study	Focus	Context	Participants
1.	Coleman, H. 1989b	Exploratory	Large classes	UK, Brazil, Senegal, Palestine, Turkey, Indonesia, Madagascar, Greece, Jordan, Mali, Japan, Spain. EFL/ ESL	Teachers and lecturers in secondary and tertiary education.
2.	Coleman, H. 1989c.	Exploratory	Large classes Challenges	Nigeria, ESL	Teachers at university level.
3.	LoCastro, V. 1989.	Exploratory	Large classes	Japan, ESL	Teachers at secondary and university level, university students.
4.	Kumar, K. 1992.	Observational	Class size	India, ESL	Students in 6th grade and 9th grade.
5.	Bennett, N. 1996.	Survey	Class size	UK, Primary education	Head-teachers, teachers, parents.
6.	Smith, P & Warburton, M. 1997.	Case study	Large classes	UK, Primary education	Head-teachers, teachers.
7.	Blatchford, P. & Clare, M. 1998.	Explorative	Class size	UK, Primary education	Teachers of reception aged children.
8.	Boyd-Zaharias, J.1999.	Experimental, longitudinal	Class size	US, Primary education	Kinder to 3rd grade children.
9.	Li, D. 1998.	Case study	Challenges	South Korean, EFL	Secondary school teachers.
10.	Sarwar, Z. 2001	Project-based learning	Large classes	Pakistan, ESL	Tertiary and undergraduate female college students 16-21.

11.	**Blatchford, P. 2003.**	Observational	Class size	UK, general education	Children aged 4–5.
12.	**Blatchford, P. et al. 2005.**	Observational	Class size	UK, general education	Children in Year 6 classes (aged 10/11 years).
13.	**Forero Rocha, Y. 2005.**	Case study	Practices	Colombia, EFL.	7th grade students aged 11-13.
14.	**Carpenter, J. M. 2006.**	Experimental	Large classes	US, Retailing class	University students.
15.	**Hernandez, F., and C. Faustino. 2006**	Ethnography	Practices	Colombia, EFL	Pre-service teachers in primary and secondary state schools.
16.	**Jimakorn, P., & Singhasiri, W. 2006.**	Experimental	Large classes	Thailand, EFL	Tertiary-level teachers.
17.	**Mayora, C. 2006.**	Case study	Practices	Venezuela EFL	Secondary students in a private school.
18.	**Milesi, C. & Gamoran, A. 2006**	Survey	Class size	US, Early Childhood Education	Kindergarten children class.
19.	**O' Sullivan, M. 2006.**	Observational	Large classes	Uganda, ESL and Science	Teachers and their primary students aged 6 to 14.
20.	**Nakabugo, M.G. et al. 2007.**	Observational	Large classes	Uganda, ESL and Maths	Teachers from early primary and school administrators.
21.	**Shamim, F. et al. 2007**.	Ex Post-Facto research and handbook	Large classes Challenges	African countries, ESL	Primary and secondary teachers and students.
22.	**Renaud, S. et al. 2007.**	Action research	Large classes Challenges	Haiti, EFL.	Pre-service teachers.
23.	**Nakabugo, M.G. et al. 2008.**	Action research	Large classes	Uganda, ESL and Maths	Primary teachers.
24.	**Xanthou, M., & Pavlou, P. 2008.**	Mixed methods	Challenges	Cyprus, EFL	Teachers of primary schools.
25.	**Denis, S. 2009.**	Cross-sectional survey	Large classes Challenges	Uganda, ESL and Math.	Teachers, students and head teachers in secondary schools.
26.	**Chen, C. & Cheng, Y. 2010.**	Case study	Challenges	Taiwan, EFL	South African teachers situated in an intercultural team-teaching.
27.	**Blatchford, P. et al. 2011.**	Observational	Class size	UK, general education	Pupils in primary and secondary.
28.	**Brühwiler, C. & Blatchford, P. 2011.**	Experimental	Class size	Switzerland, science class	Teachers in primary and secondary school.
29.	**Enever, J. 2011.**	Longitudinal	Practices	Europe (Croatia, England, Italy, Netherlands, Poland, Spain, and Sweden), EFL,FFL, SFL	Children aged 7-8, teachers, school principals and parents.
30.	**Harfitt, G.J. 2011.**	Case studies	Class size	Hong Kong, EFL	Students and teachers in secondary school.
31.	**Kuchah, K. & Smith, R. 2011.**	Action research	Challenges	Cameroon, ESL.	Secondary students (aged 16-17) and their teachers.
32.	**Quintero, J & Ramirez, O. 2011.**	Action Research	Challenges	Colombia, EFL	Pre-service teachers and their classes of secondary students aged 12-16.
33.	**Harfitt, G.J. 2012a.**	Exploratory	Class size	Hong Kong, EFL	Students and teachers in secondary school.
34.	**Harfitt, G.J. 2012b.**	Multiple case study	Class size	Hong Kong, EFL	Teachers in secondary school.

35.	**Copland, F. et al. 2013**	Mixed-methods	Challenges	Worldwide, EFL	Teachers in primary education.
36.	**Emery, H. 2013.**	Survey	Practices	Worldwide, EFL	Primary EFL teachers and head-teachers.
37.	**Garton, S. et. al.2013.**	Mixed Methods	Practices	Worldwide, EFL	Primary teachers.
38.	**Gimenez, T. & Toneli, J.R. 2013.**	Curriculum development	Curriculum	Brazil, EFL	Early primary teachers, university professors and educational authorities.
39.	**Harfitt, G.J. 2013.**	Multiple case study	Class size	Hong Kong, EFL.	Secondary teachers.
40.	**Rixon. S. 2013.**	Survey	Curriculum	Worldwide, EFL	Primary education teachers.
41.	**Enever, J. 2014.**	Longitudinal	Practices	Croatia, England, Italy, Netherlands, Poland, Spain, and Sweden, EFL,FFL, SFL Europe	Primary teachers and head-teachers.
42.	**Karavas, E. 2014.**	Survey	Curriculum	Greece, EFL	
43.	**Ng, M.L. 2014**	Case study	Challenges	Hong Kong, EFL.	Kindergarten EFL teachers.

It can be observed from Table 3.2 that:

- From the studies presented above (43), very few have been carried out in Latin America (6). Among the investigations which have been implemented, only one focused on primary education (Gimenez & Tonelli 2013).

- Half of the studies focused on large classes/challenges and children have been carried out in general primary education or school subjects unrelated to EFL (9).

- There are cases of research on large classes of young learners with a focus on EFL/ESL (9), but these are mainly oriented to the teachers' perspectives and practices. From these, only two involved learners as well as teachers' perspectives;

- Of the studies presented above (43), most focused on class size (13) or large classes (9), with only seven focusing on practices, and none dedicated to challenges and practices;

- The studies on large classes and/or on challenges (19) took the form of either a quantitative (4) or qualitative design (13);

- Only three studies had a mixed methods design; none involved an intervention project;

The present research project differs from the research already conducted on TEYL in two major respects. These are:

- It has a complementary mixed methods design in which all sources of data contribute to the understanding of the challenges and practices in the Chilean YLL classroom.

- It takes EFL teachers and primary learners as the main participants. To date, there have only been a few studies which take into account both teachers and children as key actors in the language classroom (O'Sullivan 2006; Enever 2011).

3.4   Summary

In this chapter, I have defined large classes (3.2) and examined the literature and research regarding its challenges and opportunities (3.2.1). In 3.3, I have reviewed and discussed previous research on large classes and identified the contributions of my research project to the current literature.

As presented in Section 3.2, large classes are part of many EFL contexts worldwide. The next section focuses on one of the ways identified in the literature as an effective strategy for overcoming some of the challenges in large classes, namely group work.

Chapter 4: Group work

4.1. Introduction and structure of the chapter

As I have shown in the previous chapter, contextual features of EFL school classrooms in many countries make language teaching a challenge and could hinder learning. Even though it is relevant to be aware of the possible limitations presented by a particular TEYL context, there is a need to identify teaching practices that could facilitate learning. This chapter focuses on group work as a grouping strategy that could aid teaching/and learning EFL in large classes.

I start by presenting the different perspectives on the use and relevance of group work for ELT (4.1). I then move into defining group work (4.2.1), outlining its benefits according to the literature (4.2.2), and describing the process of effective implementation (4.2.3). Following these main points, I review the methodological considerations of the current project and their implications (4.3). Finally, in 4.4, I summarise the key points discussed in this chapter.

4.2 TEYL in Large Classes: Group work

The use of group work has been identified by some scholars (e.g. McKay 2003; Hiep Hoa 2005) as a strategy related to CLT. In this regards, McKay (2003, p.145) claims that Chilean teachers and authorities "have concluded that some aspects of [CLT], particularly its emphasis on group work, are not effective in the Chilean context". Surprisingly, in the article the author does not develop this idea by providing a definition or referring to the implementation of group work in the Chilean context.

In contrast, research in large classes has identified group work as a useful strategy for teaching EFL (Baker & Westrup 2000; Forero Rocha 2005; Shamim et al. 2007; Epperson & Rossman 2013). Some scholars (e.g. Shamim et al. 2007; Kuchah & Smith 2011) even argue that group work could be one of the bottom-up teaching strategies[4] that have been identified as 'good practices' in large classes, mainly because it helps to deal with challenges for monitoring learning; at the same time it enhances the opportunities presented in 3.2.

4.2.1 Definition of Group Work

In order to understand what group work entails, it is important to identify some elements present in its implementation, such as cooperative and collaborative learning.

Cooperation in group work has been described in the literature as aiding strategies for achieving learning (e.g. Bejarano 1987; Gillies 2003). According to Oxford (1997, p.444) cooperative learning is "a set of highly structured, psychologically and sociologically based techniques that help students work together to reach learning goals". For Johnson & Johnson (1990, p.27) these cooperative techniques have to follow a set of conditions in order to have high learning achievement: "clearly perceived interdependence, considerable promotive face to face interaction, felt personal responsibility (individual accountability) to achieve the group's goals, frequent use of relevant interpersonal small-group skills, and periodic and regular group processing".

Collaboration in small groups is highly related to social constructivism (Oxford 1997). Supporters of this philosophy understand learning as a process that occurs in the interaction of learners as part of a community in a certain context (Oxford 1997, p.448).

---

[4] Bottom up strategies are understood as strategies that have less reference on the literature and which are mainly based on the classroom circumstances (adapted from Kuchah & Smith 2011).

In this regard, scaffolding or support given by a more skilled peer in order to fulfil the learners' potential is necessary in order to develop collaborative learning (Rojas-Drummond & Mercer 2003). Similarly, Webb & Mastergeorge (2003) and Gillies & Ashman (1996) point out the relevance of promoting collaborative skills and helping behaviour among peers, in order to obtain better learning outcomes. Furthermore, Tolmie et al. (2010) found that there were social benefits on collaborative learning, such as better work relations, which could affect the success of activities.

Therefore, **group work** in the language classroom will be understood as *a concept entailing a variety of activities in which three to six students are assigned a task that involves collaboration and cooperation* (adapted from H. D. Brown 2001, p.177).

This definition implies a set of stages as part of its implementation. The following section (4.2.2) focuses on a descriptive summary of the contributions that group work would bring to the language classroom, according to the literature.

4.2.2 Group Work Benefits

Group work implementation has been claimed to provide benefits for learning. Firstly, it has been found that it increases students' involvement in the lesson. Particularly, Long and Porter (1985), Davis (1997) and Brown (2001) point out that it provides students with the opportunity to be actively involved in a communicational interaction in the target language, thus developing their linguistic competence. In this regards, Fernández Dobao's (2014, p.516) findings suggest "whereas pair interaction offers more opportunities for individual learners to contribute to the conversation, learners working in small groups can benefit from a larger pool of knowledge and linguistic resources".

Secondly, literature has suggested that group work promotes a positive affective climate in the classroom, reducing anxiety, especially in interaction among students (Davidheiser 1996; Harmer 2001; Hess 2001; Alley 2005; Forero Rocha 2005; Wisniewska 2013). Consequently, group work could provide opportunities to use the target language in a safe environment, allowing students to support each other. Fushimo (2010, p.715) found that the "Communication Confidence in the L2 Group Work was a strong predictor of the willingness to communicate in the L2 Group Work". This means that the more confident students feel in their group, the more willing they are to communicate in the target language during group work.

Thirdly, working in groups would encourage learners' responsibility for their own learning, as well as allowing peers to support each other in their skills development (H. D. Brown 2001; Harmer 2001; Ramírez-Salas 2005). In their work on developing collaborative skills in group work in primary students, Gillies & Ashman (1996) and Ashman & Gillies (1997) found that children trained in these skills worked more independently in their learning and were more supportive with their peers than untrained children.

In sum, increasing students' involvement, promoting a positive affective climate, reducing anxiety, especially through interaction among students and promoting students' independent learning, are some of the benefits of group work identified in the literature. Nevertheless, these positive outcomes are not automatic and could only be achieved through an accurate implementation.

4.2.3   Group work implementation

The way group work is organised, planned and carried out in the lesson is critical for its success. According to Veenman et al. (2000) the benefits that group work offers in the classroom could disappear if organisation, planning, and implementation processes are not considered. Similarly, issues identified in literature as drawbacks, such as individual task completion and off-task behaviour (e.g. H. D. Brown 2001; Rhoades 2013) could be avoided if group work is well set (Epperson & Rossman 2013).

At the first stage, it has been suggested that learners should be guided to develop the necessary social skills to be able to work in groups. Blatchford et al. (2003) emphasise the role of the teacher as an organiser, guide and trainer in the skills needed for work in groups. In a second stage, according to Brown (2001), Cohen (1994) and Davis (1997) teachers need to assess activities' suitability for group work, bearing in mind task design and planning. Furthermore, it has been mentioned that group composition should also be chosen according to the task assigned (Kutnick et al. 2002). Epperson & Rossman (2013) stress the need to provide clear instructions and use a Concept Checking Question[5] to confirm learners' comprehension of the task.

Group work implementation, as a final stage, would be beneficial only if the teacher is prepared to guide and monitor children during work progress, if the number of group members is appropriate for completing a particular task, and if learners clearly understand what is expected of them.

---

[5] Concept Checking Questions are questions that aim to corroborate student understanding of a new or difficult language item, structure, or meaning.

4.3   Methodological considerations and implications

As evidenced from the above review (4.2), there have been a number of language learning studies, in which "collaborative learning", "cooperative learning", "group work", and "pair work" were relevant themes of research. Table 4.1 below provides a concise overview on the focus, type, context and participants of the studies reviewed. The main design features and findings of these studies can be found in the Appendices (CD).

Table 4.1: Focus, type, context and participants of studies reviewed

	Study	Type of Study	Focus	Context	Participants
1.	Pica, T. & Doughty, C. 1985.	Experimental	Group work	ESL	Adult students and teachers.
2.	Doughty, C. &. Pica, T. 1986.	Experimental	Group work	ESL	Adult learners and teachers.
3.	Bejarano, Y. 1987.	Experimental	Cooperative learning	Israel, EFL	Secondary school learners.
4.	Harris, V., and A. Frith. 1990.	Mixed methods	Group work	UK, FFL.	Secondary school learners.
5.	Brown, R. 1991.	Experimental	Group work	Sri Lanka, ESL	Pre/In-service teachers.
6.	Davidheiser, J. 1996.	Action research	Group work	GFL	Secondary and adult learners.
7.	Gillies, R. & Ashman, A. 1996.	Experimental	Cooperative learning	Australia, primary general education	Grade 6 children.
8.	Ashman, A. & Gillies, R. 1997.	Intervention	Cooperative learning	Australia, primary general education	Grade 6 children.
9.	Davis, R. 1997.	Action research	Group work	US, SFL.	University teaching assistants and lecturers.
10.	Nyikos, M. & Hashimoto. R. 1997.	Explorative	Collaborative learning	US, TESOL.	Graduate-level class in a teacher education course.
11.	Wilhelm, K.H. 1997.	Action research	Collaborative learning	US, TESOL	Under-/post-graduate students.
12.	Peacock, M. 1998.	Observational research	Group work	Hong Kong, ESL.	University students and teachers.
13.	Nikolov, M. 1999b	Observational	Group work	Hungary, EFL	Children aged 6 to 14, from 1st to 8th grade.

14.	**Veenman, S., B. Kenter, and K. Post. 2000**.	Explorative	Cooperative learning	Netherlands, general education.	Teachers, learners and classrooms grades 4-8.
15.	**Kutnick, P., P. Blatchford, and E. Baines. 2002**.	Observational research	Group work	UK, general education	Teachers and students from Years 2 and 5.
16.	**Blatchford, P. et al. 2003**.	Observational	Group work	UK, general education	Children aged 4-5.
17.	**Howe, C. &Tolmie, A. 2003**.	Experimental	Group work	Scotland, Science class.	Children aged 9-12.
18.	**Rojas-Drummond, S. & Mercer, N. 2003**.	Experimental	Collaborative learning	Mexico and UK, general education	Primary school students aged 9-12.
19. &	**Webb, N. M. &Mastergeorge. A. 2003**.	Intervention	Collaborative learning.	US, maths class.	Middle school student.
20.	**Alley, D. 2005.**	Experimental	Group work	US, SFL.	Secondary students.
21.	**Ali, M.F.A.E. 2008**	Experimental	Cooperative learning	Saudi Arabia, ESL	Children in 5th Grade.
22.	**Webb, N. M. et al. 2008.**	Observational research	Collaborative learning	US, maths class	Teachers and students Grade 2 -3.
23.	**Fushino, K. 2010**.	Exploratory	Group work	Japan, EFL.	University students.
24.	**Gillies, R.M., and M. Boyle. 2010**.	Intervention	Cooperative learning	Australia, primary general education.	Teachers.
25.	**Storch, N. & Aldosary, A. 2010.**	Case study	Pair work	Saudi Arabia, EFL.	College students.
26.	**Tolmie, A. K. et al. 2010**.	Intervention	Collaborative learning	Scotland, science class.	Children aged 9 – 12 and teachers.
27.	**Kayi-Aydar, H. 2013.**	Observational	Cooperative learning	US, ESL	University students.
28.	**Rhoades, G. 2013.**	Action research	Collaborative learning	Morocco, EFL.	Pre-service teachers.
29. #	**Wisniewska, D. 2013.**	Survey	Interest	Poland, EFL.	Learners aged 13-16.
30.	**Cunningham, C. 2014.**	Action research	Group work	UK, EAP	Adult learners.
31.	**Fernández Dobao, A. 2014.**	Experimental	Collaborative learning	SFL, US.	University learners.

It can be observed from Table 4.1 that:

- Half of the studies in ESL/EFL/SFL/GFL are at secondary and university level (16);

- The research on young learners using group work is limited to general primary education or unrelated subjects (9). Only one research project has focused on children's interaction in EFL group work (Nikolov 1999a);

- Only four of these studies involved an intervention project;

- Only one study had a mixed methods design which involved classroom observation and teachers and learners perspectives (Harris & Frith 1990);

- From the total of studies presented above (31), none have been carried out in Latin America.

The present research project differs from the research already conducted on group work in two major respects. These are:

- It aims to research an EFL context which has been little investigated to date, namely YLL classrooms;

- It contributes to the current literature on children's perspectives on working with peers in small groups for learning EFL at school.

- It has a complementary mixed methods design in which all sources of data contribute to understanding the practicalities of implementing group work in the Chilean YLL classroom.

4.4   Summary

In this chapter, I have defined and pointed out the status of group work in the EFL classroom (4.2). I have also reviewed the contributions it could bring to the classroom according to the literature (3.2.1), as well as offering suggestions for an effective implementation (4.2.3). In 4.3, I have outlined and discussed previous research on group work in the EFL classroom and identified the contributions of my research project to the current literature.

Research on group work implementation and its advantages has been widely present in the literature. However, its benefits for the development of foreign language skill of YLL in primary large-class school contexts, such as the ones in Latin America, are still poorly studied. The next chapter focuses on the Chilean curriculum for TEYL in primary school, and its implementation process.

Chapter 5: TEYL in urban context: Chile

5.1 Introduction and structure of chapter

Earlier in this thesis (2.4), I have outlined the literature that shows the rapid increase in the number of primary classrooms teaching EFL. Similarly, research in this area suggests that the context of elementary school could present a challenge for TEYL (3.3), hindering children's learning.

The context in which Chilean YLL learn EFL at school has been little explored. Therefore, this chapter focuses on the development of EFL language policy for primary education in Chile, as well as on what is known about Chilean ELT.

I start by describing the different attempts made by the MoE to include EFL as part of the compulsory National Curriculum Framework for Primary Education (5.2). I then move into reviewing the emergent research of ELT in Chile (5.3). Following these main sections, I outline the methodological considerations for the current project and their implications (5.4). Finally, in 5.5, I summarise the key points discussed in this chapter.

5.2 EFL as part of Primary Compulsory National Curriculum

Chile has followed the international trend developing programmes of EFL in primary education since the mid-nineties. However, the process for its inclusion and actual implementation lasted almost ten years. Figure 5.1 below presents a summary of the progression of the EFL policy in Chilean primary education.

Figure 5.1: Summary of progression of EFL policy in Chilean primary education
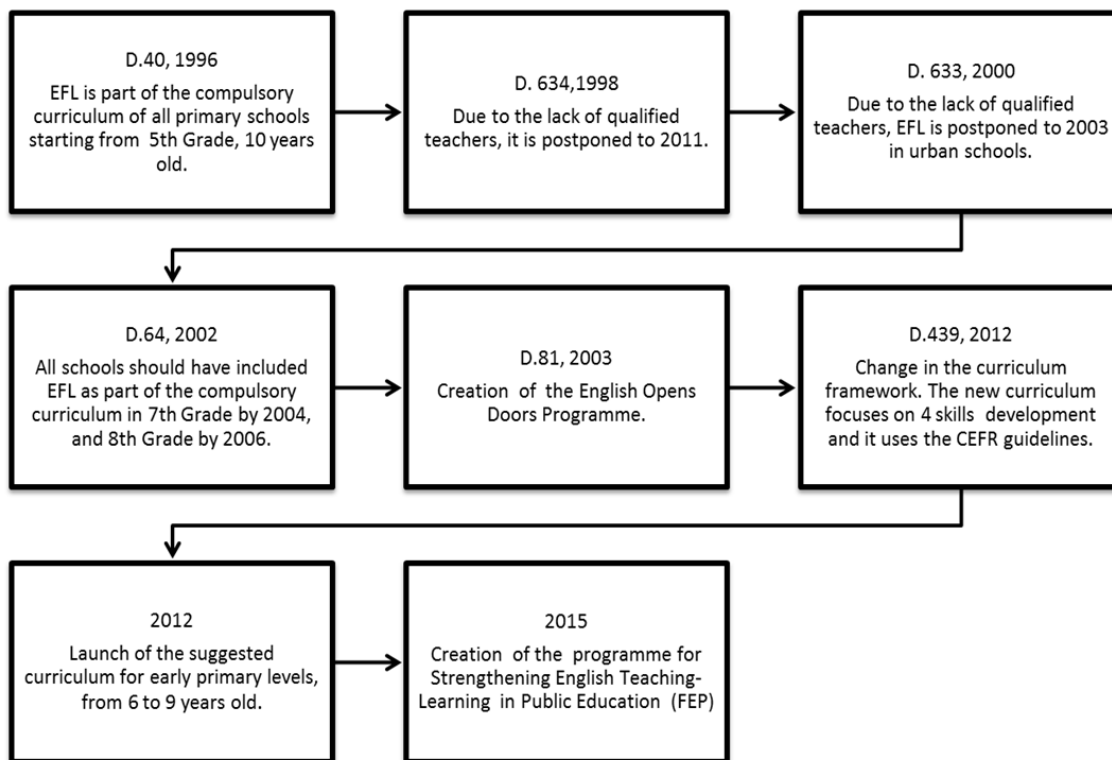
In 1996, the MoE issued Decree 40 which included English as a foreign language as part of the primary compulsory curriculum from 5th to 8th grade (10 to 13 years old). The main focus of the EFL curriculum at that time was on receptive skills. Two years later, in 1998, the given Decree was revoked and its implementation postponed until 2001. The main reason from this change was the lack of EFL teachers (Ministerio de Educación 1998). Finally, in 2005, after two more failed attempts, EFL inclusion in the primary compulsory curriculum was put into action for urban schools, starting from 5th Grade (Ministerio de Educación 1996; 1998; 2000; 2002; 2005).

In 2012, the National Curriculum Framework for Primary Education increased the established time of EFL classes a week, from 2 pedagogic periods (1.5 hrs) to 3 pedagogic periods (2.25 hrs) (Ministerio de Educación 2012c). In the same year, the MoE launched a suggested National Curriculum for Early Primary Education (from 6 to

9 years old). The set of overarching objectives to be covered during these years is mainly oriented to develop communication skills, "following the guidelines of the Communicative Approach, and it has been complemented with other approaches with focus on communication, such as the Natural Approach, Cooperative Language Learning, Content-Based Instruction and Task-based Language Teaching" (Ministerio de Educación 2012d, p.1). This suggested curriculum follows the international standard of the CEFR as a guideline for expected learning outcomes at different educational levels. For these early starters, as well as for any other subject, the MoE provides supporting EFL materials, such as coursebooks, a teachers' guide and audio CDs.

Given the series of changes and modifications in the Chilean EFL language policy, it is not clear whether these decisions have been based on research carried out in Chilean ELT. The following section provides an overview of the extent research themes in the Chilean context.

5.3   ELT Research in Chile

ELT research in Chile has mainly developed in the last decade; however, it is still limited. According to the Network of Chilean researchers in ELT (RICELT) "empirical knowledge about ELT reality in Chile is scarce. There are few accessible articles on ELT in Chile and these have little impact on the teaching practice, consistently evidencing a mismatch between theory and practice. Similarly, there is a clear need to promote teacher-research initiatives in the Chilean context, where local expertise (that of both academics and teachers) is undervalued" (Aliaga et al. 2015, p.34).

In recent years, there has been an increasing number of studies published in ELT in Chile. The main themes of these works are teacher education (Véliz Campos 2007;

Morales & Ferreira 2008; Abrahams & Farias 2010; Tagle et al. 2012; Torche 2012; Glas & Cárdenas-Claros 2013; Barahona 2014), and in-service teachers' beliefs (Blázquez Entonado & Tagle Ochoa 2010; Díaz Larenas & Solar Rodriquez 2011; Véliz Campos 2011; Díaz Larenas et al. 2012; Tagle Ochoa et al. 2014).

Most of the investigations mentioned above have been carried out, as Aliaga et al. (2015) suggested, with little impact on the school classroom practice. However, this situation seems to be changing. Recently, a project funded by the British Council and endorsed by the EODP has developed a bottom-up nationwide teacher research project with mainly secondary EFL teachers. In their report, Smith et al. (2014) stated that "any work that could be built on [the challenging situations faced by most Chilean teachers], in coming from teachers' own experience, would at the very least be more contextually relevant" (ibid: p.118).

Additionally, the review of the literature on ELT in Chile shows an over-representation of teachers' views, as opposed to learners' perspectives. An example of one study on students' perspectives and EFL is Mcbride's work (2009), which draws on a study on undergraduate students in different cities. The focus of this investigation was teaching activities and their effectiveness in learning. According to its findings, students perceived that focus-on-form and focus-on-meaning activities were relevant for developing communicative competences in English (ibid: p.105).

Given the development of the Chilean EFL curriculum in primary education (5.2), it is surprising that little has been investigated in TEYL school practice. For instance, Sepúlveda (2009) carried out a small-scale study aimed at identifying the way Chilean EFL teachers in primary schools consider affective factors in their teaching context. The researcher's findings illustrate that there were three main types of teachers in the

Chilean primary classrooms: experienced primary teachers with no EFL qualification, inexperienced primary teachers with no EFL qualification, and secondary EFL teachers. According to Sepúlveda (2009), these teachers interpret affective elements very differently. While primary experienced and inexperienced teachers with no qualification in EFL supported children's learning process with limited language management; secondary EFL teachers were not able to adapt their methodology to the primary context, failing to give "attention to children's affective problems as it would take valuable time from the lesson" (Sepúlveda 2009). In another small-scale research project in TEYL, Inostroza (2013) looked at the difficulties faced by Chilean teachers in large classes. The author's findings suggest that teachers in this context deal with similar challenges to those identified in the literature with older learners in other countries. In particular, "giving learners the opportunity to express themselves in English, accounting for different individual learning styles and needs, and assessing learners individually" were identified as a problem (ibid: p.9). In addition, Inostroza's study shows that elements limiting teachers' decisions as to the use of collaborative/cooperative activities, such as group work, corresponded to factors which are out of teachers' control, such as few hours to cover the syllabus, time for planning, and classroom setting.

5.4 Methodological considerations and implications

As evidenced from the above reviews (5.2), a limited number of language learning studies have been carried out in the Chilean ELT context, with a particular focus on primary education. Table 5.1 below provides a concise overview on the type, focus, region/city and participants of the studies reviewed. The main design features and findings of these studies can be found in the Appendices (CD).

Table 5.1: Focus, type, region/city and participants of studies reviewed

	Study	Type of Study	Focus	Region/City	Participants
1.	McKay, S. 2003.	Survey	EIA[6]	Santiago, Copiapó and La Serena, Chile	In-/ Pre-service EFL teachers in late primary and secondary level in state-run, subsidised, private schools.
2.	Veliz Campos, M. 2007	Exploratory	Mentoring	Santiago, Chile	Mentor teachers, seminar students doing their practicum and school children.
3.	Glas, K. 2008	CDA	EFL Discourse	Santiago and Valparaiso, Chile	Press articles between 2003 and 2006, and complementary educative web site (2003).
4.	Menard-Wrawick, J. 2008a	Case study	Teacher identity	Chile and Brazil	In-service teachers.
5.	Menard-Wrawick, J. 2008b	Narratives	Ideological challenges	North of Chile.	In-service secondary teachers.
6.	Morales, S. & Ferreira, A. 2008	Experimental	Methodology	Concepción, Chile.	1st year pre-service teachers.
7.	Veliz, L. 2008	Case study	Corrective feedback	Santiago, Chile.	Pre-service teachers.
8.	Mcbride, K. 2009	Mixed methods	Effective practices	Talca, Rancagua, Concepción, Valdivia, Chile.	Undergraduate students.
9.	Sepulveda, M.T. 2009.	Experimental	Affective factors	Santiago, Chile.	Primary and EFL teachers.
10.	Blasquez, F. B., & Tagle, T. 2010	Mixed methods	Teachers' Beliefs	Temuco, Chile	Pre- and in-service teachers.
11.	Abrahams, MJ. & Farias, M. 2011	Curriculum design	Teacher Education Curriculum	Chile	EFL teacher programmes at universities.
12.	Diaz Larenas, C. et al. 2011	Explorative	Teaching styles	Concepción, Chile.	In-service teachers in secondary.
13.	Diaz Larenas, C. & Jansson Bruce, L. 2011	Survey	ICT	Concepción, Chile.	In-service teachers in technical secondary and secondary students from educational centres.
14.	Diaz Larenas, C. & Solar-Rodriguez, M. 2011	Case study	Lecturers' Beliefs	Concepción, Chile.	Lecturers undergraduate programmes and TEFL programme.
15.	Ruecker, T. 2011	Case study	Peer review	Chile	Undergraduate students.
16.	Trajtemberg, C., and A. Yiakoumetti. 2011	Case study	Weblogs	Santiago, Chile	Undergraduate students and a NS EFL teacher.
17.	Veliz Campos, M. 2011.	Case study	Pre-service teachers beliefs	Santiago, Chile.	Pre-service teachers.

---

[6] English as an International Language, understood as the one in which learners do not need to internalize the cultural norms of native speakers of the language, the ownership of an international language becomes 'de-nationalized', and the educational goal of learning the language is to enable learners to communicate their ideas and culture to others (Smith 1976 in McKay 2003).

18.	**Diaz Larenas, C. et al. 2012**	Case study	Teachers beliefs	Chile	In-service teachers in primary, secondary and tertiary levels.
19.	**Gómez, L. & Sandoval, M. A. 2012.**	Quasi-experimental	Listening skills	Concepción, Chile.	Undergraduate students.
20.	**Lizasoain, A. et al. 2012**	Explorative	Drama in EFL	Valdivia, Chile.	Lecturers and pre-service students.
21.	**Tagle, T. et al. 2012**	Quasi-experimental	Auto efficacy beliefs	Temuco, Chile.	Pre-service teachers.
22.	**Torche, P. 2012**	Survey	Teacher education programmes	Chile	EFL teacher education programmes and school head-teachers.
23.	**Yilorm Barrientos, Y. & Lizasoain Conjeros, A. 2012.**	Quasi-experimental	FOCAL SKILLS	Valdivia, Chile.	Undergraduate students.
24.	**Baitman, B. & Campos Veliz, M. 2013.**	Expo-facto research	Speaking assessment	Santiago, Chile.	Undergraduate students and NS and NNS teachers.
25.	**Glas, K. 2013**	Exploratory	Teachers identity	Santiago and Valparaiso Region, Chile.	In-service teachers in secondary (private, subsidised and state-run) schools.
26.	**Glas, K. & Cárdenas-Claros, M. 2013**	Case study	New English cultures	Valparaíso, Chile.	1st year pre-service teachers.
27.	**Inostroza, M. J. 2013.**	Survey	Challenges	Santiago and Valparaiso, Chile.	In-service teachers in primary state-run and subsidised schools.
28.	**Menard,-Warwick, J. 2013**	Ethnography	Teachers ideologies	North of Chile.	EFL teachers at a university level.
29.	**Rebolledo Cortés, P. 2013**	Explorative	Action-research	Chile	Course designers, in-service teachers and a teacher educator.
30.	**Correa Perez, R. et al. 2013**	Action-research	Feedback	Concepción, Chile.	Secondary students and in-service teacher.
31.	**Ward, H. & Andruske, C. 2013**	Case study	Speaking skills	Talca, Chile.	4th year pre-service teachers.
32.	**Barahona, M. 2014**	Case study	Teacher education curriculum	Santiago, Chile	Final stage pre-service teachers and teacher educators.
33.	**Lizasoain, A. & Ortiz de Zárate, A. 2014**	Exploratory	Speaking assessment	Valdivia, Chile.	Pre-service teachers.
34.	**Lizasoain Conejeros, A. & Becchi Mansilla, C. 2014**	Action-research	ICT in rural context	De los Rios Region, Chile.	Primary students.
35.	**Smith, R. et al. 2014**	CDP Intervention	Teacher-research	Chile	In-service teachers in state-run or subsidised secondary school.
36.	**Tagle, T. et al. 2014**	Survey	Pre-service teachers beliefs	Santiago, Chile.	Final year pre-service teachers.

It can be observed from Table 5.1 that:

- The majority of the studies in the Chilean ELT context are at university level (22);

- The research on learners' perspectives is limited to pre-service teachers or undergraduate students (16). Only three of them involved teachers' and learners' views (Baitman & Campos Véliz 2013);

- Most of the studies involved small scale investigations, particularly case studies (10), explorative studies (5) and surveys (5);

- ELT research in Chile seems to focus on three main areas: teachers' beliefs and identity (7), teacher education (5) and development of linguistic skills (5). Only two studies focus on teachers' challenges in classroom practice (Mcbride 2009; Inostroza 2013);

- From the studies presented above (36), only one has been carried out in primary classrooms (Lizasoain Conejeros & Becchi Mansilla 2014).

The present research project differs from the research already conducted in Chile in four major respects. These are:

- It contributes to the current literature on teachers' challenges;

- It also contributes to the implementation of the suggested curriculum for early primary education;

- Its context of research is TEYL in public primary schools; and

- It involves a large scale investigation nationwide.

5.5   *Summary*

In this chapter I have illustrated the Chilean EFL language policy for primary education (5.2), and I have outlined the main themes in ELT research in Chile (5.3). Finally, in 5.4 I have reviewed and discussed previous research on Chilean ELT and identified the contributions of the current research project to the existing literature.

The following chapter describes the design of the current investigation.

PART III: THE RESEARCH PROJECT

In the current chapter, I present, explain and justify the research design and procedures adopted for this research project. I introduce the research paradigm underlying the investigation, and the research questions that drove the project. I also describe the research structure, the participants' profile and the methodological procedure for data generation. Finally, I address issues of ethics, as well as matters of validity and reliability.

Chapter 6: Design of the Research Project

6.1   Introduction and structure of the chapter

The previous chapter identified some gaps in the literature (see Sections 2.4, 3.3, 4.3, and 5.3). These mainly referred to four themes: A) Challenges; B) Listening and speaking activities for YLL; C) Group work; and D) Learning experiences in the EFL lesson. Therefore, this research project aims at identifying the challenges that Chilean teachers of English face when teaching YLL, and the strategies that could facilitate or constrain the teaching-learning process in this context. A complementary mixed methods research project was developed in order to fulfil these objectives, and to illuminate the complexity of the relationship between language teaching, the teaching context, and YLL.

In this chapter, I begin by describing the rationale and paradigm behind this research project (6.2). I then introduce the research questions (6.3), and hypotheses (6.4). I also provide information about the project design, including its context (6.5 and 6.6), participants (6.7), the pilot study (6.8), and data collection instruments and procedures (6.9). In the last sections of this chapter, I discuss validity and reliability (6.10), as well as ethical issues (6.11). I conclude by summarising the main points presented in this chapter (6.12).

6.2   Research approach

In order to understand the research approach that guided this research project, it is necessary to start by mentioning what underlies the current investigation.

According to Riazi & Candlin (2014, p.138),

> *"What constitutes knowledge and the prerequisite procedures of its production are conceptualised differently in each research paradigm[7] in terms of a tripartite framework of ONTOLOGY (the nature of reality and the object of study: objective vs. subjective), EPISTEMOLOGY (the relation between the knower and the known: outsider vs. insider) and METHODOLOGY (the translation of ontological and epistemological perspectives into tangible conceptual frameworks, including both methods and techniques of data collection and analysis)."*

In this section, I aim at making clear my paradigmatic position when designing and carrying out this investigation.

6.2.1   Research paradigm

This research project's ontology and epistemology is largely informed by critical realism. I start by describing the "tripartite framework" behind this paradigm. For a critical realist there are three aspects of reality: "the empirical (those aspects of reality that can be experienced either directly or indirectly); the actual (those aspects of reality that occur, but may not necessarily be experienced); and the real or 'deep' structures and mechanisms that generate phenomena" (McEvoy & Richards 2006, p.69). In this way, Danermark et al. (2002, pp.5–6) assert that, according to critical realism, this world is "structured, differentiated, stratified and changing". In regards to how we access that reality, McEvoy & Richards (ibid) state that "these causal mechanisms [which generate phenomena] cannot be apprehended directly as they are not open to observation, but they can be inferred through a combination of empirical investigation

---

[7] Understood as a general worldview or a set of beliefs and principles that gives rise to research designs (Riazi & Candlin 2014, p.136)

and theory construction". Thus, I believe that, as a researcher, I cannot access the 'mechanism' that generates the 'real social world structures', but I can attempt to reconstruct those mechanisms through experiences and theories.

Consequently, this investigation project was designed and carried out guided by the exploration of those underlying mechanisms that lead "events to happen the way they did" (Olsen and Morgan, 2004, p.25 in McEvoy & Richards 2006, p.71). Subsequently, I have designed this project bearing in mind the complexity of the context explored and with the aim of employing complementary methods "to convey different kinds of knowledge about generative mechanisms" (Zachariadis et al. 2013, p.10).

This project's main phenomena of research are the complexities of the language classroom and its actors, namely teachers and students (individually and as a group). Mixed Methods Research (hereafter MMR) is consistent with a critical realism paradigm and can respond to the multi-layered environment that this context embodies (e.g. Greene et al. 1989; Lee & Greene 2007; Riazi & Candlin 2014).

In order to collect the data that would allow me to answer my research questions (6.3), I needed to design a research project that provided access to the general and detailed features of the urban EFL Chilean classroom of YLL, at the same it explored its complexity. Additionally, I needed to develop a research design and data collection procedure governed by the aforementioned underlying beliefs (Danermark et al. 2002; Riazi & Candlin 2014). To achieve these aims I drew upon MMR. The following section refers to the reasons for choosing MMR and describes the design of the current research project.

6.2.2 Mixed Methods Research

MMR has been referred to in the literature as a combination of qualitative and quantitative approaches, as well as a way to enrich the comprehension of the object of research. In the current research project, MMR follows this definition (adapted from Johnson et al. 2007, p.123):

> *"Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding of the phenomenon of interest (including its context)."*

According to Dörnyei (2011, p.45), mixed methods research could "increase the strengths while eliminating the weaknesses [of each qualitative and quantitative method]", allowing a "multilevel analysis of complex issues", and "improving validity through corroboration of findings". Therefore, it could be argued that one of the benefits of MMR is to enhance understanding by complementing various viewpoints. Similarly, Philip (1998, p.271) argues that this combination can be beneficial, "minimising the risk of generation of erroneous findings and allowing a broader range of issues to be addressed". In regards to the positioning of the researcher in this approach, Johnson et al (2007) argue that, in the qualitative-quantitative "continuum", the MMR researcher accepts that both types of data provide insights into their research questions.

6.2.2.1 Mixed Methods Research: complementary design

The current project was designed based on the idea that the language classroom, as the object of study, can be understood only if attention is paid to the diversity and complexity of the interactions, aspects, processes and actors involved.

According to Green et al. (1989, pp.262–264) the different types of mixed-methods designs (e.g. triangulation, complementary, development, initiation and expansion) would be determined by a set of characteristics:

- *Methods: the degree to which the qualitative and quantitative methods selected for a given study are similar to or different from one another in form.*

- *Phenomena: the degree to which the qualitative and quantitative methods are intended to assess totally different phenomena or exactly the same phenomenon.*

- *Paradigm: the degree to which the different method types are implemented within the same or different paradigms.*

- *Status: the degree to which a study's qualitative and quantitative methods have equally important or central roles vis-a-vis the study's overall objective.*

- *Implementation: Independence (the degree to which the qualitative and quantitative methods are conceptualized, designed, and implemented interactively or independently) and Timing (a given pair of methods is typically implemented concurrently or sequentially, not in between)*

- *Study: the empirical research either encompassed one study or more than one study.*

In this particular investigation, the research design follows a *Complementary design* (see Fig 6.1 below). The purpose of complementary design has been described by Greene et al. (1989, pp.266–267) as follows:

> *"One apparently common purpose for combining qualitative and quantitative methods is to use the results from one method to elaborate, enhance, or illustrate the results from the other. [...] The phenomena characteristic has a slight range, indicating that the quantitative and qualitative methods should be used to examine overlapping phenomena or different facets of a single phenomenon. In complementarity designs the paradigmatic framework should be similar, and the interpretability is best when the methods are implemented simultaneously and interactively within a single study."*

Figure 6.1: Complementary Design
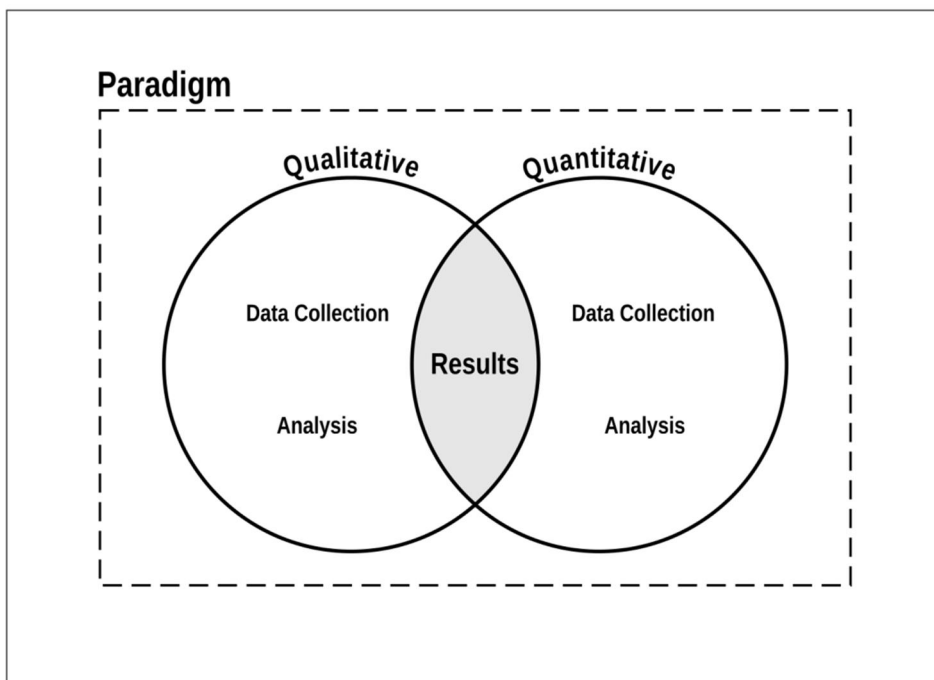
Complementary mixed methods design is consistent with the Critical Realism paradigm, as "different levels of abstraction of a multi-layered world demand different methods" (Zachariadis et al. 2013, p.11), and therefore helps to "uncover the mechanisms, agencies, and social structures that produce the behaviour observed" (ibid: p.10). Similarly, complementary mixed methods design allows accounting for the complex interactions operating in the language classroom.

The following section presents the research questions that motivated this investigation, and hypotheses drawn from them.

6.3   Research questions

The theoretical framework for this project identified the main challenges for teaching-learning EFL imposed by large classes (Section 3.2.1.1); the main activities to develop listening and speaking of YLL (Section 2.3.1); group work as a beneficial strategy for dealing with large classes (Section 4.2.2); and the relevance of listening to young learners' voice and their role as social actors (Section 2.2.2 and 2.2.3.1). In order to address these issues, the current research project focuses on a complementary MMR for understanding the complexities of TEYL in the Chilean urban context, drawing from the following research questions for each theme. Fig 6.2 provides an overview of each theme and its research questions.

Figure 6.2: Research Project Themes and Research Questions[8]

RESEARCH QUESTIONS

A. Challenges
- **A.1.** What are the challenges present in the examined context?
- **A.2.** What factors in the teaching context are related to the challenges identified in the examined context?

B. Listening & Speaking activities for YLL
- **B.1.** What activities are used to develop listening and speaking skills of young learners as presented in the literature?
- **B.2.** Which of the activities aimed at developing listening and speaking skills of young learners, are present in the examined context?
- **B.3.** What factors, if any, constrain the use of activities aimed at developing listening and speaking skills of young learners in the examined context?

C. Group Work
- **C.1.** How frequently is group work used in the examined context?
- **C.2.** What factors influence group work implementation in the examined context?

D. Learning Experiences
- **D.1.** What are the young learners' perceptions of their EFL lessons?
- **D.2.** Do specific listening and speaking activities have any impact on the learners' involvement in the lesson?
- **D.3.** Does the implementation of listening and speaking activities through group work have any impact on the learners' involvement in the lesson?

---

[8] Examined context will be understood as the *urban Chilean EFL classrooms of young language learners.*

Theme A: Challenges

Chile has been understood as a teaching context featuring large classes according to the OCED (2004). Hence, 'Challenges' as a theme was considered in order to identify the similarities in the issues faced by teachers, if any, between Chile and other large class contexts researched in the past. Similarly, it aims to determine the impact of its particular contextual features on the teaching practice with YLL.

Research Question A.1: *What are the challenges present in the urban Chilean EFL classrooms of young language learners?*

This question aims to determine the difficulties, if any, faced by teachers of TEYL in urban Chilean EFL classrooms. It also aims to expand the findings from a previous small-scale study (Inostroza 2011) onto a national scale.

Research Question A.2: *What factors in the teaching context are related to the challenges identified in the examined context?*

This question aims to determine if any of the contextual factors, such as the number of students per class, teacher qualification, teaching experience, or type of school are related to the challenges identified in the examined context.

Theme B: Listening and speaking activities for young language learners

Given the particularities of the urban Chilean EFL context, this theme was considered in order to determine the applicability of the most recurrent activities suggested in the literature for TEYL as part of the implementation of the MoE suggested curriculum for early primary.

Research Question B.1: *What activities are used to develop listening and speaking skills of young learners, as presented in the literature?*

This question aims to identify the most commonly suggested activities for developing listening and speaking skills of young learners given in the literature.

Research Question B.2: *Which of the activities aimed at developing listening and speaking skills of young learners are present in the examined context?*

This question aims to identify which of the set of activities identified in the literature as effective for developing listening and speaking skills of young learners are currently implemented in the Chilean TEYL urban context.

Research Question B.3: *What factors, if any, constrain the use of the activities aimed at developing listening and speaking skills of young learners in the examined context?*

This research question aims to identify to what extent the implementation of well-known activities for developing listening and speaking skills of YLL is limited by factors within the Chilean TEYL urban context.

Theme C: Group work

Group work has been identified as a bottom-up strategy to deal with large classes (4.2). This theme was considered in order to identify its potential benefits for the Chilean TEYL urban context.

Research Question C.1: *How often is group work used in the examined context?*

This question aims to identify the frequency of group work implementation as part of the EFL lesson in the Chilean TEYL urban context.

Research Question C.2: *What factors influence the frequency of group work implementation in the examined context?*

This research question aims to determine the factors that influence teachers' decisions, whether implementing group work in the Chilean TEYL urban context or not.

Theme D: Learning experiences

Given the role children's reflections play in their language learning process, this theme was considered to explore their perspectives on their EFL learning experiences.

Research Question D.1: *What are the young learners' perceptions of their EFL lessons?*

This question aims to collect the students' view points on their EFL lessons, as well as identifying issues, if any, particularly related to the Chilean TEYL urban context.

Research Question D.2: *Do specific listening and speaking activities have any impact on the learners' involvement in the lesson?*

This question aims to obtain an understanding of the students' perceptions of and involvement in a set of activities aimed at developing listening and speaking skills implemented as part of the project.

Research Question D.3: *Does the implementation of listening and speaking activities through group work have any impact on the learners' involvement in the lesson?*

This question aims to understand the students' perceptions of and involvement in listening and speaking activities implemented through group work as part of the intervention project.

Figure 6.3 below summarises the main issues addressed by these research questions.

Figure 6.3: Summary of key issues addressed in the research questions

Research Questions

A. Challenges

A.1. What are the challenges present in the examined context?

A.2. What factors in the teaching context are related to the challenges identified in the examined context?

Key issues to be addressed

Challenges perceived by Chilean EFL teachers in the given context.

B. Listening & Speaking activities for YLL

B.1. What activities are used to develop listening and speaking skills of young learners as presented in the literature?

B.2. Which of the activities aimed at developing listening and speaking skills of young learners, are present in the examined context?

B.3. What factors, if any, constrain the use of activities aimed at developing listening and speaking skills of young learners in the examined context?

Impact of the given context challenges on the use of listening and speaking activities for YLL.

C. Group Work

C.1. How frequently is group work used in the examined context?

C.2. What factors influence group work implementation in the examined context?

Variables that may influence the frequency of group work

D. Learning Experiences

B.1. What are the young learners' perceptions of their EFL lessons?

B.2. Do specific listening and speaking activities have any impact on the learners' involvement in the lesson?

B.3. Does the implementation of listening and speaking activities through group work have any impact on the learners' involvement in the lesson?

Impact on the involvement of YLL due to the implementation of group work and listening and speaking activities.

Figure 6.3 reveals that all the themes and research questions focus on the investigation of the EFL classroom of YLL in urban Chile. Theme A seeks to uncover the challenges Chilean teachers face when teaching YL and the impact of contextual features. Theme B and Theme C focus on strategies and activities expected to be used for TEYL. In particular, they explore the frequency of age-appropriate activities and group work, as well as the presence of contextual variables that may affect their frequency. Theme D aims to explore the learning experiences through learners' perspective on the EFL lesson and to examine the impact that the use of well-known activities for TEYL had on their involvement in language lessons.

The combination of these four themes into one investigation reflects that there is a multiplicity of elements interacting in the language classroom which makes it a complex

dynamic system (e.g. Cameron & Larsen-Freeman 2007; Seyyedrezae 2014) (see Section 9.4). Therefore by considering these four themes, and using Complexity Theory (e.g. Larsen-Freeman & Cameron 2008) to further understand these interactions, I aim to understand the processes involved in TEYL, and to examine the way the "component parts of the system (learners, teachers, materials, contextual resources, languages, etc.) function together as a dynamic whole" (Mercer 2013, p.387).

In the next section, I refer to the research hypotheses derived from the aforementioned research questions.

6.4   *The Research Hypotheses*

The research questions presented above (see Section 6.3) provide the following corresponding research hypotheses.

Research Hypothesis A:

i) The teachers in the given context face challenges according to the number of students in their classes.

ii) The teachers in the given context face challenges which are not related to the number of students in their classes.

iii) The teachers in the given context do not face any challenges.

Research Hypothesis B:

i) The implementation of activities to develop listening and speaking skills of young learners is constrained by the challenges in the given context.

ii) The implementation of activities to develop listening and speaking skills of young learners is not constrained by the challenges in the given context.

Research Hypothesis C:

i) Group work is the least used grouping strategy in Chilean EFL lessons for young learners in the given context.

ii) Group work is used with the same frequency as any other grouping strategy in urban Chilean EFL lessons of young learners.

iii) Drawbacks of group work influence the frequency of implementation in the given context.

iv) Drawbacks of group work do not influence the frequency of implementation in the given context.

The next section describes the research structure that helped me to answer these questions.

6.5   *Research project structure*

In order to answer its research questions (6.3), the current research project consisted of two main studies carried out concurrently from December 2012 to July 2013. In the two studies, a survey study (6.3.1) and an intervention project (6.3.2), different procedures were chosen, according to two main factors: on the one hand involving teachers and children as the main actors in the EFL classroom; on the other hand, using the methodology and results of previous studies in the area of interest (e.g. Nikolov 1999b; Garton et al. 2011; Shamim et al. 2007). Figure 6.4 illustrates the studies and the different data collection processes and procedures.

Figure 6.4: Research Project Design
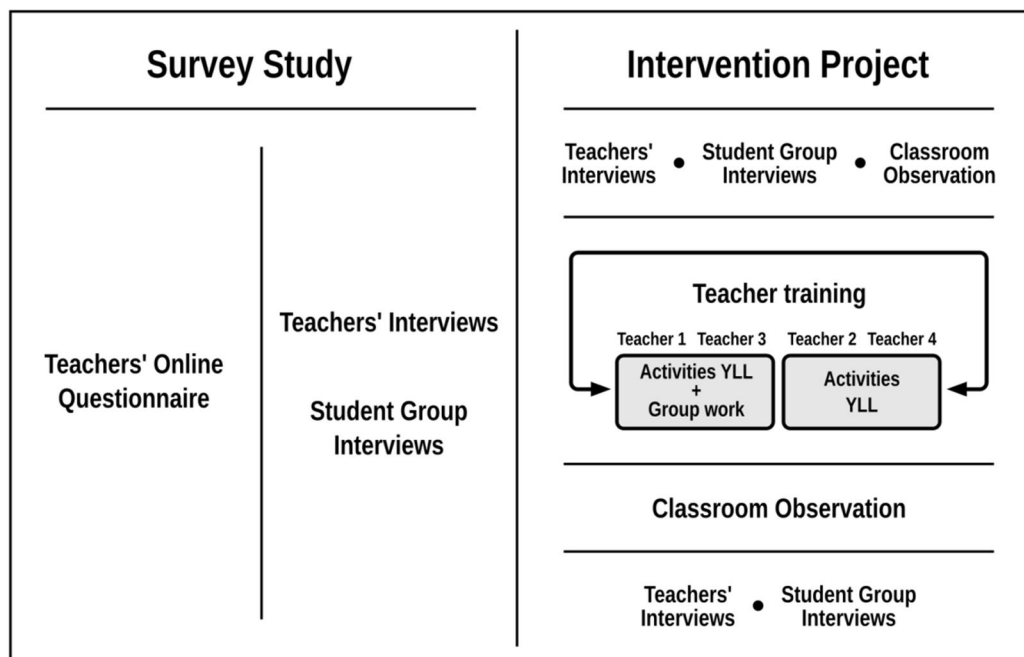
The following subsections describe each study in detail.

6.5.1 Survey study

This study aims at measuring the teachers' and learners' perceptions of the EFL lesson in early primary education in the urban Chilean context. In the case of the teachers' perceptions, the focus was on: a) the teachers' viewpoint on the challenges faced in their urban classes when teaching young learners; b) the frequency and the degree of difficulty involved in the implementation of a set of well-known activities for developing listening and speaking skills on YLL; and c) the frequency of group work implementation and the factors influencing the decisions in their pedagogical practice (6.9). Chilean EFL teachers working with 6 to 9-year-old children in urban contexts participated in this study (6.7). The data collected was analysed by statistical techniques of correlation and regression analysis (7.3.1). In addition, four teachers from the sample were interviewed. In the case of the learners, semi-structured group interviews were

carried out with a group of children from each of the interviewed teachers' classes. The objective of these interviews was to collect the pupils' perspectives on their EFL lessons (6.9.2).

6.5.2 Intervention project

An intervention project was carried out in four classes of YLL in urban Chilean contexts. In these classes, group work was manipulated to observe whether it facilitated teaching and had any impact on involving students in listening and speaking activities. Thus, two intervention conditions were designed (see Fig 6.5 below).

Figure 6.5: Intervention Project: Training Design
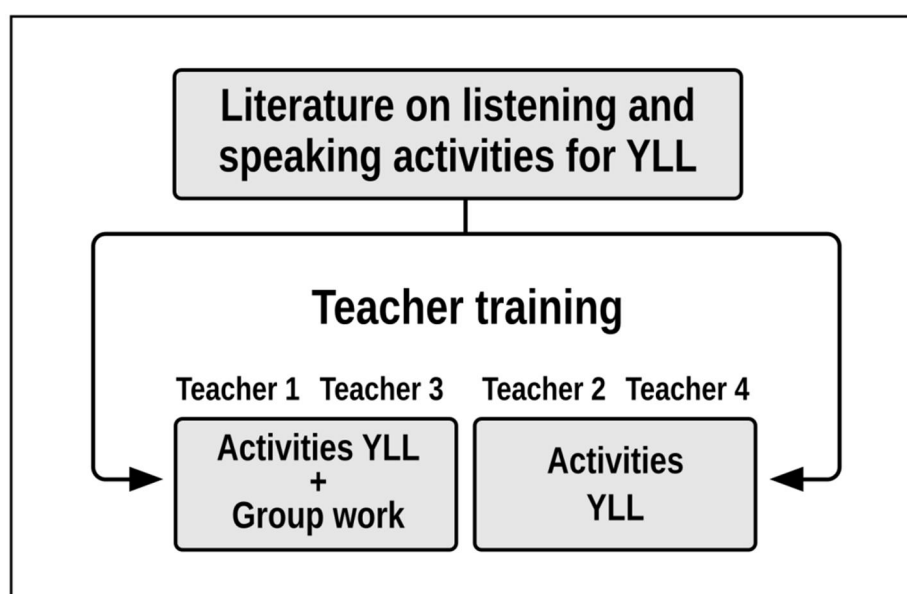
In the first condition, two teachers of English were trained in the use of group work and specific activities for TEYL. In the second one, two teachers of English were instructed only in specific activities for TEYL. The four teachers were asked to implement in their classes the pedagogical resources they had been trained in, for three months (April to June 2013). In addition, learners and teachers of the four classes were interviewed before and after the intervention project was implemented. Additionally, classroom

observations were carried out and lesson video recordings were generated in order to address the different layers of the research phenomena (6.2). Classroom observation allowed for complementation of the data provided by the teachers' questionnaire and interviews, as well as the learners' interviews.

6.5.2.1 Teacher Training Design

The training took place in two days according to teachers' availability and lasted about 2 hours each day. The session started by sharing ideas regarding each topic, followed by what the literature said on the theme, to continue with the presentation of activities that could be used in the classroom. The session concluded with comments on the activities presented and on their applicability to the classroom. Table 6.1 shows the plan for each training condition, including focus, objective and activities.

Table 6.1: Training on Activities and Group work implementation for TEYL

Teacher	Day	Focus	Objective	Activities
T1-3	1	Group work	• To identify beliefs about group work: definition and implementation. • To identify the meaning of collaborative and cooperative learning. • To define group work. • To identify strategies to build up collaborative and cooperative skills in their students.	Brainstorming about their perspective on and attitude towards group work. Work on the concepts of collaboration and cooperation. Benefits of group work. Construct strategies to develop cooperative and collaborative skills within the classroom.
T1-3 T2-4	1	Songs/Music	• To identify the relevance of the use of songs and music for TEYL. • To determine the benefits and limitations of using songs/music for TEYL. • To evaluate and adapt the activities suggested according to the teachers' personal context.	Background beliefs on the use of songs/music. Rationale and theoretical info about the use of songs/music. Present suggested activities with group work implementation on: routines, days of the week, months of the year, weather, greetings, action songs, and traditional songs. Introduce strategies for adapting songs. Strategies for monitoring children's progress.
T2-4 T1-3	1 2	Games Listen & Do activities	• To identify the importance of the use of games for TEYL. • To determine the benefits and limitations of using games for TEYL. • To evaluate and adapt the activities suggested according to the teachers' personal context.	Background beliefs on the use of games. Rationale and theoretical info about the use of games. Present suggested activities with group work implementation: classroom games, playground games, and tips on management of games. Strategies for monitoring children's progress
T1-3 T2-4	2 2	Stories	• To identify the importance of telling stories for TEYL. • To determine the benefits and limitations of storytelling for TEYL. • To evaluate and adapt the activities suggested according to the teachers' personal context	Background beliefs on the use of storytelling. Rationale and theoretical info about the use of stories. Present suggested activities with group work implementation: stories, fairy tales dialogues, action stories, stories and rhymes. Strategies for creating stories
T1-3 T2-4	2 2	Dialogues Speaking	• To identify the relevance of developing speaking skills in TEYL. • To determine the benefits and limitations of using dialogues for TEYL. • To evaluate and adapt the activities suggested according to the teachers' personal context.	Background beliefs on speaking skills. Rationale and theoretical info about developing speaking skills. Present suggested activities with group work implementation: guided practice, role plays, course book speaking time and tips on developing and creating speaking activities. Strategies for monitoring children's progress.

The teacher training programme was designed taking into account three main sources:

1) the literature on age-appropriate activities for TEYL, namely storytelling, songs,

games, role play, and listen and do activities, as well as activities that I used when I was

a teacher in the examined context; 2) a training programme for nursery teachers I

designed together with a colleague in 2011; and 3) the syllabus themes present in the MoE curriculum. The main purpose of the training was to explore to what extent what has been suggested by the MoE and the literature for TEYL was feasible in practice in urban Chilean classrooms.

The activities presented in the training were in line with the teachers' lesson planning for the semester which was consistent with the MoE materials for 2013. The topics dealt with were places in the city and occupations. It is noteworthy, notwithstanding, that activities for specific topics were developed in the case of Teacher 4. This was due to a different lesson planning based on the MoE materials for 2012. Therefore, this teacher was working on topics such as body parts, health and illnesses. For example, in the use of storytelling activities, I included the story "the Lion is ill" as part of Teacher 4's training[9].

Teachers were provided with a handout which summarised the information presented in each session, as well as supporting audio-visual materials for the suggested activities. Picture 6.1 shows an example of the supporting material provided.

---

[9] For a full account of the training materials check CD attached.

Picture 6.1: Example of training handout and supporting material

This investigation was designed in accordance with the young language learners' classroom in the Chilean urban context. I describe this context and the focus of the current research project in the following section.

6.6   *Context and Focus of Study*

The setting of this research project is urban Chile. In particular, it focuses on municipal and subsidised schools. I decided to focus on these types of schools as they cater for children from similar backgrounds regarding levels of vulnerability, number of students per class, teachers' qualification and access to MoE materials for TEYL (1.3.1 and 1.3.2).

Similarly, and given the recently suggested curriculum presented by the MoE for teaching English in early primary years (5.2), this research project focuses on schools teaching EFL in early primary level, from 1st to 4th Grade (6 to 9 years old).

In addition, and for the intervention project, this project was carried out with a focus on middle and low-income communes[10] from the capital city, namely La Florida, Puente Alto (south-east) and Pudahuel (north-west). These municipal and subsidised schools shared features regarding their location and the pupil population they catered for, with 70% to 90% of their intake being *priority students.*[11] These educational institutions were then gifted the *Preferential School Subsidy* (SEP in Spanish), which aims to "improve the quality of education of the poorest areas and those with the lowest educational achievements" (Corvalán 2012, p.7).

Given that municipal and subsidised schools depend on different administrative entities, I faced some issues regarding access to participants. In the next section, I describe some of the situations faced in regards to gatekeepers.

---

[10] A commune is the smallest administrative subdivision in Chile. In highly populated areas, an extended city, such as Santiago de Chile, may be broken into several communes.

[11] Priority students are those socioeconomically disadvantaged. These pupils belong to the first quintile (the poorest households) and received free school meals, and school supplies.

6.6.1 Gatekeepers and access

The purpose of this section is to describe the identification of gatekeepers and the process of negotiation of access to schools, teachers and children for data collection. Gatekeepers are defined by Richards et al. (2012, p.72) as "people who are in a position to refuse or allow access to the next stage in the process of access gaining".

For the questionnaire distribution, the first gatekeeper identified was the MoE. The first stage was to contact the Curriculum Division in order to access the schools teaching EFL in early primary level. This division provided the ID of two thousand schools registered as "EFL early starters" in 2012, as they received the EFL course book for 1st to 4th Grades provided by the MoE that year. With this information, I was able to retrieve these schools' contact details from the MoE website (www.mime.mineduc.cl). An invitation email was sent to each of them in December 2012. The second stage involved the EODP. A formal request to distribute the online-questionnaire was submitted to the EODP in December 2012. They requested a description of the research project aims, the impact and relevance of the project for Chile, and a copy of the questionnaire. This information was discussed and evaluated by the head of the EODP, who finally agreed to distribute the online-questionnaire nationwide to a thousand teachers in April 2013.

For the intervention project, several municipal schools in the communes of La Florida and Puente Alto were invited to take part in the project by email; however, the response was limited. Thus, I had to put into practice on other strategy for gaining access, school visits. In person, I visited municipal and subsidised schools in these communes, in order to request meetings with the schools' head-teachers. In the municipal school in Puente Alto, the head-teacher required authorisation from the head of the Municipal Education

Division. After a negative response via email, I requested a meeting with the head of the division. In person, I explained the project aims and the potential impact of the project to the head of the division, who eventually provided her support and access to the school. Additionally, a colleague researcher directed me to a subsidised school from a different commune, Pudahuel. In all of the cases, a meeting with the each of the participant teachers was arranged. There, I explained the project aims and the benefits it could bring to their practice. For those schools which agreed to take part, I offered teacher training in TEYL and pedagogical support (storytelling in English for other classes in the school).

The situations described above illustrate three main issues. Firstly, access to a nationwide population of teachers depends on the institutions' good will and engagement with the research project, which in this case had a positive outcome. Secondly, the limited response from municipal schools could be related to two issues. On the one hand teachers' lack of trust in external parties based on the recurrent criticisms on their practice; and on the other hand their heavy workloads (5.2). Finally, these events also show the relevance of face-to-face meetings with school gatekeepers. My main point here is to emphasise the importance of knowing the context of research, as well as the local school culture, in order to obtain access and be able to carry out classroom research and related types of investigations.

In the following section, I describe the profile of the three groups of participants, namely teachers, classes and learners.

6.7   Participants

The details of the participants comprise teachers (6.7.1), classes (6.7.2), and learners (6.7.3). In the case of the teachers they are divided accordingly to the survey study and intervention project.

6.7.1   Teacher participants

6.7.1.1 Questionnaire Sample

Three hundred and sixty-three teachers from all over the country agreed to take part of the current research project. 205 valid (i.e. complete) questionnaire responses were received. However, given the project focus, this dataset was filtered out leaving only those teachers working in early primary grades (1st to 4th Grade), located in urban areas, with a final sample of 137 valid responses (7.2.4). Table 6.2 below summarises the details of the questionnaire participants.

Table 6.2: Summary of details of online questionnaire participants

Sex	
Female	84.7%
Male	15.3%

Students per class	
6 to 25	29.6%
26 to 37	42.2%
38 to 45	28.1%

Type of School	
Municipal	40.9%
Subsidised	58.4%
Private	0.7%

Experience TEYL	
1 to 2 years	27.9%
3 to 5 years	28.7%
6 to 10 years	25%
11 or more years	18.4%

Regions (From north to south)	
XV. Arica y Parinacota	2.9%
I. Tarapacá	2.9%
II. Antofagasta	1.5%
III. Atacama	1.5%
III. Coquimbo	8%
XIII. Metropolitana	17.5%
V. Valparaíso	10.9%
VI. O'Higgins	4.4%
VII. Maule	8.8%
VIII. Biobío	16.1%
IX. Araucanía	11.7%
X. Los Lagos	8%
XIV. Los Ríos	3.6%
XI. Aysén	2.2%

ELT Qualification	
Yes	78.1%
No	21.9%

In this sample, 84.7% (*N*=116) of the teachers were females, and 15.3% (*N*=21) males. The number of students varied among these teachers, with most teaching classes of 26 to 37 children (42.2%, N=57). In terms of teaching experience, the average teaching experience was 7.22 (*SD*=7.6). Over half of the teachers (56.6%, *N*=77) had from 1 to 5 years of experience, whereas a fourth (25%, *N*=34) had taught for 6 to 10 years, and less than a fifth (18.4%, *N*=25) for 11 years or more. In addition, almost 80% (*N*=107) of the teachers reported having an English teaching qualification.

Most teachers were from four of the most populated regions in the country, namely Metropolitana, Biobio, Araucania, and Valparaiso, mainly from municipal or subsidised schools.

6.7.1.2 Intervention Project

The sampling procedure was a purposive sampling[12], focusing on municipal or subsidised schools teaching EFL from 1st to 4th grade, and which were using the MoE suggested curriculum for this level. However, from the several municipal and subsidised schools which were invited to take part of the intervention project (6.6.1) only four gave access to their EFL teachers. Thus, the participants were primarily chosen according to being members of the context of interest and the availability of access.

Four teachers from four different classes in four different schools participated in the intervention project (6.5.2), and all of them were part of the questionnaire sample. Three worked mainly as EFL teachers in each of the schools, and taught EFL lessons as part of the compulsory primary education.

Table 6.3: Summary of details of teacher participants in Intervention Project

Teacher	Sex/Age	Years ELT experience	ELT qualification	Teacher English proficiency	Average number of hired EFL hours	Students per class	Type of School
1	Female/34	11.5	Primary teacher with EFL training	ALTE 4. C1	38	34	Municipal
2	Male/48	4	Primary teacher with EFL training	ALTE 3, B2	22	37	Municipal
3	Male/50	13	Secondary EFL Teacher	ALTE 4. C1	X	40	Subsidised
4	Female/38	7	French teacher with EFL training	ALTE 3, B2	38	43	Subsidised

As shown in Table 6.3 above, most of the teachers taught in classes with over 34 students, and two of them were males. While two had over ten years of EFL experience, one teacher had only four years' experience. Regarding their English level, according to their self-reported CEFR levels, two teachers were C1 proficient users, and two B2 independent users. Interestingly, only one of these teachers was an EFL specialist, and

---

[12] Purposive sampling is understood as selecting cases and a sampling plan which "line up with the purposes of the study" (Dörnyei 2011, p.126).

two were primary teachers with EFL training. This seems to be the tendency in Chilean primary schools, in which primary teachers take EFL qualifications to teach at this level (Ministerio de Educación 2015b).

6.7.2 Class Participants

Four classes from four different schools in the capital city took part in the intervention project (6.5.2). The participant classes were selected according to the availability of access. In this way, and after explaining the focus and age of interest, the schools' administration together with the EFL teachers chose the participant classes considering only 4th Grade classes. As shown on Table 6.4, all classes shared features of no entry requirement and no monthly fees.

Table 6.4: Summary of details of class participants

Class	Students per class	EFL hours a week*	Years of EFL	Years with the same EFL Teacher	Type of School	School Location	Entry requirement	Monthly Fees
1	34	2	4	Third year	Municipal	La Florida	None	None
2	37	2	2	First year	Municipal	Puente Alto	None	None
3	40	4	4	First year	Subsidised	Puente Alto	None	£10**
4	43	2	2	First year	Subsidised	Pudahuel	None	None

* In Chile, a lesson hour refers to 45 minutes   **This fee is paid by less than 20% of students.

Finally, the setting of three of the classrooms was in rows, with only Class 3 set into groups. Picture 6.1 illustrates the classroom setting for each of the participant classes.

Picture 6.2: Classroom setting of participant classes

Class 1

Class 1 was set up in three rows, the ones on the sides in pairs and the central one in threes.

Class 2

In Class 2, there were three rows of paired seats.

Class 3

Class 3 was set up in six groups of 6 students, and one group of 8 students.

Class 4
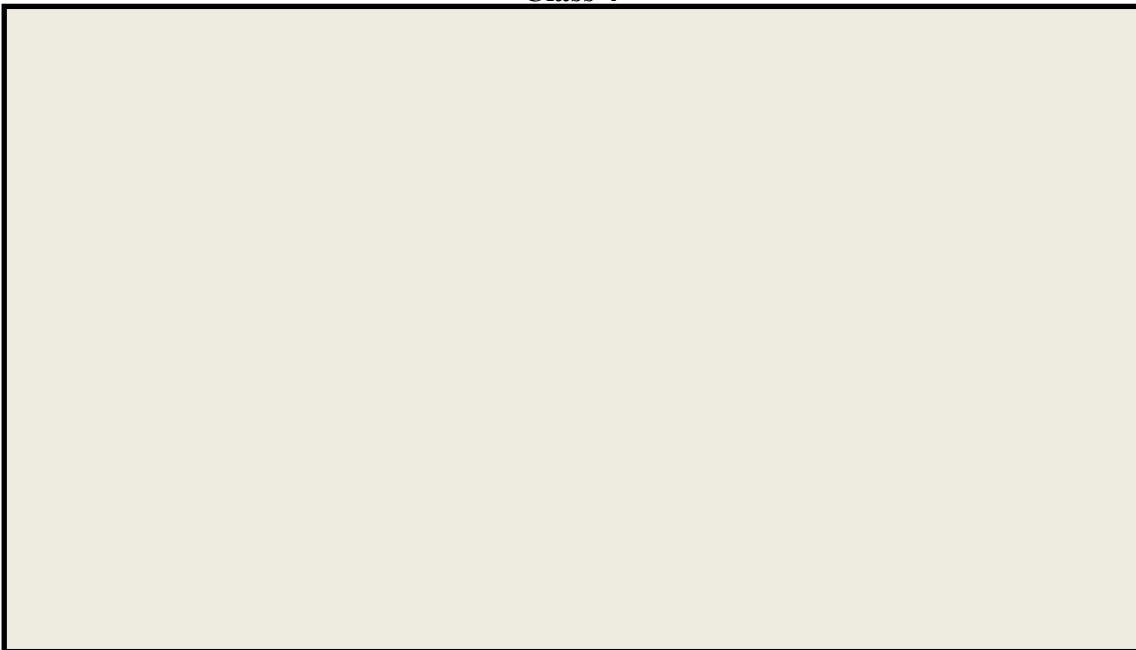
In Class 4, there were three rows of students seated in pairs.

6.7.3 Learner Participants

In total, sixteen learners aged 9 took part in the group interviews of the current study. Students belonged to each of the four participant classes. Therefore, Student Group 1 was part of Class 1 and their EFL teacher was Teacher 1. A summary of the learner participants' profiles can be found on Table 6.4 below.

Table 6.5: Summary of details of learner participants

Student Group	Number of students interviewed	Learner participants' pseudonyms	Number of EFL hours a week	Years of EFL instruction
1	4	Valeria, Rosa, Paula and Carolina	2	4
2	4	Flavia, Macarena, Milena and Susana	2	2
3	5*	Ester, Sabrina, Francisca, Isabel and Rocio	4	4
4	3	Paloma, Fabiola and Mireya.	2	2

*In Group 3, there were four students interviewed each time. Rocio took part in the first interview and Isabel in the second one. This change was made due to the development of friendship relations during the semester.

These learners had EFL lessons as part of their compulsory primary education. As shown in Table 6.5 above, most of these children had two academic hours of EFL lessons each week and an average of 3 years of EFL instruction.

In the first couple of weeks, I observed children's interactions inside and outside the classroom. During this time, I pre-selected some students that I identified as being able to express their ideas in class. My interaction with them during recreational breaks and lunch time allowed me to identify their friends as well as develop a degree of closeness with some of them. Following the literature on researching with children (Lewis 1992; Cohen et al. 2007; Corsaro & Molinari 2008; Mayall 2008; Kuchah & Pinter 2012; Kuchah 2013), I finally selected the learner participants by their friendships, and on the basis of the trust and closeness developed with me during those weeks. All of the students interviewed were girls, and even when I had interactions with boys from the

different classes, there was not enough time and contact to be able to develop rapport to invite them to take part of the group interviews (my reflections on this issue as one of the limitations of this study is addressed in 10.3.2).

6.8   Pilot study: MA dissertation and Teacher Questionnaire

I carried out a small-scale study in 2011 as part of my MA dissertation in Applied Linguistics with TESOL (Inostroza 2011; 2013). This study was used as one of the pilot studies for the current research project. This small-scale study aimed to assess group work implementation and identified the challenges faced by Chilean EFL teachers of YLL in large classes. Its results suggested that Chilean TEYL teachers in large classes faced similar challenges to those identified in the literature on older learners in other countries, namely problems of *giving learners the opportunity to express themselves in English*, *accounting for different individual learning styles* and *assessing learners individually*. Additionally, it was found that group work was the least frequent grouping teaching strategy used by EFL teachers of young learners in large classes. The factors limiting teachers' decisions to use group work, however, in most cases were associated with issues such as having few hours to cover the syllabus, time for planning, and the classroom setting.

The data was based on the perspectives of 30 Chilean teachers of EFL in 5th Grade (around 10 years old) with an average number of 38 (SD = 4.3) students in their classes. This research project followed a sequential explanatory mixed method design (Creswell 2009, p.211), in which quantitative data were collected and analysed before qualitative data. While the questionnaire determined the statistical relationships among the variables (Dörnyei 2011), the follow up semi-structured interview provided detailed

information helpful to explain and clarify the quantitative results (Ivankova & Creswell 2006).

The questionnaire used to collect the data in this small-scale study (Appendix A) needed improvement, particularly on the statement constructions. For example, in the section regarding group work the questionnaire included statements such as 'using group work makes me feel no longer in control of the class' or 'group work encourages the use of Spanish' to which teachers have to show their degree of agreement. Through these items it was possible to collect their perspectives on group work use, but it was not possible to infer the influence of the various contextual factors on their choice to use group work. As a result, this section was modified into items asking about the degree of influence that some factors have on their decision on using group work such as 'classroom size', 'off-task behaviour', 'positive climate in the classroom'. I also included questions to capture the teachers' profile such as level of English and years of experience, particularly TEYL. This improved version of the questionnaire (6.9.1) was used for collecting teachers' perspectives in the Survey Study.

6.9   Research instruments and data collection procedures

As presented in Section 6.3, in order to answer the research questions, a Survey study and an Intervention project (6.5) were carried out from December 2012 to July 2013. The following section describes the data collection instruments used in each of the studies. Table 6.6 shows a summary of the data collection procedures in a time line.

Table 6.6: Data Collection Procedures: Time line

Online Questionnaire application								DECEMBER 2012 – JULY 2013								

Intervention Project					2013											
	MARCH				APRIL				MAY				JUNE			
Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Intervention Project participants invitation	✔	✔	✔	✔												
Selection of student group participants					✔	✔	✔									
Signing of consent form: teachers and parents	✔	✔	✔	✔												
Teacher training					✔	✔	✔									
Classroom Observation							✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Teacher interview 1			✔											✔		
Teacher interview 2				✔										✔		
Teacher interview 3					✔									✔		
Teacher interview 4					✔							✔				
Students group interview 1								✔						✔		
Students group interview 2						✔							✔			
Students group interview 3								✔							✔	
Students group interview 4								✔						✔		

6.9.1 Questionnaire

Questionnaires can be completed in a short time, facilitating the process of gathering data and providing an easy way to deliver and obtain results. According to scholars (McDonough & McDonough 1997; J. D. Brown 2001; Dörnyei 2003; 2011) questionnaires are straightforward to construct and distribute, as well as efficient for data gathering. Thus, the part of the data for answering research questions A.1, A.2, B.2, B.3, C.1 and C.2 (6.3) were collected through an online questionnaire using *Lime Survey*, an open source online survey application.

The questionnaire was developed according to different sources in the literature regarding challenges in large classes (3.2.1.1), activities for YLL developing listening and speaking skills (2.3.1), and group work (4.2) and the study carried out as part of my

MA dissertation (6.8). This instrument was piloted with 10 Chilean teachers (6.10.2.1) who shared features with the main study sample.

The questionnaire (Appendix B) of this study consists of ten parts with multiple-choice questions, open-ended questions, close-ended questions, and *Likert scale* items (Dörnyei 2011). Its structure is presented below:

Part I   Six items of multiple-choice and yes-no questions about the participant's personal details: age, gender, teaching experience, level of English and qualifications.

Part II   Two items of multiple-choice questions about the geographical location of teaching.

Part III   Six items of multiple-choice questions, yes-no items and open-ended questions about the teaching context: name of the school, type of school, grades they are teaching, course book provider, and the number of students in the class.

Part IV   Seventeen *Likert scale* items asking participants to rate the degree of difficulties of a set of situations in their YLL classes, such as keeping students interested, monitoring learners' progress and managing discipline.

Part V   An open ended-question about any other issues regarding situations encountered in the examined context.

Part VI   Five *Likert scale* items asking about the frequency in a semester teacher use a set of activities for developing listening and speaking skills of young learners such as storytelling, games, and role play.

Part VII   An open ended-question about any other activities they implemented in their lesson in primary classes in the given context.

Part VIII   Four *Likert scale* items asking about the frequency teacher use grouping strategies.

Part IX   Thirteen *Likert scale* items asking about the degree of influence of a set of factors in their decision to implement group work such us classroom size, off-task behaviour and opportunity to practice English.

Part X   An open ended-question about any other aspect regarding group work, challenges, or young learners' activities they would like to mention.

Final Part Information about other stages in the research project. Teacher could express their willingness to participate by filling in some personal details, such as name and email address.

The participants were contacted by email through their schools and the EODP. As this research project aimed at municipal and subsidised schools, the EODP was contacted, in order to gain access to those EFL teachers working at schools teaching EFL from the early primary years (6.6.1).

The email contained a greeting message, a brief explanation about the research, and a link, which directed them to the Internet-based survey, hosted and prepared through *Lime Survey*. This data collection procedure started on December 2012 and finished in July 2013 (Table 6.6).

6.9.2 Interview

Interviews could provide supporting data for the findings as well as a different kind of information accessible only through one-to-one interaction. In this regard, McDonough (1997), Brown (2001) and McKay (2006) agree that interviews provide some level of connection with the interviewee. In this research project, there were two groups of participants: teachers and learners.

6.9.2.1 Teachers

The Chilean teachers participating in the Intervention Project were interviewed on two occasions during the sixteen weeks of data collection (Table 6.5). Firstly, this was done during the diagnostic period, before intervening in the classes (between week 2-4); and secondly, it was repeated almost at the end of the intervention process (between week 10-12). The interview was semi-structured, and conducted in Spanish so as to avoid any language barriers that the use of English could cause for Chilean teachers[13]. The first interview aimed at developing a profile of the teachers (age, teaching qualification, English level, teaching experience, etc.) and their teaching context. It also included some general questions regarding classroom challenges, and activities used for TEYL. The second interview was constructed in accordance with information regarding the progress of the intervention, with particular focus on challenges, group work and listening and speaking activities. Similarly, it collected information in accordance with the classroom observation. The two interview schedules and topics can be found in Appendix C.1.

---

[13] For details on the translation and analysis process please see 7.2 and 7.3.

6.9.2.2 Learners' Group Interviews

Scholars have identified the benefits of group interviews when researching with children. According to Lewis (1992, p.415), group interviews create a wider diversity of responses and a climate of support, which allows children to provide "risky ideas". Similarly, this kind of interview "encourages interaction between the group rather than simply a response to an adult's question, [...] being less intimidating for children than individual interviews" (Cohen et al. 2007, p.374). In order to make this interview an effective instrument of data collection, power relations between the adults and the children need to be considered. In other words, the researcher must always be aware of this power relationship and approach children as an adult in need of knowing about them; thus triggering children's willingness to share their knowledge (Mayall 2008; Kuchah & Pinter 2012; Pinter et al. 2013). In this particular project, I tried to be aware of the generational issues of being an adult within the classroom context when I interviewed learners in groups. I tried to become a familiar figure as an adult, playing and chatting during break time, but not following the expected adult role of authority in the school context (correcting behaviour, interfering in their conflicts or making decisions inside or outside the classroom). In this way, I also used a participant observation method, "which entailed immersing in the research setting so that [I] could experience and observe at first hand a range of dimensions in and of that setting" (Mason 2002, p.84). My participant observation, however, was mainly carried out during breaks and lunch time, as I tried not to interfere during lesson time.

This group interview was semi-structured and also carried out in Spanish, given these young learners' limited proficiency in English. The interview was constructed in accordance with previous studies in the field (e.g. Nikolov 1999b) and regarding their interaction and participation in EFL lessons. It was mainly focused on the learners'

110

perspectives on the EFL lesson, materials, activities and the EFL teacher. As a semi structured instrument, it allowed children to guide the conversation through spontaneous comments, away from my planned themes (Christensen & Prout 2002; Kuchah & Pinter 2012; Pinter & Zandian 2014). For example, students referred to topics related to relationships among classmates, and personal interests in English, which were not included as interview topics. Interviews were carried out on two occasions during the sixteen weeks of data collection (Table 6.5): firstly, before intervening in the classes (between week 6-8); and secondly, almost by the end of the intervention process (between week 13-15). The two interview schedules and topics can be found in Appendix C.2.

6.9.3 Observation

Classroom observations have been mentioned by scholars as a way to access the natural classroom context (Cohen et al. 2007; Heigham & Crocker 2009; Dörnyei 2011). Therefore, it can be identified as a helpful source to complement information from questionnaires and interviews (e.g. Nunan 1992). In the Intervention Project, classroom observation had two aims: firstly, diagnosing any challenges present in the examined context; and secondly, to check the progress and the impact of the implementation of group work and listening and speaking activities on the YLLs' involvement. Table 6.6 shows a summary of the task completion in the data collection process as part of the Intervention Project.

Table 6.6: Intervention Project: Data Collection Task Completion Summary

Teacher / Class	Teacher Interviews	Teacher Training		Students' Group Interviews	Lessons observed and video recorded									Total lessons observed
	Pre & Post	Activities	Activities & Group Work	Pre & Post	1	2	3	4	5	6	7	8	9	
1	✔		✔	✔	†	✔	✔	✔	✗	✗	✔	✔	✔	7
2	✔	✔		✔	✔	✔	✔	✗	✔	✔	✔	✔	✔	8
3	✔		✔	✔	†	✔	✔	✔	✗	✔	✔	✔	✔	8
4	✔	✔		✔	†	†	✔	✔	✔	✗	†	✔	✔	8

✔ : Task completed   † : Not video recorded   ✗ : Not observed

As shown in Table 6.6, classroom observations took place during the diagnostic period, as well as during the Intervention Project (6.5.2). Together with the classroom observation field notes, these lessons were video recorded.

6.9.3.1 Lesson Video Recordings

As part of the intervention project, classroom observation was carried out using two cameras to record the lessons in video and audio. According to Dörnyei (2011, p.183) ''Video recording' has provided a technology that might be considered ideal for classroom research as it can replace the need for real-time coding". In this way, the main advantage of video recording is that it provides the opportunity to go back to the data as many times as needed (Leung & Hawkins 2011).

Nevertheless, one of the drawbacks of using of video-recording for collecting classroom data has been the intrusion or distraction for students (Zuengler et al. 1998). In these classes, children became really excited about the cameras; therefore, data collection did not start until after the second or third lesson.

My main objective for using video recording for data collection was to be able to capture learners' and teachers' interactions in the lesson from different classroom

perspectives. However, as Zuengler et al. (1998) and Leung & Hawkins (2011) have pointed out, video-recording provides a limited or partial view of the classroom. Therefore, I placed one camera at the front of the classroom and the other at the back. Picture 6.2 shows an example of the angles of both video camera recordings from one of the classes.

Picture 6.3: Example of angle of both video camera recordings in Class 1

Camera A
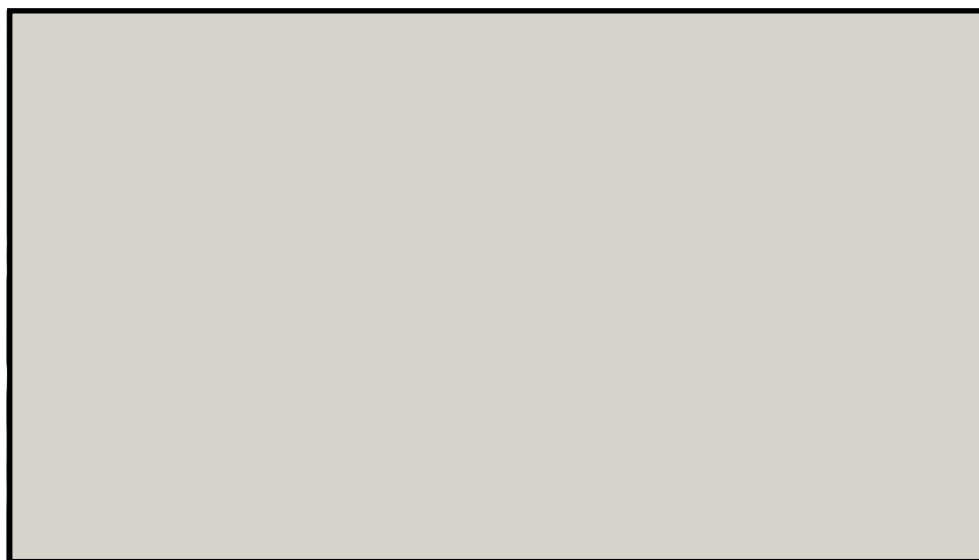
Camera B
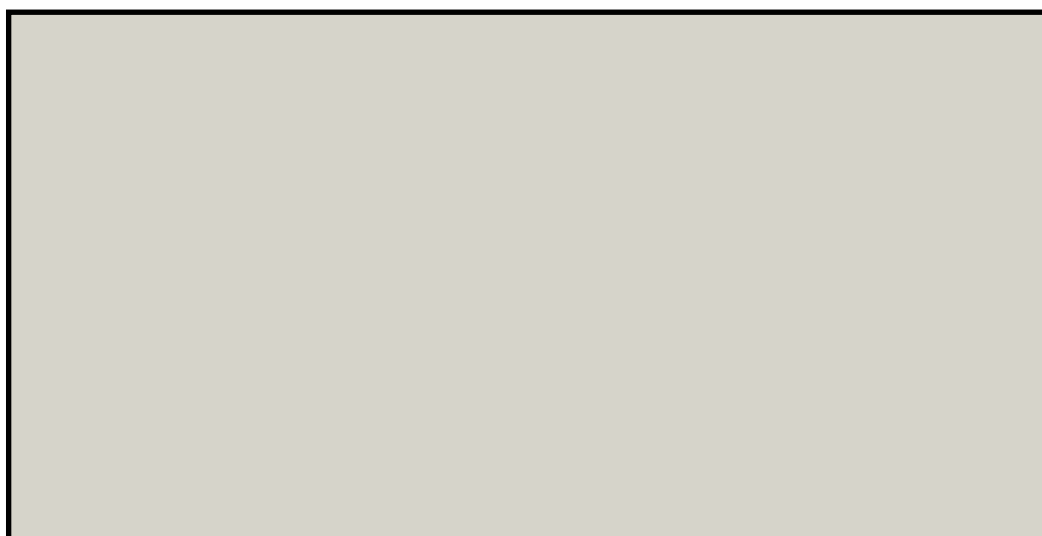
As can be seen from Picture 6.2, Camera A looked at the class from the teachers' perspective, and Camera B looked at the teacher from the learners' viewpoint. Additionally, I sat at a different point, either at the back or to the side of the class.

Given the limitations aforementioned, video recordings were complemented with field notes of classroom observations.

6.9.3.2 Field notes

During classroom observation, I took note of what was happening in the lesson in general, including comprehensive note-taking. According to Wolfinger (2002, p.90) these type of writing field notes "systematically and comprehensively describe everything that happened during a particular period of time, such as a single trip to the field". In my notes I tried to collect information regarding the teachers' role and interaction with the learners, the way teachers dealt with any present challenges, the activities they used in the lesson, and the children's engagement on activities and peer support in each lesson. An example of these notes can be seen on the following extract:

Extract 6.1: Fieldnotes_Class2_18.04.2013
For the first time, the teacher used a projector to introduce a song and images on the board. Children are motivated and participate actively.
The song "Family finger" is introduced first. They all sing and repeat the sentences together. Children have to identify the words in the song and then they all sing together. It seems that the purpose of the song was only motivational since there is no relationship with the contents.
A map is presented on the board and different images from around the city. The children identify the places and their location on the map, identifying prepositions of place.
The class ends with a handout in which the children must match words with images and colour them. This activity lasts over 40 minutes. Most of the children finished it quickly; therefore, they lose interest on the activity. There is a clear motivational shift between the first activities and the last one. As they are not involved with the activity any more, they start talking and doing other things. For example, there is a fist fight between two boys nearly at the end of the class (9:23). After that, teacher told them to take their English textbooks to work an activity that is interrupted by the break bell.
T2 did not assign time limits to any of the activities. This resulted in activities such as matching and colouring lasting over 40 minutes, and causing disruptive behaviour and lack of student involvement.
In this class, the use of English is limited to isolated words related to the vocabulary seen in the lesson, where there are translations into Spanish regularly.

These notes complemented the video-recording data, providing information that was not accessible due to technical 'blindspots' (Zuengler et al. 1998). A sample of the observation notes from a typical class can be found on appendix E.

In this section, I have presented the different instruments and procedures followed in the current research project. In the following section, I address the analytical categories used to analyse interviews, questionnaire comments and lesson video recordings.

In the next section, I present the procedures and criteria followed in order to ensure the quality of the current research project.

6.10   *Validity and Reliability of Research*

6.10.1 Reliability

Reliability, as Dörnyei (2011, p.50) states, "indicates the extent to which our measurement instruments and procedures produce consistent results in a given population in different circumstances". Nunan (1992, p.14) makes the distinction between internal and external reliability, where the former "refers to the consistency of data collection, analysis and interpretation"; and the latter denotes the extent to which, in the replication of the study, similar results are obtained. In addition, and given the MMR used in the current project, Brown (2001, p.171) points out that "if you have both quantitative and qualitative questions [...] you should be concerned about the reliability of both types of questions [instruments]". Therefore, reliability is addressed with reference to data collection (6.10.1.1), questionnaire internal-consistency (6.10.1.2), transcriptions (6.10.1.3), coding (6.10.1.4) and analysis (6.10.1.4). I present these in the following sections.

6.10.1.1   Reliability of data collection

The data for the investigation project were collected simultaneously through an online questionnaire and in the classrooms where the research took place. In the case of the former, the questionnaire was open to any teacher with access to the link. It is therefore assumed that teachers from different types of schools countrywide, and with different professional profiles (proficiency level, qualification, gender, age, etc.) answered the questionnaire. This provided a normal distributed sample. In the case of the data collected in classrooms, schools shared features in terms of population catered for (6.6); therefore, these were taken as a single group. In addition, there was a consistency regarding the procedures for teachers' training and data collection at the schools (individual teacher training was according to teachers' availability, half days was spent at every school, and EFL lessons were systematically observed). In the same way, even though I was present in the classrooms as part of the classroom observation (6.9.3), my role was as a non-participant observer affecting the lesson development as little as possible.

6.10.1.2   Reliability of questionnaire

Reliability in questionnaires is commonly measured through internal-consistency, called *Cronbach's alpha,* α (Field 2009; Dörnyei 2011). The literature (e.g. Youngs & Youngs 2001; Busse & Williams 2010; Field 2009; Yim 2014) identifies 0.7 or above as an acceptable value of Cronbach's α value. However, this value depends on the number of items in the questionnaire. Dörnyei (2011) argues that, in the field of second language learning, researchers aim to measure a diversity of factors in a single questionnaire so scales tend to be short. Therefore, "lower Cronbach Alpha coefficients are to be expected, but even with short scales of 3-4 items we should aim at reliability

coefficients in excess of 0.70; if the Cronbach Alpha of a scale does not reach 0.60, this should sound warning bells" (ibid: p.207). The questionnaire's reliability was based on the average of two of the subscales and resulted in α=0.77 for challenges, and α=0.63 for positive and negative factors influencing group work.

6.10.1.3   *Reliability of data transcription*

The data transcriptions were made in the language in which they were generated, Spanish (7.2 and 7.3), in order to maintain as faithful a record of the information as possible from the original data. The process used the audio and audio-video recordings, so that the transcripts produced were accurate and complete. Additionally, the audio-video recordings allowed the researcher to notice and take notes on interactions among children and the teacher that, without this source, would have been impossible to capture (6.9.3.1).

6.10.1.4   *Reliability of data coding*

In the case of interviews, data coding reliability was ensured through two means. Firstly, I coded the children's interviews at different times. Once all the codes were identified, they were shared with a senior researcher in the field of TEFL in the Chilean context. This researcher was provided with an evaluation form (Appendix F) to give feedback and comments on the codes' definitions. This revision of codes and categories had as a result the re-organisation and definition of codes. For example, in the 'learning experiences' category the free codes of 'enjoyment', and 'become familiar with the EFL teacher' were originally part of 'EFL lesson' sub-category. Similarly, the sub-category 'perceived value of learning English' and its code 'future use of learning English' were originally unrelated and named differently. Secondly, an inter-rater reliability test was done using NVivo, where a trained second researcher analysed two of the eight group

interview datasets in different instances in order to confirm the consistency of the categories found. For the learners' interviews the inter-coder agreement was 95.19% (Appendix G.2). For teachers' interviews, I coded the data at different times. When all codes were identified, the same second researcher analysed two of the interview datasets in different instances. The inter-coder agreement for the teachers' interviews was 97.94% (Appendix J.1). Finally, the same procedures were followed with the video data, in which a second coder analysed two of the 27 videos, obtaining an inter-coder agreement of 95.71% (Appendix J.3).

6.10.1.5   Reliability of analysis

The Complementary Mixed Methods design of the current research project allowed me to examine the different types of data separately and find the most appropriate means of analysis, as suggested in the literature (Creswell & Piano Clark 2007; Johnson et al. 2007; Dörnyei 2011; Wheeldon & Ahlberg 2012) (see Chapter 7).

6.10.2 Validity

The concept of validity refers to the "demonstration that a particular instrument in fact measures what it purports to measure" (Cohen et al. 2007). This definition, however, may be flexible, depending on the type of approach used. In this particular investigation, MMR facilitates the understanding of this validation process by complementing and cross-validating the data obtained from the different instruments' validity values. Similarly, the complementation process followed a set of phases in order to answer the inquiries of the present project (7.3).

6.10.2.1   Internal Validity

According to Cohen et al. (2007, p.135) internal validity "seeks to demonstrate that the explanation of a particular event, issue or set of data which a piece of research provides can actually be sustained by the data". Therefore, a set of steps were followed in order to ensure the validation of the current findings.

Firstly, in order to validate the questionnaire and interviews content, these were back translated, which means that both were written in English first and then translated into Spanish by me and by a professional translator. Then, they were back translated from Spanish into English by a second professional translator. These versions were compared in order to find any discrepancies between the original and the back translation into English, as well as the two Spanish versions. There were no real discrepancies between the English versions; however, some differences in regards to register were identified on the Spanish translations. Hence, some changes were made to make the questionnaire statements more formal, but engaging at the same time.

This step was necessary in order to avoid any language barriers that the use of English could cause for the teachers and learners in the examined context.

Secondly, both instruments were piloted with participants who belong to the context of interest (municipal or subsidised primary schools)—the questionnaire with 10 Chilean EFL teachers; and the interviews with one teacher and one group of four learners. Comments on the instruments regarding any difficulties in the completion or answering of the questions were collected, in order to fulfil face validity.[14] From the questionnaire pilot it was possible to obtain the average time of completion (8 minutes) and suggestions such as on the inclusion of a note of reassurance of anonymity on the item

---

[14] — "where, superficially, the test appears to test what it is designed to test" (Cohen et al. 2007, p.163).

119

regarding the name of the school. The piloting of teachers' interview confirmed the suitability of the planned schedule. Similarly, by piloting children's interviews I was able to confirm the need of trust among the participants and toward me as a researcher.

Thirdly, in order to avoid misinterpretation or content translation issues, the transcribed data was analysed in Spanish as the data's original language. I present translations of extracts of this data to illustrate and support findings. Finally, data collection procedures and analysis, as well as integration of findings, are consistent with the research questions and the ontological and epistemological stance underlying this investigation (6.2).

6.10.2.2   *External Validity*

The concept of external validity "refers to the degree to which the results can be generalized to the wider population, cases or situations [in similar contexts] (Cohen et al. 2007, p.136)." The findings of the current investigation were compared with other studies in similar contexts in order to verify its external validity. However, some of these findings are not expected to be generalised; for instance, the results regarding Theme 4: Learning experiences.

6.11   *Ethical Issues*

This research project has been granted Ethics Approval by the School of English of the University of Sheffield. As it involved access to children within a school context, it followed the "Ethical Considerations in Research with Children and Young People" principles of the University of Sheffield, as well as the British Educational Research Association Ethical Guidelines for Educational Research (2011).

As has been mentioned before (1.2), this research project emerged from my experiences as a teacher in the Chilean context of TEYL. This closeness to the researched context, together with the critical views on teachers' practice in Chile (1.3.1 and 5.21) made it crucial for me to treat participants with respect and to protect their rights. I discuss the set of ethical procedures carried out in this investigation in the following subsections.

6.11.1 Respect for participants' time and rights

In the online questionnaires, the request for consent was presented as a disclaimer on the information page in the questionnaire (Appendix F). Hence those who answered the questionnaire were giving consent for the use of the data for this investigation.

In the intervention project, I met teachers only after obtaining the school Head Teachers' authorisation. However, in none of the schools was there an obligation to take part in the project. In the first meeting, I explained the project and invited teachers to take part. In this informal conversation, I emphasised the non-judgemental spirit of the research project, and negotiated access to the classroom. Additionally, teacher participants received an information letter and signed consent forms in their own time (Appendix D.1) [15]. In the same way, interviews and training sessions were arranged and carried out according to each teacher's availability.

In the case of children, consent was negotiated with parents first and then with children. Firstly, the project was explained to pupils' parents or legal guardians in a parents' meeting, as well as through an information letter with my contact details (Appendix D.2). I also encouraged parents to ask any questions during my weekly visits to the school, starting first time in the morning (7.45 am) until the end of lunch time (2 pm).

---

[15] All information letters and consent forms were presented in Spanish as it is the participants' first language.

Parents and legal guardians were asked to sign a consent form allowing lessons to be video recorded and pupils to be interviewed. Secondly, the interviewed and recorded learners were asked for their consent verbally every time they were interviewed or their lessons were video recorded. The group of interviewed girls were invited to take part in the interviews in conversations during break time. These groups were constantly told of their right to stop taking part in the research at any point.

6.11.2 Privacy and confidentiality

From the beginning of the research project participants were explicitly informed and reassured that their identities would be confidential and anonymised. Classes and teachers' names were changed to codes (e.g. C1, T1), and children's names were replaced by pseudonyms. This code system aimed at avoiding identification by third parties.

Additionally, the Ethics Coordinator of the Faculty of Arts and Humanities, and the Quality and Governance Team Leader from the Research and Innovation Services at the University of Sheffield were consulted regarding the use of stills from the video-recorded lessons. After reading the information letter and consent forms, they confirmed the permission given to use the stills from the videos and put forward two recommendations in order to ensure participants' anonymity: 1) blurring children's faces where possible; 2) contacting teachers via email to confirm their consent to use these images as part of this thesis. I followed both recommendations.

6.12 Summary

This chapter presented the paradigm that informed the present research project, and the reasons for choosing MMR as an appropriate approach for addressing the language

classroom as an object of study (6.2). In this chapter, I also outlined the research questions (6.3) and the hypotheses (6.4) which informed the design of this investigation (6.5). The context and gatekeepers were described (6.6), as well as the participants (6.7). I described the pilot study (6.8), and the different data collection instruments (6.9). Then, I referred to issues of reliability and validity (6.10). Finally, I addressed ethical issues regarding participants' rights and privacy.

The procedures of analysis and the main findings are described in the following part (PART IV).

PART IV: ANALYSIS AND FINDINGS

In the following chapters, I describe the analysis processes, and present the findings of the current research project. In Chapter 7, I start by outlining the data preparation process, and then address the variables and categories of analysis, followed by the different phases of MMR data analysis. After this, I answer each of the research questions by theme in Chapter 8. These findings are presented in accordance with the type of data analysed (QUAL and QUAN), followed by a summary section for each research question.

Chapter 7: Analysis

7.1 Introduction and structure of chapter

This chapter presents how data from the questionnaires, interviews and lesson video recordings were analysed in order to answer the research questions (6.3). Firstly, the procedures used in preparing the data sets for analysis are outlined (7.2). Then, the variable and categories of analysis are described, as well as each stage of the analysis process is presented and justified (7.3). As this research project followed a MMR, the main focus of the analysis is on the complementation and integration of qualitative and quantitative data. Finally, in 7.4, I summarise the main points given in this chapter.

7.2 Data Preparation

The following section describes the process of data cleaning, transcript preparation and video formatting carried out prior to data analysis.

7.2.1 Learner interviews: transcriptions and preliminary coding

Eight group interviews with the learners were transcribed. Transcription conventions are displayed on page xxiv, after List of Abbreviations. Following the initial transcriptions, formatted text files were created for each interview, taking into account the questions, themes and line numbers. The formatted text documents were then uploaded to NVivo 10 for analysis. Using the auto-coding tool available in NVivo10, the question themes were identified as preliminary categories of analysis.

7.2.2 Teacher interviews and questionnaire comments: transcriptions and preliminary coding

Eight individual interviews with the teachers were transcribed. Initial transcriptions and formatted text files, including the line numbers only, were created for each interview. The questionnaire comments were retrieved from the SPSS statistics file and transferred into a Word file. Each comment was assigned a code and the complete document was line numbered. The formatted text documents, together with a master list of the deductive codes (7.3.2.1,.2,.3), were entered into NVivo 10 for analysis. The initial list of codes was based on the challenges of large classes identified in previous research (e.g. Coleman 1989d; Locastro 1989; Shamim et al. 2007) (3.2.1.1); listening and speaking activities (e.g. Pinter 2006; Halliwell 1992; Linse 2005; Cameron 2001; Nikolov et al. 2007) (2.3.1); and group work (e.g. Long & Porter 1985; Bejarano 1987; Davidheiser 1996; Davis 1997; H. D. Brown 2001; Fushino 2010) (4.2).

7.2.3 Lesson videos

In total, 109 video files were created for this project. This number, however, does not represent the number of lesson videos recorded. Firstly, there were two cameras used to record each lesson; therefore, there were two perspectives for each video-recorded lesson (6.9.3.1). Additionally, both cameras allowed a maximum of an hour length video; consequently, there were two videos per lesson.

After watching all video data, and based on the visual and audio quality of the source, lesson videos from Camera A were chosen as the main source for data analysis. The data from Camera B were used as a supplementary source, i.e. to further clarify video and audio data captured by Camera A. Once the videos for each lesson were merged,

using Windows Movie Maker, a total of 27 video files were created, ready to be analysed in NVivo10.

7.2.4 Online questionnaire: data cleaning

The database was compiled from the *Lime Survey* online collection tool and downloaded as a SPSS statistics file. It involved 384 cases and 139 variables (7.3.1). As the respondents were voluntary recruited (see Section 6.9.1) a wide diversity of teachers answered the questionnaire.

A data cleaning process was needed in order to respond to the target population of this research project. By *data cleaning* we mean "detecting and removing errors and inconsistencies from data in order to improve the quality of data" (Rahm & Do 2000, p.3). This process involved focusing only on teachers in urban contexts teaching in early primary. Similarly, outliers or incomplete cases were deleted from the final database of 137 cases.

7.3   Data analysis

7.3.1   Dimensions and variables of analysis

As part of the online questionnaire teachers completed a scale designed to rate the challenges present in the examined context (6.9.1). The scale was composed by 17 items, along which participants were asked to rate the extent to which each item was difficult to do on a 5-point Likert format-scale from very easy (1) to very difficult (5). Each item became the original variables which were evaluated, creating summary string variables, based on numeric ones. This process was used with all variables on a Likert scale (see 6.10.1).

The 17 items were grouped into four independent variables. One variable composed by 3 items involved factors that have been previously mentioned as related to student involvement (e.g., "keep students interested" $\alpha = .70$). Another variable composed by 6 items grouped items that referred to monitoring learning (e.g., "monitoring learners' progress"; $\alpha = .80$). The third variable composed by 3 items was classroom management (e.g., "manage discipline" $\alpha = .64$). Finally, the remaining five items were averaged to create a variable called activities for YL (e.g., "sing songs and chants" $\alpha = .84$), which reflected the degree of difficult to use a set of well-known activities for YLL.

Teachers completed a scale designed to evaluate whether some factors may facilitate or interfere with the implementation of group-work activities (6.9.1). The scale was composed by 13 items, along which participants were asked to rate the extent to which each item influence their decision to implement group work on a 4-point Likert format-scale from very influential (1) to hardly influential (4).

The 13 items were grouped into three independent variables based on the literature regarding influential factors on teachers' decision on whether to use group work. One

variable composed by 6 items involved factors that have been previously mentioned as interfering with group-work activities, called negative factors (e.g., "difficulty in monitoring students' work" α = .87). Another variable composed by 5 items grouped items that facilitate group-work activities, called positive factors (e.g., "opportunity to practice English"; α = .81). Finally, the remaining two items were averaged to create a variable called external factors (e.g., "Classroom size" α = .48), which reflects exogenous factors revealed to be important for teachers experience during the qualitative analyses previously conducted in the present research project.

Table 7.1 shows the summary of dimensions and variables of analysis.

Table 7.1: Summary of the dimensions and variables of analysis

Theoretical framework		Dimension Sub-scales	Items	Data source
Coleman 1989 LoCastro 1989 Shamim et al 2007 Kuchah & Smith 2011 Copland et a. 2013 O'Sullivan 2006	Challenges		(average of all the variables in Involvement, Monitoring and Management dimensions)	Online Questionnaire
		Involvement	Degree of difficulty to: Keep students interested Make all students participate in the activities Give learners the opportunity to express themselves in English	
		Monitoring	Degree of difficulty to: Identifying learners' difficulties Accounting for different individual learning styles Monitoring learners' progress Assessing learners' oral skills individually Providing feedback Providing remedial actions to learners	
		Management	Degree of difficulty to: Manage discipline Manage time effectively in the lesson Manage classroom setting (moving furniture)	
Halliwell 1992, Cameron 2001, Pinter 2006, Linse 2005, Moon 2005, Nunan 2011		Activities for YL	Degree of difficulty to: Using games for practising English Telling stories in English Singing songs, chants and rhymes Doing role plays Playing games in English Using listen and do activities	
-	Activities Frequency	-	Frequency of: Using games for practising English Telling stories in English Singing songs, chants and rhymes Doing role plays Playing games in English Using listen and do activities	
-	Group work	-	Frequency of Group work	
Long & Porter 1985 Oxford 1997 Gililes & Ashman 1997-96 Fushimo 2010 Ramirez-Salas 2005 Hess 2001 Bejarano 1987	Positive factors	(average of all the items)	Degree of influence: Real communication contexts Positive classroom climate Opportunity to practice English Opportunity to learn from one another Promotion of students responsibility for learning	
	Negative factors	(average of all the items)	Degree of influence: Use of Spanish Noise Off-task behaviour Lack of control Difficulty monitoring students' work Reinforcement of students' errors	
Inostroza 2011	External factors	(average of all the items)	Degree of influence: Classroom size Number of EFL hours a week	
Avalos 2010 Avalos & Sotomayor 2012	Teacher Profile	-	Age Gender General teaching experience Years of teaching experience with YL English level English Qualifications	Online Questionnaire
Valenzuela et al. 2013 Santiago et al. 2013 British Council 2015	Contextual Variables		Type of school Average number of students per class	
			Average English hours Funding English level	Online Questionnaire Ministry of Education

7.3.2 Analytical categories

This study has analysed the data according to four main analytical categories, namely, Challenges, Listening and speaking activities for YLL, Group work and Learning experiences (6.3). Thematic codes were created based on the literature (see Sections 2.3.1.1, 3.2.1.1, and 4.2) and/or derived from the data analysis.

These four analytical categories are divided into sub-categories and several thematic/free codes within each sub-category. For example, the category **Challenges** has among its subcategories ***Classroom management***. Within this subcategory of ***Classroom management***, we could find three thematic codes, namely, *Classroom setting*, *Discipline* and *Lesson time*.

These subcategories and codes of analysis are presented according to the project themes—Challenges, Listening and Speaking activities for YLL, Group Work, and Learning Experiences. Figure 7.1 shows a summary of the categories, subcategories and codes of analysis in this research project.

Figure 7.1: Summary of themes and analytical codes[16]

Challenges		Listening & Speaking activities for YLL	
Student Involvement	1 Opportunity to speak in English 2 Student Interest 3 Student Participation		Frequency
Monitoring Learning	1 Feedback 2 Individual Assessment 3 Student Difficulties 4 Student Learning Needs*	**Listening**	1 ICT for English practice* 2 Listen and Do activities 3 Storytelling 4 Videos
Classroom Management	1 Discipline 2 Lesson Time 3 Classroom Setting	**Speaking**	1 Drilling* 2 Flashcards 3 Presentations 4 Questions and answers* 5 Role Play 6 Songs
Teaching Resources	1 Audio or Visual Aids 2 Hours of EFL a week* 3 Teacher training* 4 Time for Planning*	**Games**	1 Charades 2 Contests 3 Puzzles 4 Spelling Bee
Student * Characteristics	1 English as useful and meaningful* 2 Fear of English* 3 Home Environment* 4 Parental Support*	**Other Activities***	1 Handicrafts* 2 Reading stories*
Class Size*	1 Small Class* 2 Large Class*	**Constraints**	1 Teaching Resources 2 Time for planning
External* Challenges	1 Different EFL Teacher* 2 Lesson Interruptions*		

(Continued on next page)

---

[16] All categories and codes with * have been derived from the data analysis. For more details about the data analysis see 7.3.3.

Group Work

Frequency

Factors influencing GW use
1. Group work monitoring
2. Misbehaviour
3. Class size
4. Students' learning responsibility
5. Time

Contribution of GW to listening and speaking activities — Students' interest in these activities

Learning Experiences

EFL Lesson

Likes
1. Challenging activities*
2. Fun*

Dislikes
1. Difficult*
2. Opportunities to practice*

Perceived value of learning English* — Future use of Learning English*

Personal satisfaction*

Ideal EFL lesson
1. Act*
2. GW with friends*
3. Handicraft*
4. Oral activities*
5. Formative Feedback*
6. Games in general*

Changes in the EFL Lesson

Games
1. Charades
2. Contests

Listening
1. ICT for English practice
2. Listen and Do activities
3. Storytelling
4. Videos

Speaking
1. Flashcards
2. Presentations
3. Role Play
4. Songs

1. Become familiar with the EFL teacher*
2. Comprehension*
3. Enjoyment*
4. Students' Interest in Listening and Speaking Activities*
5. Handicrafts*

GW in the EFL lesson
1. Collaborative activities
2. Cooperative activities

(Continued)

7.3.2.1 Challenges

This category is defined as any situation that causes problems and challenges the teaching skills. This definition has been constructed based on the teachers' opinions presented mainly in the studies of Shamim et al (2007), Jimakorn & Singhasiri (2006) and Glas (2013). This category has seven subcategories that describe or refer to the challenges when teaching EFL to YLL in the examined context. Figure 7.2, below, provides a summary of the analytical subcategories and codes.

Figure 7.2: Summary of analytical subcategories and codes in the category of Challenges
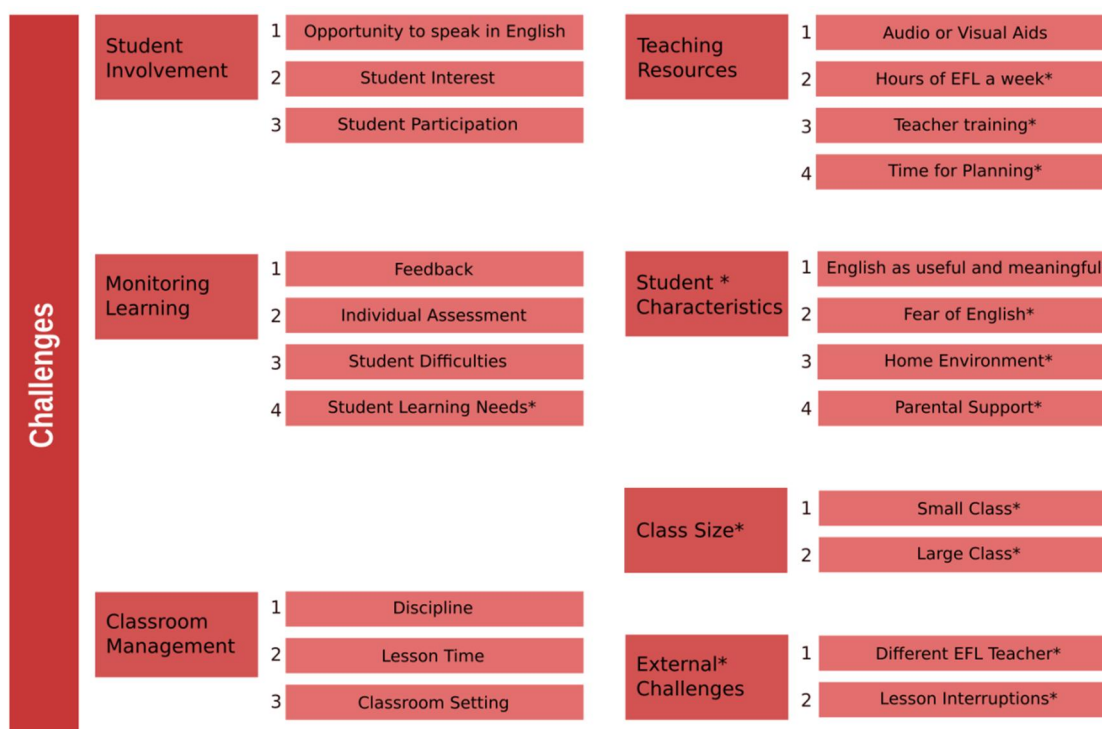
Four of these subcategories are based on previous research in the area of TEFL in large classes, namely:

- Student Involvement
- Monitoring Learning
- Classroom Management
- Teaching Resources

However, the codes from each subcategory do not necessarily come from the literature. The other three subcategories and their codes emerged from the data:

- Student Characteristics
- Class Size
- External Challenges

The first subcategory, **Student involvement** will be understood as the student engagement with the lesson, by action and participation. This subcategory is divided into three codes (see Fig. 7.3 below). For instance[17]:

Extract 7.1: T3_PreInterventionInterview_02.04.2013
T3: The problem that I've identified with the younger classes is that they always want to participate, and I can't give them all the chance [...] For example if I want to ask them to come to the board, all of them want to participate and get upset when they are not able to do so [...].

Figure 7.3: Summary of analytical code in subcategory 'Student Involvement'

---
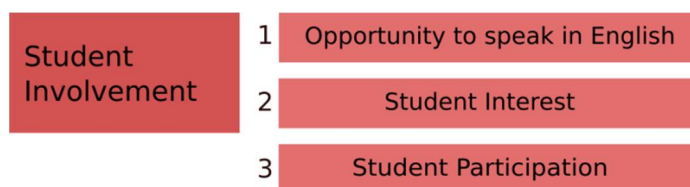
[17] Transcription conventions are displayed on page xxiv, after List of Abbreviations.

(1) *Opportunity to speak in English* refers to the time and situation that the teacher provides for students to speak in English. For example:

> *Extract 7.2: T4_PreInterventionInterview_01.04.2013*
> *T4: And the other thing is that they can't all repeat the activity, because if you think of each of the forty students repeating or reading it's too complicated, and it would take the whole lesson time to do so...*

(2) *Student interest* is understood as the students showing the desire to learn by paying close attention to the teacher or to what is happening in the lesson. For example:

> *Extract 7.3: Difficulties_Tchs_Questionnaire_Ep25*
> *Episode 25: [...] It's really difficult to keep the discipline and all students interested.*

(3) *Student participation* is defined as students taking an active part in the lesson: giving opinions, answering questions, etc. and contributing to learning in general. For instance:

> *Extract 7.4: Difficulties _Tchs_Questionnaire_Ep84*
> *Episode 84: The greatest difficulty is to make each of them to participate.*

The next subcategory is ***Monitoring learning.*** It refers to the teachers' role of monitoring the students' learning by collecting information in the classroom to provide feedback, guide their students to improve their language skills, and account for different learning needs in order to restructure their teaching or report to others about student progress (adapted from Mckay 2006). Figure 7.4, below, provides a summary of four codes in this subcategory.

Figure 7.4 Summary of analytical code in sub-category 'Monitoring Learning'
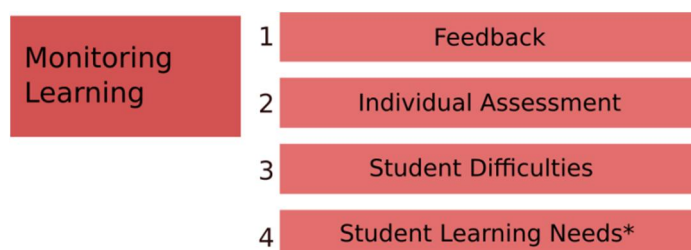
(1) *Feedback* understood as the information given to students or parents about learners' process on learning and/or specific activity outcomes. For example:

Extract 7.5: Difficulties_Tchs_Questionnaire_Ep38
Episode 38: [Large classes] makes more difficult to give feedback to each student.

(2) *Individual Assessment* deals with the times and ways in which the learners are evaluated one by one, regarding mainly their oral skills. For instance:

Extract 7.6: Difficulties_Tchs_Questionnaire_Ep41
Episode 41: It's difficult to assess oral production (speaking) individually. You lose the control over the class.

(3) S*tudent difficulties* defined as when teachers are able to identify the situations or contents which cause problems to each student. This can be seen in the following example:

Extract 7.7: Difficulties_Tchs_Questionnaire_Ep8
Episode 8: Applying differentiated assessment and knowing that it has strengthened the students' skills.

(4) *Student learning needs* refers to the teacher identification and consideration of each student's learning need. An example can be seen in the following extract:

Extract 7.8: Difficulties_Tchs_Questionnaire_Ep38
Episode 38: [...] to that we need to add classroom management and the students with special learning need who need particular attention, but because of the large number of student it's impossible to give it to them[...]

The third subcategory is ***Classroom management,*** which is the teachers' ability to establish the timing, behavioural rules and objectives for a lesson or particular activity. Figure 7.5 below, provides a summary of three codes in this subcategory.

Figure 7.5: Summary of analytical code in subcategory 'Classroom Management'

(1) *Discipline* is defined as control over students' behaviour. These can be seen in the following extracts:

> *Extract 7.9: Difficulties_Tchs_Questionnaire_Ep6*
> *Episode 6: In my working experience what really challenges the learning process is discipline and the difficulties of dealing with classroom management.*
>
> *Extract 7.10: T1_PreInterventionInterview_19.03.2013*
> *T1: The recurrent difficulty is misbehaviour, because you need to constantly interrupt the lesson to tell those misbehaving students off [...].*

(2) *Lesson time* refers to the teachers' ability to organise time effectively for the instruction, activities, tasks or projects for a particular lesson plan; to establish and control the timing of the lesson.

> *Extract 7.11: Difficulties_Tchs_Questionnaire_Ep50*
> *Episode 50: Controlling the time planned for each activity…*

(3) *Classroom setting* is defined as the possibility of moving furniture according to lesson needs.

> *Extract 7.12: Difficulties_Tchs_QuestionnaireData_34*
> *Episode 34: [...] Any activity which involves movement becomes a mess due to the number of students and the reduced room in the classroom*

Teaching resources is defined as all the resources that aid the teaching process, such as the number of EFL lessons a week, syllabus, textbooks, audio devices, classroom furniture (desks and chairs), blackboard, etc. There are four codes in this subcategory. Most of these emerged from the data. Figure 7.6, below provides a summary of five codes in this subcategory.

Figure 7.6: Summary of analytical code in subcategory 'Teaching Resources'
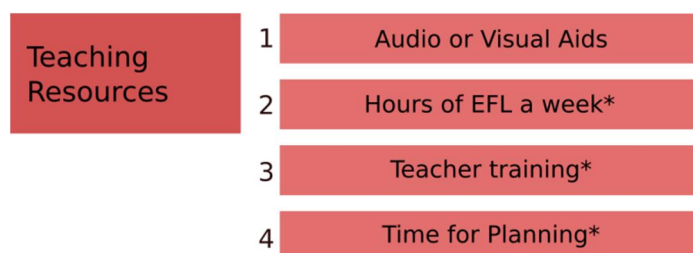
(1) *Audio or visual aids* includes CDs, cassettes or any audio recordings format and equipment or visual material to support the English lesson. This is the only code which was taken from previous research in the field of TEFL in large classes. An example is:

> *Extract 7.13: Difficulties_Tchs_Questionnaire_Ep33*
> *Episode 33: Lack of visual material and equipment to give a more effective and better lesson [...]*

(2) *Hours of EFL a week* understood as the number of pedagogic hours, by 45 minute periods, of English lessons that students had a week. This can be seen in the following extracts:

> *Extract 7.14: T1_PostInterventionInterview_16.05.2013*
> *T1: [...] that I'd like to have more [EFL] hours with each class so I could implement (group work) more frequently [...] but unfortunately we're limited to two hours a week and that's almost nothing [...]*

> *Extract 7.15: Difficulties_Tchs_Questionnaire_Ep69*
> *Episode 69: [...] the few [EFL] hours could be one of the problems that I have to face.*

(3) *Teacher training* is defined as the teachers' comments on training and updating of teaching strategies and language skills to work with YLL. For instance:

> *Extract 7.16: Other aspects_Tchs_Questionnaire_Ep28*
> *Episode 26: [...] the lack of training for the teacher [...].*

> *Extract 7.17: Difficulties_Tchs_Questionnaire_Ep86*
> *Episode 86: [...] Lack of bibliography mainly for teaching English as a foreign language to students with visual and hearing impairment.*

(4) *Time for planning* is understood as the time teachers have for preparing and evaluating materials, as well as for planning lessons. For example:

> *Extract 7.18: Difficulties_Tchs_Questionnaire_Ep31*
> *Episode 31: The difficulty I find is with regards to time. It should be considered as working hours the time for material and evaluation preparation, and planning, [...].*

> *Extract 7.19: T4_PostInterventionInterview_22.05.2013*
> *T4: [...] I feel that there are so many (administrative) things to do here, some completely unnecessary, that I really dislike not having enough time to prepare more and better materials; or to prepare myself to teach my lessons better. [...]*

Class size refers to the number of students in a class. This subcategory is divided into two codes. Figure 7.7, below, provides a summary of codes in this subcategory. For example:

> *Extract 7.20: T2_PreInterventionInterview_27.03.2013*
> *R: [...] So, do you think that group work could be of some help for the implementation of the activities we were talking earlier?*
> *T2: I think so, but [group work] could only be of some help if the class wasn't so large and if I had a teaching assistant in the classroom.*

Figure 7.7: Summary of analytical code in subcategory 'Class Size'

(1) *Small classes* would be defined as classes from one to twenty students per class. For example:

> *Extract 7.21: T4_PreInterventionInterview_01.04.2013*
> *T4: [...] Last year I taught to classes of fifteen students, and it's completely different. It's really simple to teach like that, everyone can participate, everyone has the chance to speak, everyone can be part of a dialogue, every student can go to the board during the same lesson.*

(2) *Large classes* refers to groups of 38 or more students in which teachers are overloaded and constantly concerned about the lack of resources, classroom management issues and difficulties to improve effective teacher-student rapport (Watson-Todd 2006; Benbow et al. 2007; Shamim et al. 2007; Kuchah & Smith 2011). This can be seen in the following extract:

> *Extract 7.22: T4_PreInterventionInterview_01.04.2013*
> *T4: [...] It's not the same to teach five children in a classroom or ten than forty!*

Student characteristics are defined as the contextual and personal features of learners in the class. This subcategory is compounded of four codes. Figure 7.8, below, provides a summary of the codes in this subcategory.

Figure 7.8: Summary of analytical code in subcategory 'Student Characteristics'

(1) *English as useful and meaningful* is understood as the need or connexion students have with learning English as a foreign language. This can be seen in the following example:

> *Extract 7.23: Difficulties_Tchs_Questionnaire_Ep24*
> *Episode 24: I work in a deprived areas, with limited cultural capital [...] in which the lesson is the only place they can practice the language.*

> *Extract 7.24: Difficulties_Tchs_Questionnaire_Ep69*
> *Episode 69: In many cases children, from the context I know, don't identify themselves with the usefulness of English.*

(2) *Fear of English* refers to feeling fear or anxiety about learning English as a school

subject. For instance:

> *Extract 7.25: T1_PreInterventionInterview_19.03.2013*
> *T1: […] For example, new students that have never had English lessons before, so they block and say "no because I don't know English, I've never had English before" […]*
>
> *Extract 7.26: Difficulties_Tchs_Questionnaire_Ep28*
> *Episode 28: Make that they lose the fear for speaking in English as part of a role play, chant, etc..*

(3) *Home environment* describes the environment and context in which students live

with no connection to English and no opportunities to practice it at home. As seen in the

following extract:

> *Extract 7.27: Difficulties_Tchs_Questionnaire_Ep16*
> *Episode 16:. Lack of motivation for studying due to place where they live.*
>
> *Extract 7.28: Difficulties_Tchs_Questionnaire_Ep56*
> *Episode 56: Most of the children have access to English only at school (2 pedagogical hours), because at their home English is not practice or heard […].*

(4) *Parental support* is defined as the need identified by teachers to involve parents in

their children learning as a support element in student development. For instance:

> *Extract 7.29: Difficulties_Tchs_Questionnaire_Ep58*
> *Episode 58: […] lack of responsibility regarding homework and the lack of [parents'] supervision.*

External Challenges would be defined as issues that are part of the school context, but which do not refer to the EFL lesson or teaching in particular. This subcategory is compounded of two codes. Figure 7.9, below, provides a summary of the codes in this subcategory.

Figure 7.9: Summary of analytical code in subcategory 'External Challenges'

Extract 7.30: Difficulties_Tchs_Questionnaire_Ep80
Episode 80: Constant lesson interruptions because of external reasons not related to the lesson itself. Noise coming from the outside affecting the normal development of the lesson.

(1) *Different EFL teacher* is understood as the lack of consistency in the curriculum due to changes in EFL teacher during the years. This can be seen in the following example:

Extract 7.31: T4_PostInterventionInterview_22.05.2013
T4: […] I think that to be in 4th Grade they are very weak. […] They haven't had a normal process, they've had many changes of teacher, every year, since they were in 1st Grade, so that have affected their learning and skills.

(2) *Lesson interruptions* is defined as any interruption of the lesson by an external factor or person (someone giving some information to the class, noise, lunch time, etc.). Examples of this code were mainly identified in the lesson observations (8.2.1.1.4).

7.3.2.2 Listening and speaking activities for YLL

This category has been defined as well-known and accepted activities to develop listening and speaking skills of YLLs, such as games, songs, role plays, storytelling, and listen and do activities. There are five subcategories and one free code in this category. Figure 7.10 below provides a summary of the analytical subcategories and codes used for answering RQB.2.

Figure 7.10: Summary of analytical subcategories and codes in category 'Listening and Speaking activities for YLL'
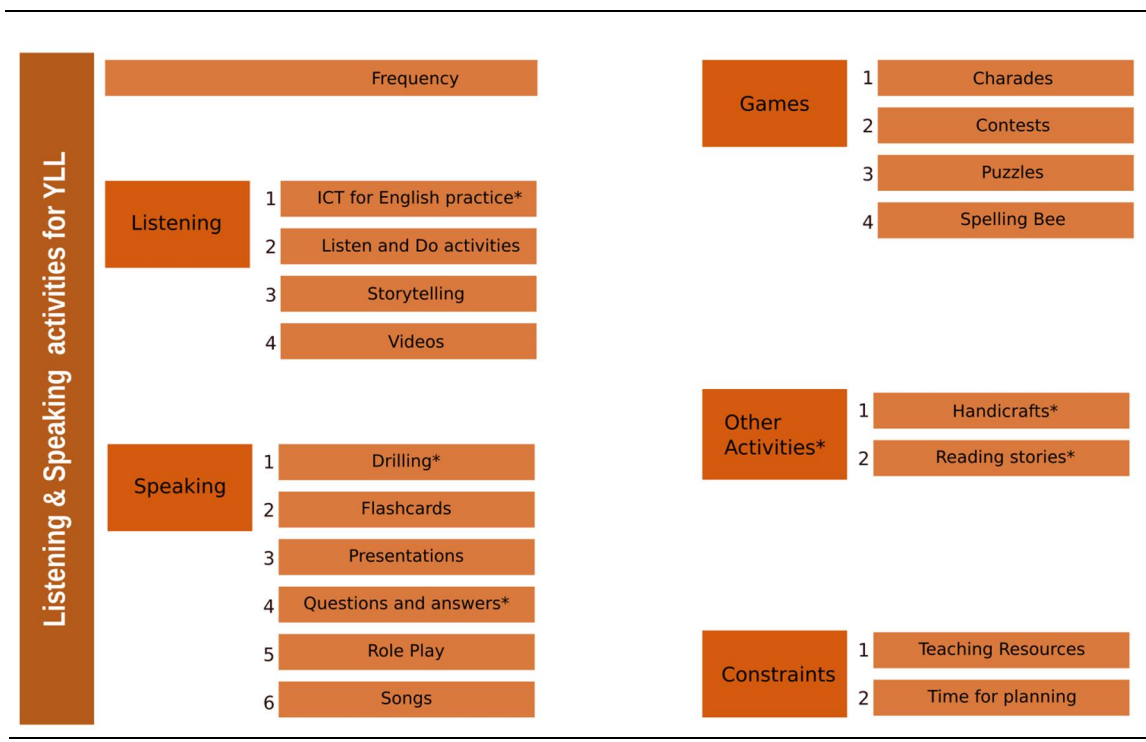
Frequency as a free code refers *to the number of times these activities are used in a week*. For example:

> *Extract 7.32: T1_PreInterventionInterview_19.03.2013*
> *T1: When they are younger I use them more often. With older students I use them less frequently, not very frequently.*

> *Extract 7.33: T2_PreInterventionInterview_27.03.2013*
> *T2: Let's say, generally, not always [...].*

Listening as a subcategory will refer to activities related to developing listening comprehension skills. Four codes compound this subcategory. Figure 7.11, below, provides a summary of the codes in this subcategory.

Figure 7.11: Summary of analytical codes in sub-category 'Listening'

(1) *ICT for English practice* is understood as Information and Communication Technology, which stresses the role of unified communications and the integration of telecommunications (telephone lines and wireless signals) and computers, as well as necessary enterprise software, middleware, storage, and audio-visual systems, enabling students to access, store, transmit, and manipulate information to practice English. For example:

> *Extract 7.34: Other activities_Tchs_Questionnaire_Ep5*
> *Episode 5: [...] I also use videos for practicing English, I use ICT's and the interactive whiteboard.*

(2) *Listen and Do activities* are understood as activities which involve listening and doing actions such as following instructions, drawing, moving around, ordering items, etc. For instance:

> *Extract 7.35: Other activities_Tchs_Questionnaire_Ep2*
> *Episode 2: through drawing and colouring features they hear of a character*
>
> *Extract 7.36: Other activities_Tchs_Questionnaire_Ep28*
> *Episode 28: I show them videos related to the vocabulary seen in the lesson, and they write a list of the words they identify and hear.*

(3) *Storytelling* is defined as stories told in English as part of the EFL lesson. An example of this can be seen in the following extract:

> *Extract 7.37: Other activities_Tchs_Questionnaire_Ep40*
> *Episode 40: Usually, I always take some time for **Storytelling** to the little ones as an activity […].*

(4) *Videos* are understood as activities which involve watching and listening to videos as part of the EFL lesson. For instance:

> *Extract 7.38: Other activities_Tchs_Questionnaire_Ep58*
> *Episode 58: [...] They listen to short and simple videos in English.*
>
> *Extract 7.39: Other activities_Tchs_Questionnaire_Ep27*
> *Episode 27: [...] watching cartoon videos that children know well in English.*

The second subcategory is ***Speaking.*** It is defined as activities aimed at developing speaking skills by using them in a certain context to communicate in English. This subcategory is compounded of six codes. Figure 7.12 below provides a summary of the codes in this subcategory.

Figure 7.12: Summary of analytical codes in sub-category 'Speaking'

(1) *Drilling* is understood as activities in which students imitate what has been said by the teacher, with a focus on grammatical structures or pronunciation (H. D. Brown 2001, p.272). For example:

> *Extract 7.40: Class2_LessonObservation1_18.04.2013 [24:58.8 - 25:21.8]*
> *T: On the restaurant. "The cat is on the restaurant". Let's see; repeat please, after me, the cat is on the restaurant*
> *Joaquin: The cat is on restaurant*
> *T: The cat is on the restaurant. When I say it, repeat* please, after me. When I say '**repeat after me**', it means that you have to repeat it. OK, let's see this, what's going on with this character here? How do you say this in English?*

(2) *Flashcards* are cards containing a small amount of information, held or designed by learners as an aid to learning English. The following extracts show some examples:

> *Extract 7.41: Other activities_Tchs_Questionnaire_Ep54*
> *Episode 54: [...] I also use a lot of flashcards to practice new vocabulary [...]*
>
> *Extract 7.42: Other activities_Tchs_Questionnaire_Ep46*
> *Episode 30: **Matching with flashcards** [...]*

(3) *Presentations* as a thematic code refers to a short talk in which learners present a piece of work and explain it to their classmates in English. For instance:

> *Extract 7.43: Other activities_Tchs_Questionnaire_Ep43*
> *Episode 43: Students present in first person a character that is important to them.*

(4) *Questions and Answers* are understood as short replies to teachers' initiated

questions or comments (H. D. Brown 2001, p.273). For example:

> *Extract 7.44: Class3_LessonObservation1_22.04.2013 [0:23.8 -1:06.00]*
> T: **I'm fine too, thank you very much. Now ladies**, *I'm going to ask you some questions,*
> *remember, there are some general questions that I ask you in every class. For example*
> **you, hello**
> *Students:* **Hello**
> T: *No, only she.* **Hello, what's your name?**
> *Almendra: Shut up!*
> T: *No, please, please that group.* **Can you repeat, what's your name?**
> *Maria:* **My name is Maria**
> T: **Maria**; *OK Maria. Here, hello*
> *Valeria:* **Hello**
> T: **Nice to meet you**
> *Valeria:* **Nice to meet you too**

(5) *Role play* is understood as activities in which students play the role of someone else

to practice the language, usually in pairs. This can be seen in the following example:

> *Extract 7.45: Other activities_Tchs_Questionnaire_Ep25*
> *Episode 25: Doing role play in English using puppets.*

(6) *Songs* are activities used in the EFL lesson to practice the language and to engage

learners. For example:

> *Extract 7.46: T1_PostInterventionInterview_16.05.2013*
> *T1: […] songs, I think that they are engaging and attractive, and they motivate learners to*
> *keep participating and practicing the language.*

The subcategory **Games** is defined as a set of purposeful and familiar activities for

children which provides a meaningful and comfortable environment for target language

use (Rixon 1991; Brewster et al. 2002; Halliwell 1992; Çakir 2004; Linse 2005; Moon

2005a; Tomlinson & Masuhara 2009). There are four codes in this subcategory. Figure

7.13, below, provides a summary of the codes in this subcategory.

Figure 7.13: Summary of analytical codes in sub-category 'Games'
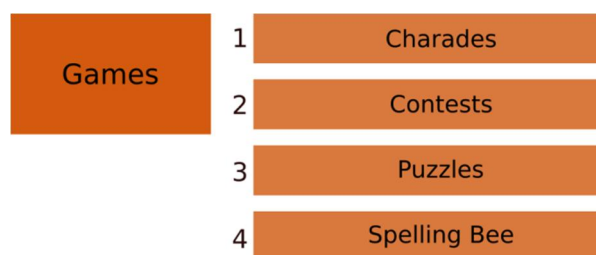
(1) *Charades* is a game in which players guess a word or phrase from an acted clue

given. For instance:

> *Extract 7.47: Other activities_Tchs_Questionnaire_Ep26*
> *Episode 26: Play charades*

(2) *Contests* are defined as competition in groups or by row. For instance:

> *Extract 7.48: T1_PostInterventionInterview_16.05.2013*
> *R: So, do you think that it has been possible to implement the [training] activities?[…]*
> *The strategies that we saw, for example,*
> *T1: Games?*
> *R: Games, storytelling, etc., do you think you have been able to implement these or…*
> *T1: Well, games, the truth is that I've used games before… and I feel that, yes, of course,*
> *they are really useful for children to…own the contents, right? Because when they are*
> *playing, they want to win, and try to move everything they've got stored in their brain to*
> *answer correctly, and then they make a double effort, right, to help their team to win,*
> *right? Everything that has do to with competition it's true that works, right? I think that*
> *every time they try to participate, it provides added value to their knowledge.*

(3) *Puzzles* are understood as a game designed to test knowledge (memory games, word

search, Pictionary, crosswords, etc.). For example:

> *Extract 7.49: Other activities_Tchs_Questionnaire_Ep7*
> *Episode 7: Bingo, creation of table games…*

> *Extract 7.50: Other activities_Tchs_Questionnaire_Ep8*
> *Episode 8: Find words in a word search sheet to widen their vocabulary.*

> *Extract 7.51: Other activities_Tchs_Questionnaire_Ep12*
> *Episode 12: **Crossword** –put together words according to their initial or ending sound.*

(4) *Spelling Bee* as a code is defined as a competition in which students are asked to spell a selection of words, usually with a varying degree of difficulty. For instance:

> *Extract 7.52: Other activities_Tchs_Questionnaire_Ep56*
> *Episode 56: Every year I organise a **spelling bee** [contest] within the school for the students in primary*

Other activities as a subcategory is defined as a set of activities used in the examined context aimed at developing skills different from listening and speaking. There are two codes in this subcategory. Figure 7.14 below provides a summary of the codes in this subcategory.

Figure 7.14: Summary of analytical codes in sub-category 'Other Activities'

(1) *Handicrafts* are understood as activities involving making or decorating objects like tasks with plasticine, colouring, etc. For example:

> *Extract 7.53: Other activities_Tchs_Questionnaire_Ep11*
> *Episode 11: Make **flash cards** and didactic tasks in general according to the different topics related to the children's level.*

> *Extract 7.54: Other activities_Tchs_Questionnaire_Ep20*
> *Episode 20: Make **posters**, **magazines**, **brochures***

> *Extract 7.55: Other activities_Tchs_Questionnaire_Ep23*
> *Episode 23: Make **posters** to revise thematic vocabulary, verbs and expressions in general.*

(2) *Reading stories* is understood as activities which involve children reading stories in textbooks or storybooks. For example:

> *Extract 7.56: Other activities_Tchs_Questionnaire_Ep14*
> *Episode14: […] Reading of texts in English.*

> *Extract 7.57: Other activities_Tchs_Questionnaire_Ep52*
> *Episode 52: Reading one very short story a month from 1st to 4th grade.*

Constraints:

This category has been defined as any limitation for the implementation of the activities teachers were trained in during the Intervention Project. There are two codes in this category. Figure 7.15 below provides a summary of the analytical codes used for answering research question B.3.

Figure 7.15: Summary of analytical codes in sub-category 'Constraints'

The thematic codes within the ***Constraints*** category, *Teaching resources* and *Time for planning,* have already been defined in the ***Challenges*** category above (see section I. Challenges)

7.3.2.3 Group work

This category is understood as a task or activity developed by a group of three or more learners who collaborate and cooperate to fulfil a common objective. There are two subcategories and a free code in this category. Figure 7.16 below provides a summary of the analytical subcategories and codes.

Figure 7.16: Summary of analytical sub-categories and codes in category 'Group Work'
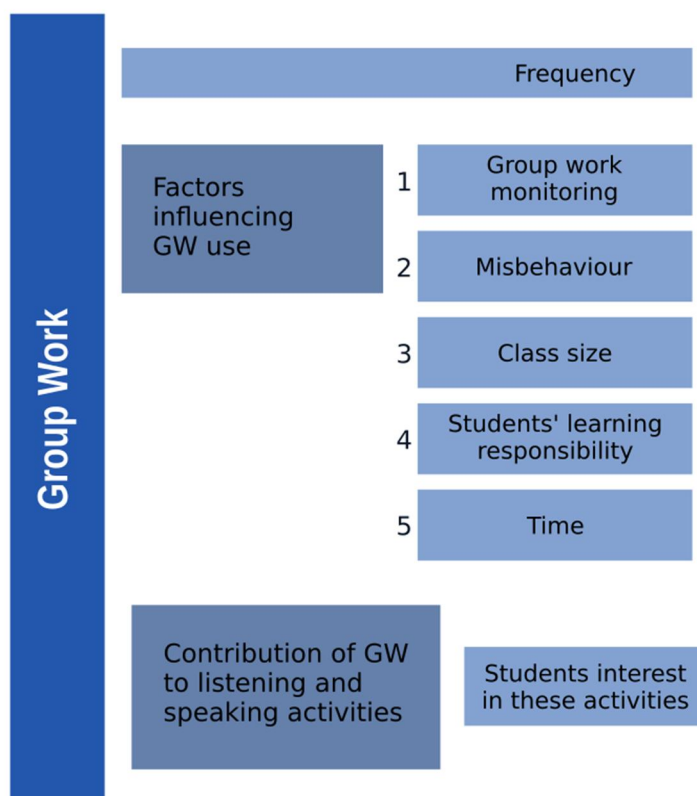
Frequency of group use, as a free code, is defined as the number of times group work is implemented in the EFL lesson in a semester. For example:

> Extract 7.58: T1_PreInterventionInterview_19.03.2013
> T1: Not much, I think I work more in pairs than in groups. No, I don't use group work much […] Group work? Once every two months may be.

Factors influencing group work use as a subcategory will be defined as situations that may influence teachers to implement or to avoid using group work in EFL lessons.

154

There are five codes in this subcategory. Figure 7.17 below provides a summary of the analytical codes.

Figure 7.17: Summary of analytical codes in sub-category 'Factors influencing Group Work use'
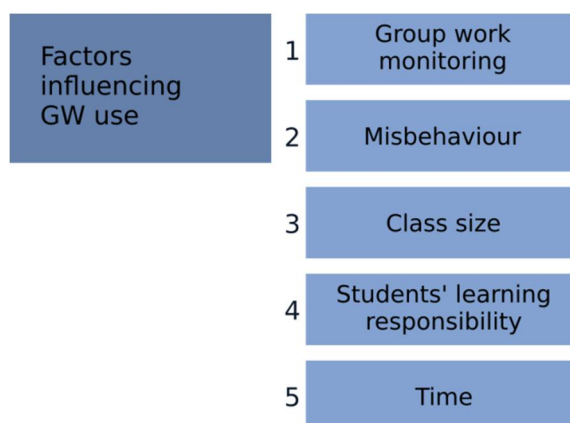
(1) *Group work monitoring* is defined as the teacher watching and checking the development of the activity or task in each group. For instance:

> *Extract 7.59: T1_PreInterventionInterview_19.03.2013*
> *T1: I monitor group work, obviously. There are some students, for example, if I hear that… sometimes they call me and say 'teacher, how do you say something?', I mean, they ask for some help with pronunciation, or just because sometimes they don't really remember some words, especially, when they are more difficult. If they don't ask for help, I try to listen to what they are saying and correct them right away, I mean, I don't tell them 'no', instead I pronounce correctly the word so that they realise by themselves about their mistake.*

(2) *Misbehaviour* defined as the students' off-task behaviour. For instance:

> *Extract 7.60: T2_PreInterventionInterview_27.03.2013*
> *T2: I tried to work in groups once but the classroom became chaotic. Only some worked and others were off-task; it was a mess! […]*

(3) *Class Size* is defined as the quantity of learners in a class. For instance:

> *Extract 7.61: T2_PreInterventionInterview_27.03.2013*
> *R: Do you think that group work could be helpful to implement the activities we were discussing earlier?*
> *T2: I think so, I mean, it could help me if the class was not very large, and maybe if I had a teaching assistant inside the classroom. But, let's say, with forty or forty-five children alone, working in groups, at least in my lesson, I think they don't learn much, and that there is a mess, and it allow students to be off-task, and not doing what they were instructed to do by the teacher.*

(4) S*tudents' learning responsibility* is defined as any action or attitude which reflects the learners' willingness to learn and work on their own independently. For instance:

> *Extract 7.62: T3_PostInterventionInterview_04.06.2013*
> *T3: [...] and the girls also tend to control themselves because it depends on the task they work on the way they behave, their discipline, how organised they are, and that impact on the results they obtain, and therefore, they control themselves, among themselves as a group. This is different from what usually happens when they work individually, in which each of them does what they can and according to their skills.*

(5) *Time* is understood as the time it takes to complete the task, give instructions and for students to organise into groups. An example can be seen in the following extract:

> *Extract 7.63: T1_PostInterventionInterview_16.05.2013*
> *T1: [...] I think it takes too long, organising students into groups.*

Contribution of Group Work to listening and speaking activities as a subcategory will be defined as the contribution of group work use to the implementation of the activities for developing listening and speaking skills of young learners. There is one code in this subcategory. Figure 7.18 below provides a summary of the analytical code.

Figure 7.18: Summary of analytical code in sub-category 'Contribution of Group Work to listening and speaking activities'

Contribution of GW
to listening and
speaking activities

Students interest
in these activities

Student interest in these activities is understood as the students showing the desire to learn by paying close attention to the teacher or to what is happening in the lesson while doing activities for developing listening and speaking in groups. An example can be seen in the following extract:

Extract 7.64: T3_PostInterventionInterview_04.06.2013
R: The aim of this interview is to know your perspective about the changes implemented in your teaching practice.
T3:Well I think that in general terms there is positive outcome [...] So when we talked in the training about working in groups, which were really new ideas, and complemented with some the things that I already did it has helped [...] I personally realised that yeah, it works really well. Even girls' interest and their dedication to pay attention are better, it's much better.

7.3.2.4 Learning Experiences

This theme will be understood as the experiences that this group participant has in their EFL learning at school. There are three categories in this theme. Figure 7.19, below, provides a summary of the analytical categories, subcategories and codes.

Figure 7.19: Summary of analytical codes, sub-categories and categories of Learning Experiences
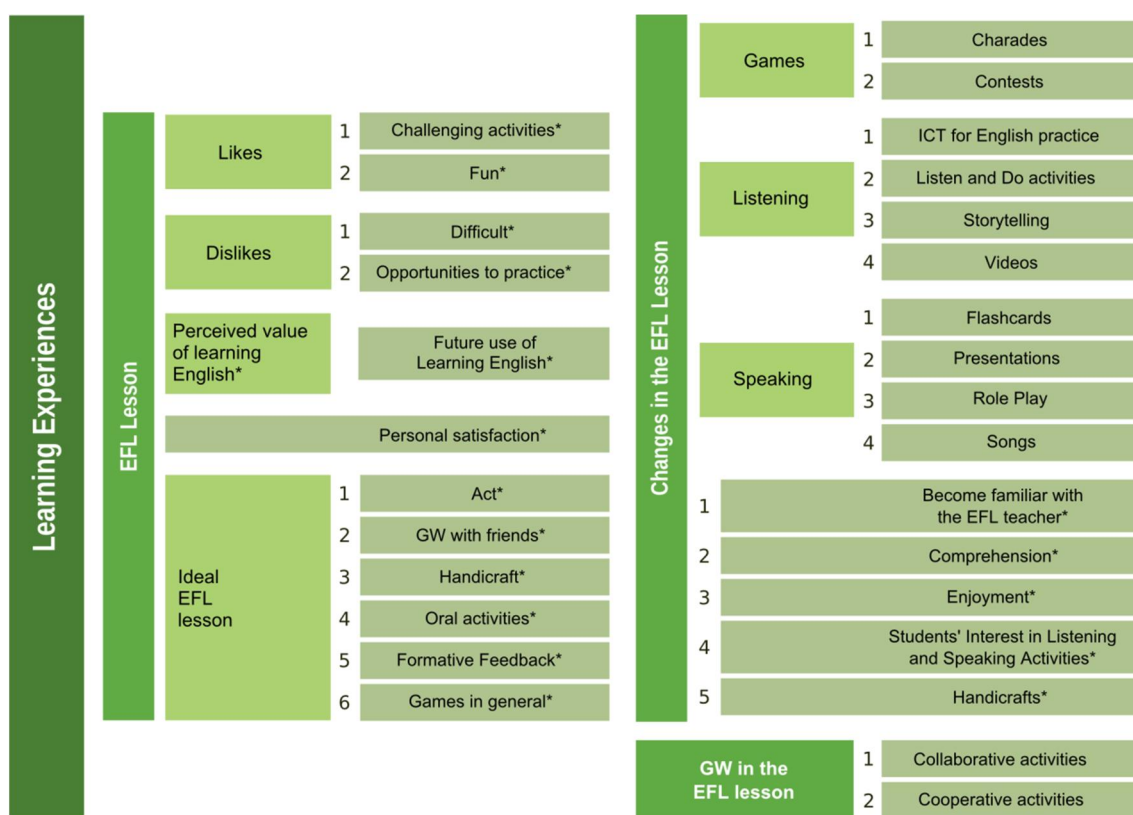
EFL Lesson:

This category is defined as any description or reference to the EFL lesson. This category has four sub-categories and one free code. Figure 7.20 below provides a summary of the analytical subcategories and codes.

Figure 7.20: Summary of analytical sub-categories and codes in category 'EFL Lesson'
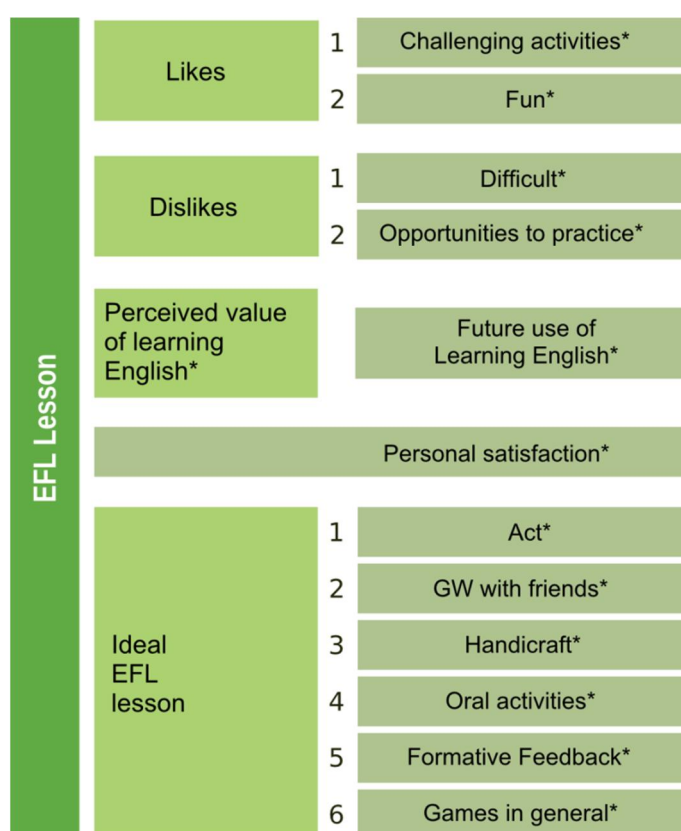
Likes is understood as the elements or activities involved in the EFL lesson that students like or enjoy doing. For example:

> *Extract 7.65: SG1_PreInterventionInterview_25.04.2013*
> *Valeria: Learning English <they laugh>*
> *Rosa: Because we can sit together and work with the classmates we want to.*

This subcategory is divided into two codes. Figure 7.21 below provides a summary of the codes in this subcategory.

Figure 7.21: Summary of analytical codes in sub-category 'Likes'

(1) *Challenging activities* are activities that test students' abilities, but are motivating for the learning process. For example:

> *Extract 7.66: SG3_PreInterventionInterview_22.04.2013*
> *Sabrina: I like English because when the teacher says, for example, "Complete this section" I like those activities because I feel that I have put a lot of effort on it to try to make it right.*

(2) *Fun* refers to the experience of finding EFL a source of entertainment, amusement and enjoyment. This can be seen in the following extract:

> *Extract 7.67: SG2_PostInterventionInterview_30.05.2013*
> *Susana: Fun*
> *R: Why is it fun?*
> *Susana: Because we do fun stuff, we work on work sheets; we do stuff in the text book and the notebook.*

Dislikes is understood as the elements or activities involved in the EFL lesson that students do not like or do not enjoy doing. There are two codes in this category. Figure 7.22, below, provides a summary of the codes in this subcategory.

Figure 7.22: Summary of analytical codes in sub-category 'Dislikes'

(1) *Difficult* refers to needing much effort to understand English as a school subject. This can be seen in the following extract:

> *Extract 7.68: SG2_PreInterventionInterview_11.04.21013*
> *Macarena: It's very difficult.*
> *Flavia: Stuff like in front of, next to, on and behind.*
> *Milena: Yes, that's difficult for me.*

(2) *Opportunity to participate* is defined as opportunities provided by the teacher to take part in the lesson. This can be seen in the following extract:

Extract 7.69: SG3_PreInterventionInterview_22.04.21013
Ester: It shouldn't be like that. I mean, I get a bit sad when everyone puts up their hands, and I do it as well because I know that I can answer correctly, and the teacher chooses another girl, and she answers correctly, and I feel like <angry face>.

The third subcategory is the ***Perceived value of learning English***, which describes the value students attach to their involvement in the EFL lesson (adapted from Williams & Burden, 1997). Figure 7.23, below, provides the code in this subcategory.

Figure 7.23: Summary of analytical code in sub-category 'Perceived value of learning English

There is just one code in this subcategory: *Future use of learning English* is defined as the idea of visiting English speaking countries in the future as a reason learning English. For instance:

Extract 7.70: SG1_PreInterventionInterview _25.04.2013
Paula: We learn a lot of English, and we like it because, if, for example, if one day when we grow up we wanted to travel to USA or London or England
Valeria: London, yeah! <interrupting>
Paula: Or any other place of those, we are going to communicate and we are going to know English.
Valeria: and we are going to know English
Paula: and we are going to know how they speak as well, and we are going to be able to communicate with them, otherwise we would be speaking to them in Spanish, and they would say: "Eh? What are you saying?"

Personal satisfaction, as a code, would be defined as experiencing fulfilment in learning English, based on a mixture of self-motivated and external factors, not of acting on the basis of personal choice (adapted from Noels et al. 2000; adapted from Vallerand et al. 1993). There is an internal source of motivation; however, students are reacting to an external pressure. An example can be seen as follows:

> *Extract 7.71: SG3_PreInterventionInterview_22.04.2013*
> *Francisca: I like English because when I visit my uncles and aunts, my uncles and aunts say "speak in English", and I speak in English and everyone is really impressed with the way I speak.*

Ideal EFL Lesson:

This sub-category was also part of the interview themes. It is understood as the way learners wished their EFL to be like. There are six codes in this category. Figure 7.24 below provides a summary of the codes in this subcategory.

Figure 7.24: Summary of analytical codes in sub-category 'Ideal EFL Lesson'

(1) *Act* refers to activities in which students are asked to perform an incident, vocabulary item or game. For instance:

> *Extract 7.72: SG3_PostInterventionInterview_10.05.2013*
> *Sabrina: If I could choose, I think that many girls would like, as Ester said, many girls would like to act out instead of writing.*

(2) *Group work with friends* is defined as the preference for sitting next to classmates with whom students have a bond of mutual affection. For instance:

Extract 7.73: SG1_PostInterventionInterview_04.06.2013
Paula: I'd like that it would be in groups with those we like to sit. For example, if, in the lesson, today we've got to choose, I'd sit with the four of us, I'd choose the four of us to sit together and we'd talk in English and we'd work on the task.

(3) *Handicrafts* are activities involving the making or decorating of objects like tasks with modelling clay, colouring, etc. For example:

Extract 7.74: SG4_PostInterventionInterview_05.06.2013
Fabiola: I'd like that we'd do stuff like interactive. That we'd do stuff with plasticine or anything but in English
R: With plasticine?
Fabiola: With anything, for example, in English that we learn the body parts, and we make a figure and we label it, like that in English.

(4) *Oral activities* refer to activities in which students have the opportunity to express in English orally. As follows:

Extract 7.75: SG4_PostInterventionInterview_05.06.2013
Paloma: For example, like the one we did the other day, a contest saying only words in English […]
Fabiola: Like, for example, that everyone by row, like we always do in math lesson, but speaking in English. The teacher asks us something in English and we answer in English as well.

(5) *Formative Feedback*, which "represents information communicated to the learner that is intended to modify the learner's thinking or behaviour for the purpose of improving learning" (Shute 2008, p.1). It could involve recycling and going back to topics and vocabulary covered in previous lessons. For instance:

Extract 7.76: SG3_PostInterventionInterview_10.05.2013
Francisca: […] but, I'd also like it when the teacher, for example, all the groups finish of doing the activities, like the ones we did today, he tells us, he asks us questions, so we also got the summary, and then it also helps us, apart from the questions he could ask.

(6) *Games in general* can be understood as activities that involve playful elements such as puzzles, memory games, word contests, etc. For instance:

Extract 7.77: SG3_PostInterventionInterview_10.05.2013
Ester: Like games.
Isabel: Like games, as Ester said.
R: Like speaking and performing?
Ester: Like having fun, we have a great time.
Sabrina: Like we'd be playing on the street
[...]
Ester: I'd like the English lesson having more games for revising, not much writing or copying form the board, or filling the gaps, but with riddles, guessing games and performance, things like that.

Changes in the EFL lesson:

This category refers to any variations in the EFL lesson from April to June 2013. There are three subcategories and five free codes in this category. Figure 7.25 below provides a summary of the analytical subcategories and codes.

Figure 7.25: Summary of analytical sub-categories and codes in the category 'Changes in EFL Lessons'

The subcategory *Games* has two codes. Figure 7.26 below provides a summary of the codes in this subcategory. This category and its codes, *Charades* and *Contests,* have been defined in **Activities for listening and speaking skills** (see Section 7.3.2.2). However, the following examples are taken from the learners' perspectives.

Figure 7.26: Summary of analytical codes in sub-category 'Games'

(1) *Charades, an* example of this code:

Extract 7.78: C4_LessonObservation3_08.05.2013 [43:05-44:38]
T4: I'm going to…I'm just going to touch a part of my body and you say the part that I'm touching <T4 touches her head>
Pupils:*Head!<Spanish pronunciation>]
T4: Do you say *head <Spanish pronunciation>?
*Fabiola: **Head***
*T4: **Head**, very good! <T4 touches her nose>*
Pupils: *Nose! <Spanish pronunciation>
*Pupils: **Nose** <T4 touches her eyes>*
Pupils: *Eyes!<Spanish pronunciation>
T4: *Eyes?<Spanish pronunciation>
*Pupils: **Eyes***
*T4: **Eyes***
*Pupils: **Eyes** <T4 touches and moves her neck>*
*Rosaura: **Neck***
*T4: **Neck**, **very good**! <T4 touches and moves her arms>*
Jaime: Arms
T4: How do you say that in English?
*Pupils: **Arms** <T4 shows and moves her hand>*
Jaime: Hand

(2) *Contests, an* example of this code:

> *Extract 7.79: C1_LessonObservation4_07.05.2013 [31:22-34:00]*
> *Camila: Teacher, what is the ball for?*
> *T1: We're going to play with the ball.*
> *Bernardo: Are we going to play?*
> *T1: Yes.*
> *Class: Yey!*
> *[31:29-31:42]*
> *T1: **OK, we're going to review, eh Isabel, some subjects and days of the week**. We're going to revise with this game, the days of the week, which you should know from last year, and the subjects in English. We have 2, we have 3 teams. Team 1, team 2, team 3 <pointing at the rows> OK*
> *[32:23-33:06]*
> *T1**: Well, today**, today, **we're going to review the days of the week, sit down properly, and, and the subjects**…. **So I'm going to throw you the ball, and I'm going to say you the days of the week or the day of the subject, and if you know the meaning, if you know the meaning, you have to say me, and if you're right you are going to win one point for your team**, OK, if you guess or if you say the word correctly in Spanish, you'll win a point for your team.*

The subcategory ***Listening comprehension*** has four codes. Figure 7.27, below, provides a summary of the codes in this subcategory. This category and its codes *ICT for English practice*, *Listen and Do activities*, *Storytelling* and *Videos* have been defined in ***listening and speaking activities for YLL*** (see Section II). However, the following examples are taken from the learners' perspectives.

Figure 7.27: Summary of analytical codes in sub-category 'Listening'
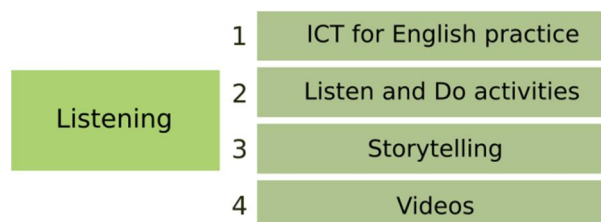
(1) *ICT for English practice, an* example of this code:
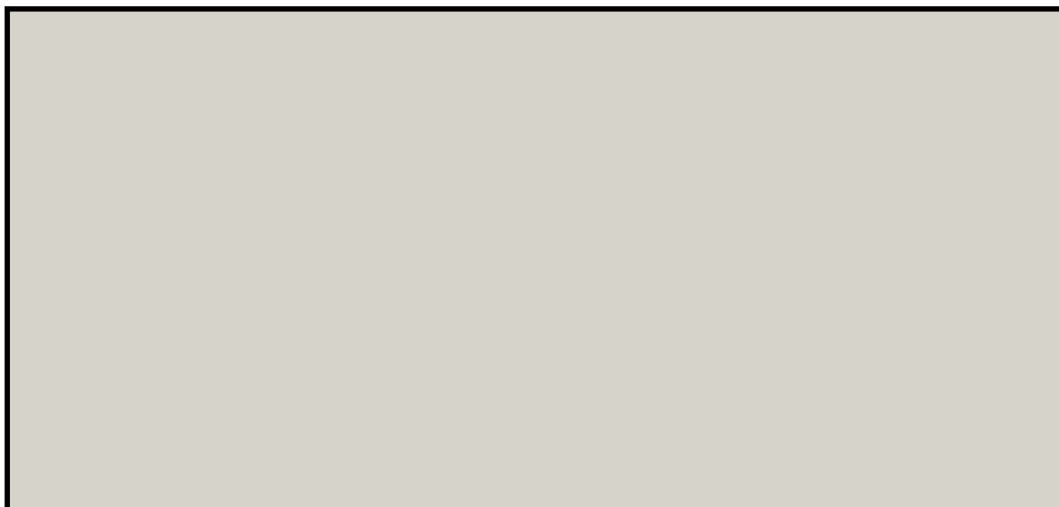
Extract 7.80: C2_LessonObservation3_02.05.2013 [57:41-58:44]
*T2: When it says **ON**, we put our hand here and we put it like that **ON**. When it says **IN**, we put the hand inside, it's **IN**. When it says **UNDER** we put our hand…*
Pupils: Under!
*T2: Under, right? When it says **in front of**, we take our hand in front of, right? When it says **BEHIND***
Pupils: Behind
*T2: Hands are behind. And **next to**, next to and **between**, <making the action with hands together and separate> OK? **Good**. Look now <Video-song is played>*
*Pupils: <singing along and making the actions> **In, on, under, in front of, behind, next to, between.***

(2) *Listen and Do activities,* an example of this code:

Extract 7.81: C2_LessonObservation5_23.05.2013 [54:16-58:44]
T2: First of all, we're going to listen to the song. I'll put the volume up so you can hear well… We're going to listen to the words; we're going to listen to the words, and according to what we hear we have to infer what they are saying in English. Look, Wake up!
<Video-song is played> [54:13-56:04]
T2: Let's see. One of the words that we more frequently hear is…
*Ernesto: **Wake up!***
*T1: **Wake up, wake up,** right? Now, but it's not the only one.*

Extract 7.82: C3_LessonObservation1_22.04.2013 [05:10-06:41]
*T2: **OK, let's see, we're going to make a competence, a competence in the groups**. **For example,** remember that the song is really short now, not like the other day it was longer, so we're going to do it by groups, to check which group is the best at this. **The other groups must be in complete silence. Girls, the rest of the groups must be in complete silence, if one group talks or interrupts that group don't go on the competence.** I'll repeat, if a group, while the other groups are performing or singing is interrupting and chatting, that particular groups won't be part of the contest. OK? Let's begin, who is going to be the first group? Here, you! **So, the rest of you in silence, sing and do the action** <Video-song is played>*

167

(3) *Storytelling, an* example of this code:

Extract 7.83: C4_LessonObservation3_08.05.2013 [46:20-47:10]
T4: <reading a big book in front of the class with the help of the researcher> **Is this my**
foot Andy?
R: **No, Emma, this is your head.**
T4: **What is this, Andy?**
R: **That's your tummy, Emma.**
T4: **Look Andy, these are my legs.**
R: **No Emma, those are your arms**.
T4: **What's this? Is this my hand?**
R: **No, Emma, this is MY hand.**
Pupils: <laugh>
T4: **OK**.
Pupils: Bravo! Bravo! <Applause>

(4) *Videos, an* example of this code:

Extract 7.84: SG2_PostInterventionIntervention_30.05.2013
Milena: It seems fun to me, as Sabrina said, because we do activities, we listen to music
and we learn with videos.

The subcategory ***Speaking*** has four codes. Figure 7.28, below, provides a summary of
the codes in this subcategory. This category and its codes, *Flashcards, Presentation,*
Role Play, and *Songs* have been defined in ***listening and speaking activities for YLL***
(see 7.3.2.2). However, the following examples are taken from the learners'
perspectives.

Figure 7.28: Summary of analytical codes in sub-category 'Speaking'
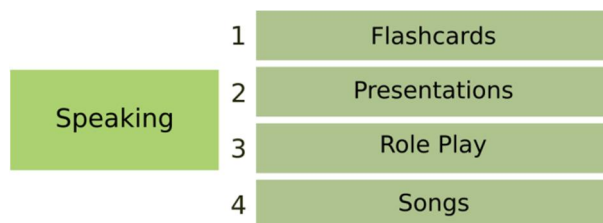
(1) *Flashcards* an example of this code:

> *Extract 7.85: C4_LessonObservation6_12.06.2013 [22:43-23:06]*
> *Video Flashcards: A doctor, a doctor.*
> *Pupils: A doctor.*
> *Video Flashcards: A firefighter, a firefighter.*
> *Pupils: A firefighter.*
> *Video Flashcards: A mailman, a mailman.*
> *Pupils: A mailman.*
> *Video Flashcards: A nurse, a nurse.*
> *Pupils: A nurse, a nurse.*

(2) *Presentation* an example of this code:

> *Extract 7.86: C3_LessonObservation4_13.05.2013 [48:51-49:28]*
> *T3: Let's see how Almendra presents. She'll be reading and showing what she did. Start.*
> *Almendra:<standing in front of the class> **I am a magician**.*
> *T3: Stop, **stop** there. We know what she does, what does she do?*
> *Pupils: **Magician**.*
> *T3**: Magician, OK**.*
> *Almendra: **I wear a hat.***
> *T4: What did she say?*
> *Pupils: **I wear a hat**.*
> *T3: OK.*
> *Almendra: **I use a magic stick.***
> *T3: I use a magic stick.*

(3) *Role play* an example of this code:

> *Extract 7.87: SG3_PostInterventionInterview_10.05.2013*
> *16 Sabrina: […] And also because in it, as Isabel has said, now we do more activities, we have to*
> *17 use the occupations, and we have to pretend to be firefighters, and that's more entertaining for a girl…*

There are a set of five free codes within the **Changes in EFL lesson** category which are

not related to any subcategory. Figure 7.29 below provides a summary of these codes.

Figure 7.29: Summary of free analytical codes in category 'Changes in EFL Lesson'
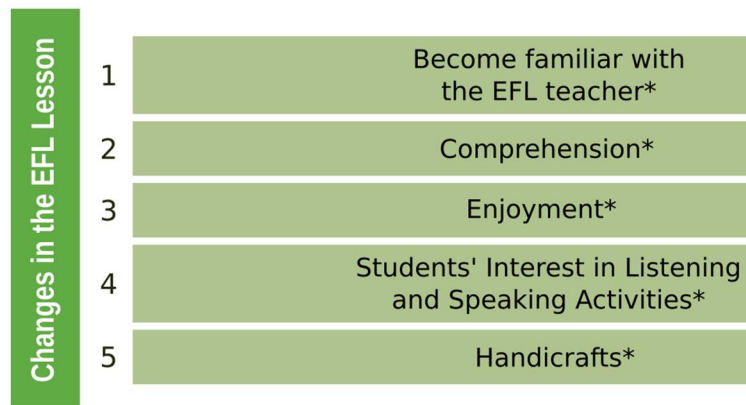
(1) *Become familiar with the EFL teacher* is described as getting used to the EFL teacher; to his or her teaching style and working system. This is relevant, as some of the teachers interviewed mentioned that the recurrent changes of the EFL teacher affected students' learning. For example:

> *Extract 7.88: SG3_PostInterventionInterview_10.05.2013*
> *Sabrina: I think that the English lesson has improved because the girls respect the teacher much more now. They know him already so there's not much chatting, noise and disruption […] I also think, in the sense that Ester says that the English lessons has changed in terms that the girls are not so ambitious to get stickers or a prize; they are more interested in having fun and learning.*

(2) *Comprehension* is defined as to comprehend to a further extent what is happening in the lesson and what the teacher says. For instance:

> *Extract 7.89: SG2_PostInterventionInterview_ 30.05.2013*
> *Macarena: The thing is that like the first day when the teacher came, like he said something in English and we didn't understand, and now at least we know a bit of what he says, not like before that we didn't know.*

(3) *Enjoyment* is understood as the enjoyable elements identified in the changes made to the EFL lessons during the first semester, according to the students. For example:

> *Extract 7.90: SG3_ PostInterventionInterview_10.05.2013*
> *Francisca: I think that the lesson is more entertaining now, because, for example, before we didn't do the activities like we did today, I find that with more activities it seems more entertaining, and we can learn more stuff that we don't know.*

(4) *Students' interest in listening and speaking activities* is the third code and it is understood as the desire to learn by listening and paying attention to the lesson while in listening and speaking activities, identified in the changes made to the EFL lesson during the first semester, according to the students. For example:

Extract 7.91: T4_ PostInterventionInterview_22.05.2013
R: If we think of the activities that were presented in the training[…] How do you perceive their implementation?
*T4: Fine, I think they like it, they get engaged. They like that I show them things with the computer projector, that I sing with them the **head and shoulders** song, they love it, and they completed the objective, so I think it's fine. […] While they are motivated, the class is better managed, it seems fun and shorter today it was lunch time, and none of them asked the time left before lunch during the whole lesson, as happened in the previous session. So that shows me that they are motivated and engaged.*

Extract 7.92: C1_LessonObservation7_11.06.2013 [1:07:40-1:07:58]
*T1: Let's see, we're going to do something now. **Hands up!** [pupils put up their hands]**Hands down!** <pupils put down their hands> **Up**!*
*Pupils: **Up**!*
*T1: **Down**!*
*Pupils: **Down**!*
*T1: **Up**! <putting her hands up>*
Pupils: Up! Behind! <T1 nods> Up!
*T1: **Up**! <putting her hands up>*
*Pupils: **Up**! <Pupils laugh>*
*T1: **Down**! <putting her hands down>*
*Pupils: **Down**!*

(5) *Handicraft* is the third code and it is understood as activities involving making or decorating objects like tasks with plasticine, colouring, etc. identified in the changes made in the EFL lesson during the first semester. For example, in the sixth lesson observed (13.05.2014) of C3, children were working on costumes or characterisation for the different characters as part of a circus presentation. Every group used their creativity to make paper hats for the roles of magician, paper moustaches for ring masters, etc.

Group work in EFL lesson:

This category refers to the implementation of group work according to the students. There are two codes in this category. Figure 7.30 below provides a summary of these codes.

Figure 7.30: Summary of analytical codes in category of 'Group Work in EFL lesson'

(1) *Collaborative activities* are defined as activities in which students support each

other. For example:

Extract 7.93: SG1_ PostInterventionInterview_04.06.2013
Valeria: I like [working in groups] because, for example, my two classmates that sit next
to me always make mistakes in English, they make many mistakes in English, they say
words that have nothing to do with the word in English, so I have to, so I help them so
they can get better grades, and get a better or a higher final mark. So I help them when
something is difficult for them, some words in English.

(2) *Cooperative activities* are defined as activities that help students work together to

reach learning goals. The group members feel personal responsibility (individual

accountability) to achieve the group's goals (adapted from Oxford 1997; Johnson &

Johnson 1990). For example:

Extract 7.94: C3_ LessonObservation3_06.05.2013 [08:50-16:19]
*T3: So, pay attention. Each group will choose, each group will choose three **jobs**, three*
***occupations**, three **professions**. It could be any, and you're going to do the same as the*
*video. For example, if a group chooses **doctor**, one person or two are going to say "**I am***
***a doctor**", and the rest of the group will repeat "**I am a doctor**". Is that clear?*
[9:24-13-10] <Children work in groups deciding which three occupations they would
present.>
T3: Who is going to direct the presentation? It could be up to two people. We listen to that
*group that is going to present the **occupations**, **jobs** or **professions**.*
[13:12-15:54] <The first group had problems, so T3 explained and clarified the
instructions and moved to a second group>
Cora and Cony: I am a nurse
Ally, Maria and Consuelo: I am a nurse
Maria: I am a fire fighter.
Cora, Ally, Consuelo and Cony: I am a fire fighter.
Consuelo: I am a dentist
Cora, Ally, Maria and Cony: I am a dentist.
T3: Good, very good that group because they did a different organisation.

This section has reviewed the analytical categories and dimensions of analysis of the

four themes that drive this research project. In the next section, I present the procedures

and phases of data analysis.

7.3.3   Phases of data analysis

Data analysis for the current research project took place in five distinct phases, as shown in Table 7.2, in response to its complementary mixed methods nature.

The data analysis tool was developed following the format of Wesley's (2010) study 'Language Learning Motivation in Early Adolescents: Using Mixed Methods Research to Explore Contradiction', and Lee & Green's (2007) mixed methods complementary approach presented in 'The Predictive Validity of an ESL Placement Test: A Mixed Methods Approach'. This analytical tool describes the analysis process in stages, which responded to the data methods, sources, and to each of the research questions. Similarly, this step-by-step process of data analysis represents the nature of MMR, in which the different instruments used provide a better understanding of the different facets of a complex phenomenon (Greene et al. 1989). In order to capture the different layers of the language classroom as the object of study (Lee & Greene 2007), I used a joint display (see 8.2.1.3). This complemented qualitative and quantitative dimensions of the current research project in the same analytical framework. This process was carried out to the very end of the analysis process.

Table 7.2. Correspondence of Research Questions, Analysis Procedures and Data Sources

Research Question	Analysis Procedure and Phases	Data Source
RQ A.1 What are the challenges present in the examined context?	Quantitative: Statistical analysis (Ph1, Ph4)	Questionnaire
	Qualitative: Thematic analysis (Ph2, Ph3)	Questionnaire Interviews Lesson video recordings
	Mixed Methods: Exploration of integrated findings (Ph5)	Questionnaire Interviews Lesson video recordings
RQ A.2: What factors in the teaching context are related to the challenges identified in the examined context?	Quantitative: Statistical analysis (Ph1, Ph4)	Questionnaire
	Qualitative: Thematic analysis (Ph2, Ph3)	Questionnaire Interviews
	Mixed Methods: Exploration of integrated findings (Ph5)	Questionnaire Interviews
RQ B.2: Which of the activities aimed at developing listening and speaking skills of young learners are present in the examined context?	Quantitative: Statistical analysis (Ph1, Ph4)	Questionnaire
RQ B.3: What factors, if any, constrain the use of activities aimed at developing listening and speaking skills of young learners in the examined context?	Quantitative: Statistical analysis (Ph1, Ph4)	Questionnaire
	Qualitative: Thematic analysis (Ph2, Ph3)	Questionnaire Interviews Lesson video recordings
	Mixed Methods: Exploration of integrated findings (Ph5)	Questionnaire Interviews Lesson video recordings
RQ C.1: How frequently is group work used in the examined context?	Quantitative: Statistical analysis (Ph1, Ph4)	Questionnaire
	Qualitative: Thematic analysis (Ph2, Ph3)	Questionnaire Interviews Lesson video recordings
	Mixed Methods: Exploration of integrated findings (Ph5)	Questionnaire Interviews
RQ C.2: What factors influence group work implementation in the examined context?	Quantitative: Statistical analysis (Ph1, Ph4)	Questionnaire
	Qualitative: Thematic analysis (Ph2, Ph3)	Questionnaire Interviews Lesson video recordings
	Mixed Methods: Exploration of integrated findings (Ph5)	Questionnaire Interviews Lessons videos
RQ D.1: What are the young learners' perceptions of their EFL lessons?	Qualitative: Thematic analysis (Ph2, Ph3)	Interviews
RQ D.2: Do specific listening and speaking activities have any impact on the learners' involvement in the lesson? RQ D.3: Does the implementation of listening and speaking activities through group work have any impact on the learners' involvement in the lesson?	Qualitative: Thematic analysis (Ph2, Ph3)	Interviews Lesson video recordings

Data analysis format based on Wesely (2010).

7.3.3.1 Phase 1 (Ph1) Quantitative analysis: descriptive statistics

The first phase in the quantitative analysis involved generating descriptive statistics processed in SPSS version 20. Descriptive statistics here involved frequency, tendency (mean, median, mean, and standard deviation) and percentile. This process was the first step to identifying the diversity of respondents, as well as some patterns in degree of difficulties, which led to inferential statistics later on (Phase 4).

The items regarding "Challenges" were grouped onto four main sub-scales: Student Involvement, Monitor Learning, Classroom Management and Activities for YLL. A reliability test, measured with Cronbach's alpha (6.10.2) was conducted for these factors. The results indicated acceptable reliability for student involvement ($\alpha = .70$), monitor learning ($\alpha = .80$), classroom management ($\alpha = .64$), and activities for YL ($\alpha = .84$). The frequency percentage was calculated for each difficulty.

The same procedure was applied for the factor influencing group work implementation, all of which were grouped in three sub-scales, namely, positive ($\alpha = .87$), negative ($\alpha = .81$), and external factors ($\alpha = .48$) showing acceptable reliability.

7.3.3.2 Phase 2 (Ph2) Initial qualitative analysis

This data processing was done secondly because there was an intention to keep the qualitative and quantitative methods separate.

7.3.3.2.1　Learner group interviews

As mentioned above (see 7.2.1) interview question themes were preliminary categories of analysis. Within these categories, the data was reviewed inductively,[18] identifying more specific thematic codes.

7.3.3.2.2　Teacher interviews and questionnaire comments

The analysis of the teacher interviews and questionnaire comments began with the use of the master code list from the literature (7.2.2). Nevertheless, some of these codes were not found or not clearly identified in the data at this analytical stage, which led to a second analysis of the transcriptions.

7.3.3.2.2　Lesson videos

At the beginning, deductive coding, based on existing codes from the teacher and learner interview and questionnaire data analysis, was carried out on an initial set of 12 lesson video recordings. I assumed that the video recordings of 3 lessons from each class would respond to the pre-, while- and post- intervention lesson. However, the preliminary analysis showed that the lessons did not show the process of intervention in a linear way; therefore, it was decided to include all 27 videos. Similarly, in this deductive preliminary analysis it was possible to identify some categories and codes beyond the existing codes from previous sources. This led to an inductive analysis at a later stage.

---

[18] "In a deductive or theory-driven approach, we begin from a theory or theoretical framework and derive a hypothesis from it; we may then be able to provide evidence for or against the hypothesis by observing the phenomena under review and by collecting and analysing appropriate data. ... In contrast, inductive or data-driven approaches to research begins with an inspection of the data, seeking meaningful patterns and generating hypotheses which may then, in the case of well-designed large-scale research projects, generate further theory." (Riazi & Candlin 2014, p.136)

7.3.3.3 Phase 3 (Ph3) Revision of the qualitative code analysis

7.3.3.3.1   Learner group interviews

After completing the second analysis, the group interview transcripts and codes were reviewed. The initial codes were verified and new codes created. Separating the qualitative code analysis in two stages provided temporal distance from the interview data, which facilitated the code revision, and eventual confirmation. This revision served the purpose of confirming the existing codes and the "new codes" noted before. Consequently, some of the codes were modified, redefined, combined and eliminated in order to accurately reflect the transcript.

Once all the codes were identified, they were evaluated by a senior researcher in the field of TEFL in the Chilean context (6.10.1.4). This researcher was provided with an evaluation form to provide feedback and comments on the code's definitions (Appendix F). The expert suggestions were taken into account, and just a few codes were again modified and redefined. An example of this process can be seen with reference to the following sample of children's interviews. Extract 7.95 was coded as *Travelling* which was a sub-category of the code *Motivation for learning English*. The senior researcher pointed out that in this extract there were also features of 'future perspective' on the use of the language. Therefore, the definition for this particular code definition was revised, and it was then coded as *Future use of learning English*.

> *Extract 7.95: SG1_PreInterventionInterview _25.04.2013*
> *Paula: We learn a lot of English, and we like it because, if, for example, if one day when we grow up we wanted to travel to USA or London or England*
> *Valeria: London, yeah! <interrupting>*
> *Paula: Or any other place of those, we are going to communicate and we are going to know English.*
> *Valeria: and we are going to know English*
> *Paula: and we are going to know how they speak as well, and we are going to be able to communicate with them, otherwise we would be speaking to them in Spanish, and they would say: "Eh? What are you saying?"*

Finally, the inter-coder agreement coefficient showed the reliability of the analysis (95.19%, Appendix I.2).

7.3.3.3.2 Teacher interviews and questionnaire comments

Transcripts and extracts were coded for a second time a month after the first coding process, in order to allow some distance from the data. After this second coding process, code definitions and examples were examined modifying inaccurate ones and creating new codes. An example of this process can be seen on the following sample of teachers' interviews. Extract 7.96 and 7.97 were coded as *Students' negative attitude*; however, after a deeper analysis elements more related to anxiety and fear were identified. Hence, the code was redefined as *Fear of English*.

> *Extract 7.96: T1_PreInterventionInterview_19.03.2013*
> *T1: […] For example, new students that have never had English lessons before, so they block and say "no because I don't know English, I've never had English before" […]*
>
> *Extract 7.97: Difficulties_Tchs_Questionnaire_Ep20*
> *Episode 20: That they lose the fear for English, making them understand that is easier than they think.*

This process was repeated two more times before inviting a second researcher to then calculate the inter-coder agreement coefficient (97.94%, Appendix G.1). This process led to a final set of codes (6.10.1.4).

7.3.3.3.3 Lesson videos

The lesson videos were analysed, following the same initial analytical procedures of the learners and teachers interviews. A second coding after a month from the first one was carried out in order to take some distance from the data. Through the process of coding and revising codes earlier identified in learners and teachers interviews, new codes were created based only on the lesson video data, an example of this process is the code *Lesson interruptions* (see Section 8.2.1.1.4). Picture 7.1 shows stills of the NVivo files

178

in two different instances of the process of data analysis. On the early version (PhDThesis_14032014), the code *Lesson interruption* was not part of the list of codes identified; however, on the later version (PhDThesis_16062014) includes the code with references to the observation data.

Picture 7.1. 'Lesson interruption' code at different points of the analysis process
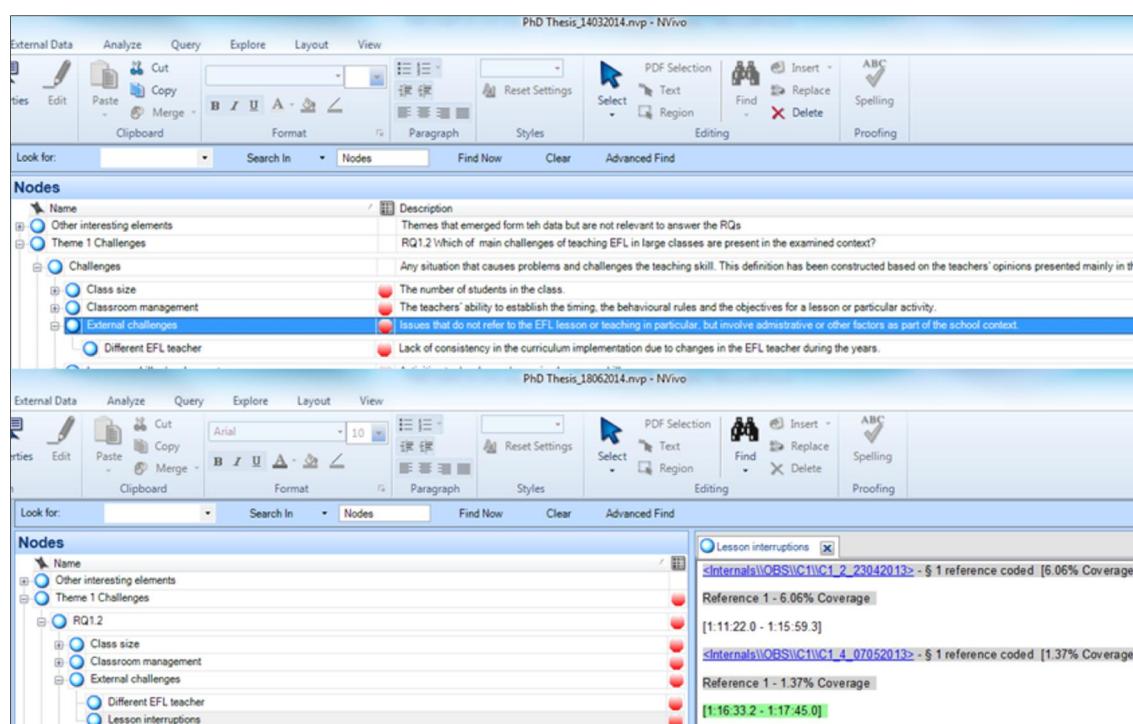
After the fourth coding process, a second researcher was invited to code a portion of the lesson video recordings, in order to establish the final set of codes. Finally an inter-coder coefficient was calculated (95.71%, Appendix G.3).

7.3.3.4 Phase 4 (Ph4) Quantitative analysis: inferential statistics

The final set of variables on the context (teacher profile, challenges, activities, and group work) were analysed using a variety of inferential statistics tests, such as correlation (Pearson-product-moment correlation coefficient), t-test, Chi-square and ANOVA. This process aimed at testing theoretical correlations by identifying self-

correlated variables, and multicollinearity. This analysis showed that there was no relation between the number of students and challenges variables, confirming Hypothesis 1.ii (see Section 6.4).

ii)   The teachers in the given context face challenges which are not related to the number of students in their classes.

Similarly, it allowed the researcher to identify the key variables required to carry out a regression analysis, which is a multidimensional model that creates models of prediction on the outcome of a variables (in this case use of group work and activities for YL) based on more than two variables.

7.3.3.5 Phase 5 (Ph5) Exploration of integrated findings

The integration of the qualitative and quantitative findings was the final stage in the data analysis. This process followed the joint display of Lee & Green's (2007) complementary MMR, presented in 'The Predictive Validity of an ESL Placement Test: A Mixed Methods Approach'. At this stage, the focus was on identifying congruent and discrepant findings from the different data sources.

This approach, involving quantitative and qualitative data analysis, provided answers to the research questions. In addition, it was the first step in comprehending the different layers and facets of the language classroom in the Chilean TEYL context. Finally, these findings were contrasted to previous studies in the area of large classes and group work.

7.3.3.6 Phase 6 (Ph6) Exploration of complexity

Finally, in order to explore the complexity features of the data already coded into the category of Challenges (teacher and children interviews and lesson video recording), they were coded following the codes presented in Burns & Knox (2011). In a second coding, some new codes were identified. The coding process was carried out four times in total. When all the final codes were identified, a coding matrix was generated in NVivo 10 between these new codes (Appendix H). This matrix allowed the creation of a visual representation of the different factors interacting in the classroom (9.4). A second coding matrix was generated to see the interaction of the codes within the category of Challenges (Appendix I). A model of the interaction between these codes was also created (9.5).

7.4   Summary

This chapter has reviewed the different procedures and phases of data analysis. It began by outlining the processes of data preparation (7.2), and continued with the description of the variables and categories of analysis, as well as data analysis stages (7.3). I emphasised the relevance of integrating the different data sources and detailed each phase. In the following chapter, I present the findings obtained from the analytical procedures presented above.

Chapter 8: Findings

8.1 Introduction and structure of chapter

This chapter presents the research findings. This project results has been organised into themes in accordance to its design. Firstly *Theme A: Challenges* presents the answers for RQ A.1 (Section 8.2.1) and RQ A.2 (Section 8.2.2). These sections include the joint display of quantitative and qualitative data. Then, *Theme B: Listening and Speaking activities* answers RQ B.1 (Section 8.3.1), RQ B.2 (Section 8.3.2) and RQ B.3 (Section 8.3.3), followed by *Theme C: Group work*. RQ C.1 and RQ C.2 are answered in Section 8.4.1 and 8.4.2 respectively. Finally, *Theme D: Learning experiences* answers RQ D.1 (Section 8.5.1), RQ D.2 (Section 8.5.2), and RQ D.3 (Section 8.5.3), based on qualitative data. This chapter concludes with a summary of the main findings organised by theme.

8.2 Theme A: Challenges

8.2.1 Research Question A.1: What are the challenges present in the examined context?

Data collected through the online questionnaire, teacher interviews and lesson observations and video recordings were analysed to answer this question.

8.2.1.1 Quantitative findings

In the online questionnaire, the challenges section asked about the degree of difficulty involved in carrying out different actions, on a scale ranging from very difficult (5) to very easy (1). Items were grouped according to three categories: *Students' Involvement*,

Monitoring learning and *Classroom management*. Table 8.1 below presents a summary

of the results by category and item.

Table 8.1: Challenges of TEYL in Chilean EFL classroom: frequency by item

Challenges	Easy		Neither difficult nor easy		Difficult	
	Observed Frequency	%	Observed Frequency	%	Observed Frequency	%
Student Involvement						
Keep students interested	58	42	55	40	24	18
Make all students participate in the activities	56	41	40	29	41	30
Give learners the opportunity to express themselves in English	47	34	43	31	47	34
Monitoring Learning						
Identifying learners' difficulties	73	53	44	32	20	15
Accounting for different individual learning styles	43	31	47	34	47	34
Monitoring learners' progress	60	44	49	36	28	20
Assessing learners' oral skills individually	31	23	31	23	75	55
Providing feedback	66	48	48	35	23	17
Providing remedial actions for learners	50	36	54	39	33	24
Classroom Management						
Manage discipline.	47	34	57	42	33	24
Manage time effectively in the lesson	61	45	53	39	23	17
Managing classroom setting (moving furniture)	56	41	35	26	46	34

N=137

Below, the findings for each category are presented in further detail.

i)   *Student Involvement*

In the questionnaire data, *Keeping students interested* (18%, N=24) was not identified as being as difficult as *Making all students participate in the activities* (30%, N=41) and *Giving learners the opportunity to express themselves in English* (34%, N=47).

Chart 8.1: Student Involvement: frequency by questionnaire item
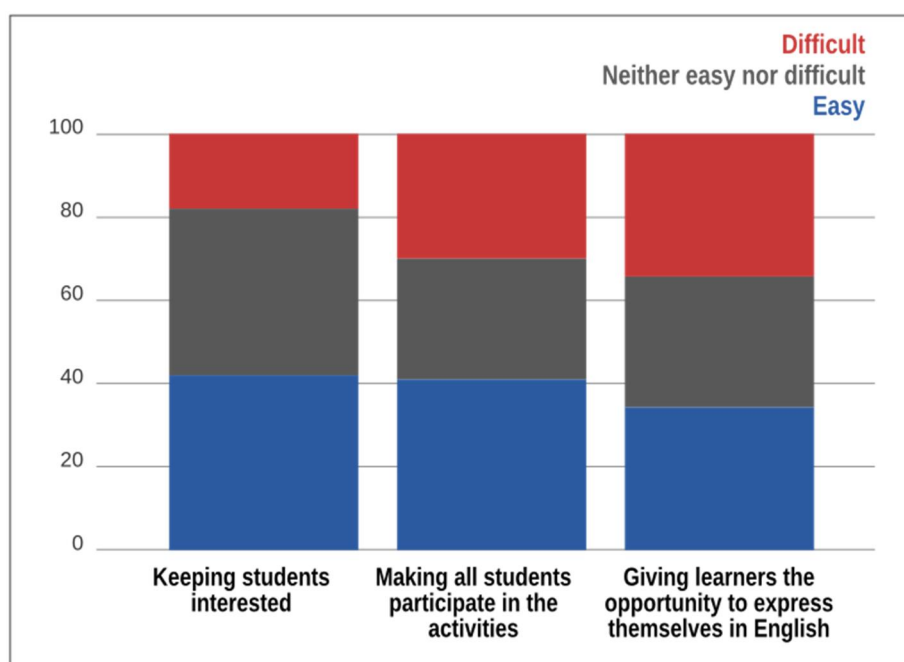
ii)   *Monitoring Learning*

Identifying learners' difficulties, *Provide feedback, Monitoring learners' progress*, and *Providing remedial actions for learners* were identified as challenging by a minority of the teachers with only 15% (N=20), 17% (N=23), 20% (N=28) and 24% (N=33) respectively. Nevertheless, the results are less clear when referring to *Accounting for different learning styles.* One third (34%, N=47) of the teachers reported this variable as difficult, another third (34%, N=47) as neither easy nor difficult, and a final third (31%, N=43) chose easy as their response option. Finally, in this category the most frequently identified challenge was *Assessing learners' oral skills individually.* As can be seen in Chart 8.2 below, 55% (N=75) of the Chilean teachers reported this to be a challenge.

Chart 8.2: Monitoring Learning: frequency by questionnaire item

186
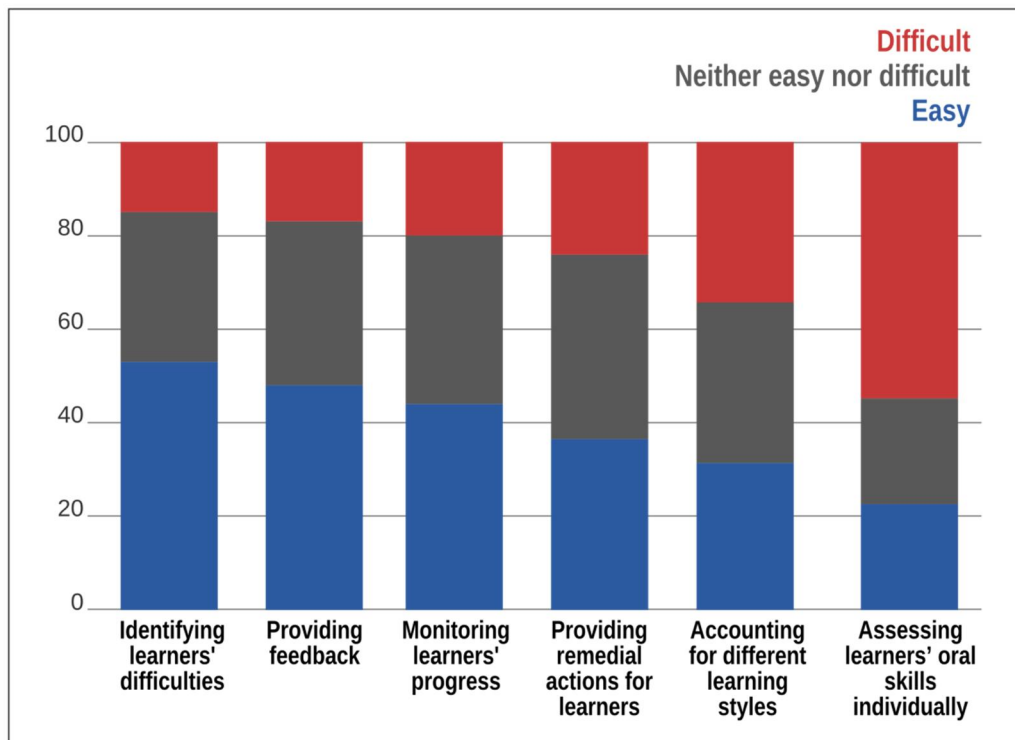
iii)   Classroom Management

In this category, *Manage discipline* (24%, N=33) and *Manage time effectively in the lesson* (17%, N=23) were reported not to be as challenging as *Managing classroom setting* (34%, N=46) for teachers in the examined context.

Chart 8.3: Classroom Management: frequency by questionnaire item
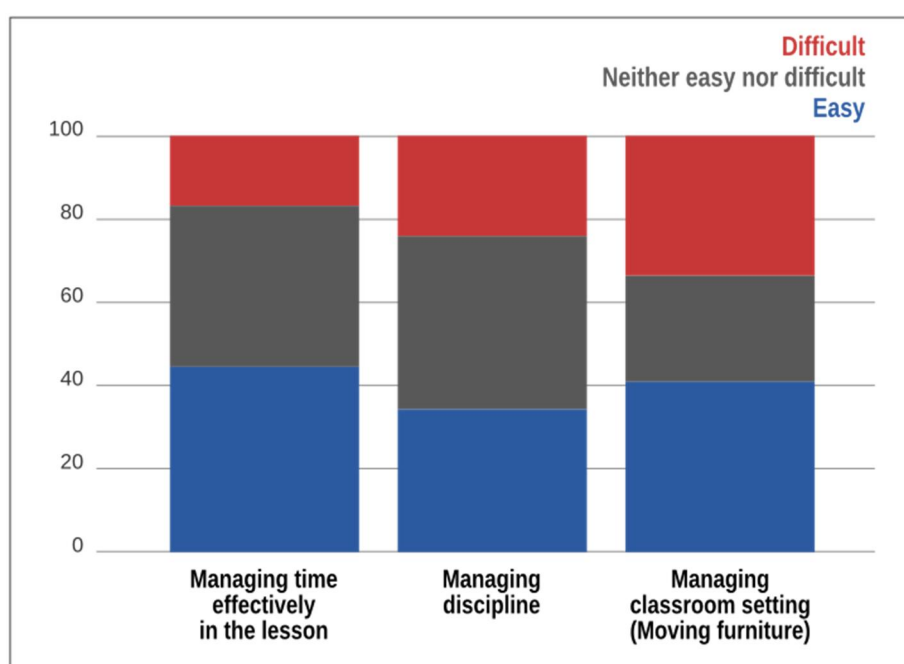
8.2.1.2 Qualitative findings

The following findings have been organised according to subcategories and codes of analysis within the category of *Challenges*.

i)   *Student Involvement Category*

Figure 8.1: Number of coding references by code in 'Student Involvement'
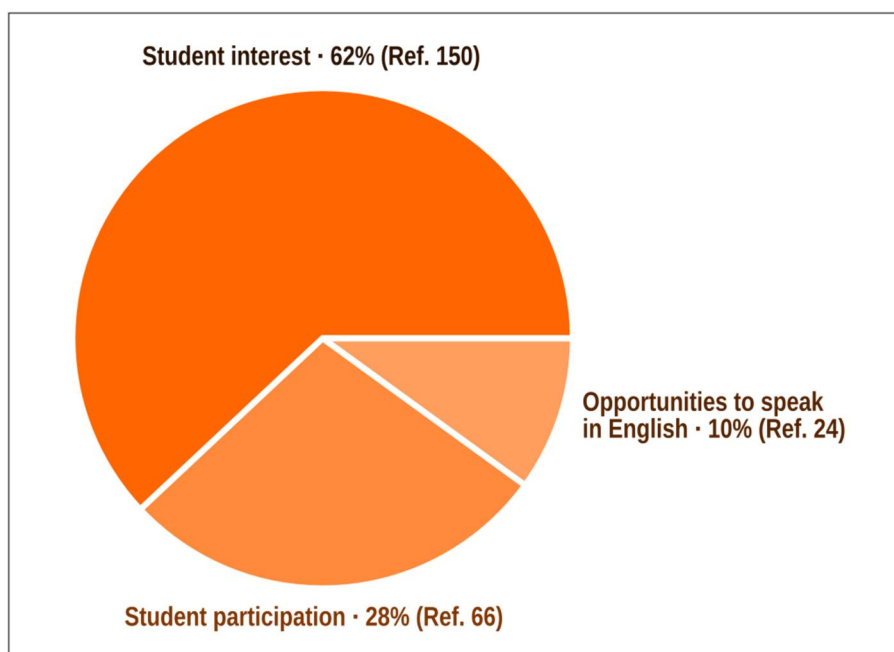
The *Student interest* code was identified predominately in the data. Teachers pointed out that the large number of students and their age demands made it really challenging to maintain students' interest in the lessons. Some examples are given below:

> *Extract 8.1: T3_PreInterventionInterview_02.04.2013*
> *T3: The thing is that I really, in my experience, particularly at this level, girls demand a lot from different activities, I don't think they can stay long with the same activity. They start, I don't know, some of them maybe get bored or some of them, for example, when they think an activity is too long they lose motivation and they start misbehaving… or they just lose motivation and stop working. But, if the activities are fast with more or less set times… they change from one activity to another, so they seem to be more alert then.*

Extract 8.2: Difficulties_Tchs_QuestionnaireData_Ep7
Episode 7: Students with attention deficit disorder or behavioural change make teaching more difficult as they want to show that they don't pay attention to the teacher, they are generally negative leaders.

Extract 8.3: Difficulties_Tchs_QuestionnaireData_Ep25
Episode 8: I've had students from 1st to 9th Grade, in which there were 45 children in the classroom. It's really difficult to control discipline or to keep all of them interested.

Extract 8.4: Difficulties_Tchs_QuestionnaireData_Ep74
Episode 74: It's difficult to keep 40 children with different needs and English levels motivated and interested.

The qualitative data shows that the *Student participation* code was also relevant for teachers. They explained that the large class size did not allow a participatory opportunity to every student in the class. Extract 8.5 below exemplifies this point:

Extract 8.5: T3_PreInterventionInterview_02.04.2013
T3: The problem that I've always identified with the classes, particularly the youngest ones, is that they are really eager to learn [...] Sometimes all of them want to participate. For example, if I'm going to ask a question or take someone to the board, all of them want to participate, and they even get angry when they are not able to. They always say 'she always participates' or 'why don't you choose me?' and that makes a bit of chaos because all of them want to participate.

Similarly, the classroom observation data suggest that children were motivated to take part in the lesson, but because of time constraints and large class sizes, just a small number of learners were able to go to the board and share their answers. A transcript of VideoEpisode 8.1 below illustrates this scenario.

VideoEpisode 8.1: C3_ClassroomObservation5_03062013 [35:37.3-37:13.9][19]

Interaction Transcription	Context description
1. Consuelo: How do you say it?	A girl is in front of the class. A couple of other students have their hands up.
2. T: **Ladies and gentlemen**. Yes, like that. Come on!	
3. Consuelo: **Ladies and gentlemen!**	
4. T: Let's give her a chance to participate. One, two, three!	
5. Consuelo: **Ladies and gentlemen!**	
6. T: Bravo, very good!	Many students put their hands up. The teacher points at one girl to go to the board.
7. Sts: Me, **Teacher**! Me!	
8. T: A moment, a moment, later, later, later.	
9. Sts: Ah! <in an upset tone>	
10. Alejandra: Teacher!	
11. Tabata: <about the drawing on the board> **Teacher** could it be a lady?	A student copying what is on the board asks about the picture of the ringmaster she is drawing on her notebook.
12. T: Yes. One, two, and three, go!	
13. Camelia: **Ladies and gentleman**.	
14. T: Bravo, we are doing well. You girl, you Rosario. Shhh!	Many students put their hands up.
15. Rosario: How do you say it, gentleman?	
16. T: **Gentleman**, **gentleman**.	
17. Rocio: **Ladies**	
18. T: Now	
19. Rocio: **Ladies and gentlemen** <laughing>	
20. T: Stop, stop!	Many students put their hands up. Students complain, and make a lot of noise. Teacher tries to make them be quiet by standing next to the group points section, and calling their names.
21. Sts: No! No, teacher no!	
22. Alondra: **Ladies and gentlemen**!	
23. T: We are going to get back to it, we're going to get back to it in a moment. Group one, two, three, four.	
24. Tabata: Teacher, look what I've done.	A student copying what is on the board asks about the picture she is drawing on her notebook.
25. T: Shh! Very good. Girls…	
26. Ally: Teacher you say two to four?	
27. T: No <counts the groups>. We're going to get back to finding a **ring master** or **ring masters** in a minute, but now we repeat...	Here some students with their hands up ask to continue the activity. The teacher changes the activity to move into a different task.

In this episode, the teacher introduced new vocabulary items related to the theme of the circus. He presented the role of the ringmaster and asked for volunteers to perform the role in front of the class, saying the phrase '*ladies and gentlemen'*. Students were really excited and eager to participate. However, the teacher only allowed a couple of them to play the role play in front of the class. This upset some of the students.

In the interviews, teachers argued that *Giving learners the opportunity to express themselves in English* was a challenge. They mentioned that they needed to adapt their teaching to give more than only a limited group of students an opportunity to express

---

[19] Transcription conventions are displayed on page xxiv, after List of Abbreviations.

themselves in English in the lesson. According to their comments, the feasibility of

doing this would be related to the number of students in their classes. Some examples

are given in the following two extracts:

Extract 8.6: T3_ PreInterventionInterview_02.04.2013
T3: […] When there is something, for example, they have to do something verbally or
orally, it's just a snapshot, a sample. For example, if they work in groups or individually,
but just a sample, "let's see, you here" "you there", something like that, or by row, in that
way.

Extract 8.7: T4_ PreInterventionInterview_01.04.2013
T4: And the other thing is that they can't all repeat the activity, because, if you think
about it, each of the forty students repeating or reading it is too complicated, and it would
take the whole lesson time to do so…

ii)   Monitoring learning category

Figure 8.2: Number of coding references by code in 'Monitoring learning'
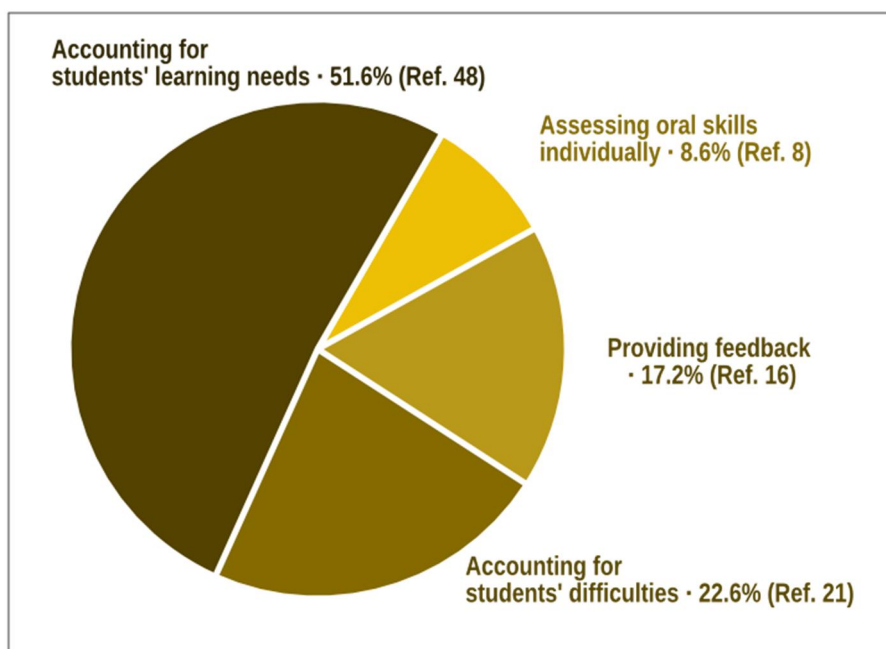
Accounting for students' learning needs. Teachers mentioned in the interviews and

questionnaire data that supporting pupils with Special Educational Needs (SEN) was

challenging for them. They claimed that they lacked the professional expertise (SEN children in EFL context) to support these learners. Additionally, they referred to the large number of students as hindering the monitoring of these pupils' learning progress. They also mentioned that, when giving most of their attention to SEN learners, little could be done to support learners with more advanced English skills. These concerns can be seen in the following extracts:

Extract 8.8: T1_ PreInterventionInterview_19.03.2013
T1: When you have to constantly interrupt the lesson to tell them off, because there are many children who suffer from, who have been diagnosed with, some for example, attention deficit disorder, hyperactivity; however, they do not follow any treatment.

Extract 8.9: T2_ PreInterventionInterview_27.03.2013
T2: The problem of the hyperactive children, of the children with learning disabilities, or those who rebel against the activity and those who don't want to do anything.

Extract 8.10: Difficulties_Tchs_QuestionnaireData_Ep15
Episode 15: Being able to deal more effectively with children with learning disorders

Extract 8.11: Difficulties_Tchs_QuestionnaireData_Ep24
Episode 24: [...] It's been difficult to work in classes with a large number of students with special educational needs, as well as with hyperactivity.

Extract 8.12: Difficulties_Tchs_QuestionnaireData_Ep48
Episode 48: There are many children with learning difficulties, with no teaching assistant, it is more difficult to control discipline and/or explaining the activities and monitor them.

Extract 8.13: Difficulties_Tchs_QuestionnaireData_Ep38
Episode 38: ... pupils with learning disorders who need very special attention and due to the large number of students it's impossible to do so. Finally, it means that, instead of supporting those more advanced students, one needs to focus on those who are not.

Extract 8.14: Difficulties_Tchs_QuestionnaireData_Ep83
Episode 83: Due to the large number of students in the class it's really difficult and almost impossible to work with children with special educational needs. By this I mean learning difficulties, children with ADD and hyperactivity, etc. I cannot monitor their development as I should because there are so many of them.

Teachers also mentioned as a challenge *Account for students' difficulties*. According to these teachers and the classroom observation, teachers are limited to identifying learners' weakest points, which are reflected later on in the evaluation process. This issue seems to be related to the number of students and time constraints.

Extract 8.15: Difficulties_Tchs_Questionnaire_Ep18
Episode 18: Applying differentiated assessment and knowing that it has strengthened the students' skills.

Extract 8.16: T3_ PostInterventionInterview_04.06.2013
T3: The problem that we still have it's that when, for example, two weeks have passed by, and we have a test, it's like the knowledge disappears some of the contents that they should have, or that seemed to be known when we taught the lesson and that were apparently learnt, but in fact after we realised that they hadn't been.

Teachers' comments on questionnaire data emphasised that *Assessing learners' oral skills individually* was a challenge closely related to the number of students in the class. They pointed out that large numbers of students restricted their ability to focus on individual oral assessment, as the rest of the class would be off task. The following extracts exemplify this point:

Extract 8.17: Difficulties_Tchs_QuestionnaireData_Ep41
Episode 41: It's difficult to evaluate oral production (speaking) individually. I lose classroom management.

Extract 8.18: Difficulties_Tchs_QuestionnaireData_Ep46
Episode 46: It is difficult assessing individually because of the number of students

Extract 8.19: Difficulties_Tchs_QuestionnaireData_Ep62
Episode 62: The fact that there are so many students in the classroom makes it difficult to assess their oral skills individually.

Extract 8.20: Difficulties_Tchs_QuestionnaireData_Ep81
Episode 81: It's difficult to monitor individual progress in speaking when there are classes with over 40 students [...]

Providing feedback. Teachers claimed that the large number of students limited their opportunity to monitor and provide feedback to each and every learner. This seems to be the case even more for pupils with SEN. Some examples can be found in the following two extracts:

Extract 8.21: T3_ PreInterventionInterview_02.04.2013
T3: [...] All of them would like, or, for example, they are also used to being checked and monitored in every activity. So, when they finish their task they rush to the front to get it checked, and they demand that I "make a tick on my notebook, please", a sticker or whatever that shows their work's been checked. Some of them really like to be monitored in their work, to be heard, and in large classes this is not always possible, I mean, so far I haven't got the strategies to be able to do it.

Extract 8.22: Difficulties_Tchs_QuestionnaireData_Ep38
Episode 38: [...] It affects considerably the individual work, as it makes giving feedback
to each student more difficult, in addition to classroom discipline and those students with
learning disorders [...]

One more example taken from the video data (VideoEpisode8.2) exemplifies the aforementioned point further. In this instance, T1 started checking the students' work individually; however, because of time constraints, she was not able to keep going, and decided to switch it to a whole class activity. Therefore, only some students in the class obtained sufficient individual feedback on their work.

VideoEpisode 8.2: C1_ClassroomObservation2_23042013 [21:56-24:41]

	Interaction Transcription	Context description
1.	T: […] **Sit down**, those who have finished please don't stand up. I'll go to your desk when you put up your hand.	A girl stands up and walks to show her text book to the teacher at the front of the classroom. Max addresses her classmates Valeria Students put up their hands and the teachers walks around the classroom checking students' work. [22:04-22:29]
2.	Max: No, you aren't done! You haven't finished yet!	
3.	T**: It's very important that you write the correct word without mistakes.** The important thing is that you write the name of the words in English without spelling mistakes, without letters missing, because sometimes some of you missed letters and then you learn badly. Esteban, shhh! Because if you write it wrong, later when you want to study you'll learn it wrongly, OK with mistakes.	
4.	BernardoP: Esteban, sit down!	Esteban stands up and walks around the classroom while the teacher is speaking. She keeps checking students' work. [22:55-23:09] The teachers keeps checking students' work around the classroom
5.	T: Shh! **Sit down please**. Esteban sit down.	
6.	BernardoP: **Sit down please, sit down please, sit down please!**	
7.	T: Shh, Victor! I mean, Bernardo!	
8.	Irene: Shhh!	
9.	BernardoP: Don't tell me to shut up, you shut up!	The teacher sees a girl who is not working.
10.	T: OK, **please now, let's check**. Irene, where is your notebook?	
11.	Irene: I didn't bring it.	
12.	T: Use a different notebook then.	
13.	Irene: My mum does not allow me to write in notebooks from a different subject.	
14.	T: Ask for a piece of paper to some of your classmates. Lukas would you give Irene a piece of paper?	
15.	Max: Teacher, it's a lie. She is lying about her mum not allowing her.	Another classmate interferes commenting about what Irene said about not writing in a different notebook.
16.	T: <to Lukas> Do you want me to do it? Here you are.	The teacher takes a piece of paper from Lukas notebook and gives it to Irene.
17.	BernardoM: **Miss**!	There some students with their hands up.
18.	T**: Please let's check**. …	The teacher keeps checking students' work
19.	If someone's finished now, I haven't got more time to check your work individually.	

iii) *Classroom Management category*

Figure 8.3: Number of coding references by code in 'Classroom Management'
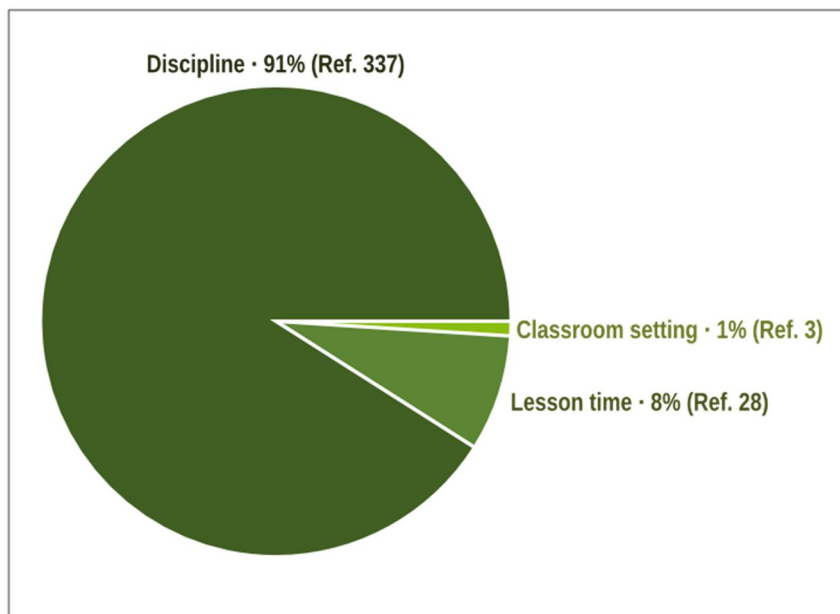
In the data the *Manage discipline* code was repeatedly identified. The main argument of these teachers was that managing discipline is needed in order to create an appropriate environment for learning. Some also pointed out that their learners had little interest in the English language, which affected their involvement in the activities, therefore creating disruptive behaviour.

Some examples of the teachers' comments on the code *Managing discipline* were as follows:

Extract 8.23: T1_ PreInterventionInterview_19.03.2013
T1: [...] I think that mainly behaviour, because I think that if there is no discipline in the classroom it's very difficult for children to learn, because they don't pay the minimal attention they need to learn. So, apart from the number of children in the classroom, because I think, in my experience I have proved that... with classes with the same number of students sometimes with greater disposition I can do more things than in others with the same number of students but with a different disposition.

Extract 8.24: T2_ PreInterventionInterview_27.03.2013
T2: [...] or those who rebel against the activity and those don't want to do anything, or fight and make noise during the lesson. So these kinds of things interrupt the flow of the lesson.

Extract 8.25: T4_ PreInterventionInterview_01.04.2013
T4: Discipline. If there isn't good classroom management by the teachers, it's impossible that they understand anything. It is also problematic when they have a mental block when you speak in English, the disruption starts immediately and "what did you say? What did you say?" "I don't understand" then they are already mentally blocked because of the same issue that they are so many of them. Everything is more difficult because of the number of students per classroom.

Extract 8.26: Difficulties_Tchs_QuestionnaireData_Ep4
Episode 4: The problem with the first grades (1st and 2nd Grade) is that they don't read they don't have literacy skills, so it's more complex to listen to words and sounds in another[...] language, and there are problems of misbehaviour [...]

Extract 8.27: Difficulties_Tchs_QuestionnaireData_Ep6
Episode 6: In my working experience what makes the learning process more difficult is the lack of discipline and the difficulties that it brings for classroom management.

Extract 8.28: Difficulties_Tchs_QuestionnaireData_Ep25
Episode 25: I've had classes from 1st to 8th Grade, where there were 45 children per classroom, it is very difficult to control the discipline or to keep all of them interested.

These examples suggest that teachers working in large classes have issues regarding discipline management. In addition, the lesson video recording data suggest that it was a major issue, particularly in two of the classes observed: C1 and C2. These teachers (T1 and T2) faced constant disruptive and off-task behaviour during their lessons. The following episodes (VideoEpisode 8.3 and 8.4) show extracts from the lessons in which the highest number of references to the *Managing discipline* code where identified in each class.

The first episode is from C1, Lesson 3, in which 20:49 minutes of the lesson were coded as *Managing discipline*. This lesson aim was to assess the first content unit through a written test. In this particular episode, students were doing a revision activity on the textbook before the test. The class in general was talkative, and one particular pupil was disrupting the lesson activities.

VideoEpisode 8.3: C1_Classroom Observation3_30042013_03:45-06:48

Interaction Transcription	Context description
1. T: … and <to a student at the front of the class Where is your book mister, did you take it out?	The teacher talks quietly to Victor, who is sited at the front of the class.
2. Victor: I didn't bring it.	
3. T: Those who did not bring the text book, please give me their school diary.	The teacher speaks loudly so that every student can hear her. At the same time a couple of students on the other side of the room are passing a note to each other.
4. Victor: I don't know if I brought it	This conversation takes place loudly on one side of the classroom.
5. T: That's what I want to know.	BernardoP has just arrived to the lesson and wants to know about what they are working on, without paying attention to the situation at the front of the classroom.
6. BernardoP: Teacher, in which part are we?	
7. T: <talking to Victor> That one … You have to check your things, saying 'I haven't got it' is not good enough'. Sixteen and seventeen now.	The teacher talks to Victor now showing him the pages which they are going to work on.
8. BernardoP: Which page? Ah, and number four?	
9. T: <Answering to BernardoP> Number four I said we were going to listen to it now.	Francisco puts up his hand and the teacher approaches him to check his work. [04:18-04:48] In the meantime, the students chat.
10. Francisco: Teacher I don't understand this	
11. T: <inaudible>	
12. BernardoP: Daphne you cannot do that! You can't do that! You cannot look at that page.	
13. Alberto: Oh!	
14. BernardoP: She's cheating	
15. Alberto: Just like you!	
16. BernardoP: I already finished.	
17. T: Shuuu, please, Benjamin **sit down**	
18. BernardoP: OK, but I'm seated teacher	Another student puts up his hand at the back of the classroom and the teacher approaches him to check his work. At that point she realises that Max is off-task, making and playing with a paper cone. [04:59-05:08]
19. Alberto: She said be quiet	
20. T: Shh! <to Max> You know what, I'll take care of that.	
21. Max: No	
22. T: Yes, I'll take care of that, I'll keep it	
23. Max: No **miss**	A student puts up her hand and the teacher approaches her to check his work.[05:15-05:32]
24. T: If you behave, I'll give it back to you.	
25. BernardoP: Shh Daphne shh!	
26. Max: It doesn't matter, you can throw it away if you want	
27. T: It matters, you know	
28. Max: I don't care	Isabel puts up her hand and the teacher approaches her to check her work.[05:36-05:44]
29. Isabel: You don't care about anything	
30. T: If you don't really care, then don't say anything. <Explaining to another student> These things are in front of, and that is next to.	
31. Valeria: The bell, I heard the bell ringing!	

<div align="right">(Continued on next page)</div>

32.	Max: Ah, really?! <loudly and with high pitch>	
33.	T: Look Max, this is my last warning, and if you don't understand I'll call your parents for a meeting tomorrow, for the day after tomorrow, Thursday, all right? I've been respectful, I've treated you well therefore I don't think I deserve this, do I?	The teachers walk toward the front of the class. On her way she checks Francisco's work.
34.	Max:<nodding>	
35.	T: Then behave yourself.<to Francisco> **Behind**, behind.	The teacher is at the front of the class.
36.	Valeria: **Miss**, he was making faces when you turned around <overlapping with BernardoP's question>	
37.	BernardoP: Do we have to do number four?	
38.	T: Sweetheart, I don't want you to get involved in the conflict that Max and I have, all right? Mind your own business.	
39.	BernardoP: Miss, do we have to do number four?	
40.	Valeria: No!	
41.	T: **Right now**, now we are going to do it. <supporting another student> **Next to the pet store**, next to the **pet store, in front of the house**.	The teacher replies to a student who asks for support for completing the activity.

The second episode is from C2, lesson 6 in which 35:36 minutes from the lesson were coded as *Managing discipline*. In this lesson, T2 was revising vocabulary related to fire fighters. Students were working on an activity in their textbooks. In this particular episode, a couple of students who had been arguing during the lesson had a fight. The class was partially on task.

VideoEpisode 8.4: C2_ClassroomObservation6_30052013_27:58-33:28

Interaction Transcription	Context description
1. T: […] **Stop, don't go in there. Good!**	A couple of students (Esteban and Luis) are arguing. Esteban says something to Luis and bothers him while writing on his notebook, trying to take the pencil Luis is using to write. Luis reacts, grabbing Esteban's arm and hair [28:04-28:14]
2. Luis: Teacher look!	
3. T: OK. **The first, the first, you come here.** Bring your book. Hey! Hey! What's going on there?	
4. Ramon: It's grabbing Luis' pencil, Esteban	Luis and Esteban start a fight. The teacher intervenes. Esteban is really angry and upset. The teacher has difficulties keeping him away from Luis. [28.14-28:58]
5. T: Cut it out! Don't fight, please. Hey, hey, cut it out! I'll move your desk somewhere else. Hey! Stop it! Cut it out! There is no reason for fighting. OK, stop it! You shouldn't be fighting here. Hey! Hey! Hey! Stop it Stop it!	
6. Fernando: Teacher, leave him! Luis always starts trouble.	
7. Blanca: Luis pulled Esteban's hair, and that's why he started hitting him.	
8. Ramon: Yeah, because Esteban was grabbing his pen.	
9. T: Hey! Cut it out!	
10. Fernando: But teacher, understand that it's Luis who starts trouble!	
11. T: Sit down further away. Listen, sit down over here. OK cut it out, cut it out, cut it out. Hey! Stop it! Cut it out, cut it out. Sit down. Sit down properly. You stay calm here. Don't get into trouble. You are going to sit down over here instead.	Luis gets out of control and goes over to Esteban. The teacher splits the fight.[28:58-29:02] The teacher moves Esteban's desk away from Luis'. The teacher whispers something to Esteban which is inaudible.
12. Esteban: Ah teacher, I've already done it!	
13. T: OK, sh So, we're writing on the board sentence number three, which says "**Throw* the rock through* the window**[20]."	Esteban says something to Luis and starts throwing pieces of rubber at him. The argument between Esteban and Luis continues while the teacher is trying to explain.[30:06-30:42]
14. T: **Throw* the rock through* the window**.	
15. Luis: A donkey gave birth to you!	
16. Sts: Oh!	
17. T: **Sit down, please** <to Fernando>	Fernando stands up and goes to the front of the class. He stands next to Esteban and chats with him.
18. Esteban: A sheep gave birth to you!	
19. T: Ok, be quiet please, be quiet.	
20. Luis: A donkey gave birth to you!	
21. Esteban: A mule gave YOU birth!	
22. T: Let's be quiet and be quiet. You go to your seat and be quiet please <to Fernando>. You, go to your seat!	
23. Fernando: But teacher, he's my friend!	
24. T: OK, and you stay quiet there. <Responding to the student who had just finished writing on the board> Fine, **thank you**.	Luis and other students want to participate and go to the board to write their answers. The teacher does not assign anyone to do the following exercise.

(Continued on next page)

---

[20] T2 pronounced throw as *through* and through as *throw*.

25. Sts: Me, me, me! 26. T: Shh! OK, let's see, shhh! 27. Esteban: Aha! He wanted to go to the board! 28. Luis: Shut up, Estebana <female form of the boys' name>	Esteban mocks Luis and the argument starts again. [30:57-31:36]
29. Esteban: A sheep, a donkey and even an elephant gave birth to you! 30. T: Let's see, we're going to pay attention to the following. 31. Fernando: Esteban, Esteban! <overlapping with the teacher> 32. Esteban: Cocksucker! <overlapping with the teachers> 33. T: Hey, be quiet please. You are interrupting the lesson, and you're not allowing me to teach the lesson, and that's not right. 34. Blanca: Teacher, can I do the next one? 35. Ramon: Teacher, send him out. 36. T: OK, a Discipline Manager has been called to solve the problem. I've already called him, so the rest of the class be quiet. Please, pay attention to the following, when we have, let's see, when we have this sentence, like number three here, we said that **through*** was …	Fernando calls Esteban out from his seat at the back of the classroom Esteban and Luis keep arguing. The teacher leaves the classroom for a short time. [31:37-31:48]

Both video episodes show that managing discipline was an issue for some teachers in the examined context. These results provide more information supporting the questionnaire's quantitative findings. Further discussion on this complementation will be addressed in the Discussion chapter (see Section 9.5.2).

Manage time effectively in the lesson. 28 references to this code were found in 10 of the classroom observation video sources in the qualitative analysis. Some interesting examples of this code were identified in the lessons observed in C2. T2 did not assign time limits to any of the activities. This resulted in activities such as matching and colouring lasting over 40 minutes, and causing disruptive behaviour and lack of student involvement.

Managing classroom setting as a code was not frequently identified in the qualitative analysis. Nevertheless, it is worth mentioning that teachers commented on the impossibility of moving desks or chairs due to the incompatible size of the classrooms with the number of students. Some examples of these can be seen in the extracts below:

Extract 8.29: Difficulties_Tchs_QuestionnaireData_34
Episode 34: […] Any activity that involves movement becomes a mess due to the number of students and the limited room in the classroom.

Extract 8.30: Difficulties_Tchs_QuestionnaireData_36
Episode 36: I have to move from classroom to classroom and I don't have my own place to develop the activities as I should because of the number of students and the limited space.

In the lesson video recording data, it was also possible to identify the presence of this code, particularly in lessons observed in C4. A particular event took place in the fourth lesson observed, in which the teacher was singing a song that involved body movement. Students were engaged and joined in. However, it was really difficult for them to move away from their desks. Therefore, most of the students ended up moving to the front of the classroom as can be seen in the video snapshots:

VideoSnapshot 8.1: Example of 'Managing classroom setting' in C4_LessonObservation4_15052013 [35:02]

Picture A

In **Picture A**, it is possible to see a group of students at the front of the class, and in the aisle on the right side of the photo.

Picture B

Picture B shows the teacher leaning against the board because there was limited space around her. This shows that the classroom was not big enough for 45 students.

iv)   *Class size*

Figure 8.4: Number of coding references by code in 'Class size'
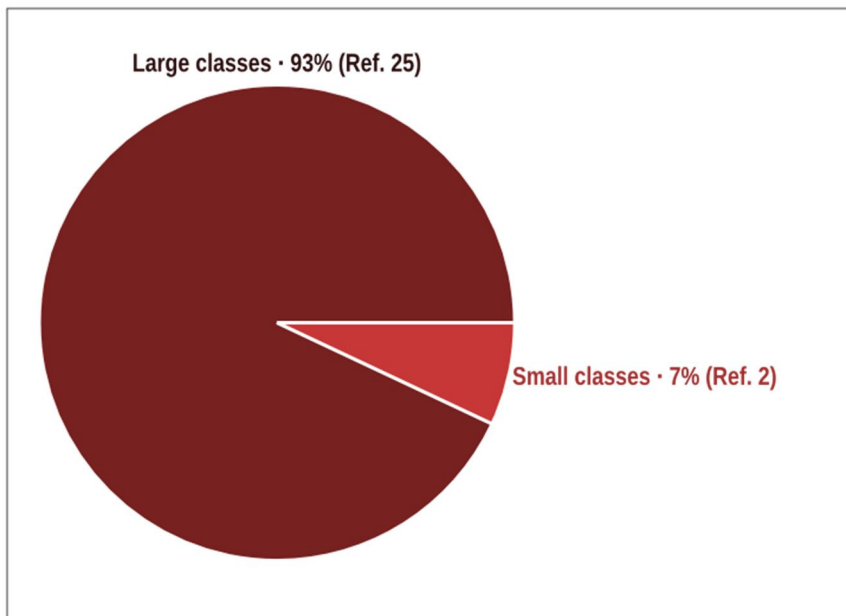
Class size was identified as a difficulty by questionnaire respondents and T4 in particular.

Figure 8.4 above shows that most of the teachers that referred to class size identified *Large Classes* as a challenge. In fact, almost all of the interviewed teachers mentioned it as leading to other problems related to monitoring learning and student involvement. The following extracts illustrate this point:

Extract 8.31: T2_PreInterventionInterview_27.03.2013
T2: [group work] could help me if the class wasn't so large and if I had a teaching assistant **in the classroom.**

Extract 8.32: T4_PreinterventionInterview_01.04.2013
T4: It's not the same five or ten children, than teaching forty [...] the difficulty of teaching a [foreign] language to primary students, from my point of view, lies in the number of students per class.

According to these teachers, large classes also hinder the number and the types of the activities implemented in the lesson. For example:

> *Extract 8.33: Difficulties_Tchs_Questionnaire_Ep38*
> *Episode 38: The high number of students in the classroom, it's a factor against the teacher teaching a foreign language. It affects individual work, and makes it more difficult to give feedback to students.*
>
> *Extract 8.34: Difficulties_Tchs_Questionnaire_Ep46*
> *Episode 46: [...] It is difficult to evaluate individually because of the high number of students.*
>
> *Extract 8.35: Difficulties_Tchs_Questionnaire_Ep49*
> *Episode 49: Generally, all the difficulties point to the large number of students in the classroom [...]*

As mentioned above, the issue of large classes is further discussed in 9.5.3.

iv)   Teaching resources

The lack of *Teaching Resources* (see Section 6.8.1.I) needed for effective language teaching and learning was mentioned by the teachers. As shown in Figure 8.5 below, Chilean teachers identified two main issues: the number of hours of EFL a week; and the limited availability of audio and visual aids.

Figure 8.5: Number of coding references by code in 'Teaching Resources'
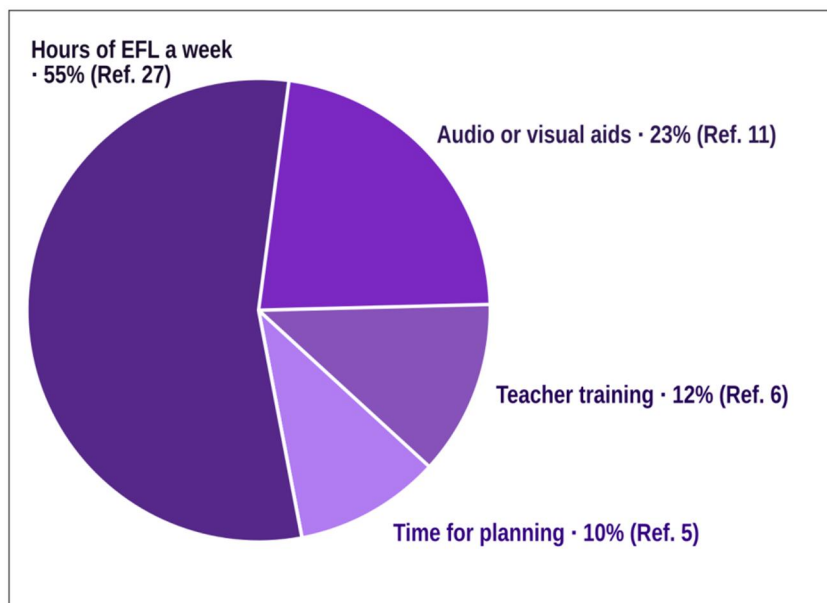
According to these teachers, two or three pedagogical hours of EFL a week were not enough, and the way they were distributed in the timetable constrained students' learning. They suggested that a higher number of hours a week would allow them to develop their students' skills more effectively. For example:

Extract 8.36: Difficulties_Tchs_QuestionnaireData_Ep46
Episode 46: There are few hours (of EFL) a week.

Extract 8.37: Difficulties_Tchs_QuestionnaireData_Ep47
Episode 47: Few (EFL) hours a week: 2 hours with 1st and 2nd Grade, and three hours with 3rd and 4th grade.

Extract 8.38: Other Aspects_Tchs_QuestionnaireData_Ep17
Episode 17: To have just 3 hours a week affects it; if there were 4 hours there would be less disruption between periods and time could be used more effectively.

They also reported that having visual and audio materials could help them to deliver multimedia lessons, allowing students to learn from different input sources. For example:

Extract 8.39: Difficulties_Tchs_QuestionnaireData_Ep33
Episode 33: Lack of materials and of audio-visual resources to teach a more complete lesson

Extract 8.40: Other aspects_Tchs_QuestionnaireData_Ep33
Episode 33: Having the opportunity to use technological resources.

vi)   External challenges

It was also possible to identify some challenges that were not directly related to the EFL lesson, but which affected teaching; these were coded as *External Challenges*. Figure 8.6 shows a summary of the number of references coded for this subcategory.

Figure 8.6: Number of coding references by code in 'External Challenges'
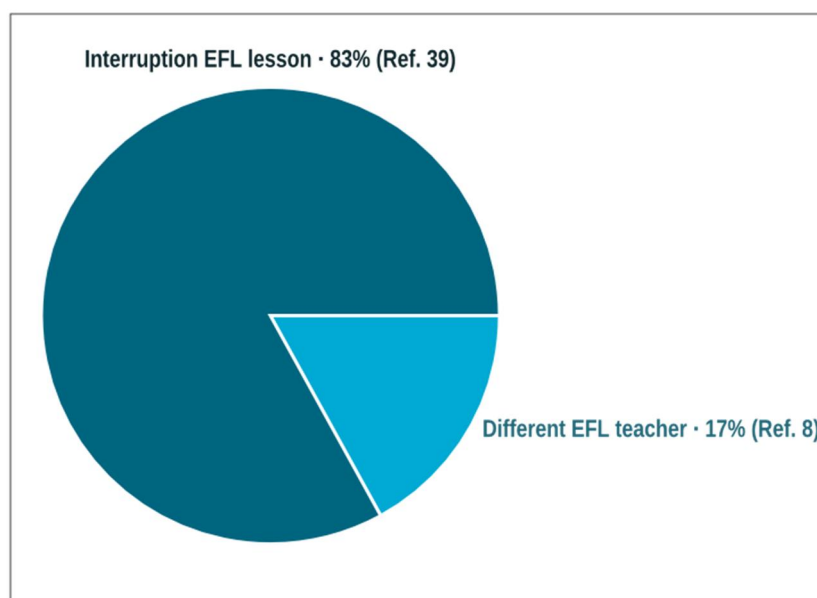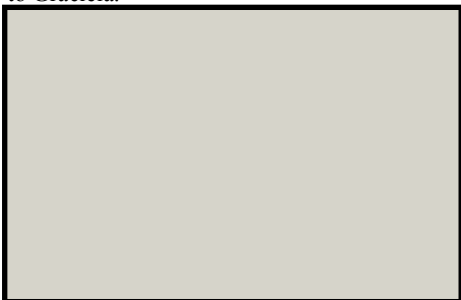
During the intervention project and the interviews, it was possible to identify constant interruptions to lessons, as well as changes in the EFL teacher, which affected the teachers' performance and the effectiveness of their teaching. The code *Interruptions of the EFL lesson* was observed 39 times (an average of 5 minutes per lesson) in different classes during the intervention project. Some of the challenges observed were issues such as other teachers interrupting to give some information to the class and lunch time

interfering with the EFL lesson time. The following episodes (VideoEpisode 8.5, 8.6, 8.7 and 8.8) show the lessons in the four classes observed (C1, C2, C3 and C4) in which a longer time and more data were identified as *Interruptions of the EFL lesson*.

The first video episode was taken from C1, lesson 2, which shows the longest period of time observed in all the C1 lessons, 7:05 minutes coded in this way. Twenty minutes before the end of every lesson, pupils had to heat their lunches. In municipal schools in Chile, lunch is provided in case of need. Pupils bring lunch to school, in most cases hot meals. In this school, classes had a microwave oven inside the classroom that allowed pupils to have a hot meal. It seemed that the dining hall was not big enough for all students to have lunch at the same time; therefore younger students (from 1st to 4th Grade) had lunch within the first 30 minutes of the break. Given this short time, children needed to heat their meals before lunch break. This affected every EFL lesson in C1.

VideoEpisode 8.5: C1_ClassroomObservation2_23042013 [71:33-76:17]

Interaction Transcription	Context description
1. Graciela: Teacher, we have to heat lunches.	Graciela approaches the teacher's desk to remind her it's time to heat lunches. She gets her lunch and asks for one of her classmates' lunches to be heated up.
2. T: Could you go collect those lunches that need to be heated up? And could you heat them up as well?	
3. Victor: Teachers <inaudible>	Graciela keeps going around the classroom collecting lunches to be heated up.
4. T: Now, she's going to heat up the lunches.	
5. Emerson: Every day a different person has to do it. Can it be me?	
6. T: Next time you can do it, today she's doing it.	Another student approaches the teacher. It's not possible to hear what he says, but afterwards he goes to his bag and takes his lunch out, giving it to Graciela.
7. Graciela: Wait in your seat.	
8. T: <to Victor> Victor, please finish quickly.	
9. T:<inaudible>	
10. T: Paula put that down, because it could hit her eyes. Did you finish cutting out?	Graciela takes the lunches and goes to the microwave at the back of the classroom. She keeps collecting lunches now, at the other side of the room.[*71:33-76.17]*] The rest of the class keeps working in groups. Two students approach the teacher's desk to ask a question. [72:20-72:40]
11. Max: Yes, teacher I finished cutting out!	
12. T: OK, so those who have finished cutting out, the groups that have finished cutting out	
13. Max: Miss, Miss could I heat my lunch? I've finished already.	The teacher goes back to her desk while groups are working; some students walking around, other waiting for their lunches to be heated up.<noise inaudible> [73:10-75:06]
14. T: She's heating lunches. Shh! With the group, collect the cards.	

The second episode is from C2, lesson 2 which lasted 10 minutes. This video episode presents an example of the teacher's administrative duties during the lesson. The EFL teacher had to register what had been done during the lesson. Additionally, EFL in C2 was the first lesson of the day; therefore, the teacher had to check attendance. This took 10 to 15 minutes from every lesson.

VideoEpisode 8.6: C2_ClassroomObservation2_25042013 [45:56-50:40]

Interaction Transcription	Context description
1. Alejandro: Teacher can I help you to set it up?	The teacher starts setting up the audio equipment.
2. T: No, because before we are going to call the roll, and you will be quiet and in silence.	
3. Alejandro: And then can I help you to set it up?	Esteban stands up and approaches the teacher's desk. Esteban goes back to his seat. The teacher starts writing on the class book.[46:10-46:50]
4. T: Go back to your seat, while I call the roll.	
5. Fernando: Hey, teacher, Pereira is eating! Hey, teacher!	
6. Julia: There it goes, the big mouth!	The teacher keeps checking and writing on the class book. The class is noisy and off-task. [46:55-47:24]
7. Francisco: Teacher, teacher he's eating!	
8. T: We're in silence and quiet.	
9. T: Let's see, you're going to pay attention to the roll, please. Be quiet. Alfredo	The teacher calls the roll [47:33-50:30]. The class is noisy and off-task.
10. Milena: I finished.	
11. T: **Sit down**, I'm calling the roll. Astudillo, Astudillo, where is Astudillo?	Students walk around the classroom, make noises and chat.
12. Hector: Here	
13. T: Astete	
14. Edmundo: Present teacher.	
15. T: Bastilla	
16. <Teacher keeps checking attendance>	
17. Vasco: Can I go to the toilet?	
18. T: I'm calling the roll you cannot interrupt.	
19. T: OK, let's see; we're in silence, sit and quiet.	The teacher counts out the students in the class.

The video episode from C3 is the shortest one, lasting only 2.3 minutes from the lesson. This class had the least number of interruptions among the four observed. This particular lesson (4) showed a person who was part of the administrative staff taking some students to mass. As a Catholic school, some religious ceremonies were celebrated during lesson time, with just a couple of students attending per class.

VideoEpisode 8.7: C3_ Classroom Observation4_30052013_22:44-23.43

Interaction Transcription	Context description
	The teacher walks around the classroom checking and supporting students' work in groups. A member of the administrative staff enters the classroom asking for some students.
1. Adm: I need some students. Gala Riquelme	
2. T: Gala Riquelme	
3.	
4. Adm:<inaudible>	
5. T: Pardon? Let's see girls. One, two, three, four, five, silence. Who do you need?	Rosa says something to the teacher that is inaudible. The three students get ready and leave the classroom.
6. Adm: Gala Riquelme,	
7. T: Gala Riquelme	
8. Adm: Elly Santibañez	
9. T: Elly Santibañez. Just two.	
10. Adm: Those two.	
11. T: Ah, but to go to mass <to Rosa> replacing who? <to Adm> She also goes, Miss Gloria says. Go <to Rosa>	

The last video episode is from C4, lesson 4. This episode shows the Class Teacher (CT) interrupting the EFL lesson. In most of the lessons observed, the CT went into the classroom during the EFL lesson and took some minutes to give pieces of information. In this lesson in particular, the CT took some time to write a message on the board and remind students about some materials they needed to bring for the following day.

VideoEpisode 8.8: C4_Classroom Observation4_15052013 [08:52-13:00]

Interaction Transcription	Context description
1. T: **One, two, three, four**. Let's quiet down. Fernando, turn around and stop teasing Camelia. OK. Do you remember that last class, I told you and commented that the test was not really good, that the contents haven't been acquired?	
2. Marcelo: I had a good mark.	
3. T: Sweetheart, I'm talking in general.	
4. TA: Miss, would you give me a minute? Fernando, take your things and sit down here.	
5. T: OK.	The class teacher enters the classroom [9:43]
6. CT: I just need to write something on the board.	
7. T: Yes, sure, go ahead.	
8. CT: I'm really sorry teachers, but this is the only time I've got to give them my messages. Have you got a marker?	The class teacher writes on the board [10:00-11:28]
9. T: Yes, here you are. Well, while Miss Ally writes there. You are going to explain to them later, right?	
10. CT: No, they already know, it's just to remind them.	
11. T: OK, then today kids, with this activity we're going to close the topic of illnesses, we might look at it again later for you to finish learning the body parts and illnesses. Let's remember some.	
12. Sts: **Head**	The teacher touches her head
13. T: **Head** is head, but what is the illness or the pain? How do you say headache in English?… Headache	
14. Sts: **headache**	
15. T: **Headache**. … How do you say this?	The teacher touches her tummy.
16. Moira: Stomach	
17. T: **In English. Tummy**…	
18. Marcelo: **Tummy ache**	
19. T: **Tummy ache**. Very good Marcelo.	
20. Jefferson: Tooth ache!	The teacher touches the side of her face.
21. T: OK, and how would you say that? How would you say tooth ache?	
22. Daisy: **Tooth**	
23. T: **Tooth ache, tooth ache**. And when I feel that my body is hotter than usual and I feel hot?	
24. Sts: *Fever <Spanish pronunciation>	
25. T: **Fever**	
26. Sts: **Fever**	
27. T: And when I start feeling bad as a whole, my body hurts, I have a headache and I'm sneezing, I've a	
28. Sts: Sore throat	
29. Paloma: **A cold**	
30. T: **A cold, a cold,** right. Well…	
31. CT: Excuse me teacher. I left a reminder for tomorrow. Remember that you have to bring a small bag of sequins each of you, of any of these colours. It's not that you have to bring one of each colour. It could be red, yellow or silver. One small bag each of you. This row, where Fernanda is, the whole row has to bring a piece of blue cellophane. Ben's row a piece of green sugar paper and the last row piece of red sugar paper.	
32. TA: The whole row	
33. CT: The whole row, not just the people I named. Over there red sugar paper, there, green sugar paper, and here blue cellophane, and everyone brings sequins. All right? I'm going to tell your parents in the parents' meeting anyway.	
34. Lorena: Teacher, I already brought some sugar paper.	
35. CT: Yeah, but I need a big piece, not that little one. If you cannot bring blue cellophane paper, it could be tissue paper, any of them.	
36. Denisse: Teacher, my sister is coming to the parents' meeting not my mum.	The class teacher leaves the classroom [12:55]
37. T: OK. We're saying that when it hurts here, and I cannot swallow…	

In the questionnaire, teachers commented that noise from outside as well as constant interruptions affected the development of their lessons.

> *Extract 8.41: Difficulties_Tchs_QuestionnaireData_Ep80*
> *Episode 80: Constant lesson interruptions because of external reasons not related to the lesson itself. Noise coming from the outside, affecting the normal development of the lesson.*

The code *Different EFL teacher* was identified in the teacher interviews. The participant teachers mentioned that the lack of stability in the teaching personnel affected learning and therefore their own teaching.

> *Extract 8.42: T1_ PreInterventionInterview_19.03.2013*
> *T1: I've realised that among the students in 6th or 7th Grade that I'm teaching I still see some lack of knowledge from early years. In contrast, those who are now in 5th Grade I can see the support from early years [...] I used to teach only early years, unfortunately the [previous] teacher was a long time with sick leave, literally half a year. So now I can see the consequences.*

> *Extract 8.43: T4_ PostInterventionInterview_22.05.2013*
> *T4: [...] I think that to be in 4th Grade they are very weak. [...] they haven't had a normal process, they've had many changes, of the teacher every year, since they were in 1st Grade, so that has affected their learning and skills.*

As suggested from the previous examples, there are several challenges which were not particularly related to the EFL lesson, but which still affected teaching and students' performance.

vii)   Student characteristics

This category is related to the personal and contextual features of the learners. Figure 8.7 presents in detail the most problematic factors reported by teachers. Over two thirds of the references identified *Parental Support* as a crucial element.

Figure 8.7: Number of coding references by code in 'Student Characteristics'
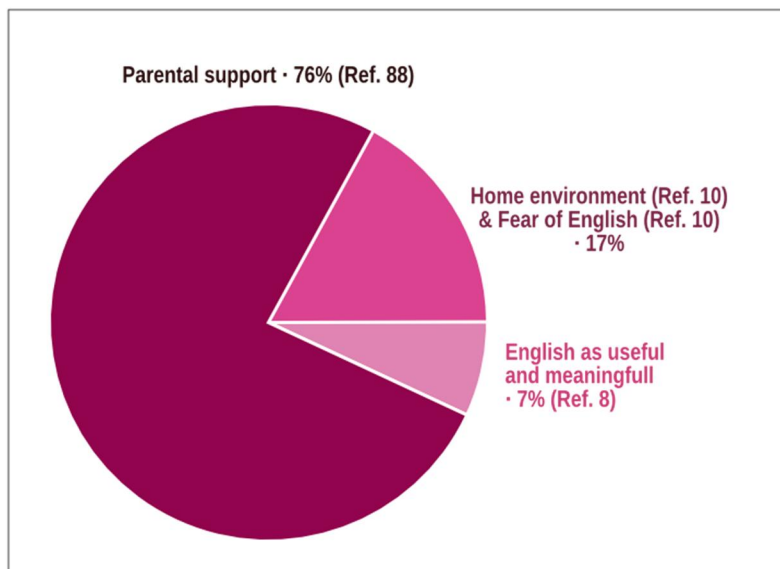
Teachers argued for *parental support* and involvement in their children learning process. They pointed out that parents did not see *English as a relevant subject*, therefore children were usually late or missed lessons, or they did not do their homework or bring the essential materials (pencils, notebook and text book) to EFL lessons. For example:

Extract 8.44: Difficulties_Tchs_QuestionnaireData_Ep5
Episode 5: It is difficult to start the lesson when the students do not bring their essential materials: pencils, notebooks, text books, etc.

Extract 8.45: Difficulties_Tchs_QuestionnaireData_Ep10
Episode 10: The systematic non-attendance due to the high level of vulnerability of the school.

Extract 8.46: Difficulties_Tchs_QuestionnaireData_Ep19
Episode 10: [...] especially the involvement of the parents to support them in the learning process of the second language.

Extract 8.47: Difficulties_Tchs_QuestionnaireData_Ep26
Episode 26: The little support of parents and carers as they see the English language as a tool that is useless for their lives, which makes teaching really difficult because children come to school with that idea from home. In addition, parents complain and criticise the fact that a lot of the lesson is taught in English.

Extract 8.48: Difficulties_Tchs_QuestionnaireData_Ep33
Episode 33: […] Irresponsibility supported by parents who justify the lack of commitment to studying, the lack of study habits […]

Extract 8.49: Difficulties_Tchs_QuestionnaireData_Ep58
Episode 58: […] The difficulties of learning the language that are transmitted from parents to children. In addition, a lack of responsibility for doing the homework and the lack of parental supervision.

Extract 8.50: Difficulties_Tchs_QuestionnaireData_Ep76
Episode 76: The greatest difficulty that I had is that parents and carers give very little value to the English language, therefore, children are not encouraged at home and that makes results not very good. They say "what's the point of learning English?" or "study other more important subjects", etc.

The context in which students live was mentioned as a place where they had no exposure to the English language, as well as little or no support to reinforce what had been learnt at school. For example:

Extract 8.51: Difficulties_Tchs_QuestionnaireData_Ep24
Episode 24: I work in a very vulnerable context, with limited cultural capital where it's difficult to keep students motivated about learning English for the eight years (of primary education), because the only opportunity that have to practice the language is in the lesson.

Extract 8.52: Difficulties_Tchs_QuestionnaireData_Ep46
Episode 46: Students do not practice at home.

Teachers also reported that learning English seemed useless, as students did not need to use it outside the lesson. For instance:

> *Extract 8.53: Difficulties_Tchs_QuestionnaireData_Ep69*
> *Episode 69: In many cases [...] (students) do not feel connected with the need to learn English. The excuses are always the same "if it's in English, it'll be in Spanish" or "I'd rather listen to music in Spanish", etc. [...]*
>
> *Extract 8.54: Difficulties_Tchs_QuestionnaireData_Ep71*
> *Episode 71: The little relevance that parents attribute to the (English) subject as they think and believe that English is not important [...]*

8.2.1.3 Integrating quantitative and qualitative data

Particular attention was paid to the challenges identified in the examined context in order to link the findings from the questionnaire, interview and lesson video data. This joint display is based on Lee & Green's (2007) mixed methods complementary approach, presented in 'The Predictive Validity of an ESL Placement Test: A Mixed Methods Approach'. Table 8.2 presents a joint display of the teachers' questionnaire responses and comments, as well as interviews. The percentage of answers identified as 'difficult' have been compared to the quotes in the interviews and questionnaire comments, being classified into congruent and discrepant categories. *Congruent* means the item/code has been identified as 'difficult' in both sources. In contrast, *Discrepant* means that sources do not match as 'difficult' on the item/codes.

Table 8.2: Linking questionnaire responses and teachers' comments and interviews

Challenges identified in the given context		QUAN Questionnaire % of answers identified as 'difficult'	QUAL Quotes from teacher interviews and questionnaire comments	Linking data
Student Involvement	Keep students interested	18%	*Difficulties_Tchs_QuestionnaireData_Ep7* 'Students with deficit attention disorder or behavioural change make teaching more difficult as they want to show that they don't pay attention to the teacher, they are generally negative leaders.' *Difficulties_Tchs_QuestionnaireData_Ep25* 'I've had students from 1st to 9th Grade, in which there were 45 children in the classroom. It's really difficult to control discipline or keep all of them interested.' *Difficulties_Tchs_QuestionnaireData_Ep74* 'It's difficult to keep 40 children with different needs and English levels motivated and interested.'	Congruent
	Make all students participate in the activities	30%	*T3_PreInterventionInterview_02.04.2013* *'The problem that I've always identified with the classes, particularly the youngest ones, it's that they are really eager to learn [...] Sometimes all of them want to participate. For example, if I'm going to ask a question or take someone to the board, all of them want to participate, and they even get angry when they are not able to participate. They always say 'she always participates' or 'why don't you choose me' and that makes a bit of chaos because all of them want to participate.'*	Congruent
	Give learners the opportunity to express themselves in English	34%	*T3_ PreInterventionInterview_02.04.2013* *' [...] When there is something, for example, they have to do verbally or orally, it's just a snapshot…, For example, they can work in groups or individually, but just give a simple, "let see you here" "you there", something like that, or by row, in that way.'* *T4_ PreInterventionInterview_01.04.2013* *' And the other thing is that they can't all repeat the activity, because if you think of each of the forty students repeating or reading it's too complicated, and it would take the whole lesson time to do so…'*	Congruent

Challenges identified in the given context		QUAN Questionnaire % of answers identified as 'difficult'	QUAL Quotes from teacher interviews and questionnaire comments	Linking data
Monitoring Learning	Identifying learners' difficulties	15%	T3_ PostInterventionInterview_04.06.2013 The problem that we still have is that when, for example, two weeks have passed by, and we have a test, it's like the knowledge disappears some of the contents that they should, or seemed to be known when we taught the lesson and were apparently learnt, but in fact, afterwards we realised that they hadn't been..	Congruent
	Providing feedback	17%	T3_ PreInterventionInterview_02.04.2013 '[...] All of them would like... to get checked and monitored in every activity. So, when they finish their task they rush to the front to get it checked, and they demand it "make me a tick on the notebook, please", a sticker or whatever that shows they've been checked. Some really like to be monitored in their work, to be heard, and in large classes this is not always possible, I mean, so far I haven't got the strategies to be able to do it.' Difficulties_Tchs_QuestionnaireData_Ep38 '[...] It affects considerably the individual work, as it makes giving feedback to each student more difficult, in addition to classroom discipline and those students with learning disorders [...]'	Congruent
	Monitoring learners' progress	20%	Not mentioned	Discrepant
	Providing remedial actions for learners	24%	Not mentioned	Discrepant
	Accounting for different individual learning styles	34%	Accounting for different individual learning needs	Discrepant
	Assessing learners' oral skills individually	55%	Difficulties_Tchs_QuestionnaireData_Ep41 'It's difficult to evaluate oral production (speaking) individually. I lose the classroom management.' Difficulties_Tchs_QuestionnaireData_Ep46 'It is difficult the individual assessment because of the number of students' Difficulties_Tchs_QuestionnaireData_Ep62 'The fact that there are so many students in the classroom makes it difficult to individually assess their oral skills.' Difficulties_Tchs_QuestionnaireData_Ep81 'It's difficult to monitor individual progress or speaking when there are classes with over 40 students, [...]'	Congruent

Challenges identified in the given context		QUAN Questionnaire % of answers identified as 'difficult'	QUAL Quotes from teacher interviews and questionnaire comments	Linking data
Classroom Management	Manage discipline.	23%	*T1_ PreInterventionInterview_19.03.2013* *'[...] I think that if there is no discipline in the classroom it's very difficult for children to learn, because there don't pay the minimal attention they need to learn. So, apart from the number of children in the classroom because I think, in my experience I have proved that with the same number of children, with classes with same number of students sometimes with great disposition I can do more things than in others with the same number of students but with a different disposition.'* *T2_ PreInterventionInterview_27.03.2013* *'[...] or those who rebel against the activity and those who don't want to do anything, or fight and make noise during the lesson. So these kinds of things interrupt the sequence of the lesson.'* *T4_ PreInterventionInterview_01.04.2013* *'Discipline. If there isn't good classroom management by the teachers, it's impossible that they will understand anything. It is also problematic when they block. When you speak in English the disorder starts immediately and they say "What did you say? What did you say?" "I don't understand" then they are already blocked because of the same issue that there are so many of them. Everything is more difficult because of the number of students per classroom'.* *Difficulties_Tchs_QuestionnaireData_Ep6* *'In my working experience, what makes the learning process more difficult is the lack of discipline and the difficulties that it brings to classroom management.'* *Difficulties_Tchs_QuestionnaireData_Ep25* *'I've had classes from 1st to 8th Grade, where there were 45 children per classroom; it is very difficult to control the discipline or keep all of them interested.'*	Congruent
	Manage time effectively in the lesson	17%	*Field notes: 'T2 did not assign time limits to any of the activities. This resulted in activities such as matching and colouring lasting over 40 minutes, and causing disruptive behaviour and lack of student involvement.'*	Congruent
	Manage classroom setting (moving furniture)	34%	*Difficulties_Tchs_QuestionnaireData_34* *'[...] Any activity that involves movement becomes a mess due to the number of students and the reduced room in the classroom.'* *Difficulties_Tchs_QuestionnaireData_36* *'I have to move from classroom to classroom and I don't have my own place to develop the activities as I should because of the number of students and the space being limited in size.'*	Congruent

Although most of the answers identified as difficult had marginal percentages in the questionnaire (See Table 8.2), teachers still reported these challenges in their quotes.

No clear tendency can be obtained from the majority of the responses regarding the degree of difficulty, since they were spread among the three categories: *difficult, neither easy nor difficult*, and *easy* (see Table 8.1, Section 8.2.1).

Perhaps more importantly, Table 8.2 further reveals the complexity of the challenges in the examined context. The quotes show how these challenges are interrelated and depend on one another, being difficult to capture in isolation. Teachers mentioned that students' involvement was closely connected to classroom management and monitoring learning. The complexity of the classroom context and the challenges identified will be discussed in depth later on, in the Discussion chapter (9.5).

8.2.1.4 Summary

From the findings presented in 8.2.1 it can be concluded that the Chilean teachers in the given context face challenges that are interrelated, and some of them are more salient. Thus, the challenges present in the examined context (RQ A.1) are:

Monitoring student learning. Teachers in the examined context agree that this was a major challenge, particularly:

- assessing oral skills individually

- accounting for different learning needs

The following categories tended to be interrelated in contrast to the rest of the categories:

- keeping students interested

- giving learners the opportunity to express themselves in English

- providing feedback

- managing discipline

- large classes

These complementary findings are discussed further in the Discussion chapter, section 9.5.

Factors particular to the given context were also identified as challenges, namely:

- parental support

- lesson interruptions

- hours of EFL a week

These findings suggest that, even when Chilean contexts share some features with similar contexts in the literature of large classes with older learners, there are a series of challenges that are context-specific and which need further research.

8.2.2   Research Question A.2: What factors in the teaching context are related to the challenges identified in the examined context?

The quantitative data provided by the online questionnaire was analysed through correlation analysis, in order to test the direction and strength of the relationships between the challenges perceived by teachers in the urban Chilean context. It was also run in order to confirm an expected correlation based on the literature of large classes.

Results indicated that there was no significant relationship between the number of students per class ($r = .12$, $p = .16$) and the perceived challenges. These findings regarding class size confirm Hypothesis A.ii presented in Section 6.4.

ii)   The teachers in the given context face challenges which are not related to the number of students in their classes.

These results, however, do not lead us to discard the issue of class size as a factor affecting teaching on the implementation of activities and learning monitoring in the given context. As presented above (see Section 8.2.1.I.iv) teachers clearly perceived large classes as hindering their teaching practice:

Extract 8.55: T2_PreInterventionInterview_27.03.2013
T2: (group work) could help me if the class wasn't so large and if I had a teaching assistant in the classroom.

Extract 8.56: Difficulties_Tchs_Questionnaire_Ep38
Episode 38: The high number of students in the classroom, it's a factor against the teacher for teaching a foreign language. It affects individual work, and makes it more difficult to give feedback to students.

Extract 8.57: Difficulties_Tchs_Questionnaire_Ep46
Episode 46: [...] It is difficult to evaluate individually because of the high number of students.

Extract 8.58: Difficulties_Tchs_Questionnaire_Ep49
Episode 49: Generally, all the difficulties issues are related to the large number of students in the classroom [...]

Due to these discrepant findings in regards to large classes and its impact on teaching in the Chilean YL language classroom, this issue is discussed further in the Discussion chapter (9.5.3).

The correlational analysis also showed that there was no significant relationship between the teachers' experience working with YLL ($r = .02$, $p = .79$); teaching qualifications ($r = -.01$, $p = .90$); hours of teaching contracts for EFL ($r = .005$, $p = .95$); school funding ($r = .01$, $p = .85$); and the perceived challenges. These findings regarding the teacher profile for dealing with these challenges are discussed further in the Discussion chapter (9.5.1).

8.2.2.1 Summary

From the findings presented in 8.2.2 it can be concluded that the factors related to the challenges identified in the examined context are beyond the teachers' profile (teachers' experience with YL, hours of EFL contract, English teaching qualification) and school funding. It seems that the affecting factors are more related to the classroom context itself, such as the number of students, and their interest in the foreign language. These findings and their relationship to the complexity of the language classroom will be discussed in Chapter 9 (9.5).

8.3   Theme B: Listening and speaking activities for YL

8.3.1   Research Question B.1: What activities are used to develop listening and speaking skills of young learners, as presented in the literature?

The literature review in Section 2.3.1 presents the research on TEYL classrooms. In this review, the strategies and activities used for developing listening and speaking skills of young learners were identified as the following:

- Storytelling (Medina & Hills 1990; Halliwell 1992; Gerngross & Puchta 1994; Çakir 2004; Láng 2009; Garcia 2005; Pinter 2006; Nunan 2011; Brewster et al. 2002)

- Games (Rixon 1991; Brewster et al. 2002; Halliwell 1992; Çakir 2004; Linse 2005; Moon 2005a; Tomlinson & Masuhara 2009)

- Songs (Scott & Ytreberg 1990; Medina & Hills 1990; Brewster et al. 2002; Halliwell 1992; Homolová 2010; Nunan 2011; Rixon 1991; Yuliana 2003)

- Role play (Scott & Ytreberg 1990; Brewster et al. 2002; Cameron 2001; Linse 2005; Pinter 2006)

- *Listen and Do* activities (Brewster et al. 2002; Halliwell 1992; Çakir 2004; Linse 2005; Pinter 2006; Gordon 2007; Homolová 2010; Nunan 2011)

8.3.2 Research Question B.2: Which of the activities aimed at developing listening and speaking skills of young learners are present in the examined context?

In order to answer this question, qualitative and quantitative data were complemented, namely online questionnaire and interviews. The findings are presented according to quantitative and qualitative analyses.

8.3.2.1 Quantitative findings

The frequency of the activities for developing listening and speaking skills of young learners (8.2.1) in the examined context was extracted from the questionnaire data, and is summarised in Chart 8.4 below. According to the questionnaire data, the most frequently used activities were *listen and do activities* with 42%. Among the activities that were regularly used we find *Sing songs*, *chants and rhymes* 38%, *Telling or listening to stories* 36% and games in general with 36%. *Role play* was used sometimes (38%).

Chart 8.4: Frequency of activities for developing listening and speaking skills of young learners used by Chilean teachers in a semester

Frequency of activities used in a semester

	Never	Rarely 1-25% of the lessons	Sometimes 26-50% of the lessons	Regularly 51-75% of the lessons	Always / Most of the lessons 76-100%
■ Telling or listening to stories in English	1%	18%	35%	36%	9%
■ Play games in English	0%	12%	36%	36%	15%
■ Sing songs, chants and rhymes	1%	5%	23%	38%	33%
■ Role play in English	8%	19%	38%	26%	9%
■ Use Listen and Do activities	0%	4%	15%	39%	42%
■ Use games for practicing English	1%	12%	30%	36%	20%

N=137

8.3.2.2 Qualitative findings

In the work of Garton et al. (2011), investigating global practices of TEYL, several activities used for teaching a second language to young learners were identified. The qualitative data collected supported this finding showing that teachers in the examined context used a variety of activities, as shown in Chart 8.5.

In response to the question about other activities used for TEYL, most of the teachers reported using *Contests*, *Listen and Do activities*, *Songs*, *Role Play* and *Presentations* in their lessons.

Chart 8.5: Number of coding references by code in Teachers' Interviews and Questionnaire open-ended questions
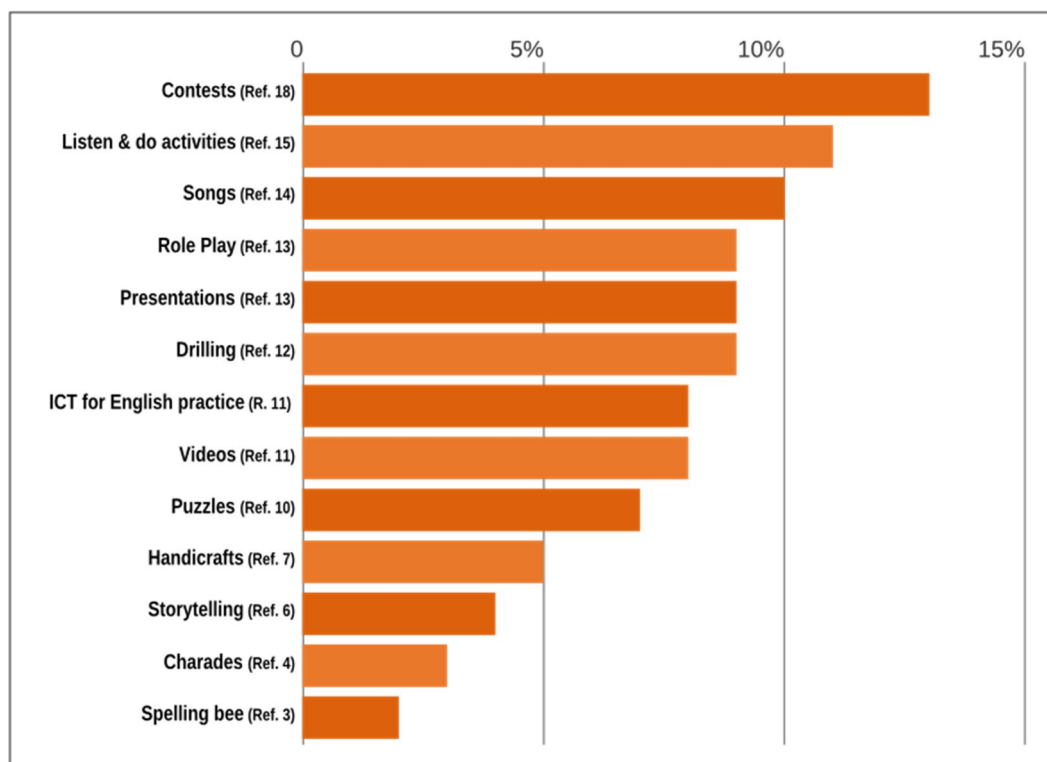
The following three extracts show more examples of the activities mentioned by the teachers:

> *Extract 8.59: T3_ PreInterventionInterview_02.04.2013*
> *T1:[…] The other thing they really like is the different types of games, like contests. They love them, and I manage those activities quite well, apart from the ones that are part of the text book, I can do others from other text books or from the internet, I try to find different sources or contexts in general. Sometimes they ask for contests by rows or by groups.*

> *Extract 8.60: Activities_Tchs_QuestionnaireData_Ep3*
> *Episode 3: Playful activities*

> *Extract 8.61: Activities_Tchs_QuestionnaireData_Ep4*
> *Episode 4: Meaningful activities: for example, in which students experience English. Game techniques.*

Less frequently, the teachers also mentioned using *ICT for English practice, Videos, Puzzles* and *Handicrafts* in their lesson.

8.3.2.3 Summary

From the findings presented in 8.3.2 it can be concluded that all the activities used for TEYL identified in the literature (Section 8.3.1) were present in the examined context, namely:

- listen and do activities

- contests and games

- singing songs

- role playing

Some other activities, such as ICT for practicing English, oral presentations and videos were also identified as commonly used in the examined classrooms. The data were congruent in both of the sources, questionnaire and interviews. However, a wider variety of activities was identified in the qualitative analysis.

8.3.3 Research Question B.3: What factors, if any, constrain the use of activities aimed at developing listening and speaking skills of young learners in the examined context?

In order to answer this question, qualitative and quantitative data were analysed separately and complemented afterwards. The findings are presented according to qualitative and quantitative analyses.

8.3.3.1 Quantitative results

An initial multicollinearity assessment using simple correlations demonstrated that the predictor *Challenges* was moderately correlated with the frequency of listening and speaking activities (See Table 8.4).

Table 8.3. Descriptive statistics and correlations of different predictors: Pearson Correlation Coefficient

	M	*SD*	*Listening and speaking activities FREQUENCY in semester*	*Challenges*
Listening and speaking activities FREQUENCY in semester	3.62	.66	-	
Challenges	2.35	.69	-,609**	-

**Correlation is significant at the 0.01 level (2-tailed). A simple regression analysis was run to assess the incremental influence of the aforementioned variable in the self-reported frequency of listening and speaking activities. At this stage, the *Challenges* variable was included, based on the previous evidence, indicating its negative impact on the actual implementation of such activities (2.3.1 and 3.2.1). Results revealed that a model with a *Challenges* variable was demonstrated to be significant, $F(1) = 79.53$, $p > .05$, indicating that *Challenges* predict listening and speaking activities implementation

frequency (R^2 = .37); in other words, 'challenges' in general accounts for only 37% of the variations in the self-reported frequency of listening and speaking activities.

Inspection of the unstandardised coefficients of the model revealed that challenges significantly predicted these activities' frequency, β = -.58, t(137) = -8.9, p > .05. This would indicate that the teachers perceived involving and monitoring students, the use of listening and speaking activities and classroom management, and the lack of frequency with which they could conduct these listening and speaking activities in the classroom to be at the more difficult end of the spectrum. Overall, these results give some support to Hypothesis B.i presented in Section 6.4., which stated the following:

iii)   The implementation of activities to develop listening and speaking of young learners is constrained by the challenges in the given context.

These findings also indicate that the implementation of given listening and speaking activities are constrained by the evaluations of the teacher of challenges in the examined context affecting their performance in the classroom.

8.3.3.2 Qualitative results

The literature regarding challenges in large classes identifies the lack of resources, such as audio and visual aids and material, as an issue (Kuchah & Smith 2011). Resources, such as a CD player and colour pencils are elements that could facilitate the implementation of activities for developing listening and speaking skills of young learners effectively (2.3.1)

Chilean teachers mentioned that some of their challenges involved limited visual aids and time for planning (see 8.1.2.4). The analysis of teacher interview data showed two

constraints on the implementation of such activities: *Time for planning* and *Teaching resources*.

Three of the four teachers (T1, T2 and T4) referred to the limited time they had for preparing materials and themselves for teaching their lessons. The following quotes exemplify this:

Extract 8.62: T4_PostInterventionInterview_22.05.2013
T4: [...] I feel that there are so many (administrative) things to do here, some completely unnecessary, that it's really frustrating not having enough time to prepare more and better material; or to prepare myself to teach my lessons better. That's what really annoys me, because even when you have provided me with all the tools and strategies, many times I haven't had the time to implement them.

Extract 8.63: T1_PreInterventionInterview_16.05.2013
T1: [...] using or working with videos. That's
R: Right.
T1: With the videos, I think, I don't know, I haven't been able to take the time to implement this in the classroom, to be able to watch them, right, well as things go so fast that suddenly it's the end of the month, then the end of another month, etc. [...] It's like there is not enough time to do everything I have to do.

One teacher in particular, T2, mentioned the lack of audio visual aids as a limitation. He said that there were a limited number of CD players in the school and that not all were working as they should. The following extract shows an example of this situation:

Extract 8.64: T2_PreInterventionInterview_27.03.2013
T2: [...] I use them generally, not always, because it depends on the availability of resources. Many times, the available CD player isn't working, so you cannot use it for activities such as songs [...] there are 4 to 6 CD players for the whole school, and there are 24 classes [...] So they need to prioritise. For example, if I requested one for this week, it'll be someone else's turn next week.

8.3.3.3 Summary

From the findings presented in 8.3.3 it can be concluded that the factors constraining the use of the activities for developing listening and speaking skills of YL are related to implementation issues, namely:

- lack of planning time

- lack of audio-visual equipment

In addition, the regression analysis showed that an important predictor of use of the aforementioned activities is:

- the degree of difficulty for implementing tasks that deal with student involvement, monitoring, and classroom management.

These issues are further discussed in Chapter 9 (9.6).

8.4   Theme C: Group work

8.4.1 Research Question C.1: How often is group work used in the examined context?

This research question was answered by analysing questionnaire and teacher interview data.

8.4.1.1 Quantitative results

Firstly, the frequency of different group settings (individual work, pair work, group work and whole class) was calculated in general. This allowed a comparison among these grouping settings and group work.

Chart 8.6: Summary of frequency in a semester of different grouping strategies

Frequency of teaching grouping straegies in a semester

	Never	Rarely 1-25% of the lessons	Sometimes 26-50% of the lessons	Regularly 51-75% of the lessons	Always / Most of the lessons 76-100%
Invidual work	1%	7%	24%	37%	31%
Pair work	1%	9%	28%	50%	12%
Group work	4%	23%	36%	30%	7%
Whole-class teaching	0%	7%	21%	26%	47%
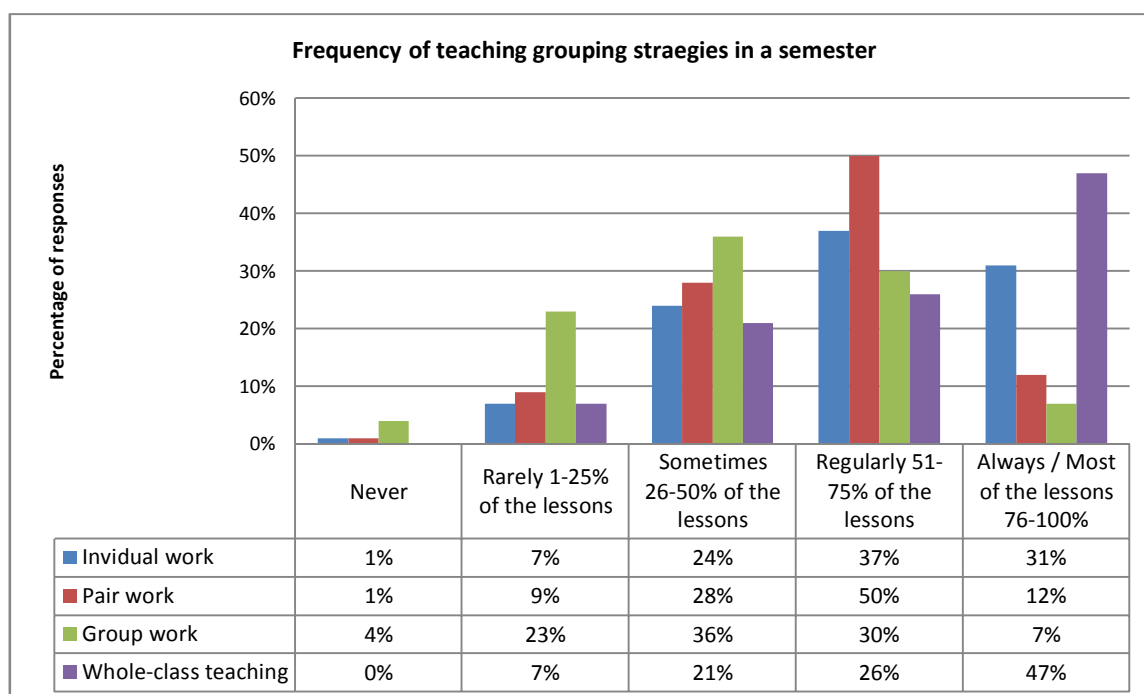
As can be seen from Chart 8.6 above, group work was the least frequently used type of students' grouping. While 36% (N=49) of the teachers reported implementing it

sometimes, 30% (N=41) declared to have used it regularly. The most commonly used strategy with 47% (N=64) was 'whole class teaching'. Teachers used 'pair work' and 'individual work' regularly, with 50% (N=68) and 37% (N=51), respectively. These findings regarding the frequency of group work confirm Hypothesis C.i, presented in Section 6.4.

v)   Group work is the least used grouping strategy in Chilean EFL lessons of young learners in the given context.

8.4.1.2 Qualitative results

The four interviewed teachers explicitly stated that they used group work less than once a month. All reported using pair work more often than group work, as in the following extracts:

Extract 8.65: T1_PreInterventionInterview_19.03.2013
T1: (Group work) very little, very little; I think I use more pair work. I don't use group work because I feel I don't have enough time, I only have 2 hours a week with them [...] Group work? Maybe once every two months.

Extract 8.66: T2_PreInterventionInterview_27.03.2013
T2: Honestly, no, no, [I use group work] very little, very little. I use more pair work. For example, for short dialogues, yes they work in pairs with their classmate seated next to them, but not in groups.

Extract 8.67: T3_PreInterventionInterview_02.04.2013
T3: I use group work, but not much. I sometimes use pair work. In younger classes I don't use group work very often, I use it more with older classes.

8.4.1.3 Summary

From the findings presented in 8.4.1, it can be concluded that teachers in the given context used group work only sometimes, which means less than 50% of their lessons in a semester.

8.4.2 Research Question C.2: What are the factors that influence the implementation of group work in the examined context?

In order to answer this question, qualitative and quantitative data were analysed separately and complemented afterwards. The findings are presented according to qualitative and quantitative analyses.

8.4.2.1 Quantitative results

An initial multicollinearity assessment using simple correlations demonstrated that the three predictors (i.e., positive factors, negative factors, and external factors) were only moderately correlated (See Table 8.6). Furthermore, a hierarchical regression was run to assess the incremental influence of each of the aforementioned variables in the self-reported group work frequency. In the first stage, the negative factors variable and the positive factors variable were included, based on the previous evidence indicating their impact on group work use. In the second instance, the external factors variable was added.

Table 8.4: Group work frequency: negative factors, positive factors and external factors: Pearson Correlation Coefficient

	M	SD	Group work (3 to 6 students) FREQUENCY in a semester	Negative Factors	Positive Factors	External Factors
Group work (3 to 6 students)] FREQUENCY in a semester	3.13	.991	-			
Negative Factors	2.81	.68	-,128	-		
Positive Factors	3.39	.58	,067	,471**	-	
External Factors	3.28	.78	-,015	,398**	,259**	-

**Correlation is significant at the 0.01 level (2-tailed).

Results reveal that a model with a *positive factors* variable and *negative factors* variable was demonstrated to be nearly significant, $F(2) = 2.60$, p = .07. This suggests that both

positive and negative factors predict group work frequency. However, the contribution was small, R^2 = .04; in other words, positive and negative factors accounted for only a 4% of the variations in the self-reported frequency of group-work activities. In contrast, the inclusion of an *external factors* variable did not reveal a significant improvement in the model, $F(3)$ = 1.75, p = .16, suggesting that external factors did not have an effect above and beyond the positive and negative factors, when they were evaluated by the teachers.

Inspection of the un-standardised coefficients of the first model revealed that positive factors did not predict self-reported group-work frequency, β= .28, $t(135)$ = 1.71, p > .05. Conversely, negative factors significantly predicted self-reported group work frequency, β= -.30, $t(135)$ = -2.14, p > .05, indicating that the more the teachers perceived that negative factors influenced their work, the less frequent was the implementation of group work in the classroom. Overall, these results give some support to Hypothesis C.iii, of this study, as presented in Section 6.4.

iii)   Drawbacks of group work influenced frequency of implementation in the given context.

This indicates that a negativity bias operates in the evaluations of the teacher of the factors affecting their performance in the classroom.

8.4.2.2 Qualitative results

In the examined context the factors that influence or hinder group work implementation were *Organisation time* and *Misbehaviour*. The participant teachers indicated that it took them a long time to organise the groups. This element, together with the limited

hours of EFL lessons a week was reported by teachers as discouraging for group work.

For example:

Extract 8.68:T1_PreInterventionInterview_19.03.2013
T1: […] I don't use group work because I feel I don't have enough time at just two hours a week […] It takes too long to organise the class into groups and then rearrange it to the way it was before the lesson. At the end of the day, the time element is very important for me.

According to the participant teachers, student misbehaviour also prevented them employing group activities. They expressed the belief that students were not able to work independently, and that they would misbehave. For instance:

Extract 8.69: T1_PreInterventionInterview_19.03.2013
T1: I think group work could help, if there was an appropriate environment for the lesson, only if the class is at least well-behaved.

Extract 8.70: T2_PreInterventionInterview_27.03.2013
T2: I tried to work in groups once, but the classroom became a chaos. And some worked, other didn't, and it was a real mess. I basically don't use group work because of that.

Extract 8.71: T3_PreInterventionInterview_02.04.2013
T3: I really don't know. Maybe because I have this a priori assumption that younger learners are always so focused on what's going on at the front of the classroom, […] maybe I haven't given them the opportunity of trying a group work activity. […] I think it's maybe a personal fear that, if I left them on their own, they wouldn't do anything, or they'd get distracted, I don't know.

8.4.2.3 Summary

From the findings presented in 8.4.2 it can be concluded that teachers in the examined context infrequently used group work, due to issues related to the implementation process of group work, namely:

- lack of organisation time

- misbehaviour

- limited task monitoring

The joint analysis complementing the qualitative and qualitative data shows the relevance of classroom management issues, as well as time factors, as hindering group work implementation. I refer to these points in the Discussion chapter (9.7).

8.5   Theme D: Learning experiences

8.5.1 Research Question D.1: What are the young learners' perceptions of their EFL lesson?

The four groups of YLL interviewed as part of this study identified a set of characteristics about their EFL lesson. All these were identified in the pre-intervention interview data. In this interview, the YLLs and the researcher had known each other for only a couple of weeks; therefore, in some cases, they had not developed enough rapport and trust. To some extent, this influenced the information provided, mainly when referring to their opinion about the EFL teacher.

Figure 8.8 shows a summary of the codes identified in the YLL interviews regarding the aspects they highlighted regarding their EFL lesson.

Figure 8.8 Model of the codes identified in the YLL interviews regarding their EFL lesson before intervention

* Analytical codes emerged from the data, they were not part of the interview topics, but they appeared as themes in the interview data.

In this interview, children were asked about what they enjoyed and what they did not enjoy in their EFL lessons.

They all agreed that they enjoyed their EFL lessons, the most repetitive characteristic given being that it was *'fun'*. The following extracts taken from the group interviews show examples of their enjoyment:

Extract 8.72: SG1_ PreInterventionInterview_25.04.2013
Valeria: Fun
Rosa: Fun, yes.
Valeria: We really like English because it's fun.
Rosa: It's fun.

Extract 8.73: SG2_ PreInterventionInterview_11.04.2013
Susana: Entertaining

Extract 8.74: SG3_ PreInterventionInterview_10.06.2013
Rocio: Entertaining! Entertaining <giggling> it's fun because I like it.

Among other aspects they enjoyed, *challenging activities* were well appreciated. YLLs expressed the view that these types of activities motivated them to be involved and attentive during the lesson. The following extracts exemplify this finding.

Extract 8.75: SG2_PreInterventionInterview_11.04.2013
R: [...] What do you like the most?
Macarena: I like when the teacher speaks, it's like we don't know, and like we have to know what he wants to say.

Extract 8.76: SG4_PreInterventionInterview_24.04.2013
R: What do you like the most of the course book? [...]
Mireya: I like that we do not understand what it says.
R: Is that what you like or what you don't like?
Mireya: What I do like!

Among the things they *dislike*, two groups SG2 and SG3 referred to two main issues, difficulty and limited opportunities to participate. Girls in SG2 described their experience in the EFL lesson as *'difficult'*. This difficulty refers to English as a subject. An example of this can be seen in the following extracts:

Extract 8.77: SG2_PreInterventionInterview_11.04.2013
Flavia: And sometimes, he says words in English, like we have to understand them, like we have to think about them. [...]
Macarena: It's complicated. [...]
Flavia: The stuff that are in front of, next to, above, behind.
Milena: Yes, that's difficult for me.

The learners from SG3 expressed their annoyance at not being able to participate in the lesson as much as they liked, *'limited opportunities to participate'*. They described situations in which the teacher just allowed a limited number of students to provide answers for questions. The following extracts show their perspectives:

Extract 8.78: SG3_PreInterventionInterview_22.04.21013
Ester: It shouldn't be like that. I mean, I get a bit sad when everyone puts up their hands, and I do it as well because I know that I can answer correctly, and the teacher chooses another girl, and she answers correctly, and I feel like <angry face>.
[…]
Sabrina: I get really angry when, this is just an example, Rocio puts up her hand she is always, always picked to answer, then I get like <angry face>
[…]
Isabel: …sometimes our group is not picked for answering questions <to the teacher>, because they say "why ask that group, if that group already knows"
Sabrina: Yeah! I hate that!

Extract 8.79: SG3_PostInterventionInterview _10.06.2013
Isabel: Some of the girls get angry because for the role of the ring master, the teacher says "OK I'll get more volunteers in a while", and they get angry with the teacher and they start to misbehave.
Ester: I also think that the girls start getting a bit bad with the teacher because almost all the girls want to do everything, they want to be the ring master, the magician, a clown, so there are chances of arguments as all the girls want to do everything.

Given the characteristics of semi-structured interviews, children used the opportunity to refer to themes outside the main focus. In this way, two YLL groups (SG1 and SG3) spontaneously declared their predilection for English. They perceived a value in learning this language, and it provided them with *personal satisfaction*. They saw a future use in learning English, particularly as a way to communicate with people from different countries. Similarly, they referred to their willingness to travel to English-speaking countries in the future and be able to communicate with people there. This can be seen in the following extracts:

Extract 8.80: SG1_PreInterventionInterview_25.04.2013
Paula: We learn a lot of English, and we like it because, if for example, if one day when
we grow up we wanted to travel to USA or London or England
Valeria: London, yeah! <interrupting>
Paula: Or any other place of those, we are going to communicate and we are going to
know English.
Valeria: and we are going to know English
Paula: and we are going to know how they speak as well, and we are going to be able to
communicate with them, otherwise we would be speaking to them in Spanish, and they
would say: "Eh? What are you saying?"

Extract 8.81: SG3_PreInterventionInterview_22.04.2013
Francisca: [...] apart from that, if I travel to another country I need to learn another
language to be welcome in that country and to be able to speak in that language.
[...]
Ester: I like English, like Francisca, because if I go to another country, for example the
USA, there they speak English, and I will also be able to communicate with them.
[...]
Sabrina: What I like of the English lesson is that, I would like that when I learn a lot of
English, and I'd be fluent in English, I would like to travel to other countries where they
just speak English, and I could help unprivileged people…

These YLLs also said that it allowed them to share their knowledge with others in their

more immediate environment. This can be seen in the following extracts 8.82 and 8.83.

Extract 8.82: SG1_PreInterventionInterview_25.04.2013
Rosa: A classmate gave me a poster, the one that sits next to me, which was written in
English, and he didn't know what it said, and told me "I don't understand, could you
translate it for me?" and I told him the stuff and he looked at me like <question face>

Extract 8.83: SG3_PreInterventionInterview_22.04.2013
Francisca: I like English because when I visit my uncles and aunts, they say "speak in
English", and I speak in English and everyone gets really impressed with how I speak.
[...]
Ester: [...] Sometimes I tell my dad, "dad" for example "look I'm wearing a hat" and he
says "What does that mean?" and I say "A hat! I'm going to give you lessons", and the
following day we give them a lesson, we take out our notebook and we say "write that
down".
[...]
Francisca: When I learn words I go and tell them to my mum, and then every time I am
learning more, I think I can become a teacher and I teach some girls so they can learn
English and learn to communicate.

The four groups of YLLs were also asked about how they would like their EFL lessons

to be. This question was included in order to compare their impression of their current

lesson and an ideal one. They mentioned elements that were present after the

intervention, such as role play and oral activities, but they also suggested some other

activities, namely revision tasks and handicraft activities. Fig 8.9 shows a summary of the categories:

Figure 8.9: Model of codes identified in the YLL interviews regarding Ideal EFL lesson

Ideal EFL lesson		
	1	Act*
	2	GW with friends*
	3	Handicraft*
	4	Oral activities*
	5	Formative Feedback*
	6	Games in general*

Acting out and oral activities are mentioned as suggestions for the lesson. YLLs expressed their preference for activities that involved less writing and more doing. They also mentioned games as a way to practice and learn. Extracts 8.84, and 8.85 show this:

Extract 8.84: SG3_PostInterventionInterview _10.06.2013
Isabel: I'd like it if they would ask for my opinion to say how I'd like the EFL lesson to be, like I like writing, but with more activities, less writing; and the activities aren't for the girls to misbehave with the teacher, the activities are for us to learn and to summarise the content seen, and I'd like that the lesson would be with a lot of activities and less writing.
R: And when you say activities, what do you mean? What is an activity for you?
Isabel: Like what we did today, the teacher called us to the front
Ester: Like games
[...]
Ester: I'd like the English lesson to be like with more games for revising, not much writing or copying from the board or filling in the blanks, but riddles or guessing word games, acting, and things like that.

Extract 8.85: SG4_PostInterventionInterview 05.06.2013
Paloma: With a lot of activities of doing, not writing.
R: OK, for example?
Paloma: For example, like the one we did the other day when we had to be part of a contest and say only words in English
R: OK, you liked that one.
Mireya: I liked it too.

For some of these girls, it was relevant to obtain formative feedback from their teachers during the lesson (6.10.1.4). They reported that questions from the teachers at the end of

an activity could help them to remember, check their comprehension and revise content

for future lessons. This can be seen in the following extracts:

Extract 8.86: SG2 PostInterventionInterview_30.05.2013
Flavia: Learning to make the words, like Milena said, because it's hard for us, to learn
them in Spanish. We know the words, but learning, reviewing, that's what is a bit harder
for us –We are learning anyway.
[…]
R: And do you like it? Is it OK the way you're doing it, or would you like to have more
[songs and videos]?
Flavia: A bit more to learn more, so in other years they could help us to review, I mean
see other contents and we know about English, from the last year. So we learn.
Macarena: Knowing what it is
Milena: Do it like you do it, miss, recording and then, for example, for example in 5ᵗʰ
Grade we watch it and we remember it and we start reviewing the same words.

Extract 8.87: SG3 PostInterventionInterview_10.06.2013
Francisca: In my opinion, I like writing, but I really think that it's kind of fun to do
activities because in that way people have fun, but I'd also like that when the teacher, for
example we finish, every group finishes doing the activities like the one we did today, he
would say, he asks questions, like apart from having it summarised, so it also helps us
more with the questions that he asks.
R: And questions about what, for example?
Francisca: For example, like we did about a, let's say it's a firefighter and that we have to
do a role play activity, where we perform. And after all the groups, he asks us questions
about what we did.

8.5.1.1 Summary

From the findings presented in 8.5.1 it can be concluded that, for most of the examined groups of YLL, the EFL lesson was:

- enjoyable

- interesting, and

- challenging

Two particular groups (SG1 and SG3), saw the applicability of English in the future. These two groups found personal satisfaction from learning English, which motivated them to share their enjoyment and learning outside the classroom, such as with family members and friends.

On the down side, for SG2 English was a difficult subject. They struggled to attain the lesson content. Similarly, SG3 expressed their dislike of limited opportunities available to participate in the lesson.

Finally, these groups' suggestions for an ideal EFL lesson focused on tasks that involve acting, playing, and handicrafts. They also mentioned the need for formative feedback as a way to aid their learning.

8.5.2 Research Question D.2: Do specific listening and speaking activities have any impact on the learners' involvement in the lesson?

In order to answer this research questions, the data from post-intervention interviews and the lesson video recordings were used. Chart 8.7 below shows a summary of the thematic codes identified in both sources (YLL interview and lesson observation videos).

Chart 8.7 Summary of coded references to 'Changes in the EFL lesson' in Post-Intervention interviews with YLLs and lesson video recordings
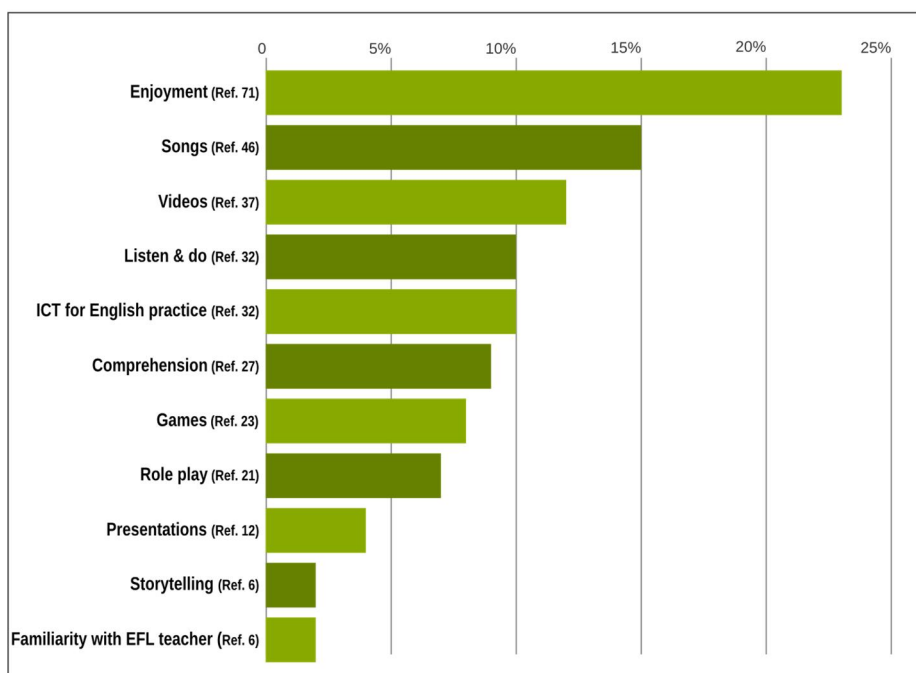
The data from the lesson video recordings showed the implementation of some of the listening and speaking activities (songs, videos, and listen and do activities) that had been part of teacher training. In addition, during these activities the code of enjoyment (6.10.1-IV) was identified, with an average duration of 18 minutes, in each of the 18 lesson video recordings. Learners became more involved in activities which allowed

them to use the language orally, rather than activities in which they had to write. The findings from the lesson video recording support what YLLs reported—these activities were identified as a major change in their EFL lesson.

These YLLs were directly asked about any perceived changes in their EFL lesson from March to the time of the interview (end of May, beginning of June (6.9.3)). In these interviews, mainly positive changes were identified, among which we find *Becoming familiar with the teacher*[21], *Enjoyment*, and the inclusion of *Role play* and *Videos*. *Comprehension* was also identified as a less recurrent theme.

In particular, two of the YLL groups (SG3 and SG4) identified the changes with *enjoyment*. They reported that the new activities had made the lesson more entertaining, as can be seen in the two following extracts:

> *Extract 8.88: SG3_PostInterventionInterview_10.06.2013*
> *Francisca: I find that the lessons have become more entertaining, because, for example, before we didn't do the activities like the ones we did today, and I find that with more activities it seems more fun, and we can learn things we didn't know.*
> *[...]*
> *Sabrina: I also think that, in the sense that Ester says that the English lesson has changed, it'd be that girls are not ambitious for stickers and getting a prize; they're more interested in having fun and learning.*
>
> *Extract 8.89: SG4_PostInterventionInterview_05.06.2013*
> *R: And now, what do you think of the English lesson? You've said that it's changed, right? What do you think about it now?*
> *Paloma: It's more fun.*
> *Fabiola: Entertaining [...]*
> *R: But why?*
> *Fabiola: I think because I like listening, I don't really like writing.*
> *[...]*
> *R: So, you don't really like writing, you like listening better. So which do you like best, now or before?*
> *Fabiola: Now.*

They also mentioned their interest in activities that allowed them to learn through acting out or role plays. For SG3 this was a major change. They clearly voiced their

---

[21]For SG2, SG3 and SG4 it was their first year with that particular EFL teacher, so this refers to getting used to him or her, his or her teaching style and their working system.

involvement in tasks which developed their creativity at the same time as allowing them

to express their playful personality. The following extract illustrates this point:

> *Extract 8.90: SG3_PostInterventionInterview_10.06.2013*
> *Isabel: ... like today, it was like fun because we had to go to the front like that, and act out, and we haven't done that before, and also, also, like the stuff with the occupations, I think it is great fun because there were some occupations that we didn't see with Miss Ingrid.*
> *[...]*
> *Sabrina: [...] And also because in the, like, what Isabel had said, now we do more activities that we have to act, like occupations, you have to pretend you are a fire fighter, and that is more fun for a girl.*
> *[...]*
> *Sabrina: [...] And that, I don't know, we like that the most because we don't have to write that much, and we could be more creative and to do whatever we want, like to be a vendor who is a clown and helps and is really funny. So you like this stuff and you laugh!*

Finally, learners declared that they had *become familiar with the teacher*. They

mentioned that the time spent with the teacher had provided them with clearer ideas of

the teacher's personality and strategies. An example of this can be seen in the two

following extracts:

> *Extract 8.91: SG2_PostInterventionInterview_30.05.2013*
> *Macarena: The thing is that like the first day when the teacher came, like he said something in English and we didn't know, and now at least we know a bit of what he says, not like before that we didn't know.*
> *[...]*
> *Susana: When in the morning he greets us and says like a strange word and we have to say another word and take our seats and stay there.*
>
> *Extract 8.92: SG3_PostInterventionInterview_10.06.2013*
> *Sabrina: I think that the English lesson has improved because now the girls respect much more the teacher; they know him already so it's not much chatting, noise and disruption.*

8.5.2.1 Summary

From the findings presented in 8.5.2, it can be concluded that the implementation of specific listening and speaking activities, such as videos and role play, had a positive impact on learner involvement in the lesson. The implementation of different activities to develop listening and speaking skills seemed to have a constructive effect on the learners' attitudes and involvement. These children described their experiences in the EFL classrooms as fun and motivating. They explicitly referred to activities that they enjoyed as the ones in which they were active—doing rather than writing.

8.5.3 Research Question 4.3: Does the implementation of listening and speaking activities through group work have any impact on the learners' involvement in the lesson?

The children from the two classes that implemented group work as part of the intervention, SG1 and SG3, referred to group work as one of the positive changes in their EFL lesson. These learners described group activities as something they enjoyed doing, and could learn from. Most stated that it was a great opportunity to get to know each other, as well as for cooperating and supporting each other. The following extracts exemplify this:

Extract 8.93: SG1_ PostInterventionInterview_04.06.2013
Valeria: This year, now we're working in groups
Rosa: And it is good that we work in groups because we share with those who we don't know
Valeria: Because we share ideas
Rosa: Ah, and share with those who we don't know very well.
[...]
Valeria: I really like it, because, in that way, in that way, for example, both my desk partners that I have, they always make mistakes in English. They make a lot of mistakes, they say words that have nothing to do with the word in English, and so... I help them so they can get better grades, and get a high final mark. So I help them when something is difficult for them, some words in English.

Extract 8.94: SG3_ PostInterventionInterview_10.06.2013
Sabrina: Like for example, in English today we had to work in groups, but we didn't have to argue, we had to be an organised group in which we respected each other, and we had to like act out, do things with our hands, sell stuff, but pretending.

From the lesson video recordings, elements of collaboration and cooperation were identified during group work activities. Students supported each other and contributed to a common goal within the groups. As it was difficult to capture the exact dialogues among students during group work, snapshots of the videos and descriptions based on the field notes provide examples of cooperation and collaboration.

The first description is from C1, lesson 6. Students were working on a textbook activity in which they had to match a set of pictures with phrases from the school context.

VideoSnapshot 8.2: C1_ClassroomObservation6_04062013 [21:37-33:02]
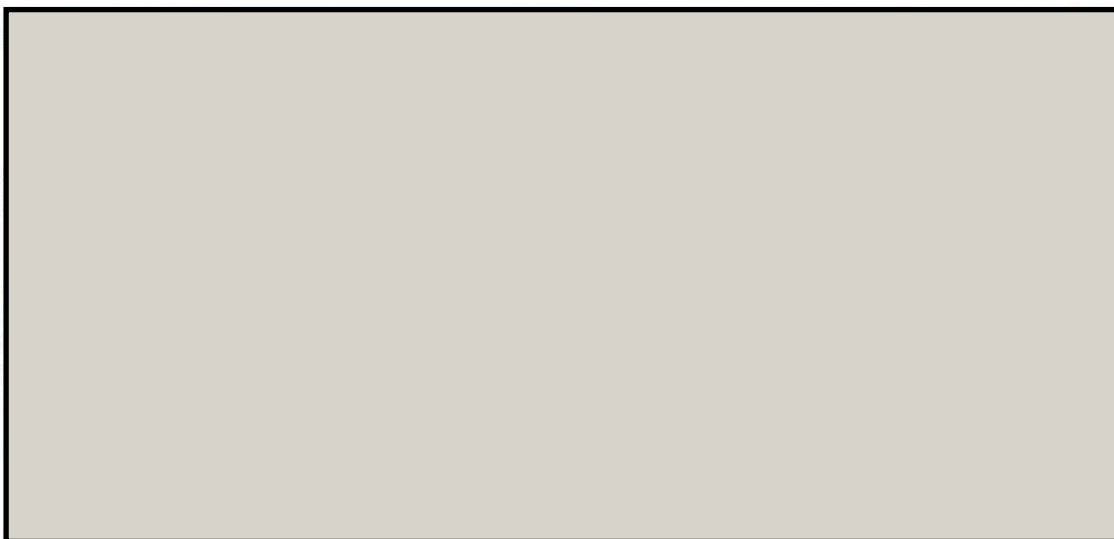
T1 asked children to work in pairs or in groups and support each other to complete the activity. VideoSnapshot 8.2 shows students working together during this activity. On the right side of the picture, it is possible to see three groups of three students. In these groups, advanced students led the task completion and supported their classmates, guiding them with clues, so that they were able to complete the task.

Video Snapshot 8.3 was taken from C3, Lesson 6. The aim of this lesson was to perform a role play on a Circus theme. The teacher assigned a set of characters that needed to be part of the presentation, and asked students to work in groups.

VideoSnapshot 8.3: C3_ClassroomObservation6_10062013 [21:58-27:43]
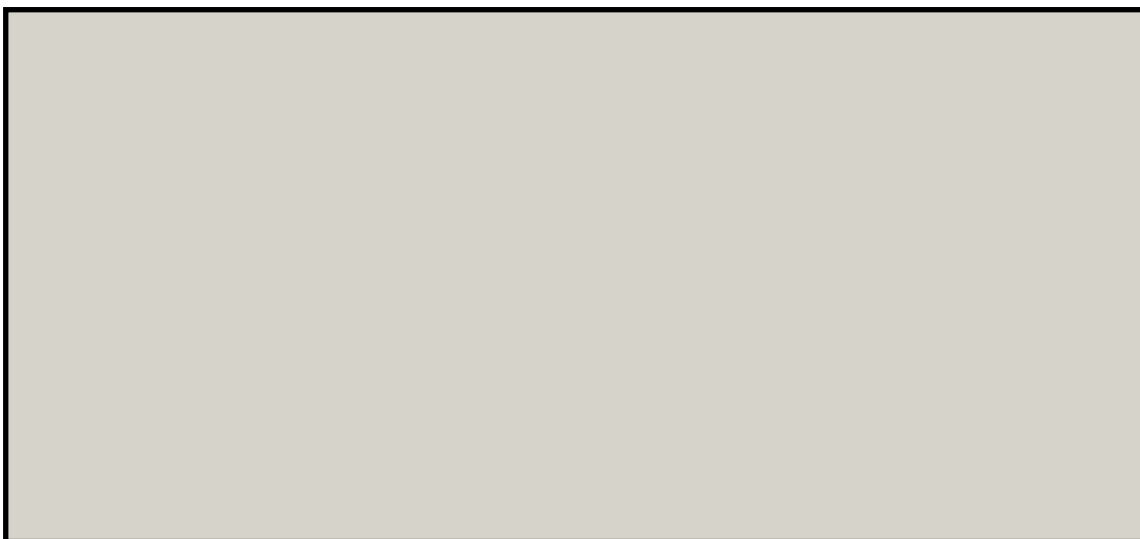
Students worked together organising, assigning roles and supporting each other with the short dialogue on *The Circus* theme. On the right side of the picture, it is possible to see a group of students discussing the roles for this role play activity. In this group, advanced students supported their classmates by helping with pronunciation of certain words or phrases.

During group work it was also possible to identify how the different group members contributed to reach a common goal or task. For example, the following video snapshot

shows C1, Lesson 2, in which students were working in groups, creating a card game (*Memory game*) with the vocabulary of the city. T1 wrote on the board the list of vocabulary items and how many each group member had to create as cards. On Video Snapshot 8.4, there is one group on the right side of the picture.

VideoSnapshot 8.4: C1_ClassroomObservation2_23042013 [51:59-53:07]
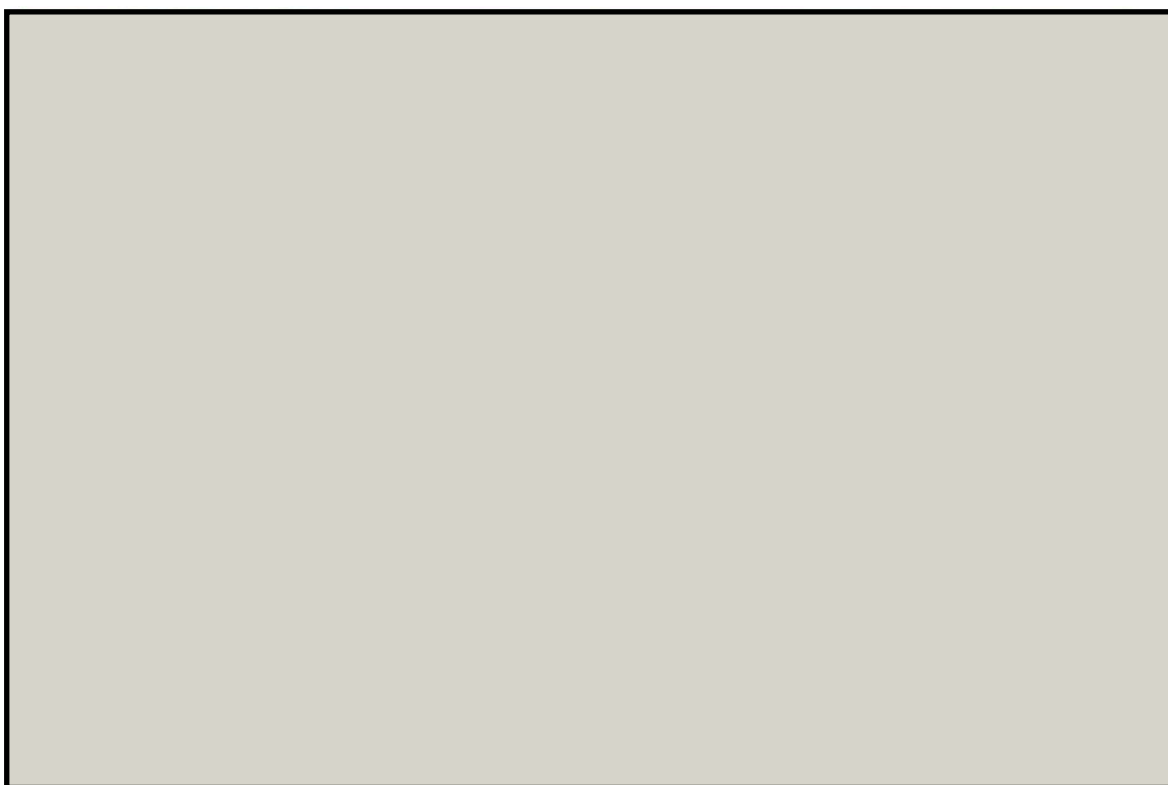
The group at the back of the classroom made decisions about who was going to do which set of words. Together they decided whether they were going to write the word in Spanish or draw the picture of the vocabulary item. Their organisation allowed each to have a set of cards and ultimately to be able to play the game.

The final description is from C3, Lesson 3. The instruction of the activity was to write true or false next to a set of sentences about a doctor. T3 gave one hand-out to each group to decide which of the sentences were true.

VideoSnapshot 8.5: C3_ClassrooomObservation3_060542013 [36:31-31:42]
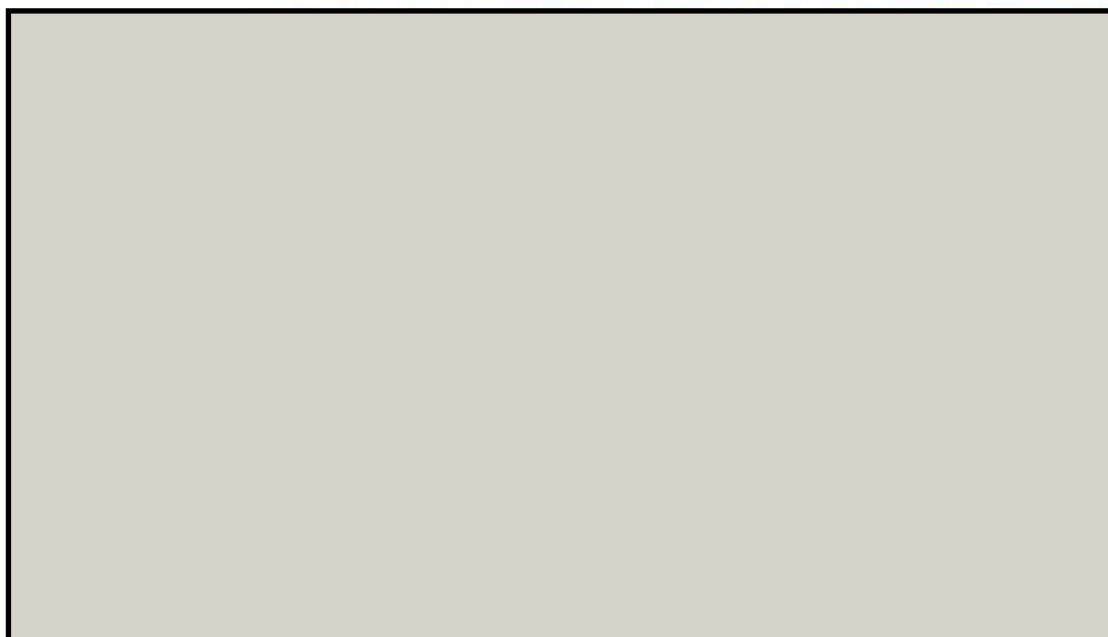
VideoSnapshot 8.5 shows students working in groups discussing the sentences together towards the centre of the tables. On the picture, arrows show the different groups on task.

8.5.3.1 Summary

From the findings presented in 8.5.2 it can be concluded that learners in C1 and C3 enjoyed working in groups. They became involved in activities that demanded active roles, as well as independent participation. In addition, they expressed their preference for tasks in which they could interact and work with others in collaboration.

8.6 Summary

The main findings presented in this chapter can be summarised according to each theme:

Theme A: Challenges

This project has determined that, in the given context, the challenges were:

- assessing individually oral skills

- accounting for different learning needs

- keeping students interested

- managing discipline

- large classes

- lesson interruptions

- parental support

- hours of EFL a week.

From the integration of quantitative and qualitative resources it was possible to identify the complexity of the language classroom in the examined context and the way these challenges were related. In addition, factors such as teachers' profile and school funding seemed not to be influential regarding these challenges. Issues such as learners' interests and class size seem to be more relevant. These relationships will be discussed in detail in Section 9.5.

Theme B: Listening and speaking activities for TEYL

Various activities were used to teach listening and speaking skills in the examined context. These are consistent with the activities suggested in the literature:

- Listen and do activities

- Songs

- Games

- Role play

Nevertheless, the implementation of these activities could be hindered by the lack of planning time and limited access to audio-visual equipment, as well as the challenges of involvement, monitoring, and classroom management.

Theme C: Group work

In the examined classes, group work was used in less than 50% of the lessons in a semester. This project provided information about the influential factors for not using group work, which among others are related to time constraints and classroom management issues.

Theme D: Learning experiences

The results of learner interviews and lesson video recording data suggest that, in general, children found their EFL lessons enjoyable. Some learners identified that learning English as a language would allow them to communicate with others in the future. In addition, while one group of YLLs expressed their dislike of English because

they thought it was a difficult subject, others complained about not having enough opportunities to participate in the lessons.

After the intervention project, learners commented on some development in their understanding of English. Activities such as games, songs, and role play engaged learners with the lesson and allowed them to experience the language. YLLs suggested this type of activity to be part of their ideal EFL lesson. Furthermore, they wished to have more opportunities to obtain teachers' feedback on their progress and understanding after each task.

The use of group work together with these activities provided learners with opportunities to cooperate and collaborate with their peers, engaging them with the lesson.

In the following chapter, the main findings of the present research project are discussed.

PART V: DISCUSSION AND CONCLUSION

In this final part, I discuss the main findings and provide some final reflections on the relevance of the research project. I start by arguing for research on Chilean ELT, and then I reflect on the complexities of the examined context, followed by a discussion of the main findings in Chapter 9. After presenting my main arguments, I conclude this thesis with Chapter 10. Here I outline its main findings, mention its strong and weak points, as well as its implications for further investigation, policy and classroom practice.

Chapter 9: Discussion

9.1   Introduction and structure of the chapter

This research project was designed to identify the challenges (see Section 8.2.1) faced by Chilean EFL teachers in early primary classrooms and the contextual factors (see Section 8.2.2) that could facilitate or hinder teaching/learning EFL in the examined context.

To guide this investigation, the following research questions were formulated according to four main themes:

Theme	Research question
Challenges	**A.1:** *What are the challenges present in the examined context?* **A.2:** *What factors in the teaching context are related to the challenges identified in the examined context?*
Listening and speaking activities for YL	**B.1:** *What activities are used to develop listening and speaking skills of young learners, as presented in the literature?* **B.2:** *Which of the activities aimed at developing listening and speaking skills of young learners are present in the examined context?* **B.3:** *What factors, if any, constrain the use of activities aimed to develop listening and speaking skills of young learners in the examined context?*
Group work	**C.1:** *How frequently is group work used in the examined context?* **C.2:** *What factors influence the frequency of group work implementation in the examined context?*
Learning experiences	**D.1:** *What are the young learners' perceptions of their EFL lessons?* **D.2:** *Do specific listening and speaking activities have any impact on the learners' involvement in the lesson?* **D.3:** *Does the implementation of listening and speaking activities through group work have any impact on the learners' involvement in the lesson?*

In order to collect the data necessary to answer these questions, a research project consisting of two simultaneous studies was devised (6.1 and 6.8). Firstly, an online questionnaire was carried out in order to survey teacher's perspectives. 137 teachers from all over Chile provided their answers from December 2012 to July 2013.

Secondly, 4 teachers in 4 different schools participated in an intervention project. They were separated into two groups. One group of two teachers received training in activities for developing listening and speaking skills of YLLs, while the other group was trained in the same activities, but using group work. After the training, they had to apply what they had learned and their lessons were observed and video-recorded for four months. At this stage of the research project, interviews were conducted. I met with teachers and a group of learners from each class to enquire further about their views on the EFL lessons during the first term.

In Chapter 8, I presented the findings to the aforementioned research questions. In this Chapter, I discuss some of these results in further detail. In the following section (9.2), I refer to the necessity of developing ELT research in the Chilean context. In Section 9.3, I describe my initial approach to the language classroom and how I needed to incorporate the tenets of Complexity Theory in order to pursue further understanding of my data. The following section (9.4) refers to the main characteristics of Complexity Theory and its application in the field of applied linguistics and language learning. In Section 9.5, I discuss the challenges in the Chilean YLL classroom via this theoretical approach. In particular, I focus on teacher profile (9.5.1), discipline management (9.5.2) and large classes (9.5.3). In the following sections, I examine the use of activities for TEYL (Section 9.6) and group work (Section 9.7) in the examined context. Then, I make an argument in regards to the role of the YLL in the EFL lesson and learning process of a foreign language (Section 9.8). I conclude this chapter with a brief summary of the main themes addressed in it (9.9).

9.2   Need for research of Chilean ELT context

The early onset of EFL learning is an international trend that has shaped the Chilean curriculum and the MoE decisions, as mentioned in Section 5.1. The Chilean MoE has clearly argued in its EFL Curriculum Framework for Primary Education that the English language "is a tool for global communication and a way to access current knowledge and information about technology, which allows people to face the demands from society" (Ministerio de Educación 2012b, p.222). According to this, the inclusion of the subject of English in primary municipal or subsidised schools entails access to good quality education and fair opportunities. These underlying principles, put forward in good faith, would remedy the segregated educational system in Chile (1.3.1). However, Matear (2008) and Glas (2008) indicate that the idea of being part of the globalised world community is more related to improving competitiveness by providing qualified human resources to attract foreign investors. In other words, the inclusion of English at school seems to be more of an economic decision than one based on education equity. As a consequence these economic pressures seem to have led to language policy being rushed through, and therefore not effectively implemented.

As shown in Section 5.1, at the beginning of EFL implementation in primary school, tertiary education institutions were not prepared to enforce the changes proposed by the MoE, with most Council of Rectors of Chilean Universities[22] (*CRUCH* in Spanish) curricula for EFL teachers focused on secondary education. This situation has not changed much in the last decade; therefore, and in order to deal with this problem, training has been offered by the EODP (Ministerio de Educación 2015b). Despite the

---

[22] The Council of Rectors of Chilean Universities (CRUCH) represents 25 public and private universities in Chile. It was established in 1954 to organise collaboration among Chilean Universities. It is chaired by the Chilean Minister for Education. It does not include private universities funded after the 1980's (Greenfield Ao & Pérez Vera 2011, p.2)

MoE showing an increase in the number of teachers with training in primary (1.3.2), there is still a shortage of qualified teachers at this level. In regards to early primary schools (6-9 years old) the EODP is planning to offer a Diploma in TEYL in 2016. This training will be available three years after the MoE launched the suggested curriculum for early primary education. The situations described here exemplify the fact that instead of implementing a thorough planning language policy, it seems to have been carried out through constant remedial actions.

In addition to the shortage of qualified teachers, the theory underlying the primary EFL policy seemed not to be based on the teaching practice in the Chilean educational context. In the literature on MoE documents there was no reference to research conducted in order to understand the context of the EFL classroom in Chile before the implementation of the primary curriculum. Similarly, once the policy was finally implemented, it had national coverage, and there is no documented evidence of any preliminary study or piloting stage (Enever & Moon 2009). Furthermore, despite the different local contexts caused by Chilean human and physical geography, the only distinction made was based on rural and urban settings.

The poor planning based on a result-oriented vision has led to a discrepancy between the policy expectations and the local contexts (Aliaga et al. 2015), which has had a negative impact on learners' performance (Ministerio de Educación 2012e; Agencia de Calidad de la Educación 2012).Within this lack of understanding of the school classroom context, teachers have been targeted by the media as being mainly responsible for this failure (Dowling 2007; Aranda 2011; Muñoz C 2013; Agostini 2012).

Despite all of this, some efforts have been made to account for local contexts in order to solve some of these problems. Since 2004, the EODP has supported teachers in their continuous professional development (CPD) (1.3.2); however, it was not until 2013 that they implemented a research-based CPD. This innovative programme aimed to achieve the following:

> *"Encouraging and supporting a cohort of secondary school English teachers in Chile in (1) identifying problematic issues or 'puzzles' as well as successes in their practice, and (2) designing and carrying out small-scale classroom research projects to develop a better understanding of those issues and find practical solutions to them"(Smith et al. 2014, p.111).*

Smith et al. (2014) pointed out that, in contrast to previous programmes this project was teacher-led research. This is contextually significant as investigations were based on the teachers' experience and knowledge of their local context (ibid: p.118). Apart from this publication, the evidence and research regarding the Chilean school EFL context is still limited (5.3).

Policy and curriculum development in Chile would benefit from a bottom-up approach (based on 'concrete and individual cases'(Haggis 2008b, p.162)) that empowers the local expertise of teachers and researchers.

9.3   *Initial approach to language classroom as object of study*

Literature on teaching English in difficult circumstances (Smith 2011) and large classes establishes that, in order to learn English, challenges faced by teachers should be identified and addressed (See Chapter 3). The suggestions for working in this teaching context tend to be focused on strategies that could facilitate classroom management and monitoring learning, such as group work. In the literature, investigations have been carried out with adult learners, but little has been said about children learning in large classes. Thus, I designed this project in order to identify the challenges that teachers

face in Chilean early primary EFL classrooms, as well as developing strategies to overcome them.

Within this project, as suggested in the literature, I considered activities to develop listening and speaking skills of young learners and the use of group work to deal with the challenges of large classes. I assumed that training in these two areas, implementation of TEYL activities and use of group work, would lead to successful teaching and further children's involvement.

The design of this project—as originally planned—responded to an approach which is more consistent with a result-oriented perspective. Therefore, the set of research questions and aims in this research project were initially approached from a linear perspective, as shown in Figure 9.1. This standpoint assumes a direct relationship between causes and effects, where any change in the causes may lead to a specific result.

Figure 9.1: Initial approach to language classroom as object of study
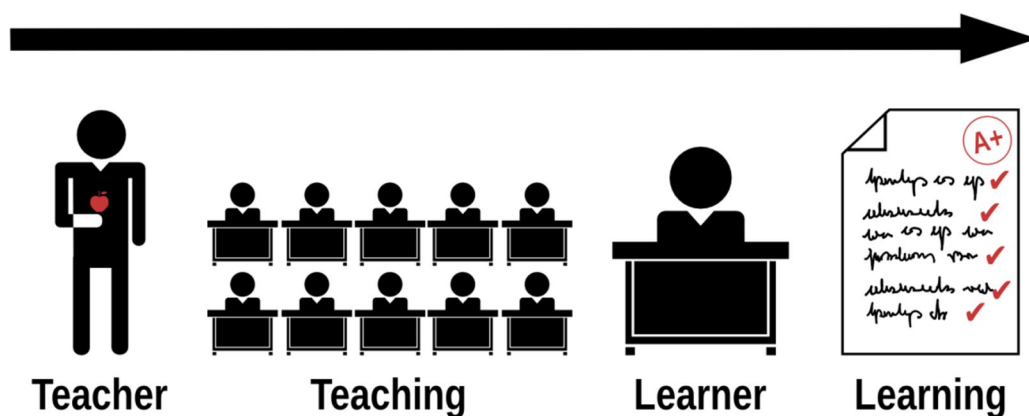
As can be seen in this figure, learning is understood and treated as an expected result, not as an ongoing process. However, in spite of this outcome-oriented perspective, learning is not necessarily predictable after intervening in any of the factors, namely

264

teacher, teaching, and learner. An example of this could be the poor performance in the SIMCE (Education Quality Measurement System) in English (Agencia de Calidad de la Educación 2015), even after the implementation of teacher training policies (see Section 1.3.1 and 9.1).

Furthermore, the order of the elements is linear and one way. The way the teacher performs affects the learner, hopefully leading to learning. This perspective does not take into account the interactions and relations that take place in the learning process. These project findings suggest (8.2) that the relationship between the teacher and the learners (as individual and group) is two-way. They were showed to influence each other in the language classroom, which contrasts with the approach presented in Figure 9.1.

Finally, this linear approach does not take into account other factors that could influence the teaching and learning process. The data gathered show that factors beyond the teacher's control, such as time limitations, curriculum demands, and constraints on other teaching resources, were involved in the decision-making processes of teachers (see Section 8.2, 8.3 and 8.4). Likewise, children's home environment, learning needs and attitudes affected the way YLLs interacted with the teachers, the lesson and the language used. According to Mercer (2013, p.387) "a class is composed of individuals—learners and teacher— and the class has emergent properties, which cannot be understood only by examining the parts separate from the whole". Given these results, I needed to explore other concepts if I wanted to arrive at a better understanding of the dynamics of the language classroom in the Chilean young learner context.

9.4   The language classroom as complex dynamic system

In view of the constraints and limitations of the initial approach, I decided to explore the concept of complexity, in particular Complexity Theory, in the field of applied linguistics and language learning. This approach, originally developed in biology, has been explored by linguists working in the field of SLA since the late nineties.

Larsen-Freeman and Cameron (2008, p.1) state that the objective of Complexity Theory is "to account for how the interacting parts of a complex system give rise to the system's collective behaviour and how such system simultaneously interacts with the environment". They describe complex systems as follows:

> *"Complex systems are composed of elements or agents that are of many different types and that interact in different ways. Complex systems are dynamic: the elements and agents change over time, but crucially so also do the ways in which they influence each other, the relations among them. Complex systems are open rather than closed; energy and matter can come into the system. The dynamic nature of element interactions and the openness of a system to the outside lead to non-linearity, which in complex systems theory signifies that the effect is disproportionate to the cause." (Cameron & Larsen-Freeman 2007, p.3)*

From this description, it is possible to identify five key components of complex systems, namely heterogeneity, dynamism, non-linearity, openness and adaptation (Larsen-Freeman & Cameron 2008). I briefly describe these components to better explain their potential presence in the language classroom system:

- Heterogeneity: there is a wide diversity of sorts of agents, elements[23] and/ or processes, and they may be complex systems themselves.

- Dynamism: everything is in continuous change.

---

[23]*Agents* are understood as "individual humans and other animate beings" (Larsen-Freeman & Cameron 2008, p.27). Teachers and learners are agents of the language classroom system.
Elements are understood here as animate and non-animate entities, as well as objects (adapted from Larsen-Freeman & Cameron 2008, p.27). The school, the classroom, language use and the home environment are elements of the language classroom system.

- Non-linearity: the relations and interactions between the elements and agents are not proportional to the input, and change over time.

- Openness: the system is permeable to influences from outside the system, allowing it to keep 'stability in motion'.

- Adaptation: a modification in any area alters the whole system.

(Larsen-Freeman & Cameron 2008)

These features have been identified in the language classroom, defining it as a complex and dynamic system. This argument developed by scholars in the field of SLA and linguistics education (Larsen-Freeman 1997; Kindt et al. 1999; Cameron & Larsen-Freeman 2007; Davis & Sumara 2008; Hensley 2010; Burns & Knox 2011; Mercer 2011; Dörnyei 2014; Seyyedrezae 2014; Dörnyei & Macintyre 2015) has now attracted something of a consensus. In her work on complexity informed pedagogies for language learning, Mercer (2013, p.378) describes the language classroom as a Complex Dynamic System with different layers of organisation, in which "sociocultural, educational, and individual cultures …, the materials, coursebooks, curriculum, languages, and conditions on a particular day" interact and influence each other, constantly changing and adapting. Furthermore, and regarding the contributions of complexity thinking as an approach to better understand the language classroom, Mercer argues that:

> *"It seems that researchers are now explicitly engaging with what practitioners have always known from their day-to-day experiences in the language classroom; namely, that language teaching is an exceedingly complex undertaking which can be very personal, individual, highly varied, and often difficult to predict in its development." (2013, p.376)*

An interesting example of the contribution of this approach to language classroom research has been made by Burns & Knox (2011). In this article, the scholars revisited

the findings from a study reported in 2005 (Burns & Knox 2005) to obtain a deeper understanding of "the classroom process and changes in the teacher's thinking" (Burns & Knox 2011).

As part of their argument, they presented a rational model which attempted to represent the processes, interactions and changes of the classroom observed. As can be seen in Figure 9.2., the elements of the language classroom "exist in a set of dynamic relations, each of which affects and is affected by other sets of relations in the model" (Burns & Knox 2011).

Figure 9.2: Classroom as a complex adaptive system, (Burns & Knox 2011). *Classroom as a Complex Adaptive System: A Rational Model*
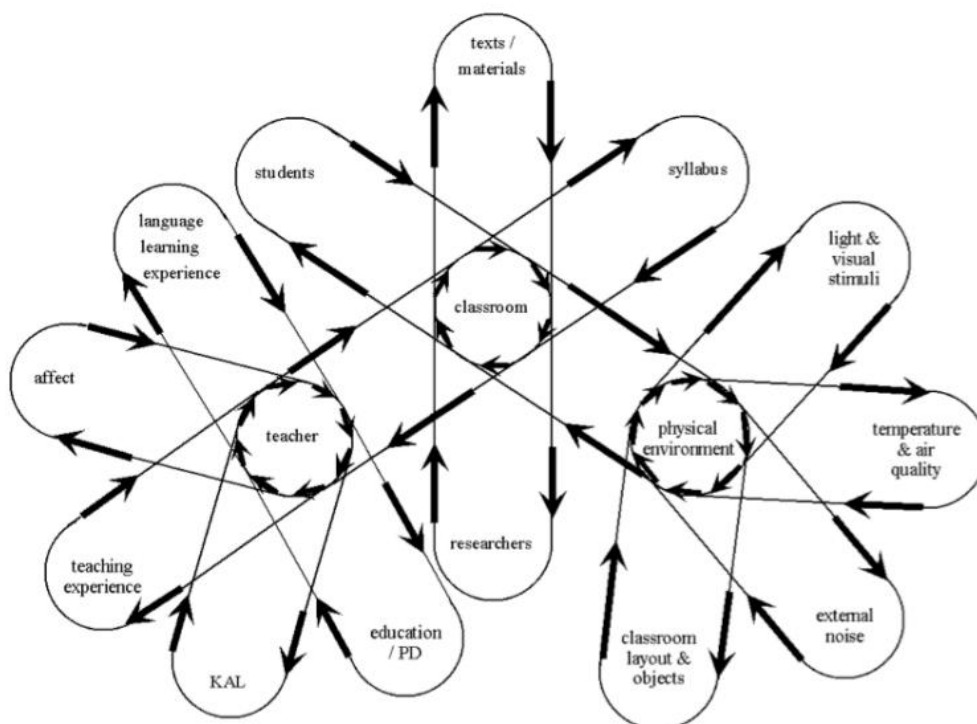
In the model, different agents and elements—students, researchers and teachers, text/material, syllabus, physical environment—coexist and interact simultaneously. Interestingly, this rational model provides a visual representation of the complexity

operating in the language classroom system. Thanks to this, it is possible to observe how these factors and elements interrelate on multiple planes, further supporting the idea of the language classroom as a complex dynamic system.

In line with the theoretical beliefs and methodological ideas of these scholars, I conducted a thematic analysis of the qualitative data (interviews and classroom observations) (See Section 7.3.3.6), with the aim of identifying agents and elements that participate and interact in the language classroom context.

The language classrooms observed as part of the current project responded to interactions and relations of their heterogeneous elements and agents. Many of the elements in Burns and Knox (2011) were in recurring interaction. In this analysis, the following elements and agents were identified as themes, namely—teachers, learners, class, reported learning, language use, physical environment, school, material, hours of EFL a week, students' home environment, and curriculum. These will be understood here as follows:

Table 9.1: Code of elements and agents identified in the Chilean language classroom as a complex dynamic system

School	All the elements that depend on the school administration, such as resources, number of students, teachers' responsibilities, and lesson timetable.
Home environment	All elements referring to the context in which children develop outside the school. This also includes parental support and exposure to EFL outside the classroom.
Language use	Use of English inside the classroom by learners and/or teachers.
Learner	The young learners that are part of a class and learn EFL in school as part of the compulsory curriculum.
Teacher	The person who teaches EFL to young learners as part of the compulsory curriculum in a school.
Class	The group of learners assigned to study in the same classroom according to their age. They share experiences and develop a relationship over time.
Physical environment	The classroom as the physical environment in which learners spend most of their time at school.
Materials	Any equipment or resources provided by the school to aid EFL activities, such as flashcards, CD player, laptop, projector, textbook, etc.
Hours of EFL a week	The number of pedagogic hours (45 minutes) of English lessons a week assigned by the school curriculum.
Reported learning	Teachers, relatives or peers perceive that learners identify and/or express some knowledge of English through vocabulary, chunks of language, grammar, songs, etc.

Figure 9.3 illustrates the way these agents and elements are connected based on the qualitative data analysis (see Appendix H). The dyadic relation between the elements corresponds to the cross-tabulation (matrix) of the coding intersections between the above mentioned codes (Table 9.1), based on the thematic analysis (see 7.3.3.6). The thickness of the connecting lines represents the number of times the references co-occur. This means that the thicker the line, the higher number of intersections between the codes. I do not intend to claim that there is a correlation between these elements and agents, as no statistical analysis was carried out for this purpose. The objective of using the matrix coding is to provide a visual representation of the way elements and agents interrelate.

Figure 9.3: Model of the urban Chilean language classroom as complex adaptive system
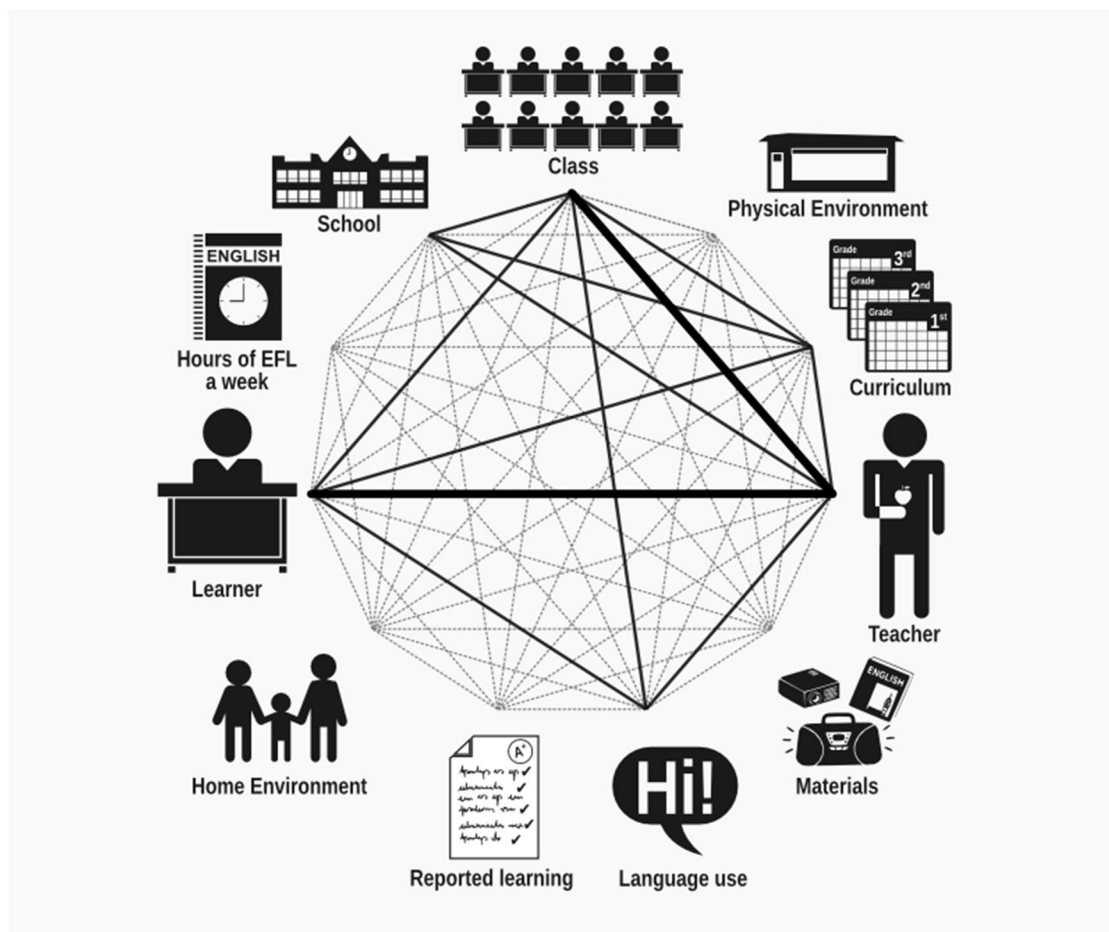
These findings show that all of these elements and agents interact in a dynamic, non-linear, open and adaptive way. Similarly, almost all of the possible binary interactions—save the set Hours of EFL a week and Perceived learning—impact on the complex language classroom system.

As shown on Figure 9.3, there are three agents that feature in the principal relationships (depicted by the thickest line), namely class, teacher and learner. These are the same factors occurring based on analysis by the linear approach, but now their dynamic, open and adaptive interaction is acknowledged by this complex dynamic model.

Likewise, the school, curriculum and language use seem to be part of this relationship, but to a lesser degree. Teachers' actions interact and depend on the learners individually

and as a class, as well as the language use, the school, and the curriculum requirements. Similarly, learners as individuals interacted with and depended on the teacher, on the use of English, the class as whole, and the curriculum demands.

The complexity of the context studied is better reflected in the relations and connections identified among the challenges present in the given context. In the following section, I will discuss the complexities in the language classroom and its challenges.

9.5 Chilean YL language classroom as a Complex Dynamic System and its challenges

The findings related to the challenges present in the Chilean EFL classroom (8.2) show that these difficulties correlated to issues inside and outside the classroom. As presented in section 8.2.2.1 and 9.3, these challenges were not restricted to teachers' or school particularities, but were also connected to students' interactions with their peers, language use and the physical environment.

Figure 9.4 provides a visual representation of the patterns of interaction between the challenges identified in this project's themes. The different codes were grouped into seven categories (6.9.1.1), represented in different colours encircling the model. The dyadic relations in Figure 9.4 are based on a matrix of the coding intersections between the Challenges codes. The frequency of co-occurrences in the references corresponds to their different colour and thickness (see Appendix I). This figure indicates that all challenges connect in a complex, interactive dynamic.

Figure 9.4: Model of the complexity of challenges present in the Chilean language classroom
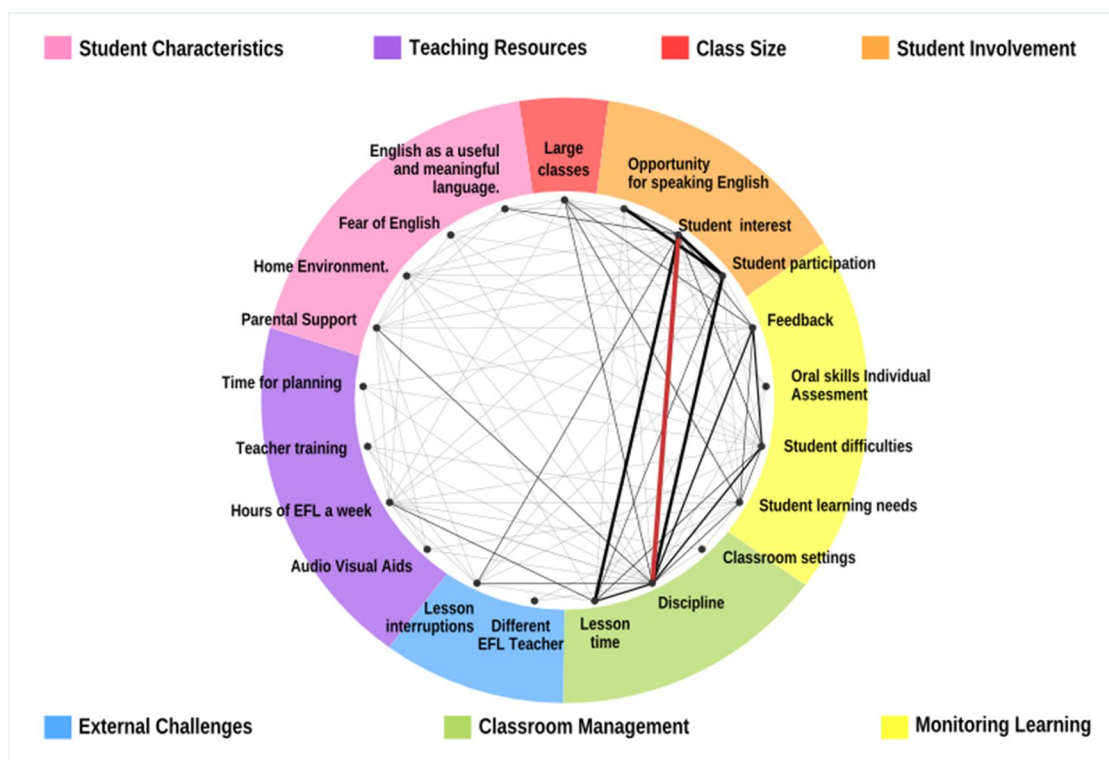
Relations within the same category are expected to be of high frequency as all codes refer to the same concept. For example, frequent intersection of coding can be found between 'Opportunities for speaking English', 'Student interest' and 'Student participation', as they all allude to *Student Involvement* (orange section). Therefore, I focus on the salient relations between categories and their challenges.

Firstly, the categories of *Student involvement* and *Classroom management* (green section) are frequently interrelated, as shown by the way their codes co-occur. Issues regarding students' interest levels and discipline are noteworthy, with the highest number of reference intersections (red line). The current project findings (8.2.1) show that children were off-task when the activities were not challenging enough, instructions were not understood, non-specific time was assigned to tasks, or when they were just interested in something different from what was happening in the lesson. This situation

created discipline issues. A possible reason for this relationship is learners' motivation

for learning English. In this regards, in Mihaljevic Djigunovic's (2009) study on the

impact of learning conditions on YLLs' motivation, the author found that "learners who

were exposed to formal learning under 'regular conditions'[24] viewed English as a

favourite school subject less frequently and enjoyed age-appropriate class activities less

often" (ibid: p.88). In contrast, children in 'non-regular' conditions, based on

storytelling, content-learning and TPR, enjoyed a variety of activities and identified

playing and learning as the main activities in their EFL lessons (ibid). The context of the

current investigation could be considered to involve similar 'regular' conditions. In the

interview with learners (8.5.1), two groups of children referred to English as a school

subject with no reference to its relevance outside the classroom. This is consistent with

Tragant's (2006) work on age and language learning motivation, as part of the

Barcelona Age Factor project, who reported that the younger group's (aged 10.9)

"positive attitudes towards L2 instruction" decreases with time, from 10% to 0.6% by

the age of 17. Similarly, the work of Stelma and Onat-Stelma (2010) suggests that, in

order to avoid classroom management issues, teachers need to develop an age-

appropriate understanding of learning organisation and include children in the decision-

making process of the language classroom. Furthermore, in the British Council's report

about English in Chile (2015b) the authors refer to the issue of motivation saying that:

> *"Hostility and ambivalence towards English may also begin in the public school system, where students often receive language training in a crowded setting from ill-qualified teachers using ineffective methods. In poorer areas in particular, schools may lack the time and resources to devote to English; this may come across directly or indirectly as a deprioritisation of English and have a negative effect on student and teacher motivation"* (ibid: p.63).

---

[24] Regular conditions: two class periods of EFL a week, classes not split into groups where the class size was up to 32 pupils, and the teacher might not have had much training in TEYL (Mihaljević Djigunović 2009, p.78).

My argument here is that even when children seem to enjoy learning English at school, the instructional context seems to have a clear impact on their motivation, therefore causing discipline issues. I discuss discipline management in depth in Section 9.5.2.

Secondly, the category *Monitoring Learning* (yellow section) and its elements feedback, student's difficulties and student's learning needs frequently interact with discipline (*Classroom management*). In the lessons observed, teacher participants tried to account for their learners' needs by providing individual feedback supporting language learning. Nevertheless, when they attempted to provide attention to each learner, the rest of the class went off-task, thus having a negative impact on discipline. One of the factors that seem be involved in this interaction is large classes. As one of the participant teachers stated, the large number of pupils affects the teachers' opportunities to focus on learners individually:

> *Extract 9.01: Difficulties_Tchs_QuestionnaireData_Ep38*
> *The large number of students in the classroom is detrimental for teaching a foreign language. It affects individual work considerably, as individual feedback for each student becomes difficult. In addition to this, there is classroom discipline, and learners with special learning needs who need particular attention and, due to the large number of students, this becomes impossible.*

This quote summarises the different elements which interfere in monitoring learning: different learning needs and class size. I develop these issues further when I discuss large classes and their relevance for TEYL in the given context in Section 9.5.3.

Thirdly, elements from the other categories also frequently interact with the three salient categories of *Student involvement, Classroom management and Monitoring learning*, as evidenced by the frequent references to challenges such as large classes (red section), lack of parental support (pink section) and hours of EFL a week (purple section). Likewise, lesson interruption interacts with discipline issues and student interest. These relations illustrate the diversity of factors that affect the development of EFL lesson,

which are beyond the teacher's qualifications and expertise. I will develop this argument in the next section (9.5.1)

The way in which the elements *Student involvement*, M*onitoring learning*, *Classroom management*, S*tudent characteristics*, *Teaching resources*, C*lass size* and *External challenges* interact and influence each other indicates that, in order to understand the language classroom context, a linear cause-effect approach should be dismissed. In addition, these findings suggest that an intervention focusing on strategies to deal with classroom challenges should include an exploration of the elements and agents interacting in particular classrooms in order to effectively improve teaching/learning (10.4.3).

So far this section has focussed on the complexity of the Chilean YL language classroom. In the following sub-sections, I discuss this complexity in the light of teacher profile, discipline management and large classes, in the given context.

9.5.1 Teacher profile

The findings presented in Section 8.2.2 show no significant correlation between the challenges in the Chilean early years of primary classrooms (8.2.1) and the teachers' TEYL experience (8.2.2). These results contrast with studies of Chilean teachers' identity carried out by Avalos (2010) and Avalos and Sotomayor (2012), in which teachers declared the importance of their teaching experience for dealing with classroom routines, large classes and discipline issues. They also differ from Stelma and Onat-Stelma's (2010) case study, in which teachers with no previous experience TEYL become more effective after a year working in primary schools in Turkey. The current study suggests that the factors involved in the aforementioned challenges are beyond the teachers' experience and qualifications.

276

The results of the current investigation show that some factors influencing classroom interaction are the curriculum, parental support and the school administration (9.4 and 9.5). Firstly, the inclusion of the EFL curriculum at early primary level is based on the belief in the benefits of longer exposure, "children's natural and spontaneous learning" and "neutral attitudes to a second language developing their intercultural competence" (Ministerio de Educación 2012d, p.2). The few hours of EFL a week, however, do not provide children with enough opportunities to take advantage of an early start (Muñoz 2006; 2011; 2014b). In line with Enever and Moon's (2009) recommendations for policy, the expectation for the early primary EFL curriculum needs to be realistic and consistent with the local context.

Secondly, this research finding suggests (8.2.1-II) that learning English in primary education is less important in the eyes of many parents and school administration. In regards to parents' perceptions of English as a school subject, teachers said:

> *Extract 9.02: Difficulties_Tchs_QuestionnaireData_Ep26*
> *Episode 26: Little support from parents and carers, since they see English language as a useless tool for their lives. This often makes it difficult to teach kids because they have a different mind-set from home. Doing the lessons in English is also very much criticised by parents.*
>
> *Extract 9.03: Difficulties_Tchs_QuestionnaireData_Ep 58*
> *Episode 58: Embarrassment felt by learners and difficulties of learning English passed on by parents. Also, lack of responsibility for doing homework and lack of supervision.*
>
> *Extract 9.04: Difficulties_Tchs_QuestionnaireData_Ep 76*
> *Episode 76: The main difficulty that I have faced is parents that underestimate the language, so children are not motivated from home. Due to this, the results are not the best. They say, "What is the use of learning English?" or "You should be studying more important subjects", etc.*

These findings are consistent with the British Council's (2015b) report which shows that one of the factors affecting English language learning is that "English continues to have a low profile in everyday public, family and business situations" (ibid: p.63). In line with this, in the suggested EFL curriculum for early primary there is no guidance

for school implementation or any references to parents' involvement in the children's language learning process. In regards to school administration, in the observed classes the lessons were scheduled at inconvenient times (i.e. interrupted by lunch time in two of the four participant classes) and constantly interrupted (8.2.1-II). These conflicts point to the scale of the problem. These examples make evident a discrepancy between the relevance given to learning English at an early age by policy makers and what actually happens in the school culture.

Finally, my main point here is that the inclusion of EFL in the early primary curriculum needs support from resources beyond the teacher, considering elements such as school administration and the home environment (10.4.2).

9.5.2 Discipline management

In the field of EFL in large classes, the issue of discipline management has been repeatedly mentioned (Coleman 1989a; Locastro 1989; Hess 2001; Jimakorn & Singhasiri 2006; Benbow et al. 2007; Shamim et al. 2007; Nakabugo et al. 2008). The current study results (8.2.1) indicate that, while almost a fourth of Chilean TEYL teachers perceived managing discipline to be difficult (24%, N=32), the majority used the midpoint option, reporting it to be neither easy nor difficult (42%, N=58). In order to understand discipline control in the Chilean early primary classroom, questionnaire results need to be complemented with teachers' comments and classroom observation. Firstly, teachers' comments illustrate that the issue of discipline concerned them, as it was seen as a constraint that affected their teaching practice. They mainly perceived discipline issues in relation to factors such as keeping students interested, large classes and monitoring and assessing children's learning, as can be seen from the following extracts:

278

Extract 9.05: Difficulties_Tchs_QuestionnaireData_Ep4
Episode 4: The problem with the first grades (1st and 2nd Grade) is that they don't read;
they don't have literacy skills, so it's more complex to listen to words and sounds in
another[...] language, and problems of misbehaviour occur[...]

Extract 9.06: Difficulties_Tchs_QuestionnaireData_Ep6
Episode 6: In my working experience what makes the learning process more difficult is the
lack of discipline and the difficulties that it brings for classroom management.

Extract 9.07: Difficulties_Tchs_QuestionnaireData_Ep25
Episode 25: I've had classes from 1st to 8th Grade where there were 45 children per
classroom. It is very difficult to control discipline or to keep all of them interested.

The follow-up question would then be to focus on the differences between those teachers that declared that they faced discipline issues and those who perceived it as less of a difficulty. In a small scale study carried out in Chile, Inostroza (2013, p.9) found that "most of the teachers in the group did not have problems with maintaining discipline". The author argued that the teaching experience of the participants could be "a plausible reason for the findings in this area". As presented above (9.5.1 and 8.2.1), however, the statistical analyses of correlation showed no relationship between managing discipline and teaching experience. Therefore, further research regarding teachers' profile is needed in order to better understand these findings; for instance, regarding teachers' sense of self-efficacy and how this relates to the other challenges identified (10.4.1).

9.5.3 Large classes

Because previous research has reported the average number of students per class in Chile to be over 38 students (OECD 2004, p.115), the current research project was originally conceived as focusing on the idea of large classes. Thus, it was expected that the number of students in the classroom would strongly correlate with the challenges identified. However, this was not the case (8.2.2). Interestingly, teachers perceived it as an issue that impacted on their teaching, particularly in regards to accounting for

learning needs, assessing speaking and listening skills, and doing activities that involved movement.

Firstly, accounting for different learning needs was a theme that emerged from the teachers' opinions. This category recurrently intersected with discipline categories (9.5).

> *Extract 9.08: Difficulties_Tchs_QuestionnaireData_Ep74.*
> *Episode 74: It's difficult to keep 40 children with different needs and English levels motivated and interested.*

> *Extract 9.09: Difficulties_Tchs_QuestionnaireData_Ep83.*
> *Episode 83: Due to the large number of students in the class it's been really difficult and almost impossible to work with children with special educative needs; by this I mean learning difficulties, children with ADD and hyperactivity, etc. I cannot monitor their development as I should because there are so many of them.*

Teacher reported that their pupils' learning needs were varied, and the large number of students in the class did not allow them to respond to these needs individually. They saw the impossibility of supporting children's learning processes as a limitation to their teaching practice.

Secondly, speaking and listening skills were mentioned in the literature as crucial to the foreign language learning process (2.3). Similarly, the suggested Chilean curriculum of early primary is focused on the development of these skills development as age appropriate. Teachers showed their understanding of the relevance of providing children with opportunities to develop these skills; however, they referred to the limited time available to assess speaking skills as related to the number of students in the class.

> *Extract 9.10: Difficulties_Tchs_QuestionnaireData_Ep46.*
> *Episode 46: It is difficult assessing individually because of the number of students.*

> *Extract 9.11: Difficulties_Tchs_QuestionnaireData_Ep62.*
> *Episode 62: The fact that there are so many students in the classroom makes it difficult to assess their oral skills individually.*

> *Extract 9.12: Difficulties_Tchs_QuestionnaireData_Ep81.*
> *Episode 81: It's difficult to monitor individual progress or speaking when there are classes with over 40 students [...]*

Finally, YLL literature also emphasises the importance of providing children with hands-on tasks and activities that involve movement (2.2 and 2.3). Teacher participants in this project stated that the large number of students and the small classroom did not allow them to carry out this type of activity.

Extract 9.13: Difficulties_Tchs_QuestionnaireData_Ep34
Episode 34: […] Any activity that involves movement becomes a mess, due to the number of students and the reduced room in the classroom.

Extract 9.14: Difficulties_Tchs_QuestionnaireData_Ep36
Episode 36: I have to move from classroom to classroom and I don't have my own place to develop the activities as I should because of the number of students and the limited space.

They mentioned that this physical setting created a messy environment which, instead of promoting learning, distracted learners into off-task behaviour.

Most of the aforementioned challenges were not included as variables in the questionnaire questions. Thus, I would argue that teachers' perceptions of large classes does not contradict the statistical analyses, but complements them. In the Chilean early primary classroom, teachers perceived the high number of students in class as a limitation to providing age-appropriate learning opportunities. This also provides interesting insights regarding the context in which children are supposed to learn a foreign language in urban Chile.

This section has identified the features that suggest that there are different factors from inside and outside the Chilean YLL classroom that combine and interact to determine the likelihood of successful learning taking place in the EFL lesson. This supports the idea that it is a Complex Dynamic System. The following section focuses on the complexities of implementation particular to activities suggested in the literature for developing YLL skills.

9.6   Use of activities for YLLs

The inclusion of language instruction as part of the primary school curriculum has led to hasty policy implementations (2.2). Apparently, these measures have not had the expected successful results, and they seem to even be detrimental to children's language learning processes. In this regard, Enever et al.(2009, p.5) argue that "we have yet to clarify the priorities for formulating effective language policies, for designing appropriate programmes of implementation and for meeting the very real challenge of ensuring that policy is effectively and sustainably implemented within the daily practice of classrooms". Similarly, Copland et al. (2013, p.758) suggest that "while government policy often results in time and energy being spent on introducing teachers to contemporary approaches advocated in the (mainly Western) literature, training of this kind does not necessarily serve teachers well". One of the most evident omissions is the oversight of the diverse features of the language classroom and its specific contextual factors.

In the case of Chile, the plan for early primary education seems to be more focused on responding to the globalist agenda than to contribute to children's English language skills (see Section 5.1 and 9.2). The findings in the current research project (see Section 8.31) show that teachers did not have enough time to prepare materials and to prepare themselves to carry out these activities for TEYL. In addition, audio/visual resources and equipment were of limited availability. Additionally, teachers in the current investigation reported large classes to be a constraint in terms of accounting for different learning needs, assessing speaking skills and implementing movement activities (9.5.2). In their article on global practices in TEYL, Copland and Garton (2013) reported similar challenges. This illustrates that Chile could be an example of a

situation where significant investment generated high expectations, without the teaching context and the teachers' working conditions being taken into account.

Albeit the activities for TEYL suggested in the literature are present in the Chilean context (8.3.1), the support from the MoE for the implementation of ELT in the early primary curriculum is still limited. In the last few years the EODP has developed Diploma programmes for teachers teaching at primary school level. These are two-year part-time CPD programmes aimed at teachers who are currently working in primary, but who are not EFL specialists, or who are EFL specialists at the secondary level. The main objectives of the latest Diploma programmes (2015-2016) organised by the EODP together with Universidad Alberto Hurtado in Santiago are:

1) to develop a minimal language proficiency equivalent to CEF B2 in the four skills;

2) to provide a thorough understanding of the theoretical basis of the children's process of foreign language learning; and

3) to develop the necessary teacher skills to carry out relevant classroom research.

(Ministerio de Educación 2015a, p.1)

Looking more closely at the description of the *Methodology* module and its contents, there is only one reference to TEYL at early primary (6 to 9 years old) level: "Theoretical bases and applicability of TPR (Total Physical Response) in the classroom of young children" (Ministerio de Educación 2015a, p.7). In regards to a special plan of teacher training for early primary education, the MoE is planning to develop a Diploma for TEYL in 2016. The provision of qualified teachers for TEYL demands careful consideration due to the greater impact teachers can have on children's motivation on language learning (Moon 2005b, p.33). This illustrates that, even when the EODP is working very hard to provide teachers with opportunities to take part in a greater

number of CPD programmes (1.3.2), the availability of these programmes during the last years seems to be limited to the capital city, with just a few available in the south of the country. Furthermore, at the moment it seems unclear whether these programmes fulfil the professional competences of TEYL (see 2.2.1 (Cameron 1994; Nikolov 1999b; Cameron 2003; Lundberg 2006; Stelma & Onat-Stelma 2010; Enever & Moon 2009; Yıldırım & Doğan 2010; Büyükyavuz 2013)) and whether their focus is on the late or early primary curriculum.

Finally, it seems that no research has been carried out so far by the MoE on the implications and real benefits for an early EFL start in Chile. In fact, the aims of the suggested curriculum for early primary education were set out following research and experiences from outside the Chilean or Latin-American context (Ministerio de Educación 2012d). Furthermore, there has been hardly any discussion of the young learners' language identity and their reasons for learning English in the different cultural contexts nationwide. The results of this investigation show that there is more to work on than just to improve teachers' level of English.

Having discussed the implementation of TEYL activities and the situations around its use, I will now move on to discuss the use of group work in the examined context.

9.7   Use of group work

Group work has been identified as an effective strategy for classroom management in large classes, as well as for developing cooperative and collaborative learning (4.1). According to scholars (Oxford 1997; Dörnyei & Malderez 1997; Dörnyei & Murphy 2003) three elements must be met in order to provide a meaningful group work experience: learners should clearly understand what is expected of them; the teacher should be prepared to guide and monitor the work as it progresses; and, the number of group members should be appropriate for task completion. Similarly, authors (Cohen 1994; Davis 1997; Veeman et al. 2000; H. D. Brown 2001; Blatchford 2003; Kutnick et al. 2002) agree that children need some time in order to develop social skills to work in groups (collaboration and cooperation). As the current research findings showed (Section 8.5.3), granted these conditions, children appreciate activities that provide them with opportunities to support each other and work towards a common goal. This supports the idea that the way group work is organised, planned and carried out in the lesson is critical for its success.

Some scholars (e.g. Hess 2001) argue that teachers' views emphasise the drawbacks of group work use. The results in this project (Section 8.4.2) are in line with these ideas showing that some of the factors influencing teachers' decisions to avoid group work are related to well-known pitfalls, such as misbehaviour and limited task monitoring. Additionally, and particular to the given context, Chilean teachers gave 'time limitations' to organise group activities and 'few hours of EFL a week' as influential reasons. These results match those observed in an early small-scale study by Inostroza (2011, p.60): "the factors inhibiting the use of group work are few hours to cover the syllabus, time for planning, discipline control, as well as classroom setting".

The current project's findings on group work use suggest that factors related to the curriculum, teacher training and working conditions would also constrain taking advantage of group work benefits. Firstly, before the intervention project none of the participant teachers had been trained to use group-work activities in their EFL lessons. For example, in the training carried out as part of the intervention project, teachers reported not knowing about the stages of group work implementation. This can be seen in Extract 9.14 below.

> Extract 9.14: T3_PostInterventionInterview_04.06.2013
> R: The aim of this interview is to know your perspective about the changes implemented in your teaching practice.
> T3:Well I think that in general terms there is positive outcome […] So when we talked in the training about working in groups, which were really new ideas for me, and complemented with some the things that I already did it has helped […] I personally realised that yeah, it works really well. Even girls' interest and their dedication to pay attention are better, it's much better.

Therefore, it seemed to me that they did not have strategies to scaffold the development of children's collaborative and cooperative skills. These teachers took part in an introductory training session that aimed to account for these deficiencies (6.1).

Secondly, the number of EFL hours a week assigned to EFL, together with the limited time teachers had for planning, impeded group work use. Finally, the classroom setting with only one of the observed classrooms set up for working in groups (6.7.2), impacted on the time available for carrying out group activities. Teachers had to use their scarce lesson time for re-arranging desks. Thus, all these situations operating simultaneously meant an unfavourable environment for group work implementation.

My main argument here is that the use of group work in the Chilean early primary classrooms depends not only on teachers' beliefs about group work, but also on the context they teach. The constraints on the implementation of group work shown in these findings suggest that, unless issues such as the current limited amount of class time and

the restricted classroom settings are improved, it is unlikely that Chilean teachers will use group work more often in the future. Furthermore, any benefits and advantages arising from its implementation seem to be dependent on the complexities of the Chilean YLL classroom.

This section has analysed the use of group work and has argued that factors involved in its implementation are interrelated. The next part of this chapter discusses the role of the learner as one of the actors in the Chilean language classroom system.

9.8   Learners' role in the EFL lesson

The traditional passive role expected from young learners, as attributed by a linear approach to language learning, is challenged by complexity thinking. In the observed classes, it was possible to identify how learners mutually influence each other and their teacher. In the same way, the activities implemented in the intervention project allowed teachers, in some cases, to modify their interaction, often resulting in better learning experiences (8.5.2 and 8.5.3).

Children are capable of reflecting on their learning experiences and identifying types of activities that could facilitate their learning. The children-participants in this research described their experiences in the EFL classrooms as fun and enjoyable (see Section 8.5.1). They explicitly referred to the activities in which they were active. In addition, they expressed their preference for tasks in which they could interact and work with others in collaboration (see Section 8.5.2). Given the chance, these children were able to consistently reflect on their learning process and experiences. These findings corroborate the ideas that children are social actors with personal learning 'agendas' (Kuchah & Pinter 2012; Pinter et al. 2013; Pinter 2014; Pinter & Zandian 2014). They

also support the relevance of considering children's views as effective contributors to change in their language classrooms (Lundberg 2006). In other words, children have personal underlying intentions for learning a foreign language that may be different from those established by the curriculum or the teacher. Thus, their individual reasons for learning English need to be considered in relation to facilitating language learning.

The empirical evidence from the current investigation of the type of activities children preferred and identified as aiding learning (see Section 8.5) mirror those from the literature on TEYL. Children referred to activities in which they were moving, and responded to the focus on doing rather than writing—commonly mentioned elements in teaching materials for young learners (Pinter 2011; Pinter 2006; Cameron 2001; Linse 2005).

In the interviews with children about their ideal EFL lesson, some pointed out that they would like to have feedback from their teachers as a way of monitoring their understanding (8.5.1). This illustrates the relevance of formative assessment as a way of including children's perspective on their own learning experience. According to Brown (2004, p.6), this type of assessment involves "evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue that growth process." In Hasselgren's (2000) article on an innovative approach for assessing English skills of young learners in Norway, the teacher's assessment was supposed to be complemented with the children's self-assessment, in order to realise the progress of young learners' skills. This illustrates that teachers and learners could benefit from providing children with the opportunity to contribute to their own learning, and to make them feel part of the teaching/learning process.

Finally, the current findings suggest that, as agents of the language classroom system, learners influence change in the teacher's actions. Hence, their role, if allowed to be active, could shift the focus from teaching and drive the language classroom system path into a learning direction.

9.7   Summary

My discussion has thrown light on the need for research in the Chilean ELT context with reference to the wider world trend of early language instruction. This investigation proposes that the linear approach of cause and effect does not help us to understand the interactions of the elements at work in the Chilean language classroom. Thus, a model of the language classroom as a complex and dynamic system was proposed in order to comprehend the complexity of its relations. Similarly, this chapter presents a relational model of the challenges identified in the urban Chilean YLL classroom. It is concluded from these models that, even when the teacher's role is relevant for facilitating learning, their teaching context and the interaction of the different elements in the language classroom play an important part in successful learning; therefore, these other factors should be considered in any planned CDP programme.

The activities implemented as part of the intervention project successfully engaged children in the learning process. However, it was possible to identify reluctance on the part of teachers to use these strategies. This seems to be connected to the variety of factors involved in their practice, such as time limitations, lack of parental support, school culture, as well as the complex interactions of these elements. Hence, and in order to take advantage of the inclusion of EFL in early primary education, I have argued that thorough planning, based on local experiences and research, needs to be put in place.

Finally, I have challenged the passive role of young learners in the language classroom by presenting evidence of children's reflection and contributions to their language teaching/learning process.

In the next chapter I present a brief summary of my research project findings, outline its strengths and limitations, and suggest implications for policy, practice, and further research.

Chapter 10: Conclusions

10.1   Introduction and structure of chapter

In this final chapter, I present a summary of the research project, outlining its main goals, design and main findings (10.2). Then I discuss its strengths and limitations (10.3), followed by its contributions and implications for research, policy and practice (10.4). Finally, I give concluding remarks (10.5).

10.2   Summary of research project and findings

This investigation is derived from my experience as an EFL teacher in a municipal primary school in Santiago. During this time, I became interested in TEYL in large classes, especially because of the challenges and opportunities this context would offer.

In this research project I explored the urban Chilean primary classrooms. In particular, I identified the challenges that teachers faced when TEYL, and investigated the contextual factors that could facilitate or hinder the teaching and learning process (1.2). These findings prompted the research questions (6.3 and 10.2) that were framed as four themes: challenges, listening and speaking activities for YLLs, group work and learning experiences.

The design of this research project accounted for the complexities of the language classroom and involved teachers and learners. Therefore, the research procedures used in this investigation followed a complementary mixed method approach (Chapter 6).

Firstly, I reviewed the relevant research on YLLs and activities suggested for TEYL (Chapter 2); experiences and challenges for teaching EFL in large classes (Chapter 3);

the use of group work for dealing with large classes (Chapter 4); and policy documents, as well as research on ELT in Chile.

Then, I developed and piloted the two studies that formed this investigation: a survey study and an intervention project. In the survey study, I collected primary teachers' perspectives through an online nationwide questionnaire. The questions were related to the challenges teachers faced when TEYL, the activities they used for these learners and the use of group work in their lessons.

Simultaneously, I carried out an intervention project aimed at exploring the primary language classroom first-hand. Two objectives were established for this project. Firstly, I wanted to observe to what extent group work could be used as an effective strategy in the classroom. Secondly, I wanted to see if a set of activities identified in the literature as effective could be implemented. These activities were aimed at developing listening and speaking skills of YLLs (songs, storytelling, games, role play and listen and do activities). Four teachers from Santiago de Chile (the capital city) took part of this study. Half of these teachers received a short training session on these activities only, the others on the use of these activities through group work. I collected data by observing and video-recording their lessons for four months. I interviewed these teachers and a group of their students before and after they started putting their training into practice.

Finally, I carried out quantitative and qualitative analyses of the data collected. The findings from these quantitative and qualitative analyses were later complemented (7.3) in order to obtain answers to the research questions aforementioned.

In regards to the challenges present in urban primary schools, it was found that:

- Firstly, Chilean TEYL teachers faced similar challenges to those found in other public school contexts around the world (3.2.1-I). The main challenge identified was monitoring students' learning, in particular assessing oral skills individually and accounting for different learning needs. Some particular challenges to the context were identified, such as lack of parental support, lesson interruptions, and the limited number of hours of EFL a week (8.2.1-IV).

- Secondly, some of these challenges were seen to be interrelated, affecting one another, namely keeping students interested, giving students the opportunity to express themselves in English, providing feedback, managing discipline and large classes (8.2.1-IV and 9.5). Similarly, they illustrated the complexity of elements acting inside and outside of the language classroom (9.5). Interestingly, the challenges identified went beyond teachers' profile and school funding, and seem to be related to situations within the classroom itself (8.2.2-I).

Having summarised these research findings, I conclude that the challenges present in the Chilean primary classroom mainly concern monitoring learning; however, issues like large classes, lack of parental support and the limited number of hours of EFL a week also impact on the involvement of learners and classroom management.

In regards to the use of activities for developing listening and speaking skills of YLLs, I found that:

- Firstly, the most commonly suggested activities in the literature for developing listening and speaking skills are *storytelling, games, songs, role play* and *listen and do activities* (2.3.1).

- Secondly, these activities are present in Chilean urban YLL classrooms, *listen and do* being the most frequently used, followed by *games*, *songs* and *role play* (8.3.3-III). However, their use was limited by the lack of audio/visual resources and time for planning. In addition, challenges regarding student involvement, monitoring learning and classroom management also impacted on their frequency of use (8.3.3-III).

Having summarised these research findings, I conclude that teachers in Chile used age-appropriate activities for TEYL. Although these teachers were aware that these activities could facilitate children's learning, they felt that their teaching context did not aid or promote their use.

In regards to the use of group work, I found that:

- Firstly, group work was used in less than 50% of the lessons when TEYL (8.4.1).

- Secondly, the teachers' reasons for avoiding the use of group work was due to limited organisation time, lack of monitoring opportunities, and off-task behaviour. Teachers spoke of that time constraints not only with reference to organising the activity with children, but also with reference to the limited time they had to prepare these activities and the few hours of EFL a week. However, these issues were not the only influential factors explaining the relatively spare use of group work use (8.4.2). Further research is needed in order to identify which other elements affect group work implementation.

Having summarised these research findings, I conclude that group work is only occasionally used in Chilean EFL classrooms, partially due to well-known drawbacks, namely off-task behaviour, limited monitoring opportunities, and time limitations for preparing and implementing group work tasks.

Finally, in regards to children's learning experiences, I found that:

- Firstly, YLLs perceived that their EFL lessons were enjoyable, interesting and challenging. Some children indicated that learning English was valuable. In their daily experiences, they mentioned that it allowed them to share their knowledge with family and friends; and that it could be important in the future to communicate with different people. For other students, English was a difficult subject, and in some cases they felt frustrated at not being able to participate as much as they would have liked to in the lesson.

- Secondly, YLLs identified some positive changes in their lessons as a result of the intervention project. For instance, they referred to the use of songs, videos, and role play as activities that are more relevant for children. The four groups consistently reflected upon their learning process and what they liked about their EFL lessons. In general, these children saw some progress in their learning and understanding of the language by the end of the semester.

- Thirdly, some of the groups highlighted the importance of receiving feedback on what they have done or learned at the end of each lesson or activity. Similarly, they showed a preference for and suggested activities and tasks in which they were active, moving, and acting while using the language.

- Fourthly, the groups that used group work enjoyed working with their classmates and supporting each other. It was observed that YLLs engaged in tasks that allowed them to work more independently with a common goal.

Having summarised these research findings, I conclude that YLLs showed their preference for activities that involved movement and gave them an active role, as well as those which provided opportunities to collaborate and cooperate with their classmates. These findings support the idea that children are able to reflect on their learning experiences.

10.3   Research strengths and limitations

In this section, I present my reflection on the strengths and weaknesses of this research project. I start by outlining the way in which this project extends knowledge, as well as some of its methodological strengths (10.3.1). Then, I review the ways in which this research project could be further improved (10.3.2).

10.3.1 Strengths

The present investigation has several strong points. Firstly, the findings regarding the challenges in the Chilean primary classroom resonate with the current literature on TEYL globally, illustrating that the implementation of EFL in Chilean primary state schools is weak, but highly relevant. Therefore, one of the strengths of this investigation is that it provides knowledge about a specific (i.e. Chilean) context, to which little attention has yet been paid, such as the primary language classroom in municipal and subsidised schools. It also contributes to the literature of global practice in TEYL providing information that could help to question and reflect on the expected results and the way TEYL programmes are implemented in the public school classroom in Chile.

Secondly, the current research project was designed to provide a better understanding of the complex array of elements and factors affecting the TEYL in Chilean urban schools. Data were collected at a national level, in order to enable access to a wider number of participants; and within the classroom, in order to focus on the particular teaching-learning processes. The data, methods and analyses of these two dimensions were complemented, in order to obtain a general idea of what was happening in the urban Chilean primary classroom context in regard to TEYL. Additionally, it set up a starting

point of inquiry in the context in which most of EFL teachers in Chile work, municipal and subsidised schools.

Thirdly, this project's design allowed deep insights into the implementation of age-appropriate activities and the situations constraining their use in the given context particular to TEYL. It also indicated that teachers were concerned about improving their practice by providing more learning opportunities; however, they needed more support to accomplish this objective. Furthermore, it illustrates the importance of providing teachers with more time for planning and CPD, showing that teachers with a good level of English will still be unable to do a good job if they lack the methodological knowledge and the time to create meaningful language learning experiences for children at school.

Finally, this research project explored children's learning experiences, which have received little attention so far. For the first time in Chilean ELT research, children's perspectives on learning EFL at school were included. YLL views are shown to be a relevant part of the language classroom, as they are active participants of the teaching-learning process. Learners' voices are rarely heard in Chilean classrooms, despite the active role secondary students have striven to have in shaping the educational system.

10.3.2 Limitations

Several limitations have been identified in this research project. Firstly, the sample used for data collection in the intervention project only involved schools from the capital city. Therefore, these findings may not necessarily reflect the realities of smaller cities in the country which are still considered to be urban.

Secondly, it would have been preferable for the timeframe employed for the data collection in the intervention project to have been a whole academic year. In this way, I would have been able to identify the impact of the incorporation of these activities into the teachers' practices with a greater degree of confidence. Similarly, it would have been beneficial to my interaction with children as I could have more time to develop rapport and trust with more learners in the classes. Unfortunately, due to practical issues of funding and time, I was only able to take the limited time of a semester to conduct this project.

Thirdly, the group interviews with the learners involved a sole group per class with only girls as participants. Even when these findings are relevant and provide valuable information, they should be taken with caution, as they are not necessarily representative of all the learners in those classes. It would have been better to interview a wider range of children from each class. Unfortunately, the short timeframe in which I was at the schools did not allow me to develop closeness and rapport with more children; diversity of learner participants would have provided a wider spectrum of perspectives.

Finally, the questionnaire was online, which prevented contact with teachers with no internet access. The survey could have been complemented with a hardcopy version to

survey a wider number of teachers, but due to time and geographical constraints, this was not possible. Similarly, the instrument could have collected more information about the teaching qualifications, as well as the EFL training they had had or had received from the MoE. This would have enabled me to include more variables in the teachers' profile, and have a better idea of their involvement on MoE initiatives. However, at the data collection stage the diversity of teachers' qualifications working in primary schools and the range of training offered was not available in official documents (see 1.3.2).

10.4   Implications

The findings of this research project have implications for the present and future of TEYL in Chile and in other countries in the Latin-American region regarding research, policy and teaching practice.

10.4.1 Research

This research project presents an overview of the current situation of TEYL in urban Chilean classrooms. Its broad scope opens spaces for further enquiries on particular issues, and through its findings it illustrates that further research is needed in several important areas.

Firstly, the current investigation provides a general summary of the problems faced by Chilean TEYL teachers in urban contexts. It illustrates how contextual learning features impact on teaching and learning. Subsequently, research could be conducted in order to determine the best practices in the Chilean urban context. Inquiries as to the way teachers deal with issues that are out of their control and develop strategies to facilitate learning. An interesting further avenue for exploration would focus on whether these good practices are based on the teacher's characteristics (personality, perceived self-

efficacy[25], qualifications, English competence, etc.) or on other factors, such as school and community support. Similarly, the current research project findings regarding features of the teaching context are consistent with those found in other countries in the Latin-American region (Mayora 2006; Tonelli & Cristovão 2010; Cardenas-Ramos & Hernandez-Gaviria 2011; Mar & Patarroyo 2011; British Council 2015a; 2015c; 2015d; 2015e). This opens lines of inquiry to the TEYL aims, challenges and teacher training present in countries like Argentina, Brazil, Uruguay, Colombia, Ecuador and Peru, and how these countries could learn from each other's experiences and policies.

Secondly, the qualifications that teachers currently working in TEYL have are diverse. This project, consistent with previous studies in the area (Sepúlveda 2009), suggests that teachers TEYL at schools are primary teachers with or without EFL training or EFL specialists with some or no training on teaching children. It would be interesting to assess if there are any differences between these three groups of teachers regarding their practices, perceived self-efficacy, learning opportunities provided and English proficiency. Additionally, further work could be done on the impact that CPD for TEYL could have on specialist EFL teachers or primary teachers' identities, confidence and perceived self-efficacy. I believe that this could be beneficial for two reasons: a) it could provide knowledge about the areas in which teachers need support; and b) it could provide insights into possible mechanisms of peer support.

Thirdly, this research has suggested many questions in need of further investigation related to the role of teacher education institutions and the training provided for dealing with the challenges here identified. Equally, it is not clear how effective the contents of TEYL training programmes currently provided by universities in Chile are, and how

---

[25] Self-efficacy is understood as "the beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura 1997, p.3 in Brouwers & Tomic 2000, p.240).

these are related to the local context. Further knowledge needs to be sought in this regard in order to develop these programmes. Another fruitful area of research is to determine the awareness that universities focusing on EFL for primary education, and pre-service teacher education institutions in general, have with the local primary classroom reality.

Finally, this investigation focuses on only a small number of children's perspectives. Further studies regarding the perspectives on EFL learners from a larger and more diverse cohort would be interesting. It is worth exploring whether factors such as location, type of school, teacher qualification, etc. impact on learner views. Additionally, given the cultural diversity, particularly in the north and south of the country, valuable knowledge may be generated in regards to language identity in regions with a high proportion of indigenous population. At the same time, and more broadly, research is also needed to identify YLL views on EFL versus their own language. So far in Chile, there has been great reference to learners' and teachers' English proficiency; however, little is known about the children's language learning process.

10.4.2 Policy

Based on the findings of this research project, some suggestions can be made to policymakers. Firstly, effective policies may be established after assessing the objectives for EFL in primary and early primary education. These findings exemplify a variety of issues which are not taken into account in the curriculum planning, such as teachers' time availability, school administration, and parents' involvement. For instance, if the curriculum establishes a norm of 1.5 hours of EFL a week, children cannot be expected to attain A1 level (CEFR) after 60 hours a year. Therefore, a reflection on the consistency of aims and the way these fit into the local context, as well as the actual implementation of the policy, is advised. Similarly, if an early curriculum is suggested, and currently implemented as shown in this thesis, there is a need to reflect on the work between early and late primary curriculum, and the possible impact on the secondary curriculum.

Secondly, these findings also inform policy in regards to the type of CPD that is needed in schools. The MoE needs to develop CPD that involves teachers' experiences, and considers their teaching context. This project shows that teachers who were qualified to teach EFL in primary schools were not able to implement age appropriate activities, due to contextual constraints. More initiatives, such as the one presented in Smith et al. (2014), are needed. Furthermore, CPD programmes offered by the MoE need to be assessed against teachers' realities. In other words, unless the MoE adopts a bottom-up approach and gives teachers the opportunity to contribute, the gap between what is expected and what is actually accomplished will not be bridged.

Finally, the current investigation established that policy changes should be informed by research carried out in Chile or regionally in similar contexts in Latin America. Policy

makers need to value the local expertise of researchers and teachers as knowledgeable participants in the local teaching context. Moreover, the MoE has a major role to play in supporting the development of knowledge and research in classrooms and academic institutions.

10.4.3 Practice

The findings of this study have some important implications for future practice. Firstly, this investigation suggests that the YLL role should be as active contributors to the teaching-learning process of EFL in primary school. It has been shown that their views are relevant as active and reflective participants of the teaching-learning process. Given the traditional Chilean school culture, in which the role of children involves listening to the teacher, participating or repeating, and singing and playing as told, it is important to modify this assumed role in the classroom. This requires understanding children to be reliable sources of information, whose views on the type of activities, grouping, and discipline strategies used in the classroom is necessary. YLLs are responsible for their learning process; therefore, they need to be guided to enact that responsibility by providing them with opportunities to develop the skills needed to be independent by organising roles in groups, reflecting on their learning process, and suggesting ways of improving the learning experience.

Secondly, this investigation's findings show that taking into account and getting to know children's learning experiences can provide teachers with useful insights regarding learning processes and expectations. Teachers can take advantage of this knowledge by reflecting on their teaching and impact on learning, giving teachers guidelines for improving teaching materials and strategies, and allowing children to contribute to what is more relevant for them. Giving more agency to children in this

way has been suggested as beneficial for classroom management issues (Stelma & Onat-Stelma 2010). Taking into account the learning environment described in this thesis, considering children as active contributors to the classroom organisation could help teachers to deal with the restricted time available for planning, and to organise the most appropriate classroom setting.

Finally, this research has shown that YLLs provide interesting insights into their own reasons for learning EFL, and the way they learn more effectively. However, some learners did not see English as a language or tool for communication. Therefore, providing children with meaningful reasons to follow instructions could help to deal with the issues of involvement identified in this project, as well as providing support to help deal with different learning expectations. Sharing expectations about the learning process could also be beneficial, as it clarifies for the children what is expected of them, and provides the teacher with a clear idea of what children want from learning EFL at school.

10.5   Concluding remarks

In this thesis I have presented an investigation project carried out in TEYL in urban Chile. This research used a complementary mixed method design, and involved a survey study and an intervention project. It focused on examining four main themes: challenges, listening and speaking activities for YLL, group work and learning experiences.

The findings of this research project suggest that Chilean teachers' main challenges are accounting for learning needs and assessing oral skills individually. In addition, a diversity of issues affecting the EFL lesson was found inside and outside the classroom. Challenges such as large classes, keeping students interested, parental support and classroom discipline were shown to interact within the YLL classroom. Based on these findings, it was argued that the YLL classroom is a complex dynamic system. This investigation's results also suggest that the use of age-appropriate activities and group work in the Chilean urban YLL classroom depended on contextual factors, such as time, classroom size, and availability of teaching resources. Finally, these findings also suggest that children enjoyed activities that engaged them in active participation and movement; at the same time they demanded more opportunities to participate and more feedback from their teachers.

The current research project is one of the few to date that has investigated TEYL in the public school context. Its implications, in line with other similar works, highlight a need to reflect on the reasons for including EFL in early primary education and to evaluate the expected results and implementation process, considering the local classroom context as a crucial element in this process.

The crisis in education in Chile demands changes that bridge the gap in equality. If we assume that learning English at public schools could be a way to contribute to solving this situation, it is necessary to include teachers as key actors in policy planning. It is time for teachers to take their seat at the table and for the authorities to support initiatives to develop knowledge based on teachers' own practice. A dialogue between universities, the community, schools, teachers, learners and policy makers is needed.

Finally, if the Chilean state decides to keep investing more resources in the development of English language skills, research on Chilean ELT is crucial. The impact of language policies and plans for improvement of English skills needs to be assessed, and these evaluation results need to be accessible. Only with joint cooperation between policy-makers, classroom actors and researchers can the development of English language instruction be ensured. English may open doors, but research involving teachers and children's participation is needed in order to understand where, how and why these doors can be opened.

REFERENCES

Abrahams, M. & Farias, M., 2010. Struggling for Change in Chilean EFL Teacher Education. *Colombian Applied Liguistics Journal*, 12(2), pp.110–118. Available at: http://www.scielo.org.co/pdf/calj/v12n2/v12n2a09 [Accessed January 15, 2014].

Agencia de Calidad de la Educación, 2015. *SIMCE 2014 Inglés: Síntesis Resultados de Aprendizaje III Educación Media*, Santiago. Available at: http://archivos.agenciaeducacion.cl/resultados-2014/Sintesis_Resultados_IIIM_2014.pdf.

Agencia de Calidad de la Educación, 2014. Simce 2014: Manual del Profesor Inglés, III Educación Media. Available at: https://s3.amazonaws.com/archivos.agenciaeducacion.cl/documentos-web/Ingl%C3%A9s/Manual_del_profesor_Ingles_Simce_2014.pdf.

Agencia de Calidad de la Educación, 2012. *Sintesis de Resultados Simce 2012, III Educacion Media*, Santiago. Available at: http://www.mineduc.cl/usuarios/mineduc/doc/201306061729100.Resultados_SIMCE_ingles_III_Medio_2012.pdf.

Agostini, M.-G., 2012. Chile's English teachers to be put to the test.pdf. *The Santiago Times*. Available at: http://santiagotimes.cl/chiles-english-teachers-to-be-put-to-the-test/.

Aliaga, L. et al., 2015. RICELT: Creating a research community in Chilean ELT. *ELT Research, The Newsletter of the IATEFL Research Special Interest Group*, January(30).

Alley, D.C., 2005. A Study of Spanish II High School Students ' Discourse During Group Work. *Foreign Language Annals*, 38(2), pp.250–257.

Allwright, D., 1989. *Is Class Size a Problem? Lancaster-Leeds Language Learning, Report No. 3*, Lancaster.

Aranda, A., 2011. Inglés: asignatura reprobada en Chile. *America Economía*, pp.1–3. Available at: www.americaeconomia.com/politica-sociedad/sociedad/ingles-asignatura-reprobada-en-chile [Accessed January 22, 2013].

Arıkan, A. & Taraf, H.U., 2010. Contextualizing young learners' English lessons with cartoons: Focus on grammar and vocabulary. *Procedia - Social and Behavioral Sciences*, 2(2), pp.5212–5215. Available at: http://linkinghub.elsevier.com/retrieve/pii/S1877042810008888 [Accessed July 24, 2014].

Ashman, A.F. & Gillies, R.M., 1997. Children's cooperative behavior and interactions in trained and untrained work groups in regular classrooms. *Journal of School Psychology*, 35(3), pp.261–279. Available at: http://linkinghub.elsevier.com/retrieve/pii/S0022440597000071.

Avalos, B., 2010. Teacher Identity Construction in Reform driven contexts: a Chilean Study. *E-Journal of All India Association for Educational Research*, 22(2). Available at: http://ejournal.aiaer.net/vol22210/3. Beatrice Avalos.pdf.

Avalos, B. & Sotomayor, C., 2012. Cómo ven su identidad los docentes chilenos. *Perspectiva Educacional Formacion de Profesores PUCV*, 51(1), pp.77–95.

Bailey, A.L., 2008. Assessing the Language of Young Learners. *Encyclopedia of Language and Education*, pp.2509–2528.

Baitman, B. & Campos Véliz, M., 2013. A comparison of oral evaluation ratings by native English speaker teachers and non- native English speaker teachers. *Literatura y Lingüística*, 27, pp.171–200.

Baker, J. & Westrup, H., 2000. *The English Language Teacher's Handbook: How to Teach Large Classes with few Resources* 1st ed., London: Continuum VSO.

Barahona, M., 2014. Exploring the Curriculum of Second Language Teacher Education (SLTE) in Chile: a Case Study. *Perspectiva Educacional Formacion de Profesores PUCV*, 53(2), pp.45–67.

Bejarano, Y., 1987. A Cooperative Small-Group Methodology in the Language Classroom. *TESOL Quarterly*, 21(3), pp.483–504.

Bellei, C. & Valenzuela, J.P., 2010. ¿Están las condiciones para que la docencia sea una profesión de alto estatus en Chile? In S. Martinic & G. Elacqua, eds. *¿Fin de Ciclo? Cambios es la gobernanza del sistema educativo*. Santiago: Facultad de Educación, Pontificia Universidad Católica de Chile y Oficina Regional para América Latina y el Caribe UNESCO., pp. 257–284.

Benbow, J. et al., 2007. *Large Class Sizes in the Developing World: What Do We Know and What Can We Do?*, Available at: http://www.equip123.net/docs/E1-LargeClassrooms.pdf.

Bennett, N., 1996. Class Size in Primary Schools: perceptions of headteachers, chairs of governors, teachers and parents. *British Educational Research Journal*, 22(1), pp.33–55. Available at: http://doi.wiley.com/10.1080/0141192960220103 [Accessed April 17, 2014].

Berk, L., 2005. *Child Development* 1st ed., Boston: Allyn and Bacon.

Besser, S. & Chik, A., 2014. Narratives of second language identity amongst young English learners in Hong Kong. *ELT Journal*, 68(3), pp.299–309. Available at: http://eltj.oxfordjournals.org/cgi/doi/10.1093/elt/ccu026 [Accessed July 24, 2014].

Blatchford, P., 2003. A systematic observational study of teachers' and pupils' behaviour in large and small classes. *Learning and Instruction*, 13(6), pp.569–595. Available at: http://linkinghub.elsevier.com/retrieve/pii/S0959475202000439 [Accessed April 17, 2014].

Blatchford, P. et al., 2003. Toward a social pedagogy of classroom group work. *International Journal of Educational Research*, 39(1-2), pp.153–172. Available at: http://linkinghub.elsevier.com/retrieve/pii/S0883035503000788 [Accessed March 19, 2014].

Blázquez Entonado, F. & Tagle Ochoa, T., 2010. Formación docente: un estudio de las creencias de alumnos y profesores sobre el proceso de enseñanza y aprendizaje del inglés. *Revista Iberoamericana de Educación*, 4(54), pp.1–12.

Bourke, J.M., 2006. Designing a topic-based syllabus for young learners. *ELT Journal*, 60(3), pp.279–286. Available at: http://eltj.oxfordjournals.org/cgi/doi/10.1093/elt/ccl008 [Accessed May 16, 2014].

Brewster, J., Ellis, G. & Girard, D., 2002. *The Primary English Teacher's Guide* New Editio., London: Pearson Education Limited.

Brislin, R.W., 1970. Back-Translation for Cross-Cultural Research. *Journal of Cross-Cultural Psychology*, 1(3), pp.185–216. Available at: http://jcc.sagepub.com/cgi/doi/10.1177/135910457000100301 [Accessed July 13, 2014].

British Council, 2015a. *English in Argentina: An examination of policy, perceptions and influencing factors*, Available at: https://www.teachingenglish.org.uk/article/english-latin-america-examination-policy-priorities-seven-countries.

British Council, 2015b. *English in Chile: An examination of policy , perceptions and influencing factors*, Santiago. Available at: https://ei.britishcouncil.org/sites/default/files/latin-america-research/English in Chile.pdf.

British Council, 2015c. *English in Colombia: An examination of policy , perceptions and influencing factors*, Available at: https://www.teachingenglish.org.uk/article/english-latin-america-examination-policy-priorities-seven-countries.

British Council, 2015d. *English in Ecuador: An examination of policy, perceptions and influencing factors*, Available at: https://www.teachingenglish.org.uk/article/english-latin-america-examination-policy-priorities-seven-countries.

British Council, 2015e. *English in Peru: An examination of policy, perceptions and influencing factors*, Available at: https://www.teachingenglish.org.uk/article/english-latin-america-examination-policy-priorities-seven-countries.

British Educational Research Association, B., 2011. Ethical Guidelines for Educational Research. *British Educational Research Association*, p.5. Available at: https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Ethical-Guidelines-2011.pdf.

Broughton, G. et al., 1980. *Teaching English as a Foreign Language* 2nd ed., London: Routledge.

Brouwers, A.. & Tomic, W., 2000. A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education*, 16, pp.239– 253. Available at: 0aacb362&acdnat=1406290731_17f78515d01af70b4527223d1fa6160a.

Brown, H.D., 2010. *Language assessment: principles and classroom practices* 2nd ed., White Plains, N.Y.: Longman.

Brown, H.D., 2004. *Language Assessment: Principles and Classroom Practices* 1st ed., White Plains, N.Y.: Longman.

Brown, H.D., 2001. *Teaching by Principles: An interactive approach to language pedagogy* 2nd ed., New York: Pearson Longman.

Brown, J.D., 2001. *Using surveys in Language Programmes*, Cambridge: Cambridge University Press.

Brühwiler, C. & Blatchford, P., 2011. Effects of class size and adaptive teaching competency on classroom processes and academic outcome. *Learning and Instruction*, 21(1), pp.95–108. Available at: http://linkinghub.elsevier.com/retrieve/pii/S0959475209001157 [Accessed March 27, 2014].

Brumfit, C., Moon, J. & Tongue, R., 1991. *Teaching English to Children: from Practice to Principle*, London: Harper Collins.

Burns, A. & Knox, J.S., 2011. Classrooms as Complex Adaptive Systems: A Relational Model. *TESL-Electronic Journal*, 15(1), pp.1–15. Available at: http://www.tesl-ej.org/wordpress/issues/volume15/ej57/ej57a1/.

Burns, A. & Knox, J.S., 2005. Realisation(s): Systemic-functional linguistics and the language classroom. In N. Bartels, ed. *Applied linguistics and language teacher education*. New York: Springer, pp. 235–260.

Busse, V. & Williams, M., 2010. Why German? Motivation of students studying German at English universities. *Language Learning Journal*, 38(1), pp.67–85.

Büyükyavuz, O., 2013. Professional Competencies Required to Teach English to Young Learners. *Journal of Language and Literature Education*, 9, pp.1–7.

Cakir, A., 2014. Musical Activities for Young Learners of EFL. *The Internet TESL Journal*, pp.1–7. Available at: http://iteslj.org/Lessons/Cakir-MusicalActivities.html [Accessed July 27, 2014].

Çakir, İ., 2004. Designing Activities Classrooms for Young Learners in EFL Classrooms. *GÜ, Gazi Eğitim Fakültesi Dergisi*, 4(3), pp.101–112.

Cameron, L., 2003. Challenges for ELT from the expansion in teaching children. *ELT Journal*, 57(April), pp.105–112.

Cameron, L., 1994. Children's concepts and categories, and implications for the teaching of English. *ELT Journal*, 48(1), pp.28–39. Available at: http://eltj.oxfordjournals.org/content/48/1/28.full.pdf+html?sid=38428949-d16e-47ef-a832-3665036b05a0.

Cameron, L., 2001. *Teaching languages to Young Learners*, Cambridge: Cambridge University Press.

Cameron, L. & Larsen-Freeman, D., 2007. Complex Systems and Applied Linguistics. *International Journal of Applied Linguistics*, 17(2), pp.226–240. Available at: http://doi.wiley.com/10.1111/j.1473-4192.2007.00148.x [Accessed November 30, 2014].

Cardenas-Ramos, R. & Hernandez-Gaviria, F., 2011. Towards the Formulation of a Proposal for Opportunity-to-Learn Standards in EFL Learning and Teaching. *Ikala, Revista de Lenguaje y Cultura*, 28, pp.231–258.

Centro de Estudios, M., 2013. *Estadísticas de la Educación 2013*, Santiago. Available at: http://centroestudios.mineduc.cl/tp_enlaces/portales/tp5996f8b7cm96/uploadImg/File/Estadisticas/Anuario_2013.pdf.

Chen, C.W. & Cheng, Y., 2010. A case study on foreign English teachers' challenges in Taiwanese elementary schools. *System*, 38(1), pp.41–49. Available at: http://linkinghub.elsevier.com/retrieve/pii/S0346251X09001420 [Accessed May 16, 2014].

Christensen, P. & James, A., 2008. *Researching with Children: perspectives and Practices* 2nd ed. P. Christensen & A. James, eds., New York: Routledge.

Christensen, P. & Prout, A., 2002. Working with Ethical Symmetry in Social Research with Children. *Childhood*, 9(4), pp.477–497. Available at: http://chd.sagepub.com/cgi/doi/10.1177/0907568202009004007 [Accessed May 16, 2014].

Clark, E., 1990. Children's Language. In R. Grieve & M. Hughes, eds. *Understanding Children*. Oxford: Oxford University Press, pp. 11–25.

Cohen, E.G., 1994. Restructuring the Classroom : Conditions for Productive Small Groups. *Review of Educational Research*, 64(1), pp.1–35.

Cohen, L., Manion, L. & Morrison, K., 2007. *Research Methods in Education*, Oxon: Routledge.

Coleman, H., 1989a. *Approaches to Management of Large Classes. Lancaster-Leeds Language Learning in Large Classes, Report No. 11*, Lancaster.

Coleman, H., 1989b. *How Large are Large Classes. Lancaster-Leeds Language Learning in Large Classes, Report No.4*, Lancaster.

Coleman, H., 1989c. *Large Classes in Nigeria. Lancaster-Leeds Language Learning in Large Classes, Report No. 6*, Lancaster.

Coleman, H., 1989d. *The Study of Large Classes . Lancaster-Leeds Language Learning in Large Classes, Report No. 2.*, Lancaster.

Committee of the Right of the Child, 2015. *United Nations: Convention on the rights of the child.*,

Copland, F. & Garton, S., 2014. Key themes and future directions in teaching English to young learners: introduction to the Special Issue. *ELT Journal*, 68(3), pp.223–230. Available at: http://eltj.oxfordjournals.org/cgi/doi/10.1093/elt/ccu030 [Accessed July 24, 2014].

Copland, F., Garton, S. & Burns, A., 2013. Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities. *TESOL Quarterly*, 48(4), pp.738–762. Available at: http://onlinelibrary.wiley.com/doi/10.1002/tesq.148/pdf.

Corsaro, W. & Molinari, L., 2008. Entering and observing in children's worlds: a reflection on longitudinal ethnograohy of early education in Italy. In P. Christensen & A. James, eds. *Researching with Children: Perspectives and Practices*. New York: Routledge, pp. 239–259.

Corvalán, J., 2012. *La Subvención Escolar Preferencial en Chile: Mirada a su primera fase de funcionamiento*, Santiago. Available at: http://biblioteca.uahurtado.cl/ujah/reduc/pdf/pdf/txt974.pdf.

Coyle, Y. & Gomez Gracia, R., 2014. Using songs to enhance L2 vocabulary acquisition in preschool children. *ELT Journal*, 68(3), pp.276–285. Available at: http://eltj.oxfordjournals.org/cgi/doi/10.1093/elt/ccu015 [Accessed July 24, 2014].

Creswell, J.W., 2009. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* 3rd ed., London: SAGE Publications, Inc.

Creswell, J.W. & Piano Clark, V.L., 2007. *Designing and Conducting Mixed Methods Research* 2nd ed., London: SAGE Publications, Inc.

Danermark, B. et al., 2002. *Explaining Society: Critical realism in the social sicences*, London: Routledge.

Davidheiser, J.C., 1996. Grammar Groups in the Student-Centered Classroom. *Foreign Language Annals*, 29(2), pp.271–278. Available at: http://doi.wiley.com/10.1111/j.1944-9720.1996.tb02333.x.

Davis, B. & Sumara, D., 2008. Complexity as a theory of education. *Transnational Curriculum Inquiry*, 5(2). Available at: http://nitinat.library.ubc.ca/ojs/index.php/tci.

Davis, R.L., 1997. Group Work is NOT Busy Work: Maximizing Success of Group Work in the L2 Classroom. *Foreign Language Annals*, 30(2), pp.265–279. Available at: http://doi.wiley.com/10.1111/j.1944-9720.1997.tb02348.x.

Delamain, C. & Spring, J., 2003. *Speaking, listening & understanding: games for young childres*, Bicester: Speechmark.

Denis, S., 2009. Strategies of coping with effective teaching and learning in large classes in Secondary Schools in Kampala District. *ERIC Document Reproduction Service No. ED505028.*, (April), pp.1–14. Available at: http://files.eric.ed.gov/fulltext/ED505028.pdf.

Diaz, H., 2009. El inglés y su dominio entre niños y jóvenes. *Educared, Fundación Telefónica*, pp.1–14. Available at: http://educared.fundacion.telefonica.com.pe/desafioseducacion/2009/06/15/el_ingl es_y_su_dominio_entre_n/ [Accessed March 23, 2015].

Díaz Larenas, C., Alarcón Hernández, P. & Ortiz Navarrete, M., 2012. The English teacher: his beliefs about English language assessment at primary, secondary and tertiary levels. *Íkala, Revista de Lenguaje y Cultura*, 17(1), pp.15–26. Available at: http://www.scielo.org.co/scielo.php?pid=S0123-34322012000100002&script=sci_arttext.

Díaz Larenas, C. & Solar Rodriquez, M.I., 2011. La revelación de las creencias lingüístico-pedagógicas a partir del discurso del profesor de inglés universitario. *Revista de Linguistica Teorica y Aplicada*, 49(2), pp.57–86.

Dörnyei, Z., 2003. *Questionnaires in Second Language Research: construction, administration, and processing*, Mahwah, New Yersey; London: Lawrence Erlbaum Associates.

Dörnyei, Z., 2011. *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*, Oxford: Oxford University Press.

Dörnyei, Z., 2014. Researching complex dynamic systems: "Retrodictive qualitative modelling" in the language classroom. *Language Teaching*, 47(1), pp.80–91. Available at: http://www.journals.cambridge.org/abstract_S0261444811000516 [Accessed November 10, 2014].

Dörnyei, Z. & Macintyre, P.D., 2015. Introduction : Applying Complex Dynamic Systems Principles to Empirical Research on L2 Motivation. In Z. Dörnyei, P. D. MacIntyre, & A. Henry, eds. *Motivational dynamics in language learning*. Bristol: Multilingual Matters, pp. 1–7. Available at: http://www.zoltandornyei.co.uk/uploads/2015-dornyei-mac-intyre-henry-2015-mm.pdf.

Dörnyei, Z. & Malderez, A., 1997. Group Dynamics and Foreign Language Teaching. *System*, 25(1), pp.65–81.

Dörnyei, Z. & Murphy, T., 2003. *Group Dynamics in the Language Classroom* 1st ed., Cambridge: Cambridge University Press.

Dowling, J., 2007. English Teaching in Chile : A Failing Grade. *Magazine Business Chile*, pp.1–4. Available at: http://www.businesschile.cl/en/print/news/reportaje-principal/english-teaching-chile-failing-grade.

Drew, I. & Hasselgren, A., 2008. Young language learner (YLL) research: An overview of some international and national approaches. *Acta Didactica Norge*, 2(1), pp.1–18.

Ellis, G. & Brewster, J., 2014. *Tell it again! The storytelling handbook for primary English language teachers*, London: British Council.

Ellis, R. & Heimbach, R., 1997. Bugs and birds: Children's acquisition of second language vocabulary through interaction. *System*, 25(2), pp.247–259. Available at: http://linkinghub.elsevier.com/retrieve/pii/S0346251X97000122.

Enever, J., 2011. *ELLiE: Early Language Learning in Europe* 1st ed. J. Enever, ed., British Council.

Enever, J. & Moon, J., 2009. New global contexts for teaching Primary ELT: Change and challenge. In J. Enever, J. Moon, & U. Raman, eds. *Young Learner English Language Policy and Implementation: International Perspectives*. Reading: Garnet Publishing Ltd., pp. 5–22. Available at: http://www.teachingenglish.org.uk/sites/teacheng/files/Garnet BC version.pdf.

Enever, J., Moon, J. & Raman, U., 2009. *Young Learner English Language Policy and Implementation: International Perspectives* 1st ed. J. Enever, J. Moon, & U. Raman, eds., Reading: Garnet Publishing Ltd.

Epperson, M.K. & Rossman, M.S., 2013. *Strategies for motivating and managing the Chilean classroom*, Santiago: Ministerio de Educació/ Embajada de los Estados Unidos de América.

Fernández Dobao, A., 2014. Vocabulary learning in collaborative tasks: A comparison of pair and small group work. *Language Teaching Research*, 18(4), pp.497–520. Available at: http://ltr.sagepub.com/cgi/doi/10.1177/1362168813519730.

Field, A., 2009. *Discovering statistics using IBM SPSS statistics (and sex and drugs and Rock n' Roll)* 3rd ed., London: SAGE Publications Ltd.

Fonseca Mora, C., 2000. Foreign language acquisition and melody singing. *ELT Journal*, 54(2), pp.146–152. Available at: http://eltj.oxfordjournals.org/content/54/2/146.full.pdf+html.

Forero Rocha, Y., 2005. Promoting Oral Interaction in Large Groups through Task-Based Learning *. *PROFILE, Universidad Nacional de Colombia*, 6, pp.73–81.

Forster, E., 2006. The value of songs and chants for young learners. *Encuentro*, 16, pp.63–68. Available at: http://www.encuentrojournal.org/textos/16.7.pdf.

Fushino, K., 2010. Causal Relationships Between Communication Confidence, Beliefs About Group Work, and Willingness to Communicate in Foreign Language Group Work. *TESOL Quarterly*, 44(4), pp.700–724. Available at: http://openurl.ingenta.com/content/xref?genre=article&issn=0039-8322&volume=44&issue=4&spage=700 [Accessed April 17, 2014].

Gabrielatos, C., 1998. Receptive skills with young learners. In D. Gika, A.-S. & Berwick, ed. *Working with Young Learners: A way ahead*. Whitstable, Kent: IATEFL, pp. 52–60.

Garcia, E.E., 2005. *Teaching and Learning in Two Languages Bilingualism and Schooling in the United States*, New York: Teachers College Press.

Garton, S., Copland, F. & Burns, A., 2011. *Investigating Global Practices in Teaching English to Young Learners* 1st ed., London: British Council.

Garton, S., Copland, F. & Burns, A., 2013. Investigating global practices in teaching English to Young Learners. In S. Sheehan, ed. *British Council ELT Research Papers Volume 1*. London: British Council, pp. 35–68. Available at: http://englishagenda.britishcouncil.org/sites/ec/files/British Council WEB pdf_0.pdf.

Gerngross, G. & Puchta, H., 1994. *Do and understand: 50 action stories for young learners*, Vienna: Addison Wesley Longman Limited.

Gillies, R.M., 2003. Structuring cooperative group work in classrooms. *International Journal of Educational Research*, 39(1-2), pp.35–49. Available at: http://linkinghub.elsevier.com/retrieve/pii/S0883035503000727 [Accessed March 27, 2014].

Gillies, R.M. & Ashman, A.F., 1996. Teaching Collaborative Skills to Primary School Children in Classroom-based Work Groups. *Learning and Instruction*, 6(3), pp.187–200. Available at: http://linkinghub.elsevier.com/retrieve/pii/0959475296000023.

Gimenez, T., 2009. English at Primary school level in Brazil: Challenges and perspectives. In J. Enever, J. Moon, & U. Raman, eds. *Young Learner English Language Policy and Implementation: International Perspectives*. Reading: Garnet Publishing Ltd., pp. 53–60.

Gimenez, T. & Tonelli, J.R., 2013. Building an EFL Curriculum for Young Learners: A Brazilian Experience. *International Journal of English Language and Translation Studies*, 1(3), pp.92–101. Available at: http://www.eltsjournal.org.

Glas, K., 2008. El inglés abre puertas... ¿a qué? Análisis del discurso sobre la enseñanza del inglés en Chile, 2003-2006. *Revista Educacion y Pedagogia*, XX(51), pp.111–122.

Glas, K., 2013. *Teaching English in Chile: A study of teachers perceptions of their professional identity, student motivation and pertinen learning contents* 1st ed., Frankfurt: Peter Lang GmbH.

Glas, K. & Cárdenas-Claros, M.S., 2013. New English cultures and learner autonomy for intrinsic motivation and democratic empowerment in the Chilean context. *English Teaching : Practice and Critique*, 12(3), pp.23–40.

Goh, C. & Taib, Y., 2006. Metacognitive instruction in listening for young learners. *ELT Journal*, 60(3), pp.222–232. Available at: http://eltj.oxfordjournals.org/cgi/doi/10.1093/elt/ccl002 [Accessed April 28, 2014].

Gordon, T., 2007. *Teaching Young Children a Second Language*, London: PRAEGER.

Graddol, D., 2000. *The Future of English? A guide to forecasting the popularity of the English language in the 21st century*, British Council, The English Company (UK) Ltd David.

Greene, J., Caracelli, V. & Graham, W., 1989. Toward a Conceptual Framework for Mixed-Method Evaluation Designs. *Educational Evaluation and Policy Analysis*, 11(3), pp.255–274. Available at: http://www.jstor.org/stable/1163620.

Greenfield Ao, P. & Pérez Vera, V., 2011. Memorandum of Understanding between the Council of Rectors of Chilean Universities and the Group of Eight , Australia. , pp.1–2.

Grugeon, E. et al., 2001. *Teaching speaking and listening in the primary school* 2nd ed., London: David Fulton.

Haggis, T., 2008a. 'Knowledge must be contextual: Some possible implications of complexity and dynamic systems theories for educational research. *Educational Philosophy and Theory*, 40(January 2015), pp.158–176. Available at: http://www.tandfonline.com/doi/pdf/10.1111/j.1469-5812.2007.00403.x.

Haggis, T., 2008b. 'Knowledge must be contextual: Some possible implications of complexity and dynamic systems theories for educational research. *Educational Philosophy and Theory*, 40(1), pp.158–176. Available at: http://onlinelibrary.wiley.com/doi/10.1111/j.1469-5812.2007.00403.x/pdf.

Halliwell, S., 1992. *Teaching English in the Primary Classroom*, Essex: Longman Group UK Limited.

Harfitt, G.J., 2013. Why "small" can be better: an exploration of the relationships between class size and pedagogical practices. *Research Papers in Education*, 28(3), pp.330–345. Available at: http://www.tandfonline.com/doi/abs/10.1080/02671522.2011.653389 [Accessed May 16, 2014].

Harmer, J., 2001. *The Practice of English Language Teaching* 3rd ed., Cambridge: Longman.

Harris, V. & Frith, A., 1990. Group work in the modern languages classroom. *The Language Learning Journal*, 1(1), pp.71–74.

Hasselgren, A., 2000. The assessment of the English ability of young learners in Norwegian schools: an innovative approach. *Language Testing*, 17(2), pp.261–277. Available at: http://ltj.sagepub.com/cgi/doi/10.1177/026553220001700209 [Accessed May 9, 2014].

Hayes, D., 1997. Helping Teachers to Cope with Large Classes. *ELT Journal*, 51(2), pp.106–116.

Hedge, T., 2000. *Teaching and learning in teh language classroom* 1st ed., Oxford: Oxford University Press.

Heigham, J. & Crocker, R.A., 2009. *Qualitative Research in Applied Linguistics: A practical introduction* J. Heigham & R. A. Croker, eds., London: Palgrave Macmillan.

Hensley, J., 2010. A Brief Introduction and Overview of Complex Systems in Applied Linguistics. *Journal of the Faculty of Global Communication, University of Nagasaki No*, 11, pp.83–96.

Herbert, D., Chalmers, D. & Hannam, R., 2003. Teaching Large Classes: Overcoming the myths. *Economic Analysis & Policy*, 33(1), pp.103–117.

Hernandez-Gaviria, F. & Faustino, C.C., 2006. Un estudio sobre la enseñanza de lenguas extranjeras en colegios públicos de la ciudad de Cali. *Revista Lenguaje, Universidad del Valle*, 34, pp.217–250.

Hess, N., 2001. *Teaching Large Multilevel Classes* 1st ed., Cambridge: Cambridge University Press.

Hiep Hoa, P., 2005. "Imported" Communicative Language Teaching: implications for local teachers. *English Teaching Forum*, 43(4), pp.2–9. Available at: http://americanenglish.state.gov/resources/english-teaching-forum-2005-volume-43-number-4#child-636.

Homolová, E., 2010. Motivating Young Learners in Acquiring English through Songs, Poems, Drama and Stories. In R. Trušník & K. Nemčoková, eds. *Theories in Practice: Proceedings of the First International Conference on English and American Studies September 9, 2009*. Zlín, Czech Republic, pp. 233–238. Available at: http://conference.uaa.utb.cz/TheoriesInPractice2009.pdf.

Inostroza, M.-J., 2011. *Assessing Group Work Implementation and the Difficulties Faced by Chilean Teachers of English as a Foreign Language with Young Learners in Large Class*. University of Sheffield.

Inostroza, M.-J., 2013. Teaching EFL to young learners in large classes: Difficulties faced by Chilean teachers. *ELT Research, The Newsletter of the IATEFL Research Special Interest Group*, Spring(28), pp.07–10. Available at: http://resig.weebly.com/uploads/8/1/4/0/8140071/elt_research_issue_28.pdf.

Ivankova, N. V. & Creswell, J.W., 2006. Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice. *Field Methods*, 18(1), pp.3–20. Available at: http://fmx.sagepub.com/cgi/doi/10.1177/1525822X05282260 [Accessed July 10, 2014].

Ives, S.M., 2000. *A Survival Handbook for Teaching Large Classes*, Charlotte: UNC Charlotte Faculty Center for Teaching. Available at: http://teaching.uncc.edu/learning-resources/articles-books/best-practice/large-classes/large-class-handbook.

James, A., Jerks, C. & Prout, A., 1998. *Theorizing childhood*, Cambridge: Polity Press.

Jimakorn, P. & Singhasiri, W., 2006. Teachers' Beliefs Concerning Large-Class English Teaching at the University Level. *Reflections KMUTT Journal of Language Education Department*, 9(August), pp.13–23.

Jin, L. et al., 2014. Studying the motivations of Chinese young EFL learners through metaphor analysis. *ELT Journal*, 68(3), pp.286–298. Available at: http://eltj.oxfordjournals.org/cgi/doi/10.1093/elt/ccu011 [Accessed July 23, 2014].

Johnson, D.W. & Johnson, R.T., 1990. Cooperative learning and achievement. In S. Sharan, ed. *Cooperative learning: Theory and Research*. New York: PRAEGER, pp. 23–37.

Johnson, R.B., Onwuegbuzie, A.J. & Turner, L.A., 2007. Towards a definition of mixed methods research. *Journal of Mixed Methods Research*, 1(2), pp.112–133.

Kim, Y. & Kellogg, D., 2007. Rules Out of Roles: Differences in Play Language and Their Developmental Significance. *Applied Linguistics*, 28(1), pp.25–45. Available at: http://applij.oxfordjournals.org/cgi/doi/10.1093/applin/aml047 [Accessed May 16, 2014].

Kindt, D. et al., 1999. Complexity and the Language Classroom. *Academia: Literature and Language*, 67, pp.235–258. Available at: http://www3.nufs.ac.jp/~kindt/media/complexity.PDF.

Kolsawalla, H., 1999. Teaching Vocabulary through Rhythmic Refrains in Stories. In S. Rixon, ed. *Young Learners of English: Some Research Perspectives*. Essex: Pearson Educational Publishing, pp. 18–31.

Kuchah, H.K., 2013. *Context-Appropriate ELT Pedagogy : An Investigation in Cameroonian Primary Schools by*. University of Warwick.

Kuchah, H.K. & Pinter, A., 2012. " Was this an interview?" Breaking the power barrier in adult-child interviews in an African context. *Issues in Educational Research*, 22(3), pp.283–297.

Kuchah, H.K. & Smith, R., 2011. Pedagogy of autonomy for difficult circumstances: from practice to principles. *Innovation in Language Learning and Teaching*, 5(2), pp.119–140. Available at: http://www.tandfonline.com/doi/abs/10.1080/17501229.2011.577529#.U1ay2fldV 8E.

Kutnick, P., Blatchford, P. & Baines, E., 2002. Pupil Groupings in Primary School Classrooms: Sites for learning and social pedagogy? *British Educational Research Journal*, 28(2), pp.187–206. Available at: http://doi.wiley.com/10.1080/01411920120122149 [Accessed April 17, 2014].

Láng, K., 2009. The Role of Storybooks in Teaching English to Young Learners. *Practice and Theory in Systems of Education*, 4(1), pp.47–54.

Larsen-Freeman, D., 1997. Chaos/Complexity Science and Second Language Acquisition. *Applied Linguistics*, 18(2), pp.141–165. Available at: http://applij.oxfordjournals.org/cgi/doi/10.1093/applin/18.2.141.

Larsen-Freeman, D. & Cameron, L., 2008. *Complex Systems and Applied Linguistics* 1st ed. D. Larsen-Freeman & L. Cameron, eds., Oxford: Oxford University Press.

Lee, Y.-J. & Greene, J., 2007. The Predictive Validity of an ESL Placement Test: A Mixed Methods Approach. *Journal of Mixed Methods Research*, 1(4), pp.366–389. Available at: http://mmr.sagepub.com/cgi/doi/10.1177/1558689807306148 [Accessed September 8, 2014].

Leung, C. & Hawkins, M.R., 2011. Video Recording and the Research Process. *TESOL Quarterly*, 45(2), pp.344–354. Available at: http://dx.doi.org/10.5054/tq.2011.254526.

Lewis, A., 1992. Group Child Interviews as a Research Tool. *British Educational Research Journal*, 18(4), pp.413–421. Available at: http://www.jstor.org/stable/1501300.

Li, D., 1998. "It's Always More Difficult Than You Plan and Imagine": Teachers' Perceived Difficulties in Introducing the Communicative Approach in South Korea. *TESOL Quarterly*, 32(4), p.677. Available at: http://www.jstor.org/stable/3588000?origin=crossref.

Lightbown, P.M. & Spada, N., 2013. *How languages are learned* 4th ed. P. M. Lightbown & N. Spada, eds., Oxford: Oxford University Press.

Linse, C., 2005. *Practical English Language Teaching: Young Learners*, New York: The McGraw-Hill ESL/ELT.

Linse, C., 2006. Using Favorite Songs and Poems with Young Learners. *English Teaching Forum*, 2, pp.38–42. Available at: http://americanenglish.state.gov/resources/english-teaching-forum-2006-volume-44-number-2#child-682.

Lizasoain Conejeros, A. & Becchi Mansilla, C., 2014. Evaluation of a rural self-learning English program in Chile. *Enjoy Teaching Journal*, 2(2), pp.4–18.

Locastro, V., 2001. Large Classes and Student Learning. *TESOL Quarterly*, 35(3), pp.493–496.

Locastro, V., 1989. *Large Size Classes: The Situation in Japan. Lancaster-Leeds Language Learning in Large Classes, Report No. 5*, Lancaster.

Long, M.H. & Porter, P.A., 1985. Group Work, Interlanguage Talk, and Second Language Acquisition. *TESOL Quarterly*, 19(2), pp.207–228.

Loyd, P., 1990. Children's Communication. In R. Grieve & M. Hughes, eds. *Understanding Children*. Oxford: Oxford University Press, pp. 51–70.

Lundberg, G., 2006. Developing teachers of young learners : in-service for educational change and improvement. In M. Nikolov et al., eds. *Teaching modern languages to young learners: teachers, curricula and materials*. Graz: European Centre for Modern Languages / Council of Europe, pp. 21–34. Available at: http://www.ecml.at/Resources/ECMLPublications/tabid/277/PublicationID/8/language/en-EN/Default.aspx.

Lynch, T., 2009. *Teaching second language listening*, Oxford: Oxford University Press.

Mar, L. & Patarroyo, M., 2011. La Enseñanza del Inglés en Tiempos del Plan Nacional de Bilingüismo en Algunas Instituciones Públicas: Factores Lingüísticos y Pedagógicos. *Colombian Applied Liguistics Journal*, 13(2), pp.74–87.

Marinova-Todd, S.H., Marshall, D.B. & Snow, C.E., 2000. Three Misconceptions About Age and L2 Learning. *TESOL Quarterly*, 34(1), pp.9–34. Available at: http://www.jstor.org/stable/3588095.

Mason, J., 2002. *Qualitative Researching* 2nd ed., London: SAGE Publications, Inc.

Matear, A., 2008. English language learning and education policy in Chile: can English really open doors for all? *Asia Pacific Journal of Education*, 28(2), pp.131–147. Available at: http://www.tandfonline.com/doi/abs/10.1080/02188790802036679 [Accessed January 3, 2014].

Mayall, B., 2008. Conversations with Children: Working with Generational Issues. In P. Christensen & A. James, eds. *Researching with Children: Perspectives and Practices*. New York: Routledge, pp. 109–124.

Mayora, C., 2006. Integrating Multimedia Technology in a High School EFL Program. *English Teaching Forum*, 3, pp.14–22.

Mcbride, K., 2009. Percepciones sobre las técnicas utilizadas en la enseñanza de Inglés como lengua extranjera. *UNIVERSUM, Universidad de Talca*, 2(24), pp.94–112.

McDonough, J. & McDonough, S., 1997. *Research Methods for English Language Teachers* 1st ed. J. McDonough & S. McDonough, eds., London: Routledge.

McEvoy, P. & Richards, D., 2006. A critical realist rationale for using a combination of quantitative and qualitative methods. *Journal of Research in Nursing*, 11(1), pp.66–78.

McKay, P., 2006. *Assessing Young Language Learners*, Cambridge: Cambridge University Press.

Mckay, S.L., 2006. *Researching Second Language Classrooms* 1st ed., Mahwah, New Yersey: Lawrence Erlbaum.

McKay, S.L., 2003. Teaching English as an International Language : the Chilean context. *ELT Journal*, 57(2), pp.139–148.

Medina, S.L., 2002. Using Music to Enhance Second Language Acquisition: From Theory to Practice. In S. Lalas, J. & Lee, ed. *Language, Literacy, and Academic Development for English language Learners*. Pearson Educational Publishing.

Medina, S.L. & Hills, D., 1990. The Effects of Music Upon Second Language Vocabulary Acquisition. In *TESOL Annual Meeting 1990*. San Francisco, CA: ERIC Educational Resources Information Centre database.

Mercer, S., 2011. Language learner self-concept: Complexity, continuity and change. *System*, 39(3), pp.335–346. Available at: http://linkinghub.elsevier.com/retrieve/pii/S0346251X11000923 [Accessed November 30, 2014].

Mercer, S., 2013. Towards a Complexity-Informed Pedagogy for Language Learning. *RBLA*, 13(2), pp.375–398.

Mihaljević Djigunović, J., 2009. Impact Learning Conditions on Young FL Learners' Motivation. In M. Nikolov, ed. *Early Learning of Modern Foreign Languages: Processes and Outcomes*. Bristol: Multilingual Matters, pp. 75–89.

Ministerio de Educación, 2012a. Bases Curriculares 2012: Idioma Extranjero Inglés Educacion Basica.

Ministerio de Educación, 2012b. Bases Curriculares 2012: Idioma Extranjero Inglés Educación Básica. , pp.222–247. Available at: http://www.curriculumenlineamineduc.cl/605/articles-21319_programa.pdf.

Ministerio de Educación, 2013. *Bases Curriculares 2013: Idioma Extranjero Inglés 7mo a 2do medio*, Santiago: MINEDUC. Available at: file:///E:/Documents/Sheffield/Bibliography/Chile/Chilean docs/Bases Curriculares 7? B?sico a 2? Medio Ingl?s 2013.pdf.

Ministerio de Educación, 2015a. Caractersticas Postítulo (2015-2016): Orientado a docentes de básica con un nivel mínimo de B1, y para docentes de inglés de media sin la especialización en básica.

Ministerio de Educación, 2005. *Decreto 00170: Imparte Normas Transitorias sobre programa del Subsector de Idioma Extranjero Inglés*, Santiago.

Ministerio de Educación, 2012c. *Decreto 2960: Aprueba Planes y Programas de Estudios de Educación Básica en cursos y asignaturas que indica*, Ministerio de Educación. Available at: http://www.leychile.cl/N?i=1047444&f=2012-12-24&p=.

Ministerio de Educación, 1996. *Decreto 40: Establece objetivos fundamentales y contenidos minimos para educacion basica y fija normas generales de su aplicacion*, Santiago, Chile: Ministerio de Educación. Available at: http://www.leychile.cl/N?i=8043&f=2012-12-19&p=.

Ministerio de Educación, 2000. *Decreto 633: Prorroga Decreto No 634, de 1998, que imparte normas transitorias sobre Subsector de Idioma Extranjero Ingles para 5o y 6o Año de Enseñanza Basica.*, Santiago: Ministerio de Educación. Available at: http://www.leychile.cl/N?i=179987&f=2005-10-14&p=.

Ministerio de Educación, 1998. *Decreto 634: Da normas transitorias sobre programa de subsector Idioma Extranjero-Ingles*, Santiago: Ministerio de Educación. Available at: http://www.leychile.cl/N?i=133682&f=2005-10-14&p=.

Ministerio de Educación, 2002. *Decreto 64: Complementa Decreto No 634, de 1998*, Santiago: Ministerio de Educación. Available at: http://www.leychile.cl/N?i=196277&f=2005-10-14&p=.

Ministerio de Educación, 2015b. Plan de Fortalecimiento de la enseñanza-aprendizaje del inglés FEP Inglés 2015.

Ministerio de Educación, 2012d. Propuesta Curricular Educación Básica, Fundamentos y Objetivos: Idioma Extranjero Inglés. , pp.1–29. Available at: http://curriculumenlinea.mineduc.cl/descargar.php?id_doc=201212111041270.

Ministerio de Educación, 2012e. *Resultados SIMCE III Medio 2010*, Santiago.

Monsalve, S. & Correal, A., 2006. Children's Oral Communication in English Class Activities : An Exploratory Study. *PROFILE, Universidad Nacional de Colombia*, 7, pp.131–146.

Montecinos, C., Sisto, V. & Ahumada, L., 2010. The construction of parents and teachers as agents for the improvement of municipal schools in Chile. *Comparative Educaction*, 46(4), pp.487–508.

Moon, J., 2005a. *Children learning English*, Oxford: Macmillan Education.

Moon, J., 2005b. Teaching English to Young Learners: the Challenges and Benefits. *In English! British Council Portugal*, Winter(October), pp.30–34.

Morales, S. & Ferreira, A., 2008. La efectividad de un modelo de aprendizaje combinado para la enseñanza del inglés como lengua extranjera: estudio empírico. *Revista de Lingüística Teorica y Aplicada*, 46(2), pp.95–118.

Mourao, S., 2014. Taking play seriously in the pre-primary English classroom. *ELT Journal*, 68(3), pp.254–264. Available at: http://eltj.oxfordjournals.org/cgi/doi/10.1093/elt/ccu018 [Accessed July 24, 2014].

Muñoz C, A., 2013. Un tercio de los profesores de Inglés no alcanzan el manejo mínimo del idioma. *El Mercurio*, p.C9.

Muñoz, C., 2006. *Age and the rate of foreign language learning* C. Muñoz, ed., Clevedon: Multilingual Matters Ltd.

Muñoz, C., 2008. Age-related differences in foreign language learning. Revisiting the empirical evidence. *IRAL - International Review of Applied Linguistics in Language Teaching*, 46(3), pp.197–220.

Muñoz, C., 2014a. Contrasting Effects of Starting Age and Input on the Oral Performance of Foreign Language Learners. *Applied Linguistics*, 35(4), pp.463–482.

Muñoz, C., 2011. Input and long-term effects of starting age in foreign language learning. *IRAL - International Review of Applied Linguistics in Language Teaching*, 49(2), pp.113–133.

Muñoz, C., 2014b. Starting age and other influential factors: Insights from learner interviews. *Studies in Second Language Learning and Teaching*, 4(3), pp.465–484.

Muñoz, C. & Singleton, D., 2011. *A critical review of age-related research on L2 ultimate attainment,*

Nakabugo, M.G. et al., 2007. Instructional Strategies for Large Classes : Baseline Literature and Empirical Study of Primary School Teachers in Uganda. *Report of the Proceedings of the Africa-Asia University Dialogue for Basic Education Development Second Reflective Dialogue Meeting*. Available at: http://www.cees.mak.ac.ug/sites/default/files/publications/Kampala_Uganda_0.pdf .

Nakabugo, M.G. et al., 2008. Large Class Teaching in Resource-Constrained Contexts : Lessons from Reflective Research in Ugandan Primary Schools *. *Journal of International Cooperation in Education, CICE Hiroshima University*, 11(3), pp.85–102. Available at: http://home.hiroshima-u.ac.jp/cice/wp-content/uploads/2014/03/11-3-7.pdf.

Nikolov, M., 1999a. 'Natural Born Speakers of English': Code Switching in Pair and Group work un Hungarian Primary Classrooms. In S. Rixon, ed. *Young Learners of English: Some Research Perspectives*. Essex: Pearson Educational Publishing, pp. 72–88.

Nikolov, M. et al., 2007. *Teaching modern languages to young learners: teachers, curricula and materials* 1st ed. M. Nikolov et al., eds., Graz: European Centre for Modern Languages / Council of Europe. Available at: http://www.ecml.at/Resources/ECMLPublications/tabid/277/PublicationID/8/language/en-EN/Default.aspx.

Nikolov, M., 1999b. "Why do you learn English?" "Because the teacher is short." A study of Hungarian children's foreign language learning motivation. *Language Teaching Research*, 3(1), pp.33–56. Available at: http://ltr.sagepub.com/cgi/doi/10.1177/136216889900300103 [Accessed May 16, 2014].

Nixon, C. & Tomlison, M., 2001. *Primary Activity Box: Games and activities for young learners*, Cambridge: Cambridge University Press.

Noels, K.A. et al., 2000. Why Are You Learning a Second Language? Motivational Orientations and Self-Determination Theory. *Language Learning*, 50(1), pp.57–85.

Nunan, D., 1992. *Research Methods in Language Learning*, Cambridge: Cambridge University Press.

Nunan, D., 2011. *Teaching English to Young Learners* 1st ed., Anaheim, California: Anaheim University Press.

O'Sullivan, M.C., 2006. Teaching large classes: The international evidence and a discussion of some good practice in Ugandan primary schools. *International Journal of Educational Development*, 26(1), pp.24–37. Available at: http://linkinghub.elsevier.com/retrieve/pii/S0738059305000519 [Accessed April 17, 2014].

OECD, 2004. *Reviews of National Policies for Education: Chile 2004*, Paris. Available at: http://www.facso.uchile.cl/psicologia/epe/_documentos/GT_cultura_escolar_politica_educativa/recursos bibliograficos/articulos relacionados/oecd(2004)revisiondepoliticaseducacionenchile.pdf.

Onat-stelma, Z., 2005. *Moving from teaching older learners to young learners : cases of English language teachers in Turkey*. University of Leeds.

Oxford, R.L., 1997. Collaborative Cooperative Learning , and Interaction : Three Learning , Communicative Strands in the Language Classroom. *The Modern Language Journal*, 81(4), pp.443–456.

Pasigna, A.L., 1997. IEQ Project: Tips on How to Manage a Large Class A. L. Pasigna, ed. *Improving Educational Quality Project*, (January). Available at: http://www.ieq.org/pdf/largeclass.pdf.

Pedder, D., 2006. Are small classes better? Understanding relationshipd between class size, classroom processes and pupils' learning. *Oxford Review of Education*, 32(2), pp.213–234.

Peñate Cabrera, M. & Bazo Martínez, P., 2001. The effects of repetition, comprehension checks, and gestures, on primary school children in an EFL situation. *ELT Journal*, 55(July), pp.281–288.

Philip, L.J., 1998. Combining quantitative and qualitative approaches to social research in human geography -- an impossible mixture? *Environment and Planning A*, 30(2), pp.261–276. Available at: http://www.envplan.com/abstract.cgi?id=a300261.

Piaget, J., 1929. *The Child's Conception of the World*, London: Routledge & Kegan Paul Ltd.

Pinter, A., 2014. Child Participant Roles in Applied Linguistics Research. *Applied Linguistics*, 35(2), pp.168–183. Available at: http://applij.oxfordjournals.org/content/35/2/168.full.pdf+html [Accessed May 1, 2014].

Pinter, A., 2011. *Children Learning Second Languages* 1st ed., Basingstoke: Palgrave Macmillan. Available at: http://www.palgraveconnect.com/doifinder/10.1057/9780230302297.

Pinter, A., 1999. Investigation into task-based strategy use with young learners of English. In S. Rixon, ed. *Young Learners of English: Some Research Perspectives*. Essex: Pearson Education Limited, pp. 1–17.

Pinter, A., 2006. *Teaching Young Language Learners* 1st ed., Oxford: Oxford University Press.

Pinter, A., Kuchah, H.K. & Smith, R., 2013. Researching with children. *ELT Journal*, 67(4), pp.484–487. Available at: http://eltj.oxfordjournals.org/content/67/4/484.full.pdf+html.

Pinter, A. & Zandian, S., 2014. "I don"t ever want to leave this room': benefits of researching "with" children. *ELT Journal*, 68(1), pp.64–74. Available at: http://eltj.oxfordjournals.org/cgi/doi/10.1093/elt/cct057 [Accessed April 28, 2014].

Pinter, A. & Zandian, S., 2012. "I thought it would be tiny little one phrase that we said, in a huge big pile of papers": children's reflections on their involvement in participatory research. *Qualitative Research*, pp.1–16. Available at: http://qrj.sagepub.com/cgi/doi/10.1177/1468794112465637 [Accessed May 16, 2014].

Quintero Gorzo, J. & Ramirez Contreras, O., 2011. Understanding and Facing Discipline-Related Challenges in the English as a Foreign Language Classroom at Public Schools. *PROFILE, Universidad Nacional de Colombia*, 13(2), pp.59–72.

Rahm, E. & Do, H.H., 2000. Data Cleaning : Problems and Current Approaches. *IEEE Data Eng. Bull*, 23(4), pp.3–13. Available at: http://dc-pubs.dbs.uni-leipzig.de/files/Rahm2000DataCleaningProblemsand.pdf.

Ramírez-Salas, M., 2005. Grouping Techniques in an EFL Classroom. *Actualidades Investigativas en Educacion, Universidad de Costa Rica*, 5, pp.1–14.

Ramirez-Verudgo, D. & Alonso-Belmonte, I., 2007. Using Digital Stories to Improve Listening Comprehension with Spanish Young Learners of English. *Language Learning & Technology*, 11(1), pp.87–101. Available at: http://llt.msu.edu/vol11num1/ramirez/.

Renaud, S., Tannenbaum, E. & Stantial, P., 2007. Student-Centered Teaching in Large Classes with Limited Resources. *English Teaching Forum*, 3, pp.12–18. Available at: http://americanenglish.state.gov/files/ae/resource_files/07-45-3-c.pdf.

Rhoades, G., 2013. Minimizing the Chaos through Cooperative Classroom Management. *English Teaching Forum*, 4, pp.28–34. Available at: http://americanenglish.state.gov/resources/english-teaching-forum-2013-volume-51-number-4#child-1620.

Riazi, A.M. & Candlin, C.N., 2014. Mixed-methods research in language teaching and learning: Opportunities, issues and challenges. *Language Teaching*, 47(02), pp.135–173. Available at: http://www.journals.cambridge.org/abstract_S0261444813000505 [Accessed September 7, 2014].

Richards, K., Ross, S. & Seedhouse, P., 2012. *Research Methods for Aplied Language Studies: An advanced resource book for students* 1st ed., Oxon: Routledge.

Rixon, S., 2013. *British Council Survey of Policy and Practice in Primary English Language Teaching Worldwide*, London: British Council. Available at: http://www.teachingenglish.org.uk/sites/teacheng/files/D120 Survey of Teachers to YLs_FINAL_Med_res_online.pdf.

Rixon, S., 1991. The role of fun and games activities in teaching young learners. In C. Brumfit, J. Moon, & R. Tongue, eds. *Teaching English to Children: from Practice to Principle*. London: Harper Collins, pp. 33–48.

Roberts, H., 2003. Children's participantion in policy matters. In C. Hallett & A. Prout, eds. *Hearing the voice of children: social policy for a new century*. London: RoutledgeFalmer, p. 264.

Rojas-Drummond, S. & Mercer, N., 2003. Scaffolding the development of effective collaboration and learning. *International Journal of Educational Research*, 39(1-2), pp.99–111. Available at: http://linkinghub.elsevier.com/retrieve/pii/S0883035503000752 [Accessed March 22, 2014].

Santiago, P. et al., 2013. *OECD Reviews of Evaluation and Assessment in Education: Teacher Evaluation in Chile*, Santiago. Available at: http://www.oecd.org/chile/OECD Review Teacher Evaluation Chile.pdf.

Sayer, P. & Ban, R., 2014. Young EFL students' engagements with English outside the classroom. *ELT Journal*, 68(3), pp.321–329. Available at: http://eltj.oxfordjournals.org/cgi/doi/10.1093/elt/ccu013 [Accessed July 24, 2014].

Scott, W., 1980. *Are you listening?*, Oxford: Oxford University Press.

Scott, W. & Ytreberg, L., 1990. *Teaching English to Children*, New York: Longman.

Sepúlveda, M.T., 2009. The Importance of Affect in Teaching and Coursebooks for Young Learners in Chile. *Humanising Language Teaching*. Available at: http://www.hltmag.co.uk/dec09/mart01.htm.

Sevik, M., 2012. Teaching Listening Skills to Young Learners through "Listen and Do" Songs. *English Teaching Forum*, 3, pp.10–17. Available at: http://americanenglish.state.gov/resources/english-teaching-forum-2012-volume-50-number-3#child-1351.

Seyyedrezae, S.H., 2014. The Application of Chaos / Complexity Theory in Classroom Teaching, Task Design and Lesson Planning. *Journal of Language Science & Linguistics*, 2(2), pp.27–32. Available at: http://www.jlsljournal.com.

Shak, J. & Gardner, S., 2008. Young learner perspectives on four focus-on-form tasks. *Language Teaching Research*, 12(3), pp.387–408. Available at: http://ltr.sagepub.com/content/12/3/387.full.pdf+html.

Shamim, F. et al., 2007. *Maximizing Learning in Large Classes* 1st ed., Ethiopia: British Council. Available at: http://englishagenda.britishcouncil.org/sites/ec/files/ELT-16-screen-Maximising.pdf.

Shamim, F., 2012. Teaching large classes. In A. Burns & J. C. Richards, eds. *The Cambridge guide to pedagogy and practice in second language teaching*. New York: Cambridge University Press, pp. 95–102.

Shintani, N., 2011. A comparative study of the effects of input-based and production-based instruction on vocabulary acquisition by young EFL learners. *Language Teaching Research*, 15(2), pp.137–158. Available at: http://ltr.sagepub.com/content/15/2/137.full.pdf+html.

Shintani, N., 2012. Input-based tasks and the acquisition of vocabulary and grammar: A process-product study. *Language Teaching Research*, 16(2), pp.253–279. Available at: http://ltr.sagepub.com/content/16/2/253.full.pdf+html.

Shute, V.J., 2008. Focus on Formative Feedback. *Review of Educational Research*, 78(1), pp.153–189. Available at: http://rer.sagepub.com/cgi/doi/10.3102/0034654307313795 [Accessed April 30, 2014].

Smith, R., 2011. Teaching English in difficult circumstances: a new research agenda. In T. Pattison, ed. *IATEFL 2010 Conference Selections*. Canterbury: IATEFL.

Smith, R., Connelly, T. & Rebolledo Cortés, P., 2014. Teacher-research as continuing professional development a project with Chilean secondary school teachers. In D. Hayes, ed. *Innovations in the continuing professional development of English language teachers*. London: British Council, pp. 111–132.

Stelma, J. & Onat-Stelma, Z., 2010. Foreign language teachers organising learning during their first year of teaching young learners. *Language Learning Journal*, 38(2), pp.193–207.

Tagle Ochoa, T. et al., 2014. Creencias sobre el aprendizaje del inglés en la formación inicial docente. *Educere, Investigació arbitrada*, 18(61), pp.473–482.

Tagle, T. et al., 2012. Las creencias de autoeficacia percibida de estudiantes de pregrado de pedagogía en inglés. *Revista Iberoamericana de Educación*, 58(4), pp.1–12.

Tolmie, A.K. et al., 2010. Social Effects of Collaborative Learning in Primary Schools. *Learning and Instruction*, 20(3), pp.177–191. Available at: http://linkinghub.elsevier.com/retrieve/pii/S0959475209000061 [Accessed March 26, 2014].

Tomlinson, B. & Masuhara, H., 2009. Playing to Learn: A Review of Physical Games in Second Language Acquisition. *Simulation & Gaming*, 40(5), pp.645–668. Available at: http://sag.sagepub.com/content/40/5/645.full.pdf+html.

Tonelli, J. & Cristovão, V.L., 2010. O papel dos cursos de Letras na formação de professores de inglês para crianças. *Calidoscópio*, 8(2005), pp.65–76. Available at: http://revistas.unisinos.br/index.php/calidoscopio/article/view/159/15.

Torche, P., 2012. Estudio descriptivo de los planes de estudio de pedagogía en inglés de algunas universidades chilenas , y análisis de las necesidades de los potenciales empleadores. Available at: http://piap.cl/seminarios/archivos/2do-seminario/pablo-torche/Pablo-Torche-Estudio-Descriptivo-Planes-De-Estudio-Pedagogia-En-Ingles.pdf.

Tragant, E., 2006. Language learning motivation and age. In C. Muñoz, ed. *Age and the rate of foreign language learning*. Clevedon: Multilingual Matters, pp. 237–267.

Turányi, Z., 2011. An Exploratory Study of Beliefs and Practices in a First Grade EFL Class. In G. Szabó, J. Horvath, & M. Nikolov, eds. *University of Pécs Roundtable 2009: Empirical Studies in English Applied Linguistics*. Pécs: Lingua Franca Csoport, pp. 13–20. Available at: http://mek.oszk.hu/10000/10042/10042.pdf.

Turek, A., 2013. Engaging Young Learners in L2 Research. *Language Studies Working Papers, University of Reading*, 5, pp.32–40. Available at: http://www.reading.ac.uk/web/FILES/english-language/elal_5_Turek.pdf.

UNESCO, 2006. *Practical Tips for Teaching Large Classes: A Teacher's Guide* 1st ed. C. Haddad, ed., Bangkok: UNESCO. Available at: http://unesco.org.pk/education/icfe/resources/res15.pdf.

Ur, P., 1999. *A Course in Language Teaching. Trainee Book* 1st ed., Cambridge: Cambridge University Press.

Valenzuela, J.P., Bellei, C. & de los Ríos, D., 2013. Socioeconomic school segregation in a market-oriented educational system. The case of Chile. *Journal of Education Policy*, 29(2), pp.217–241. Available at: http://dx.doi.org/10.1080/02680939.2013.806995.

Vallerand, R.J. et al., 1993. On the Assessment of Intrinsic, Extrinsic, and Amotivation in Education: Evidence on the Concurrent and Construct Validity of the Academic Motivation Scale. *Educational and Psychological Measurement*, 53(1), pp.159–172. Available at: http://epm.sagepub.com/cgi/doi/10.1177/0013164493053001018 [Accessed May 16, 2014].

Veeman, S., Kenter, B. & Post, K., 2000. Cooperative learning in Dutch primary classrooms. *Educational Studies*, 26(3), pp.281–302.

Véliz Campos, M., 2011. A critical interrogation of the prevailing teaching model(s) of English pronunciation at teacher-training college level: A Chilean evidence-based study. *Literatura y lingüística*, (23), pp.213–236. Available at: http://www.scielo.cl/scielo.php?script=sci_arttext&pid=S0716-58112011000100012&lng=en&nrm=iso&tlng=en.

Véliz Campos, M., 2007. The (potential) impact of Mentoring on English language teaching in Chile at school level. *Literatura y lingüística*, (18), pp.213–218.

Vygotsky, L.S., 1978. *Mind in society: the development of higher psychological processes* 1st ed., London: Harvard University Press.

Wang, Q. & Zhang, N., 2011. *Teaching Large Classes in China – English as a Foreign Language, (Beijing Normal University, China)*, Beijin. Available at: http://www2.warwick.ac.uk/fac/soc/al/research/groups/ellta/activities/telc/5._wang_qiang_overview_of_china_research_0.pdf.

Watson-Todd, R., 2006. Special Issue: Large Classes. *Reflections KMUTT Journal of Language Education Department*, 9(August).

Webb, N.M. & Mastergeorge, A., 2003. Promoting effective helping behavior in peer-directed groups. *International Journal of Educational Research*, 39(1-2), pp.73–97. Available at: http://linkinghub.elsevier.com/retrieve/pii/S0883035503000740 [Accessed March 24, 2014].

Wesely, P.M., 2010. Language Learning Motivation in Early Adolescents: Using Mixed Methods Research to Explore Contradiction. *Journal of Mixed Methods Research*, 4(4), pp.295–312. Available at: http://mmr.sagepub.com/cgi/doi/10.1177/1558689810375816 [Accessed November 7, 2014].

Wheeldon, J. & Ahlberg, M.K., 2012. Mapping Mixed-Methods Research: Theories, Models and Measures. In *Visualizing Social Science Research*. London: SAGE Publications, Inc, pp. 113–148.

Wilson, V., 2002. *Does Small Really Make a Difference?: A review of the literature on the effects of class size on teaching practice and pupils' behaviour and attainment*, Glasgow.

Wisniewska, D., 2013. Interest and interest-enhancing strategies of adolescent EFL learners. *ELT Journal*, 67(2), pp.210–219.

Wolfinger, N.H., 2002. On writing fieldnotes: collection strategies and background expectancies. *Qualitative Research*, 21(1), pp.85–95.

Wood, D., 1998. *How Children Think and Learn* 2nd ed., Oxford: Blackwell Publishing.

Woodhead, M. & Faulkner, D., 2008. Subjects, Objects or Participants: Dilemmas of Psychological Research with Children. In P. Christiansen & A. James, eds. *Research with Children: Perspectives and Practices*. London: Routledge, pp. 10–39.

Yáñez, L. & Coyle, Y., 2011. Children's perceptions of learning with an interactive whiteboard. *ELT Journal*, 65(4), pp.446–457. Available at: http://eltj.oxfordjournals.org/content/65/4/446.full.pdf+html?sid=38428949-d16e-47ef-a832-3665036b05a0.

Yıldırım, R. & Doğan, Y., 2010. Young learner English teacher profile from students' perspective. *Procedia - Social and Behavioral Sciences*, 2(2), pp.1615–1619. Available at: http://linkinghub.elsevier.com/retrieve/pii/S1877042810002867 [Accessed May 16, 2014].

Yim, S.Y., 2014. An anxiety model for EFL young learners: A path analysis. *System*, 42, pp.344–354. Available at: http://linkinghub.elsevier.com/retrieve/pii/S0346251X14000049 [Accessed May 16, 2014].

Youngs, C.S. & Youngs, G. a, 2001. Predictors of Mainstream Teachers' Attitudes Toward ESL Students. *Tesol Quarterly*, 35(1), pp.97–120.

Yuliana, Y., 2003. Teaching English to Young Learners through Songs. *K@ta: a Biannual Publication on the Study of Language and Literature*, 5(1), pp.62–66. Available at: http://puslit2.petra.ac.id/ejournal/index.php/ing/article/view/15498.

Zachariadis, M., Scott, S. & Barrett, M., 2013. Methodological Implications of Critical Realism for Mixed-Methods Research. *MIS Quarterly*, 37(3), pp.855–879. Available at: http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=89477782&lang=fr&site=ehost-live\nfiles/1992/Zachariadis-2013-Methodological Implications o.pdf.

Zuengler, J., Ford, C. & Fassnacht, C., 1998. *Analyst Eyes and Camera Eyes: Theoretical and Technological Considerations in "Seeing" the Details of Classroom Interaction*, Albany, New York. Available at: http://files.eric.ed.gov/fulltext/ED427333.pdf.

APPENDICES

Appendix A: Pilot Teachers' Questionnaire from MA Dissertation

ENGLISH VERSION

Dear Colleague,

I am conducting a small-scale piece of research into issues faced by Chilean teachers of English as a foreign language with young learners in large classes. The topic is very much under-researched in our country, and that is why I intend to explore this area.

The following questionnaire forms part of my investigation. I invite you to spend short time in its completion as you have most experience in this particular field.

If you are willing to be involved, please complete the questionnaire in the following link by the 17th July.

The questionnaire will take around 20 minutes to complete. You do not need to write your name, unless you want to be interviewed by me at a later stage of my research. **Confidentiality and anonymity are assured.** There are no right or wrong answers; therefore, the success of this study depends on that your answers are as truthful as possible regarding teaching English as a foreign language with young learners in large classes.

If you wish to discuss any aspects of the study then please do not hesitate on contact me.

I will appreciate your participation a lot. May I thank you, in advance, for your valuable contribution.

Yours sincerely,

Maria Jesus Inostroza Araos

MA Student, Applied Linguistics with TESOL

University of Sheffield

minostroza1@sheffield.ac.uk

The following data will be used for Maria Jesus Inostroza Araos MA Dissertation in Applied Linguistics with TESOL.

If you agree, please tick ✔ the box

335

I.   Answer the following questions.

- Do you teach Year 6 students? Yes / No

- How many students are there in the Year 6 class where you teach? ____

II. **Please tick one answer for each option.** Taking into account your teaching practice with young learners of Year 6, indicate the degree of difficulty to achieve the following:

		Very Easy	Easy	Neutral	Difficult	Very Difficult
1.	Keep students interested.	1	2	3	4	5
2.	Make all students to participate in the activities.	1	2	3	4	5
3.	Give learners the opportunity to express themselves in English.	1	2	3	4	5
4.	Identifying learners' difficulties.	1	2	3	4	5
5.	Accounting for different individual learning styles.	1	2	3	4	5
6.	Monitoring learners' progress.	1	2	3	4	5
7.	Assessing learners individually.	1	2	3	4	5
8.	Providing feedback.	1	2	3	4	5
9.	Providing remedial actions to learners.	1	2	3	4	5
10.	Managing discipline.	1	2	3	4	5
11.	Managing time effectively in the lessons.	1	2	3	4	5
12.	Managing classroom setting (moving furniture).	1	2	3	4	5

III.   Would you like to add any difficulty that you face or come across when teaching young learners of Year 6?

IV. **Please tick one answer for each option**. In your teaching practice with young learners of Year 6, how often do you use the following activities:

		Never	Rarely	Sometimes	Regularly	Always
1.	Whole-class teaching	1	2	3	4	5
2.	Group work (3 to 6 students)	1	2	3	4	5
3.	Pair work	1	2	3	4	5
4.	Individual work	1	2	3	4	5

V. **Please tick one answer for each statement**. Indicate your degree of agreement or disagreement with the following statements.

		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1.	Using group work makes me feel no longer in control of the class.	1	2	3	4	5
2.	Group work encourages the use of Spanish.	1	2	3	4	5
3.	In group work students' errors are reinforced.	1	2	3	4	5
4.	It is difficult to monitor group work in the classroom.	1	2	3	4	5

I.   **Please tick one answer for each statement.** Indicate your degree of agreement or disagreement with the following statements.

		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1.	When students work in groups, they are actively involved in real communication contexts.	1	2	3	4	5
2.	When working in groups language learning is much more meaningful.	1	2	3	4	5
3.	Group work creates a positive climate in the classroom.	1	2	3	4	5
4.	Group work increases the opportunities to practice English.	1	2	3	4	5
5.	Group work enables students to learn from one another.	1	2	3	4	5
6.	Group work promotes students' responsibility for learning.	1	2	3	4	5

II.   Is there any other situation that has not been mentioned in this questionnaire but you think it is relevant?

III.   Please, complete the following personal details:

1.   Age: 2.   Female / Male:

3.   English Teaching Qualification: Yes / No   4.   Time teaching English

Other relevant qualifications:

Would you like to be interviewed? Yes / No

If your answer is YES, please complete the following personal information:

Name	
Email address	

Thank you for your cooperation!

Appendix B: Teachers' Online Questionnaire

ENGLISH VERSION

LimeSurvey   English ▾

Questionnaire Teacher of English in Primary Education

The
University
Of
Sheffield.

School Of
English
Literature,
Language &
Linguistics.

Dear Colleage,

My name is María Jesús Inostroza, and I am a Teacher of English. I am carrying out a doctoral research project in Applied Linguistics in the University of Sheffield, United Kingdom.

This questionnaire is part of this project, entitled *Developing Listening and Speaking Skills of Young Learners in LargeClasses*. If you teach in primary education, please fill in the following survey based on your experience in the classroom.

The survey takes around 8 minutes to be completed. It is ensured that all responses are strictly anonymous and will be only used for academic purposes. **Confidentiality and anonimaty are also assured, so all personal data provided will not be disclosed under any circumstances.**

There are no good or bad answers; therefore, the success of this study depends on your answers being as reliable as possible in regards to what happens in the classroom.

If you have any question about the project or any problem when answering the survey, please do not hesitate to contact me at minostroza1@sheffield.ac.uk

I appreciate your participation and am very thankful for your valuable participation.

Yours sincerely,

María Jesús Inostroza Araos – Teacher of English
PhD Candidate in English Language and Linguistics
University of Sheffield. UK
Minostroza1@sheffield.ac.uk

By answering this questionnaire you agree that your data will be used as part of my PhD Thesis in English Language and Linguistics. Eventually this data will be used for publications in journals in the field of study as well as conferences and presentations in Chile and abroad.

There are 45 questions in this survey.

Next ▶

Load unfinished survey   Exit and clear survey

LimeSurvey

English ▼

Questionnaire Teacher of English in Primary Education

0% [   ] 100%

Personal Details

Please, complete the following details

*Age

Only numbers may be entered in this field.

[   ]

*Gender

○ Female   ○ Male

*English Teaching Qualification

○ Yes   ○ No

Next ➡

Resume later | Exit and clear survey

LimeSurvey

English ▼

Questionnaire Teacher of English in Primary Education

0% [   ]
100%

English proficiency

*Do you have any international examination certificates?

◉ Yes   ○ No

🔵 Please, choose from the following options

International Examination Certificate

Check any that apply

☐ KET

☐ PET

☐ FCE

☐ CAE

☐ IELTS

☐ TOEFL

Other: [   ]

🔵 If you have an international examination certificate please choose from the following options

Mark or Score

Check any that apply

☐ A

☐ B

☐ C

☐ D

☐ E

☐ U

Other: [   ]

Next ➡

Resume later | Exit and clear survey

LimeSurvey

English ▾

Questionnaire Teacher of English in Primary Education

0% ▭ 100%

English proficiency

*Do you have any international examination certificates?

○ Yes   ◉ No

ⓘ Please, choose from the following options

*If you do NOT have any international certifications, please mention how you self-asses your English proficiency

Check any that apply

☐ Initial

☐ Basic

☐ Low Intermediate

☐ Intermediate

☐ High Intermediate

☐ Advanced

Next ➡

Resume later | Exit and clear survey

LimeSurvey

English ▾

Questionnaire Teacher of English in Primary Education

0% ▭ 100%

Teaching Experience

*How long have you been teaching English?

Only numbers may be entered in this field.

*How much of you teaching experience has been with young learners?

Only numbers may be entered in this field.

Other relevant qualifications

ⓘ (for example: TKMT, training courses in primary methodology, etc)

Next ➡

Resume later | Exit and clear survey

LimeSurvey

English ▼

Questionnaire Teacher of English in Primary Education

0% ▭▭▭▭▭ 100%

Location and Teaching Context

*Region

Choose one of the following answers

Please choose... ▼

*Name of the you school you work at

ⓘ This information will **NOT** be **disclosed**. It is required mainly for data analysis procedures.

*What type of school is the one you teach most of the time?

Choose one of the following answers

Please choose... ▼

Next ➡

Resume later | Exit and clear survey

LimeSurvey

English ▼

Questionnaire Teacher of English in Primary Education

0% ▭▭▭▭▭ 100%

Teaching level

Curso a los que enseña inglés

*Do you teach in primary school?

○ Yes ○ No

Next ➡

Resume later | Exit and clear survey

LimeSurvey

English ▼

Questionnaire Teacher of English in Primary Education

0% ▭▭▭▭▭ 100%

Primary education

*In which year/s do you teach English?

Check any that apply

☐ 1ro básico

☐ 2do básico

☐ 3ro básico

☐ 4to básico

☐ 5to básico

☐ 6to básico

☐ 7mo básico

☐ 8vo básico

ⓘ If you teach in more than one year, please mention as appropriate.

Next ➡

Resume later | Exit and clear survey

LimeSurvey

English ▼

Questionnaire Teacher of English in Primary Education

0% ▬▬▬▬▬▬▬ 100%

Teaching Context and Materials

*Who provides your students of course book?

Choose one of the following answers

Please choose... ▼

*What is the average number of students in the classes where you teach?

Only numbers may be entered in this field.

🛈 Please, choose one from the list below

Next ➡

Resume later | Exit and clear survey

LimeSurvey

English ▼

Questionnaire Teacher of English in Primary Education

0% ▬▬▬▬▬▬▬ 100%

The English lesson

Please, consider your teaching practice with primary students for answering this section

*Taking into account your teaching practice with primary students, indicate the <u>degree of difficulty</u> to achieve the following:

	Very Easy	Easy	Neither difficult nor easy	Difficult	Very Difficult
Keep students interested.	○	○	○	○	○
Make all students to participate in the activities.	○	○	○	○	○
Give learners the opportunity to express themselves in English.	○	○	○	○	○

🛈 Please tick one answer for each statement.

Next ➡

Resume later | Exit and clear survey

345

LimeSurvey

English ▾

Questionnaire Teacher of English in Primary Education

0% ▭▭▭ 100%

The English lesson

*Taking into account your teaching practice with primary students, indicate the <u>degree of difficulty</u> to achieve the following

	Very Easy	**Easy**	**Neither difficult nor easy**	**Difficult**	**Very Difficult**
Identifying learners' difficulties.	○	○	○	○	○
Accounting for different individual learning styles.	○	○	○	○	○
Monitoring learners' progress.	○	○	○	○	○
Assessing learners' oral skills individually.	○	○	○	○	○
Providing feedback.	○	○	○	○	○
Providing remedial actions to learners.	○	○	○	○	○

❶ Please tick one answer for each statement.

Next ➡

Resume later | Exit and clear survey

LimeSurvey

English ▾

Questionnaire Teacher of English in Primary Education

0% ▭▭▭ 100%

The English lesson

*Taking into account your teaching practice with primary students, indicate the <u>degree of difficulty</u> to achieve the following:

	Very Easy	**Easy**	**Neither difficult nor easy**	**Difficult**	**Very Difficult**
Managing discipline.	○	○	○	○	○
Managing time effectively in the lessons.	○	○	○	○	○
Managing classroom setting (moving furniture).	○	○	○	○	○

❶ Please tick one answer for each statement.

Next ➡

Resume later | Exit and clear survey

LimeSurvey

Questionnaire Teacher of English in Primary Education

English ▼

0% ▭▭▭▭▭ 100%

The English lesson

*Taking into account your teaching practice with primary students, indicate the degree of difficulty to achieve the following:

	Very Easy	Easy	Neither difficult nor easy	Difficult	Very Difficult
Using games for practicing English.	○	○	○	○	○
Telling stories in English.	○	○	○	○	○
Singing songs, chants and rhymes.	○	○	○	○	○
Doing role plays in English.	○	○	○	○	○
Playing games in English.	○	○	○	○	○
Using Listen and Do activities (listen and draw/colour, listen and put in order, listen and follow instruction-action)	○	○	○	○	○

ℹ Please tick one answer for each statement.

Would you like to add any other activity that you find difficult to when teaching in primary school?

ℹ (150 words max)

Next ➡

LimeSurvey

English ▼

Questionnaire Teacher of English in Primary Education

0% ▮▮▮▮▮▯▯ 100%

The English lesson

*In your teaching practice with primary students, how often do you use the following activities in a semester:

	Never	Rarely 1-25% of your lessons	Sometimes 26-50% of your lessons	Regularly 51-75% of your lessons	Every/ Most of your lesson 76-100%
Tell or listen to stories in English.	○	○	○	○	○
Play games in English.	○	○	○	○	○
Sing songs, chants and rhymes.	○	○	○	○	○
Do role plays in English.	○	○	○	○	○
Use Listen and Do activities (listen and draw/colour; listen and put in order; listen and follow instruction-action).	○	○	○	○	○
Use games for practicing English	○	○	○	○	○

ⓘ Please tick one answer for each statement.

Would you like to add any other activities that you implement when teaching English in primary school?

ⓘ (150 words max)

Next ➡

LimeSurvey

English ▼

Questionnaire Teacher of English in Primary Education

0% ▮▮▮▮▮▯▯ 100%

The English lesson

*In your teaching practice with primary students, how often do you do the following:

	Never	Rarely 1-25% of your lessons	Sometimes 26-50% of your lessons	Regularly 51-75% of your lessons	Every/ Most of your lesson 76-100%
Individual work.	○	○	○	○	○
Pair work.	○	○	○	○	○
Group work (3 to 6 students).	○	○	○	○	○
Whole-class teaching.	○	○	○	○	○

ⓘ Please tick one answer for each statement.

Next ➡

Resume later   Exit and clear survey

LimeSurvey

English ▼

Questionnaire Teacher of English in Primary Education

0% [========   ] 100%

The English lesson

*In your teaching practice with primary students, indicate how much the following factors influence your decision whether to implement group work with your class:

	Very influential	Influential	Somehow influential	Hardly influential
Number of hours of EFL lessons a week.	○	○	○	○
Classroom size.	○	○	○	○
Use of Spanish within the groups.	○	○	○	○
Noise	○	○	○	○
Off-task behaviour.	○	○	○	○
Lack of control over the class	○	○	○	○
Difficulty on monitoring students' work.	○	○	○	○
Reinforcement of students' errors.	○	○	○	○
Involvement in real communication contexts.	○	○	○	○
Positive climate in the classroom.	○	○	○	○
Opportunity to practice English.	○	○	○	○
Opportunity for students to learn from one another.	○	○	○	○
Promotion of students' responsibility for learning.	○	○	○	○

ⓥ Please tick one answer for each statement.

Is there any other aspect that has not been mentioned in this questionnaire but you think it is relevant?

ⓥ (150 words max)

Next ➡

Resume later   Exit and clear survey

LimeSurvey

English ▼

Questionnaire Teacher of English in Primary Education

0% ▭▭▭▭▭ 100%

Follow up

There is a second stage in this project. If you would like to be contacted to take part of this stage please write your contact details as follows:

Name

Email

Any other relevant contact information (e.g. telephone number)

(telephone number, etc)

Submit

Resume later   Exit and clear survey

SPANISH VERSION

Estimado/a Colega,

Mi nombre es María Jesús Inostroza, soy profesora de inglés, y me encuentro realizando un proyecto de investigación doctoral en Lingüística Aplicada en la Universidad de Sheffield (Reino Unido).

El siguiente cuestionario forma parte de este proyecto, y se titula *Desarrollo de habilidades orales y auditivas en inglés con niños de cursos numerosos*. Si usted realiza clases de inglés en enseñanza básica, le solicito completar la siguiente encuesta a partir de su experiencia en la sala de clases.

La encuesta tiene una duración estimada de 8 minutos. Le garantizo que las respuestas entregadas en la misma serán anónimas y se utilizarán solamente con fines académicos. Asimismo, **se asegura la confidencialidad y el anonimato, por lo que los datos personales entregados no serán divulgados bajo ninguna circunstancia.** No existen respuestas buenas ni malas; por lo tanto, el éxito de este estudio depende de que sus respuestas se ajusten a lo que efectivamente ocurre en la sala de clases.

Si tiene alguna consulta acerca del proyecto o alguna dificultad para contestar la encuesta, por favor no dude en contactarme a través de mi correo electrónico minostroza1@sheffield.ac.uk

Le solicito encarecidamente su participación y permítame agradecerle de antemano por tan valiosa contribución. Se despide cordialmente,

María Jesús Inostroza Araos - Profesora de Inglés
Candidata a Doctora en Lengua y Lingüística Inglesa
Universidad de Sheffield. Reino Unido
Minostroza1@sheffield.ac.uk

Al contestar este cuestionario usted autoriza que los datos proporcionados en la encuesta sean utilizados como parte de mi Tesis de Doctorado en Inglés y Lingüística, con la posibilidad que estos sean además utilizados en publicaciones del área de estudio, así como también en conferencias y presentaciones en Chile y el extranjero.

Hay 45 preguntas en este cuestionario

Siguiente ➡

LimeSurvey

Español mexicano ▾

Cuestionario Profesores de Inglés

0% [_____] 100%

Datos Personales

Por favor complete los siguientes datos

*Edad

Solo números deben ser ingresados en esta campo.

[_____]

*Sexo

○ Mujer   ○ Hombre

*Título de profesor/a de inglés

○ Sí   ○ No

Siguiente ➡

Continuar después   Salir y eliminar mis respuestas

0% [_____] 100%

Nivel de Inglés

*¿Tiene una certificación internacional de su nivel de inglés?

◉ Sí   ○ No

Certificacion Internacional

Seleccione las entradas que correspondan

☐ KET

☐ PET

☐ FCE

☐ CAE

☐ IELTS

☐ TOEFL

Otro: [_____]

ⓘ Si posee una certificación internacional por favor elija según corresponda

Puntaje

Seleccione las entradas que correspondan

☐ A

☐ B

☐ C

☐ D

☐ E

☐ U

Otro: [_____]

LimeSurvey   Español mexicano ▼

Cuestionario Profesores de Inglés

0% ▭▭▭▭▭▭ 100%

Nivel de Inglés

*¿Tiene una certificación internacional de su nivel de inglés?

○ Sí   ◉ No

*Si NO posee una certificación internacional, por favor evalúe su nivel de inglés
Seleccione las entradas que correspondan

☐ Inicial

☐ Básico

☐ Intermedio Bajo

☐ Intermedio

☐ Intermedio Alto

☐ Advanced

Siguiente ⇨

Continuar después   Salir y eliminar mis respuestas

LimeSurvey   Español mexicano ▼

Cuestionario Profesores de Inglés

0% ▭▭▭▭▭▭ 100%

Experiencia Docente

*¿Cuánto tiempo lleva enseñando el inglés?
Solo números deben ser ingresados en esta campo.

*¿Cuánto de este tiempo lleva enseñando inglés a niños en enseñanza básica?
Solo números deben ser ingresados en esta campo.

Otros perfeccionamientos o certificaciones relevantes

ⓘ (por ejemplo: TKT, curso de metodología para enseñanza básica, etc)

Siguiente ⇨

Continuar después   Salir y eliminar mis respuestas

353

LimeSurvey   Español mexicano ▼

Cuestionario Profesores de Inglés

0% ▮▮▮▯▯▯ 100%

Ubicación y Contexto de Enseñanza

*Región
Elija una de las siguientes opciones.

Elige una respuesta ▼

*Nombre del establecimiento educacional en que se desempeña

ⓘ Esta información **NO** será publicada, y es solicitada sólo para análisis de datos

*¿En qué tipo de establecimiento se desempeña como profesor/a de inglés la mayor parte del tiempo?
Elija una de las siguientes opciones.

Elige una respuesta ▼

Siguiente ➡

Continuar después   Salir y eliminar mis respuestas

LimeSurvey   Español mexicano ▼

Cuestionario Profesores de Inglés

0% ▮▮▮▯▯▯ 100%

Nivel de Enseñanza
Curso a los que enseña inglés

*¿Hace clases de inglés en enseñanza básica?

◉ Sí   ○ No

Siguiente ➡

Continuar después   Salir y eliminar mis respuestas

LimeSurvey   Español mexicano ▾

Cuestionario Profesores de Inglés

0% ▰▰▱▱ 100%

Cursos de Enseñanza Básica

*¿A qué curso/s le hace clases de inglés?

Seleccione las entradas que correspondan

☐ 1ro básico

☐ 2do básico

☐ 3ro básico

☐ 4to básico

☐ 5to básico

☐ 6to básico

☐ 7mo básico

☐ 8vo básico

ⓘ Si es a más de uno, por favor marque según corresponda.

Siguiente ➡

Continuar después   Salir y eliminar mis respuestas

LimeSurvey   Español mexicano ▾

Cuestionario Profesores de Inglés

0% ▰▰▱▱ 100%

Contexto y Materiales

*¿Quién entrega a los niños el texto de estudio?

Elija una de las siguientes opciones.

Elige una respuesta ▾

*¿Cuál es el número promedio de niños en los cursos que usted hace clases?

Solo números deben ser ingresados en esta campo.

ⓘ Por favor, elija una opción de la lista

Siguiente ➡

Continuar después   Salir y eliminar mis respuestas

LimeSurvey

Español mexicano ▾

Cuestionario Profesores de Inglés

0% ▰▰▰▱▱ 100%

La clase de inglés

*Considerando su práctica pedagógica con alumnos de básica, por favor indique el GRADO DE DIFICULTAD para hacer las siguientes actividades:

	Muy Fácil	Fácil	Ni fácil ni difícil	Difícil	Muy Difícil
Controlar la disciplina.	○	○	○	○	○
Manejar efectivamente el tiempo en las clases.	○	○	○	○	○
Manejar la distribución de la sala de clases (cambiar de lugar el mobiliario).	○	○	○	○	○

ⓘ Por favor seleccione una respuesta por enunciado.

Siguiente ➡

Continuar después   Salir y eliminar mis respuestas

LimeSurvey

Español mexicano ▾

Cuestionario Profesores de Inglés

0% ▭▭▭▭▭ 100%

La clase de inglés

*Considerando su práctica pedagógica con alumnos de básica, por favor indique el GRADO DE DIFICULTAD para hacer las siguientes actividades:

	Muy Fácil	Fácil	Ni fácil ni difícil	Difícil	Muy Difícil
Usar juegos para practicar inglés.	○	○	○	○	○
Contar historias en inglés.	○	○	○	○	○
Cantar canciones o rimas.	○	○	○	○	○
Hacer role play en inglés.	○	○	○	○	○
Hacer juegos en inglés.	○	○	○	○	○
Hacer actividades donde deben escuchar y realizar una acción (escuchar y dibujar/colorear; escuchar y ordenar; escuchar y seguir las instrucciones/acciones).	○	○	○	○	○

🔵 Por favor seleccione una respuesta por enunciado.

¿Le gustaría señalar alguna otra dificultad que tenga que enfrentar (o que le haya tocado vivir) en su práctica pedagógica con niños de enseñanza básica?

🔵 (Máx. 150 palabras)

LimeSurvey

Español mexicano ▼

Cuestionario Profesores de Inglés

0% [====   ] 100%

La clase de inglés

*En su práctica docente con niños de enseñanza básica ¿con qué regularidad realiza las siguientes actividades en un semestre?

	Nunca	Raramente 1-25% de las clases	A veces 26-50% de las clases	Regularmente 51-75% de las clases	Siempre o la mayoría de las clases 76-100%
Contar o escuchar historias en inglés.	○	○	○	○	○
Hacer juegos en inglés.	○	○	○	○	○
Cantar canciones o rimas.	○	○	○	○	○
Hacer role play en inglés.	○	○	○	○	○
Utilizar actividades donde deben escuchar y realizar una acción (escuchar y dibujar/colorear; escuchar y ordenar; escuchar y seguir las instrucciones/acciones).	○	○	○	○	○
Usar juegos para practicar inglés.	○	○	○	○	○

ⓘ Por favor seleccione una respuesta por enunciado.

¿Le gustaría señalar alguna otra actividad que usted realice en su práctica pedagógica con niños de enseñanza básica?

[   ]

ⓘ (Máx. 150 palabras)

LimeSurvey

Español mexicano ▼

Cuestionario Profesores de Inglés

0% [====   ] 100%

La clase de inglés

*En su práctica docente con niños de enseñanza básica ¿con qué regularidad utiliza las siguientes estratégias en un semestre?

	Nunca	Raramente 1-25% de las clases	A veces 26-50% de las clases	Regularmente 51-75% de las clases	Siempre o la mayoría de las clases 76-100%
Trabajo individual	○	○	○	○	○
Trabajo de a dos	○	○	○	○	○
Trabajo grupal (de 3 a 6 niños)	○	○	○	○	○
Enseñar frente a todo al curso	○	○	○	○	○

ⓘ Por favor seleccione una respuesta por enunciado.

Siguiente ➡

[Continuar después] [Salir y eliminar mis respuestas]

359

0% | 100%

La clase de inglés

*En su práctica pedagógica con alumnos de básica, indique el grado de influencia que tienen los siguientes factores para decidir si implementar trabajo grupal en su clase:

	Muy influyente	Influyente	Medianamente Influyente	No influyente
Número de horas de inglés a la semana.	○	○	○	○
Tamaño de la sala de clases.	○	○	○	○
Uso del castellano dentro del grupo.	○	○	○	○
El ruido.	○	○	○	○
Conductas no relacionadas con la actividad por parte de los niños.	○	○	○	○
Falta de control sobre curso.	○	○	○	○
Dificultad para monitorear el trabajo de los niños.	○	○	○	○
Imitación de los errores de sus compañeros.	○	○	○	○
Participación de los niños en un contexto de comunicación real.	○	○	○	○
Clima positivo en la sala de clases.	○	○	○	○
Oportunidad de practicar inglés.	○	○	○	○
Oportunidad para que los niños aprendan unos de otros.	○	○	○	○
Fomento de la responsabilidad de los niños con su aprendizaje.	○	○	○	○

ⓘ Por favor seleccione una respuesta por enunciado.

¿Hay algún otro aspecto que crea que es relevante, y que no haya sido mencionado con anterioridad?

ⓘ (Máx. 150 palabras)

Siguiente ➡

LimeSurvey
Español mexicano ▾

Cuestionario Profesores de Inglés

0% ▭▭▭▭▭▭ 100%

Follow up

Existe una segunda etapa en este proyecto. Si desea ser contactado/a para participar de esta etapa, por favor complete los siguientes datos:

Nombre

Email

Cualquier otra información relevante de contacto

ⓘ (teléfono, etc)

Enviar

Continuar después | Salir y eliminar mis respuestas

Appendix C: Interviews
Appendix C.1 Teachers' Interview: Pre intervention

<u>ENGLISH VERSION</u>

INTERVIEW GUIDE

During this session I want to know some things about you and your English lesson. You are not forced to answer any of the questions, so please feel free to participate as far as you are comfortable. At any time during your participation, **you have the right to withdraw from the interview**, without having to give a reason. All the recordings will be stored and organized by code with no access to your personal information. Thus, **confidentiality and anonymity are assured.** There are no right or wrong answers; therefore, the success of this interview depends on your answers being as truthful as possible regarding what happens in the classroom.

SUBJECT PERSONAL DATA

1. How old are you?
2. Do you have an English Teaching Qualification?
3. How do you self-assess your English proficiency?
4. How long have you been teaching English?
5. How much of your teaching experience has been with young learners?
6. In which Years do you teach English?
7. How many students, on average, are there on your YLL classes?

TEACHING CONTEXT

1. How would you describe teaching English to in your YLL large classes?
2. What are the recurrent issues that you face when teaching them?
3. How do you deal with them?

ACTIVITIES FOR DEVELOPING LISTENING AND SPEAKING

4. Do you use activities such as songs, games, TPR, listen and do, etc?
5. Why do you use them?
6. How often do you use them in a week?

GROUP WORK

7. Do you use group work?

8. Why do you use or not use group work?

   a. How often do you use group work?

   b. Could you describe a typical lesson in which group work has been implemented? What happens? What do the children do? How do they behave? Do they use their native language? What do you do?

9. Do you think group work could be beneficial for implementing these activities?

CONCLUDING THE INTERVIEW

• Would you like to discuss any other issue that you think would be relevant for me?

Thank you for time

SPANISH VERSION

PROFESORES DE INGLÉS EN CURSOS NUMEROSOS

GUÍA DE ENTREVISTA

Muchas gracias por acceder a esta entrevista. El objetivo de esta entrevista es conocer más acerca de usted y sus clases de inglés. No está obligado/a a responder las preguntas, por lo tanto, solo participe en la medida que se sienta a gusto/cómoda. **Usted se reserva el derecho de dejar la entrevista** en cualquier momento durante su participación, sin necesidad de dar un motivo. Todas las grabaciones serán guardadas y organizadas con un código, sin acceso a su información personal. De este modo, **se asegura la confidencialidad y el anonimato**. No existen respuestas correctas o erradas; por lo tanto, el éxito de esta entrevista depende de que sus respuestas se ajusten a lo que efectivamente ocurre en la sala de clases.

DATOS PERSONALES

8. ¿Cuántos años tiene?

9. ¿Posee el título de profesor de inglés? / ¿Tiene un título académico para enseñar inglés?

10. ¿Cómo evalúa su nivel de inglés?

11. ¿Cuánto tiempo lleva haciendo clases de inglés?

12. ¿Cuánto de su experiencia docente ha sido en primer ciclo básico?

13. ¿A qué curso/s le hace clases de inglés?

14. ¿Cuál es el número promedio de niños que tiene en esos cursos?

CONTEXTO DE ENSEÑANZA

10. ¿Cómo describiría enseñar inglés a niños en primer ciclo básico en cursos numerosos?

11. ¿Qué problemas recurrentes tiene cuando hace clases en estos cursos?

12. ¿Cómo las resuelve?/ ¿Cómo afronta estos problemas?

ACTIVIDADES PARA DESARROLLAR HABILIDADES DE COMPRENSIÓN Y EXPRESIÓN ORAL

13. ¿Utiliza actividades como canciones, juegos, actividades de TPR, seguir órdenes, etc.? ¿Por qué las utiliza? ¿Con qué frecuencia las utiliza durante una semana, por ejemplo?

TRABAJO EN GRUPO

14. ¿Utiliza el trabajo en grupo?

15. ¿Por qué utiliza/no utiliza, el trabajo en grupo?

    a. ¿Con qué frecuencia utiliza trabajo en grupo en clases?

    b. ¿Cuál es el objetivo de utilizar trabajo en grupo?

    c. ¿Podría describir una típica clase en que se haya implementado el trabajo en grupo? ¿Qué sucede? ¿Qué hacen los niños? ¿Cómo se comportan? ¿Usan el español (su lengua materna)? ¿Qué hace usted? ¿Cuál es su rol durante la actividad: monitor, controlador, etc?

16. ¿Cree que el trabajo en grupo puede ser beneficioso para la implementación de estas actividades?

CONCLUSIÓN DE LA ENTREVISTA

¿Hay algún tema que le gustaría profundizar/especificar con respecto a lo que hemos hablado?

Gracias por su tiempo.

Appendix C.2 Teachers' Interview: Post-Intervention

CHILEAN TEACHERS OF ENGLISH AS A FOREIGN LANGUAGE IN LARGE CLASSES

INTERVIEW 2: GUIDE

Thank you for taking part of this interview. The objective of this interview is to understand your perspective on the changes implemented in your English class. You are not forced to answer any of the questions, so please feel free to participate as far as you are comfortable. At any time during your participation, **you have the right to withdraw from the interview**, without having to give a reason. All the recordings will be stored and organized by code with no access to your personal information. Thus, **confidentiality and anonymity are assured.** There are no right or wrong answers; therefore, the success of this study depends on your answers are as truthful as possible regarding the new implementations in your lesson.

ACTIVITIES FOR DEVELOPING LISTENING AND SPEAKING

1. How do you perceive the implementation of these new strategies?
2. Do you perceive any changes in children's attitude towards the English lessons?
3. Have you seen any progress in their listening and speaking skills?
4. Could you mention what you have enjoyed and disliked about the implementation so far?

*GROUP WORK

5. In your opinion, has group work helped you to manage this large class?
6. Have you seen any changes in your students' attitude towards working in groups?
7. Do you think that group work has been beneficial for implementing these activities?

CONCLUDING THE INTERVIEW

8. Has the implementation of these new strategies fulfilled your expectations so far?
9. Would you like to discuss any other issue that would be relevant at this stage?

Thank you for time.

SPANISH VERSION
PROFESORES DE INGLÉS EN CURSOS NUMEROSOS
GUÍA DE ENTREVISTA

Muchas gracias por acceder a esta entrevista. El objetivo de esta entrevista es conocer cerca su perspectiva respecto de los cambios implementados en sus clases de inglés. No está obligado/a a responder las preguntas, por lo tanto siéntase en la libertad de responder en la medida de que se sienta a gusto. **Usted se reserva el derecho de dejar la entrevista** en cualquier momento durante su participación, sin necesidad de dar un motivo. Todas las grabaciones serán guardadas y organizadas con un código, sin acceso a su información personal. De este modo, **se asegura la confidencialidad y el anonimato**. No existen respuestas correctas o erradas; por lo tanto, el éxito de esta entrevista depende de que sus sean lo más sinceras posible en relación con las nuevas implementaciones en su curso.

ACTIVIDADES PARA DESARROLLAR HABILIDADES COMPRENSIÓN Y EXPRESIÓN ORAL

1. ¿Cómo percibe la implementación de estas nuevas estrategias?
2. ¿Percibe algún cambio en la actitud de los niños respecto de la clase de inglés?
3. ¿Ha visto algún progreso sus las habilidades de compresión y expresión oral?
4. ¿Podría mencionar qué ha disfrutado y lo que le ha desagradado de la implementación hasta el momento?

*TRABAJO EN GRUPO

5. En su opinión ¿el trabajo en grupo le ha ayudado a manejar el curso?
6. ¿Ha visto algún cambio en la actitud de los niños respecto de trabajar en grupo?
7. ¿Cree que el uso del trabajo en grupo ha sido beneficioso para la implementación de estas actividades?

CONCLUSIÓN DE LA ENTREVISTA

¿Hasta el momento, la implementación de estas nuevas estrategias ha cumplido con sus expectativas?

¿Le gustaría tratar cualquier otro asunto que usted crea que es relevante en esta etapa? Gracias por su tiempo!

Appendix C.3 Students' Interview: Pre-intervention

ENGLISH VERSION

CHILEAN STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE

INTERVIEW GUIDE

Thank you for talking to me. The reason for this conversation is that you could share with me your experiences in your English class. What you tell me will help me to tell teachers of English in other places about what children think about learning English at school. However, you are not forced to share anything that you do not feel comfortable with, so please feel free to talk only if you want to do so. At any time during our conversation, **you can decide to stop talking to me**, without having to give a reason. I will record our conversations so that I can remember what we said, but these recordings will be stored in safe place with no access to your personal information. Thus, **I will NOT share with your teacher, your parents or anybody in the school what you say here.** There are no right or wrong answers; therefore, the success of our conversation depends on your answers being what you really believe.

THE CLASS

1. How is your class? What do you like or do not like about it?
2. How is your classroom?

ENGLISH LESSON

3. What is the English lesson like? Could you describe a regular lesson?
4. What do you like/hate the most in them?
5. Could you tell me something that you have learnt in these lessons?
6. What is your teacher like? What do you like/hate about your teachers?
7. Have you got a textbook for your English lesson? Do you use it? Do you like it? Why?

GROUP WORK

8. Do you work in groups in the English lesson? Do you like working in groups?
9. What do you do when you work in groups?

<div align="center">

SPANISH VERSION

ESTUDIANTES DE INGLÉS

GUÍA DE ENTREVISTA

</div>

Muchas gracias por acceder a conversa conmigo. La razón de esta conversación es que ustedes puedan compartir conmigo y me cuenten acerca de su clase de inglés. Lo que ustedes me cuenten ayudará a que los profesores de inglés en otros lugares sepan lo que los niños piensan de aprender inglés en la escuela. Sin embargo, no están forzados a contarme nada que los haga sentir incómodos, así que siéntanse con la libertad de hablar solo si se quieren hacerlo. En cualquier momento en nuestra conversación, **ustedes pueden decidir dejar de contarme cosas**, sin darme ninguna razón. Yo voy a grabar nuestra conversación para poder acordarme después de lo que conversamos, pero estas grabaciones van a ser bien guardadas por lo nadie tendrá acceso a su información. Por lo tanto, **NO le voy a contar, ni comentar a sus profesores, sus papas ni a nadie de la escuela lo que ustedes digan aquí**. No existen respuestas buenas ni malas; por lo tanto, el éxito de esta entrevista depende de que sus respuestas se ajusten a lo que ustedes efectivamente creen.

EL CURSO

1. ¿Me pueden contar un poco acerca de cómo es su curso?
2. ¿Cómo es su sala? ¿Qué les gusta o no les gusta de su curso?

LA CLASE DE INGLÉS

3. ¿Cómo es la clase de inglés? ¿Me pueden describir una típica clase de inglés?
4. ¿Qué es lo que más les gusta o no les gusta de la clase de inglés?
5. ¿Cuéntenme algo que hayan aprendido en la clase de inglés?
6. ¿Cómo es su profesor/a? ¿Qué es lo que más les gusta o no les gusta de su profesor/a de inglés?
7. ¿Tienen un libro para la clase de inglés? ¿y usan el libro? ¿Les gusta el libro de inglés? ¿Por qué?

TRABAJO EN GRUPO

8. ¿Trabajan en grupo en la clase de inglés? ¿
   a. ¿Les gusta trabajar en grupo?
9. ¿Qué hacen ustedes cuando trabajan en grupos?

¡Muchas gracias por su tiempo, me ayudaron mucho!

Appendix C.4 Students' Interview: Post-intervention

ENGLISH VERSION

CHILEAN STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE

INTERVIEW GUIDE

Thanks you for taking to me. The reason for this conversation is that you share with me your experiences in your English class so far. What you tell me will help me to tell teachers of English in other places about what children think about learning English at school. You are not forced to share anything that you do not feel comfortable with, so please feel free to participate as far as you are comfortable. At any time during our conversation, **you can decide to stop talking to me**, without having to give a reason. I will record our conversations so that I can remember what we have said, but these recordings will be stored in safe place with no access to your personal information. Thus, **I will not share anything of what you say here with your teacher, your parents or anybody in the school.** There are no right or wrong answers; therefore, the success of our conversation depends on you being as truthful as possible regarding your experiences.

ENGLISH LESSON

1. What is the English lesson like?
    a. Have you seen any changes between you lesson now and the beginning of the semester? In what way?
2. How would you like your lesson to be? What would you like to do in your English lesson? How would it be an ideal English lesson?
3. What is your teacher like now? Has she changed in any way compared to last year?

*GROUP WORK

4. Do you use group work in the English lesson? Do you like working in groups?

Thank you very much for your time!

<p style="text-align: center;"><u>**SPANISH VERSION**</u></p>

<p style="text-align: center;">**ESTUDIANTES DE INGLÉS**</p>

<p style="text-align: center;">**GUÍA DE ENTREVISTA**</p>

Muchas gracias por acceder a conversa conmigo. La razón de esta conversación es que ustedes puedan compartir conmigo y me cuenten acerca de cómo les va en la clase de inglés. Lo que ustedes me cuenten ayudará a que los profesores de inglés en otros lugares sepan lo que los niños piensan de aprender inglés en la escuela. Sin embargo, no están forzados a contarme nada que los haga sentir incómodos, así que siéntanse con la libertad de hablar solo si se quieren hacerlo. En cualquier momento en nuestra conversación, **ustedes pueden decidir dejar de contarme cosas**, sin darme ninguna razón. Yo voy a grabar nuestra conversación para poder acordarme después de lo que conversamos, pero estas grabaciones van a ser bien guardadas por lo nadie tendrá acceso a su información. Por lo tanto, **NO le voy a contar, ni comentar a sus profesores, sus papas ni a nadie de la escuela lo que ustedes digan aquí**. No existen respuestas buenas ni malas; por lo tanto, el éxito de esta entrevista depende de que sus respuestas se ajusten a lo que ustedes efectivamente creen.

LA CLASE DE INGLÉS

1. ¿Qué les parece la clase de inglés?
    a. ¿Han visto algún cambio desde el inicio del año en la clase de inglés? ¿de qué manera?
2. ¿Cómo les gustaría que fuera la clase de inglés? ¿Qué les gustaría hacer en la clase de inglés? ¿Cómo sería una clase ideal de inglés?

*TRABAJO EN GRUPO

3. ¿Trabajan en grupos en la clase de inglés? ¿Les gusta trabajar en grupo?

<p style="text-align: center;">¡Muchas gracias por su tiempo, me ayudaron mucho!</p>

Appendix D: Consent forms

Appendix D.1 Information sheet and consent form for Teachers'

<u>ENGLISH VERSION</u>

TEACHER'S INFORMATION SHEET

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

I would like to invite you to participate in a project which main objective is to know about the English lessons in primary school, in particular to research into English listening and speaking skills of young learners in large classes. I am interested in observing you and children doing classroom activities and group work from March to June.

Your class represents a good example of a Chilean primary class learning English as part of the curriculum. You will be one of the four teachers involved in this stage of the project in the city.

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep (and be asked to sign a consent form) and you can still withdraw at any time without it affecting you in any way. You do not have to give a reason

I will be asked you take part of training during March. From April to June I will be observing your English lessons. I will also apply some evaluations before, while and after the project period which will not be your responsibility. I will also need to interview you three times about the class, the lessons and the progress of the project at a time that suits you. This research project does not present any harm or risk for you, as well as it does not increase your regular working load.

This project provides you with free training on teaching English to young learners. Whilst there may be no immediate benefits for those people participating in the project, it is hoped that this work will provide information about teaching English to primary students in the Chilean context as well as it may contribute for teacher training education.

All the information that we collect about you during the course of the research will be kept strictly confidential. Your identity will be protected names of people and schools will be changed or removed. Thus, you will not be able to be identified in any reports or publications.

I will also protect your opinions; therefore, I will not be able to share them with anybody from the school. This is mainly because I want to respect your confidentiality.

I would like to make video and audio recordings of you and children working together in the classroom. The audio and/or video recordings of your activities made during this research will be used only for analysis and for illustration in conference presentations and lectures. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings.

I should be able to update you and the school with my findings after I have finished my degree. However, they will refer to the whole research project and you will not be identified in any report or publication.

This project is part of a doctoral research from the School of English Literature, Language and Linguistics at the University of Sheffield, UK, and it is funded by CONICYT-BecasChile.

This project has been ethically approved via the School of English department's ethics review procedure from the University of Sheffield.

I, the researcher in charge of the project, will keep a consent form in which you will indicate whether you agree on taking part of the research. You will also keep a copy of this consent form.

If you have any questions or concerns about this, please do not hesitate in contacting me by phone or email.

I will really appreciate your participation. Thank you very much for your time.

Best Regards

<div align="right">

Maria-Jesus Inostroza A.

PhD Candidate

English Language and Linguistics, University of Sheffield

Mob: 09 8354919, E-mail: minostroza1@sheffield.ac.uk

</div>

All the data will be collected and kept protecting its privacy and anonymity in accordance with the Chilean Law of Protection of Private Life (Law Nº 19.628 de 1999), the British Data Protection Act (Data ProtectionAct1998), as well as the British Ethical Guidelines for Educational Research.

TEACHER'S INFORMED CONSENT FORM

Thank you for accepting taking part of this doctoral research project about the development of listening and speaking skills of Young learners in large classes.

I am planning to use the data (interview audio files and lesson video recordings) essentially for research purposes analysing, identifying the characteristics children learning of in large classes, as well as contribute to what is already known about the use of group work.

I will follow regular practices of anonymity; therefore, names of people and schools will be changed or removed. In the same way, all the video and audio recordings will be kept and organised by a code and will be kept strictly confidential; thus, your personal information will not be able to be identified in any reports or publications. In this way, confidentiality and anonymity is ensured.

You will be informed about the research findings in due time.

Thank you very much for your generous cooperation.

If you have any questions or concerns about the project, please do not hesitate in contacting me by phone or email

Maria Jesus Inostroza Araos

Email address: minostroza1@sheffield.ac.uk

Mobile: 06 142 66 52

All the data will be collected and kept protecting its privacy and anonymity in accordance with the Chilean Law of Protection of Private Life (Law Nº 19.628 de 1999), the British Data Protection Act (Data ProtectionAct1998), as well as the British Ethical Guidelines for Educational Research.

I would like to keep a written record of your consent, so please tick the boxes and sign it and write the date at the end of the document.

☐ I consent to being audio and video recorded while teaching and talking about my teaching to the researcher.

☐ I consent to the recordings being analysed for research purposes and understand that anonymity will be preserved if extracts are included in research publications or reports.

☐ I understand that I am free to withdraw at any time I wish.

NAME: …………………………………………………………………..……

SIGNATURE: ....

DATE: …………………………………………………………….

SPANISH VERSION

INFORMATIVO PARA PROFESORES

Se le ha invitado a participar de un proyecto de investigación. Antes de tomar una decisión, es importante que entienda el motivo de la investigación y lo que involucrará. Por favor tómese su tiempo para leer cuidadosamente la siguiente información, y convérselo con otras personas si lo desea. Pregúnteme cualquier cosa que no esté clara o si desea más información. Pregúnteme cualquier cosa dudosa para que tome una decisión informada sobre su participación.

Me gustaría invitarlo/la a participar en un proyecto que tiene como principal objetivo conocer sobre las clases de inglés en educación básica. En específico, investigar sobre las habilidades de compresión y expresión oral en inglés de niños en cursos numerosos. Me interesa acompañarlo/la al aula en sus actividades con los niños desde marzo a junio.

Su curso representa un buen ejemplo de una clase chilena de enseñanza básica de inglés como parte del currículo. Usted será uno/a de los cuatro profesores que participa en esta etapa del proyecto en la ciudad.

Es usted quien decide si participa o no. Si decide participar, se le entregará este informativo que podrá guardar (y se le pedirá que firme un formulario de consentimiento). De todas maneras, puede retirarse en cualquier momento sin que esto le afecta de algún modo. No tiene que entregar un motivo.

Le pediré que participe en una capacitación durante el mes de marzo. De abril a junio, realizaré acompañamiento al aula de sus clases de inglés. También realizaré algunas evaluaciones a los niños antes, durante y después del periodo del proyecto, que no serán su responsabilidad. También necesitará ser entrevistarlo/la en tres momentos durante este periodo acerca del curso, clases y el progreso del proyecto en cualquier momento que le acomode. Este proyecto de investigación no presenta ningún daño o riesgo para usted, y tampoco aumenta su carga normal de trabajo.

Este proyecto le entrega una capacitación gratuita acerca de enseñanza de inglés a niños de primer ciclo básico. Si bien puede ser que no exista beneficio inmediato para quienes participen del proyecto, se espera que este trabajo entregue información sobre la enseñanza de inglés a estudiantes en básica en el contexto chileno así como puede que sea una contribución para la educación y capacitación de profesores.

Toda la información recopilada sobre usted durante el curso de la investigación será estrictamente confidencial. Se protegerá su identidad. Se cambiarán o eliminarán los nombres de personas o escuelas. Por lo tanto, no será posible que usted sea identificado/a en cualquier informe o publicación.

Resguardaré sus opiniones; por lo tanto, no podré compartirlas con nadie de la escuela. Esto principalmente porque deseo respetar la confidencialidad.

Me gustaría grabar en audio y video el trabajo de usted y los niños en el aula. Los archivos de audio y/o video de sus actividades durante esta investigación serán utilizados solo para análisis y como ejemplos en presentaciones de conferencias y clases magistrales. No se realizará ningún otro tipo de uso sin su permiso por escrito, y nadie ajeno al proyecto tendrá permiso para acceder a las grabaciones originales.

Le haré llegar información actualizada a usted y la escuela de mis hallazgos una vez que finalice mis estudios. Sin embargo, esta solo se referirá al proyecto en su totalidad y usted no será identificado/a en algún informe o publicación.

El presente estudio es parte del proyecto de investigación doctoral de la Escuela de Literatura, Lengua Inglesa y Lingüística de la Universidad de Sheffield, Reino Unido, y recibe financiamiento de CONYCIT-BecasChile.

Este proyecto cuenta con la aprobación ética por medio del procedimiento de revisión de ética del departamento de la Escuela de Inglés de la Universidad de Sheffield.

Yo, la investigadora a cargo del proyecto, mantendré un formulario de consentimiento en el que usted indicará si está de acuerdo en ser parte de la investigación. Usted también tendrá una copia de este formulario de consentimiento.

Si tiene cualquier pregunta o consulta al respecto, no dude en contactarme por teléfono o correo electrónico.

Apreciaré encarecidamente su participación. Muchas gracias por su tiempo.

Le saluda atentamente,

María Jesús Inostroza A.

Doctoranda

Lengua Inglesa y Lingüística, Universidad de Sheffield

Tel. Celular: 09 8354919, Correo Electrónico: minostroza1@sheffield.ac.uk

Todos los datos serán recolectados y guardados salvaguardando su privacidad y anonimato de acuerdo con la leyes chilenas de Proyección de la Vida Privada (Ley N° 19.628 de 1999), la Ley de Protección de Datos Británica (Ley de Protección de Datos de 1998), así como las Directrices Éticas de Gran Bretaña para Investigación Educacional.

FORMULARIO DE CONSENTIMIENTO INFORMADO: PROFESORES

Le agradezco el haber aceptado participar de este proyecto de investigación doctoral acerca del desarrollo de habilidades de compresión y expresión oral en ingles de niños en cursos numerosos.

Planeo utilizar los datos (el audio de las entrevistas y las grabaciones de las clases) esencialmente para propósitos de la investigación – analizar, identificar las características de la enseñanza de inglés a niños en cursos numerosos, además de contribuir a lo que se sabe acerca de la implementación del trabajo en grupo.

Seguiré las prácticas usuales de anonimato; por lo tanto, los nombres de los participantes y de las escuelas serán cambiados o eliminados. Asimismo, todas las grabaciones hechas (audio y video) serán almacenadas y organizadas con un código, por lo que su información personal no podrá ser identificada. De este modo, se asegura la confidencialidad y el anonimato.

Se le informará de los descubrimientos a su debido tiempo.

Muchísimas gracias por su generosa cooperación.

Por favor no dude en contactarme si tiene dudas o aprensiones acerca del proyecto.

Maria Jesus Inostroza Araos

Correo electrónico: minostroza1@sheffield.ac.uk

Mobil: 06 142 66 52

Todos los datos serán recolectados y guardados salvaguardando su privacidad y anonimato de acuerdo con la leyes chilenas de Proyección de la Vida Privada (Ley N° 19.628 de 1999), la Ley de Protección de Datos Británica (Ley de Protección de Datos de 1998), así como las Directrices Éticas de Gran Bretaña para Investigación Educacional.

Me gustaría tener un registro escrito de su consentimiento, por favor marque los recuadros que correspondan, para luego firmar y poner la fecha la final.

☐ Doy mi consentimiento para ser grabado/a en audio y/o video durante mis clases, así como también durante las entrevista con la investigadora.

☐ Doy mi consentimiento para que las grabaciones (audio y video) sean analizadas con propósitos investigativos, y comprendo que el anonimato se mantendrá si extractos son incluidos en publicaciones o informes académicos.

☐ Estoy en conocimiento de que tengo el derecho de no continuar en cualquier momento.

Nombre: …………………………………………………………………..……

Firma: ....

Fecha: ………………………………………………………….

Appendix D.2 Consent form for Parent or Guardian

ENGLISH VERSION

INFORMATION SHEET FOR PARENTS OR GUARDIAN

PROJECT TITLE: DEVELOPING LISTENING AND SPEAKING SKILLS OF YOUNG LEARNERS OF ENGLISH IN LARGE CLASSES

Dear Parent or Guardian,

My name is Maria Jesus Inostroza Araos, I am a researcher. I will be visiting the school from the University of Sheffield this semester. I am carrying out a research project at your pupil's class, and I would like to ask for your consent for your pupil's participation.

This study is part of a doctoral research project from the School of English Literature, Language and Linguistics at the University of Sheffield, UK.

I. Project details

I would like to invite your pupil to participate in a project which main objective is to know about the English lessons in primary school. I am interested in accompanying the teacher and children during their English lessons. I would like to make video and audio recordings of the teacher and children working together in the classroom. I would also like to ask some of the children questions related to their English lesson.

II. Safeguarding and Risks

a)   Information: I will protect you pupil's opinions; therefore, I will not be able to share them with you or anybody from the school. This is mainly because I want to respect their confidentiality.

b)   Anonymity: Your pupils' identity will be protected. Names of people and schools will be changed or removed. All the recordings will be stored and organized by code with no access to your personal information. Thus, confidentiality and anonymity are assured.

c)   Risks: This research project does not present any harm or risk for your pupil.

I, the researcher in charge of the project, will keep a consent form in which you will indicate whether you agree on your pupil to take part of the research. You will also keep a copy of this consent form. If you agree, I will talk to your pupil in school before the recordings. He or she will also have to agree to be part of the project, as well as to talk to me.

If you have any questions or concerns about this, please do not hesitate in contacting me by phone or email.

I will really appreciate your participation. Thank you for your time.

Best Regards

<div align="right">

Maria-Jesus Inostroza A.

PhD Candidate

English Language and Linguistics, University of Sheffield

Mob: 09 8354919, E-mail: minostroza1@sheffield.ac.uk

</div>

All the data will be collected and kept protecting its privacy and anonymity in accordance with the Chilean Law of Protection of Private Life (Law Nº 19.628 de 1999), the British Data Protection Act (Data ProtectionAct1998), as well as the British Ethical Guidelines for educational Research

PARENT OR GUARDIAN'S INFORMED CONSENT FORM

Dear Parent or Guardian,

My name is Maria Jesus Inostroza Araos (the researcher). As part of a research project of the University of Sheffield I will be visiting the school from this semester. I am interested in accompanying the teacher and children in their English lessons. I would like to make video and audio recordings of teachers and children working together in the classroom. I would also like to ask some of the children if they enjoyed the activities, working in groups and what they learnt.

Please complete the form attached, sign it and send it back to the school[26] so that I know if the child can take part in this research.

If you agree, I will talk to your child in school before the recording, so that he or she knows what is happening.

Please do not hesitate in contacting me if you have any questions or concerns about this. Mob: 06 1426652, E-mail: minostroza1@sheffield.ac.uk

I (please write full name) …………………………………………………….. agree to my child (please write child's full name) ………………………………………............ being recorded and interviewed as part of this research.

SIGNED: …………………………...................

DATE:……………………………………..

All the data will be collected and kept protecting its privacy and anonymity in accordance with the Chilean Law of Protection of Private Life (Law Nº 19.628 de 1999), the British Data Protection Act (Data ProtectionAct1998), as well as the British Ethical Guidelines for educational Research

---

[26] This was only in the case that the parent or guardian did not attend the parent's meeting planned for explaining the research project and get informed consent forms.

SPANISH VERSION

INFORMATIVO PARA PADRES Y APODERADOS

TÍTULO DEL PROYECTO: DESARROLLO DE HABILIDADES DE COMPRENSIÓN Y EXPRESIÓN ORAL EN INGLÉS DE NIÑOS EN CURSOS NUMEROSOS

Estimado Padre o Apoderado,

Mi nombre es María Jesús Inostroza Araos, investigadora. Realizaré visitas a la escuela desde la Universidad de Sheffield durante este semestre, ya que me encuentro realizando un proyecto de investigación en el curso de su pupilo, por lo tanto me gustaría solicitarse su consentimiento para que su hijo o hija participe.

El presente estudio es parte del proyecto de investigación doctoral de la Escuela de Literatura en Inglés, Lengua y Lingüística de la Universidad de Sheffield, Reino Unido.

I. Detalles del proyecto

Me gustaría invitar a su pupilo/a a participar en un proyecto que tiene como principal objetivo conocer sobre las clases de inglés en educación básica. Estoy interesada en acompañar a la profesora y a los niños durante las clases de inglés. Me gustaría grabar en audio y video el trabajo de la profesora y niños en el aula. También, me gustaría hacerles algunas preguntas a algunos niños en relación con la clase de inglés.

II. Protección y riesgos

d) <u>Información:</u> Resguardaré las opiniones de su pupilo/a; por lo tanto, no podré compartirlas con usted ni con nadie de la escuela. Lo anterior principalmente a fin de respetar la confidencialidad.

e) <u>Anonimato:</u> Se protegerá la identidad de los alumnos. Se cambiarán o eliminarán los nombres de personas o escuelas. Todas las grabaciones serán guardadas y organizadas con un código, sin acceso a su información personal. De este modo, la confidencialidad y el anonimato están protegidos.

f) <u>Riesgos:</u> Este proyecto de investigación no presenta ningún daño o riesgo para su alumno/a.

Yo, la investigadora a cargo del proyecto, mantendré un formulario de consentimiento en el que usted indicará si está de acuerdo en que su alumno o alumna sea parte de la investigación. Si está de acuerdo, antes de grabar, conversaré con su hijo o hija en la escuela. Él o ella también tendrá que estar de acuerdo en participar del proyecto y conversar conmigo.

Si tiene cualquier pregunta o consulta al respecto, no dude en contactarme por teléfono o correo electrónico.

Apreciaré encarecidamente su participación. Muchas gracias por su tiempo.

Le saluda atentamente,

Maria-Jesus Inostroza A.

Doctoranda en Lengua Inglesa y Lingüística, Universidad de Sheffield

Tel. Celular: 06 1426652, Correo Electrónico: minostroza1@sheffield.ac.uk

Todos los datos serán recolectados y guardados salvaguardando su privacidad y anonimato de acuerdo con las leyes chilenas de Proyección de la Vida Privada (Ley N° 19.628 de 1999), la Ley de Protección de Datos Británica (Ley de Protección de Datos de 1998), así como las Directrices Éticas de Gran Bretaña para Investigación Educacional.

FORMULARIO DE CONSENTIMIENTO INFORMADO
APODERADOS

Estimado Apoderado/a,

Mi nombre es María Jesús Inostroza Araos (investigadora). Como parte de un proyecto de la Universidad de Sheffield, Inglaterra, estaré visitando la escuela durante este semestre. Estoy interesada en acompañar a la profesora y a los niños durante las clases de inglés. Me gustaría poder hacer videos del curso, donde se registre a los niños y su profesora trabajando en la clase de inglés. Asimismo, me gustaría conversar con algunos niños del curso acerca de la clase de inglés.

Lea gradecería completar el formulario de consentimiento adjunto, con su firma y fecha, y luego mandarlo de vuelta a la escuela, de esta forma podré saber si su pupilo/a está autorizado en participar del proyecto.

Si usted está de acuerdo, le informaré y consultaré a su pupilo/a en la escuela antes de realizar las grabaciones. El/ella tendrá que también consentir el participar del proyecto, así como también el querer conversar conmigo.

Por favor, no dude en contactarme, si tiene consultas acerca de lo antes presentado. Cel: 06 1426652, correo electrónico: minostroza1@sheffield.ac.uk

Yo (su nombre completo)………………………………………………………….. autorizo a que mi pupilo/a (nombre completo de su pupilo/a) ……………………………………………………............... a ser grabado y entrevistado como parte de este proyecto de investigación.

FIRMA: …………………………...............

FECHA:…………………………………..

Todos los datos serán recolectados y guardados salvaguardando su privacidad y anonimato de acuerdo con las leyes chilenas de Proyección de la Vida Privada (Ley N° 19.628 de 1999), la Ley de Protección de Datos Británica (Ley de Protección de Datos de 1998), así como las Directrices Éticas de Gran Bretaña para Investigación Educacional.

Appendix E: Sample observation notes

Study	School	Topic	Date	Time	Teacher
E2	C1	Actions at school	11th Dec 2013	11:50-13:20	T1

LESSON OBSERVED.

SUMMARY SHEET

Time: Target teacher: T1 Total Pupils in Class 33	Data Collected: Digital Recordings: OBS_C1_7 • (give code to the camera) K1_K3 • Whole lesson video (add code) T's lesson plan Other (please specify)	....

Lesson Focus

Lesson Plan
Course book unit
Unit 2 p22
Class content.
Write a email – actions at school.
Notes (e.g. physical conditions, unexpected problems or any external intervention)

*this st gets distracted and sips the + marks down on his head.

× Everytime they greet – does "and you?" very high pitch
T1 explains that that makes her feel sad – a they're mocking
- before handing in sts test results – those who won't finish have to finish the test
× a conflict stn 2 sts about things sth → one of them goes out to take a pill (ADD)
- T1 speaks more ENG during this lesson than my lessons before → sts say inSPN com sais sts? 12:19
T1 addressed a st who is off-track taking his stuff away (colour papers) 12:20. he also picks up a little note.
- a pist is nose bleedig 12:23 – she goes out of the classroom ✓
- While sts work on the crossword – T1 dictates the words to the sts taking the test
- a conflict about a handout during 2 sts – T1 interven and sort it out 12:22 × a second conflict bt the same st.
- Checking crossword – sth goes round the room checking sts have finished 12:20
  ↳ sts write the words on the board.
- Listening weigh – T1 reads the text and sts say it in SPN. → complety text together 12:20
- Conflict btw 2 sts → one sent a message asking for writing a 3rd one, 2nd st said no.
  ↳T1 interven – his attempts the login in 2"
13:08 → a sts takes lunch bags to be heated before lunch break – 1" for the bom
Tch1 → gives instructions about writing task 10" → sts are really noisy.
  ↳ 5min to complete it → if not sts will get a F.

LARGE CLASSES ISSUES	W: warm up	D: development	R: round up				
Situations in large classes	Teacher's actions						
	Difficulty	Description of the teacher action	Time dedicated to the action	Stage of the lesson where the action occurred	Activity in which the action occurred	How many times did the teacher act?	Extra notes
Keeping students interested.	✓	Play audio.		D	Lit. they comp.	1	sts are distracted
							Have sts react to try things up yet
Making all students to participate in the activities.	✓	asking sts to the board	4	D	organise colored caps	1	
Giving learners the opportunity to express themselves in English.							
Managing discipline.	✓	show — ... sts ... ... head / hostel and sts	2	W/D	lets ... big mistakes		despite the issue with the sts
	✓	... additive sts begins counter 1–3	1	D	... ... listen ...		
	✓	1 hint ...	1	D	... ...		... they ...
		Tea — figure.	3	D	live —	1	before to ... the sts last stage.
	✓	while ... 1 st listen	2	D	... ...		
Managing time effectively in the lessons.	✓	tells sts to org. collect		D/R		1	

TEACHERS' SPEAKING AND LISTENING ACTIVITIES AND GROUPING STRATEGIES YEAR 5
WC: whole class I: indiv work 2: pair work GW: group work
CB: course book Tch: teacher
W: warm up D: development R: round up

Activities for developing listening and speaking in young learners	Activity implemented by the teacher							
	Activity source	Grouping strategy	Description of the activity	Time dedicated to the activity	Stage of the lesson where the activity was employed	How many times was the activity used?	Purpose of the activity	Extra notes
Using games for practicing English	CB r22	2	crossword	17:12–13ʰ	D	1	revise word about school objects	
Telling stories in English								
Singing songs, chants and rhymes								
Doing role plays in English								
Playing games in English								
Use Listen and Do activities	CB r13	1	complete email	left 10"	D	□	using expressions	
*Asking question to individual students	Tch	1	say the apres	9:22 5"	D	1	cogn dares	
*Drilling	Tch	W	try the words to translation	3"	D	□	practise translation work	

Appendix F: Code evaluation form

Expert evaluation of codes definition

As expert, you are asked to assess the correspondence between each code, its definition and its extracted passage. To perform this, you are asked to cross, (+) or (x) the alternative that best represents your opinion according to one of these choices:

Accurate	Partially accurate	Inaccurate
The definition clearly explains what the code represents.	The definition indirectly or incompletely relates to the code it represents.	The definition does not relate to the code it represents.

Similarly, any comments about the wording, clarity and accuracy of the definition in relation to the analysis can be made in the corresponding column. General comments can be written in the section provided at the end of the document.

The following table summarises the organisation of the codes, categories and subcategories to be assessed.

Categories	Sub-categories	Codes
EFL Lesson	Likes	Challenging activities
		Dislikes
		Entertaining
		Difficult
	Changings in the EFL lesson	Enjoyment
		Understanding
		Becoming familiar with the EFL teacher
		Role Play
		Videos
	Motivation for learning English	Sharing
		Travelling
Text book	Positive	Appearance.
		Text book as an aid
	Negative	Language
Ideal EFL lesson		Outdoors
		Revise
		Group work with friends
		Handicrafts
		Act
		Oral activities

Category				Accurate	Partially accurate	Inaccurate	Comments
	Code name	Code definition	Examples				
EFL Lesson	Entertaining	Experience of finding the EFL as a source of entertainment, amusement and enjoyment.	V: Divertida R: Divertida, sí. Nos gusta demasiado inglés porque es divertido. R: es divertido. S: Divertida P: Más divertida F: Entretenida				
	Changes in the EFL lesson (Sub-category)	Reference to any variations in the EFL lesson since March to June.	V: Yo creo que cambió es que, porque antes no hacíamos trabajos en grupos, porque cierto que siempre eran trabajos individuales en el libro pero ahora R: Este año V: Este año, ahora estamos haciendo en grupo P: Este que ahora están superando el nivel de las palabras de inglés. F: Ahora las pruebas no son escritas. Ahora ya nos están preguntando. Que tenemos que aprendernos hartas cuestiones, ahora en inglés.				
	Videos	Activities that involves watching and listening to videos in the EFL lesson	P: una vez la profesora paso una película en ingles I: como videos de qué [Rocio habla a Conny para que hable] R: de monitos I: de monitos en inglés Mi: A mí me parece un poco entretenida también como dijo la Scarlet, porque hacemos actividades, escuchamos música, aprendemos con videos				
	Enjoyment	Enjoyable elements identified in the changes in the EFL lesson during the first semester according to the students.	F: Yo encuentro que se han puesto entretenida las clases, porque por ejemplo antes no hacíamos esa actividad como lo hicimos hoy día, yo encuentro que con más actividades se ve como más entretenida, y podemos aprender cosas que no sabemos C: La materia, la materia también cambio porque ahora el tío también nos hace cosas más entretenidas que antes.				
	Role Play	Activities in which students play the role of someone else to practice the language	Y también porque en él, lo que había dicho la Isi, ahora hacemos más actividades que se tiene que ocupar como las ocupaciones, hay que imaginarse de bomberos, y eso es más divertido para una niña.				
	Become familiar with the EFL teacher	Get used to the EFL teacher, his or her teaching style and working system.	S: Yo creo que se ha puesto mejor la clase de inglés, porque ya las niñas más respetan al profesor, ya más lo conocen entonces no es mucha conversación, que hacen mucho ruido y escándalo.				
	Understanding	Comprehend to a further extent what is happening in the lesson and what the teacher says.	Ma: Es que como que el primer día cuando vino el profesor, como que dijo algo de inglés y nosotros como que no sabíamos, y ahora por lo último sabemos un poco lo que dice ahora el tío, no como antes que no sabíamos. S: Cuando en la mañana el saluda y dice una palabra media así rara y nosotros tenemos que decir otra palabras y después sentarnos y quedarnos así.				

Difficult	*Needing much effort to understand what is happening in the EFL lesson as well as English as a language or school subject.*	Ma: Es muy complicado. F: Las cosas que están adelante, al lado, arriba, atrás Mi: Sí, eso a mí me cuesta y lo que me parece un poco difícil es lo que uno, lo que usted nos pasa guías y nosotros tenemos que escuchar y tratar de marcar la alternativa que es correcta y igual me cuesta un poco inglés. T1: Por otro lado, hay niños sí que se niegan a veces, por ejemplo niños nuevos que no han tenido nunca inglés antes, entonces como que se bloquean. Dicen "no es que yo no sé inglés, nunca tuve inglés" entonces que ahí tengo que ir viendo cómo puedo ayudarles y trato de simplificar las cosas para que ellos se sientan que en realidad sí es fácil y no es tan difícil.				
Dislikes	*Elements or activities that students do not like about the EFL lesson or do not enjoy doing in this lesson.*	R: Que la miss grite P: je sí V: Porque algunos compañeros se portan así muy desubicados P: Porque o si no también miss también se va a enfermar… R: A mí lo que encuentro fome de la clase de inglés es cuando pasamos materias que ya habíamos pasado como en segundo, R: Cuando hacen pruebas E: A mí lo que menos me gusta es cuando el teacher va a llegar hasta 10. I: ¿Cómo es eso que va a llegar hasta 10? E: Es que cuenta un, dos, tres, y si llega hasta diez S: Nadie quiere saber lo que pasa R: Estamos fritas, estamos fritas.				
Likes	*Elements or activities that students like about the EFL lesson or enjoy doing in this lesson.*	V: Aprender inglés [todas ríen] R: que nos podemos sentar juntas y hacer las tareas con la gente que queremos. C: Cuando hacemos cosas entretenidas con el teacher I: ¿Cómo qué? A: Como cuando pintamos cosas C: Por ejemplo cuando pintamos, cuando el tío nos pasa un rompecabezas y después hay que armarlo A: Sí, y algunas veces pasa un rompecabezas que se arman en el suelo, y son super grandes. <dirigiéndose a la Connie> ¿Te acordáis cuando lo niños tuvieron que armar eso? C: Y lo divertido también de la clase de inglés, porque como nos tocas los días viernes, casi todos los días viernes nos tocan los jeans days				
Challenging activities	*Activities that test students' abilities, but are motivating for the learning process*	Ma: A mí me gusta cuando habla el tío, como que no sabemos, y como que tenemos que saber lo que él tiene que decir. S: A mi inglés me gusta porque cuando el teacher dice por ejemplo "completa esta parte" yo me gusta esas activities porque siento que me tengo que esforzar para lograrlo, y tengo que intentar lograrlo.				

	Motivation for learning English (Sub-category)	*Interest on participating in the lesson as well as views on the relevance of learning English.*	P: Aprendemos, harto inglés, y nos gusta porque, si por ejemplo, si un día nosotras cuando grande queremos viajara a Estados Unidos o Londres o a Inglaterra V: Londres eh! [interrumpiendo] P: O a cualquier lugar de esos podemos, vamos a poder comunicarnos y vamos a saber inglés. Is: A mí me gusta inglés, me encanta porque aprendo mucho, se muchas más palabras, y no siempre voy a tener que estar hablando en español si también en inglés.				
	Sharing	*Sharing and teaching what they have learnt with others: family, relatives, peers.*	R: un compañero me regaló un poster, el que se sienta al lado mío, que estaba escrito en inglés, y él no sabía y me decía "no entiendo a ver me podís traducir" y yo le decía las cosas y el me miraba así [haciendo caras de preguntas] F: A mí me gusta inglés, porque a veces cuando voy a mis tíos, mis tíos me dice "habla en inglés". Y hablo en inglés, y ahí todos quedan impresionados como hablo, S: Porque veces le digo "papá por ejemplo mira yo estoy usando un "hat" y dice "¿qué es esa cuestión?" y yo digo "gorro po te voy a dar clases" y al otro día si le damos clases sacamos un cuaderno y decimos, "ya anota".				
	Travelling	*Visiting English speaking countries.*	F: Aparte si es que viajo a otro país necesito aprender otro idioma para poder acogerme en ese país y poder hablar en ese idioma. Y por eso me gusta, encuentro que es divertido. S: A mí lo que gusta de las clases de inglés es, me gustaría que cuando yo aprenda mucho inglés y así vaya seguido así hablando inglés, me gustaría viajar a otros países donde hablen puro inglés y yo pueda ayudar a la gente pobre				
Ideal EFL lesson		*Opinions about how students would like EFL to be taught.*	V: que hagamos más memorices a veces. R: Hacer trabajos en los que tendríamos que pintar o dibujar.				
	Act	*Activities in which students are asked to perform an incident, vocabulary item or game*	S: Yo si tuviera que elegir, y yo creo que a michas niñas les gustaría esto como a la Eyleen o a la Isi, a muchas niñas les gustaría más actuar en vez de escribir. Por ejemplo, a mi escribir no me gusta mucho, prefiero actuar, hacer sumas, restas o decir cosas, conversarlo leer cuentos, pero no me gusta mucho escribir. Is: A mí me gustaría si me pidieran la opinión de decir cómo me gustaría que fuera la clase de inglés, igual me gusta escribir pero con un poco más de actividades, menos escritura, y tampoco es para que las actividades las niñas se porten mal con el teacher ni nada de eso, las actividades son para que nosotras aprendamos y para que tengamos más resumido la materia que estamos pasando y a mí me gustaría si que la clase fuera con muchas más actividades y menos escritura. I: ¿oye y cuando dices actividades a qué te refieres? ¿Qué para ti es una actividad? Is: Como lo que hicimos hoy día, de que el teacher nos saca adelante E: Como juegos Is: Asi como juegos, como dijo la Eyleen				

	Group work with friends	*Sit next to classmates with whom students have a bond of mutual affection.*	P: A mí me gustaría que fuera en grupos con los que uno quiere sentarse, por ejemplo si fuera asi la clase, y hoy queremos elegirlo así, yo me sentaría con nosotras cuatro, elegiría que nos sentáramos nosotras cuatro y conversaríamos de inglés y trabajaríamos en el trabajo.				
	Handicraft	*Activities involving the making or decorating of objects like tasks with plasticine, colouring, etc.*	F: No, a mí me gustaría que hagamos cosas por ejemplo, interactivas. Que hagamos cosas con masa o cualquier cosa, pero en inglés. I: Con Masa F: Con cualquier cosa por ejemplo, en ingles que aprendamos las partes del cuerpo y hagamos un monito, y le ponemos papeles, así en inglés.				
	Oral activities	*Activities in which students have the opportunity to express in English orally.*	P: Por ejemplo, como la hicimos la otra vez de concursar de decir puras palabras en ingles F: Como por ejemplo, que todos por filas, como siempre lo haces, como en matemáticas, pero hablando en inglés. La tía nos pregunta algo en inglés y nosotros le respondemos en inglés. A: A mí me gustaría hacer entrevistas. I: Te gustaría hacer entrevistas ¿y a quien te gustaría entrevistar? A: A todo el colegio				
	Outdoors	*Activities outside the classroom (playground, etc.)*	C: Que fuera más entretenida, que nos sacaran al patio. C: Yo también opinaría que el tío nos sacara aquí afuera a hablar A: O podríamos jugar S: O podríamos observar cosas y ponerlas en ingles				
	Review	*Recycle and go back to topics, and vocabulary seen in previous lessons.*	F: Aprender a hacer las palabras que dijo la Millaray porque también nos cuenta, saberlas en español. Las palabras si las sabemos, pero aprender, reforzar eso es lo que nos está costando un poco más- Igual vamos entendiendo. F: En mi opinión a mi si me gusta escribir, pero en realidad encuentro que igual es entretenido hacer actividades, porque las personas así se entretienen, pero también me gustaría que cuando el profesor, por ejemplo terminemos todos los grupos de hacer actividades como la que hicimos hoy, él nos diga, nos haga pregunta, igual tengamos aparte de resumido, así también nos ayuda más las preguntas que nos pueda hacer.				
Text book		*Reference to the text book used in the EFL lesson.*					
	Positive aspects (Sub-category)	*Elements that students express they like and find positive of their English text book*	S: A mí lo que menos me gusta del libro es cuando, bah, lo que más me gusta, lo que yo extraño, preferido de inglés de muchas cosas, es cuando son de esas sopas de, donde hay un circulito donde hay puras letras y hay que encontrar palabras, eso es lo que quisiera que hubiera en el libro de inglés, aunque aún no lo sé porque.				

395

	Appearance	*Text book design, colour, images, etc.*	P: Además que es color de mujer I: ¿cómo, de qué color es? P: es morado R: es rosado, así como fucsia P: el año pasado era de niño, era celeste Todas: sí R: Sí, es lindo, porque cuando iba en el otro colegio, el libro no tenía color nada.				
	As an aid	*The text book as a support source for the lesson objectives and contents.*	P: Porque también podemos ver que va a pasar antes o podemos, hay algunas cosas que no lo pasamos en inglés, entonces cuando estemos en vacaciones, por ejemplo vamos a poder ver lo que no pasamos y estudiarlo así solas. Mi: También lo de la familia, y eso como que al principio nos costaba, porque como que era el primer día por eso no entendíamos mucho la material, pero cuando nos pasaron los libros empezamos a entender un poco más de los se trataba.				
	Negative Aspects (sub-category)	*Elements that students express they do not like and find negative of their English text book*	Is: Porque a veces igual se pone aburrido a veces trabajar en el libro porque algunas actividades igual son fomes otras divertidas, y algunas I: ¿pero qué actividades encontráis fome por ejemplo? Is: las de R: las de escribir Is: No, las de, que son muy difíciles así como, preguntas de así puro, pura materia así que hemos pasado, pero que la pasaron hace años atrás.				
	Language	*The language used for instructions and content in the text book.*	Mi: Lo que no me gusta de los libros, como que la actividad sale en inglés, entonces yo cuando me quiero adelantar quiero leer, pero está en inglés, entonces no puedo adelantar. F: Ese el problema que tenemos en el libro de inglés. C: Porque a veces no se entienden las palabras del libro de colores, entonces tenemos que copiar las respuesta de atrás				

General Comments

Please provide general comments on the codes and categories of analysis. Below you will find suggested question for this purpose.

Do you think it is necessary to include or delete any code or category in particular?	
What is your general impression on the coding analysis?	
Is there anything else you would like to mention?	

Appendix G. Reliability of data coding
Appendix G.1 Coding Comparison Query, Teachers' interviews*

Node	Source	Source Folder	Source Size	Kappa	Agreement (%)	Old To check	A and B (%)	Not A and Not B (%)	Disagreement (%)	A and Not B (%)	B and Not A (%)
Theme 1 Challenges\RQ1.2\Class size	INT_T3_A0_02.04.2013	Internals\\INT\\IT chs	8264 chars	0	97.30%	97.3	0	97.3	2.7	2.7	0
Theme 1 Challenges\RQ1.2\Class size	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	0	98.57%	98.57	0	98.57	1.43	1.43	0
Theme 1 Challenges\RQ1.2\Class size\Large class	INT_T3_A0_02.04.2013	Internals\\INT\\IT chs	8264 chars	0	97.30%	97.3	0	97.3	2.7	2.7	0
Theme 1 Challenges\RQ1.2\Class size\Large class	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	0	98.57%	98.57	0	98.57	1.43	1.43	0
Theme 1 Challenges\RQ1.2\Class size\Small Class	INT_T3_A0_02.04.2013	Internals\\INT\\IT chs	8264 chars	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Class size\Small Class	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Classroom management\Lesson time	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Monitoring learning\Feedback	INT_T3_A0_02.04.2013	Internals\\INT\\IT chs	8264 chars	0	94.32%	94.32	0	94.32	5.68	5.68	0
Theme 1 Challenges\RQ1.2\Monitoring learning\Feedback	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Monitoring learning\Oral skills Individual assessment	INT_T3_A0_02.04.2013	Internals\\INT\\IT chs	8264 chars	0	88.90%	88.9	0	88.9	11.1	11.1	0
Theme 1 Challenges\RQ1.2\Monitoring learning\Oral skills Individual assessment	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Monitoring learning\Student difficulties	INT_T3_A0_02.04.2013	Internals\\INT\\IT chs	8264 chars	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Monitoring learning\Student difficulties	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Monitoring learning\Student learning needs	INT_T3_A0_02.04.2013	Internals\\INT\\IT chs	8264 chars	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Monitoring learning\Student learning needs	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Monitoring learning\Student learning needs\Multilevel	INT_T3_A0_02.04.2013	Internals\\INT\\IT chs	8264 chars	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Monitoring learning\Student learning needs\Multilevel	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Monitoring learning\Student learning needs\SEN Special educational needs	INT_T3_A0_02.04.2013	Internals\\INT\\IT chs	8264 chars	1	100.00%	100	0	100	0	0	0
Theme 2 Listening and speaking activities\RQ2.3.\Constrains\Teaching resources\Availability of audio or vidual aids	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	1	100.00%	100	0	100	0	0	0
Theme 2 Listening and speaking activities\RQ2.3.\Constrains\Time for planning	INT_T3_A0_02.04.2013	Internals\\INT\\IT chs	8264 chars	1	100.00%	100	0	100	0	0	0
Theme 2 Listening and speaking activities\RQ2.3.\Constrains\Time for planning	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	1	100.00%	100	0	100	0	0	0
Theme 3 Group Work\RQ3.2.\Factors influencing GW use\Group work monitoring	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	0	84.97%	84.97	0	84.97	15.03	15.03	0
Theme 3 Group Work\RQ3.2.\Factors influencing GW use\Misbehaviour	INT_T3_A0_02.04.2013	Internals\\INT\\IT chs	8264 chars	0	92.40%	92.4	0	92.4	7.6	7.6	0
Theme 3 Group Work\RQ3.2.\Factors influencing GW use\Misbehaviour	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	1	100.00%	100	0	100	0	0	0
Theme 3 Group Work\RQ3.2.\Factors influencing GW use\Misbehaviour\Conflict among students within the group	INT_T3_A0_02.04.2013	Internals\\INT\\IT chs	8264 chars	1	100.00%	100	0	100	0	0	0
Theme 3 Group Work\RQ3.2.\Factors influencing GW use\Misbehaviour\Conflict among students within the group	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	1	100.00%	100	0	100	0	0	0
Theme 3 Group Work\RQ3.2.\Factors influencing GW use\Misbehaviour\Noise	INT_T3_A0_02.04.2013	Internals\\INT\\IT chs	8264 chars	1	100.00%	100	0	100	0	0	0
Theme 3 Group Work\RQ3.2.\Factors influencing GW use\Misbehaviour\Noise	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	1	100.00%	100	0	100	0	0	0
Theme 3 Group Work\RQ3.2.\Factors influencing GW use\Misbehaviour\Off-task behaviour	INT_T3_A0_02.04.2013	Internals\\INT\\IT chs	8264 chars	1	100.00%	100	0	100	0	0	0
Theme 3 Group Work\RQ3.2.\Factors influencing GW use\Misbehaviour\Off-task behaviour	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	1	100.00%	100	0	100	0	0	0
Theme 3 Group Work\RQ3.2.\Factors influencing GW use\Time\Task completion	INT_T3_B0_04.06.2013	Internals\\INT\\IT chs	9101 chars	1	100.00%	100					

97.94%   100

*For complete table "Reliability of data coding" refer to CD

Appendix G.2 Coding Comparison Query, Children's interviews*

Node	Source	Source Folder	Source Size	Kappa	Agreement (%)	Old to check	A and B (%)	Not A and Not B (%)	Disagreement (%)	A and Not B (%)	B and Not A (%)
Theme 4 Learners perceptions\RQ4.1\EFL Lesson	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	0	58.57%	58.57	0	58.57	41.43	41.43	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	0	92.57%	92.57	0	92.57	7.43	7.43	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Dislikes	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	0	83.39%	83.39	0	83.39	16.61	16.61	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Dislikes	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	0	92.57%	92.57	0	92.57	7.43	7.43	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Dislikes\Difficult	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Dislikes\Difficult	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Dislikes\Opportunties to participate	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	0	93.39%	93.39	0	93.39	6.61	6.61	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Dislikes\Opportunties to participate	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	0	92.57%	92.57	0	92.57	7.43	7.43	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Likes	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	0	90.46%	90.46	0	90.46	9.54	9.54	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Likes	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Likes\Challenging activities	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	0	98.51%	98.51	0	98.51	1.49	1.49	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Likes\Challenging activities	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Likes\Fun	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	0	96.29%	96.29	0	96.29	3.71	3.71	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Likes\Fun	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	0	72.61%	72.61	0	72.61	27.39	27.39	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Likes\Fun\Classroom Games	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	0	97.60%	97.6	0	97.6	2.4	2.4	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Likes\Fun\Classroom Games	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Perceived value for learning English	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	0	87.52%	87.52	0	87.52	12.48	12.48	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Perceived value for learning English	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Perceived value for learning English\Future use of learning English	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	0	95.81%	95.81	0	95.81	4.19	4.19	0
Theme 4 Learners perceptions\RQ4.1\EFL Lesson\Perceived value for learning English\Future use of learning English	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.2\Changes in the EFL lesson\Listening comprehension\ICT for English practice	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.2\Changes in the EFL lesson\Listening comprehension	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.2\Changes in the EFL lesson\Listening comprehension\Listening and Do activities	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.2\Changes in the EFL lesson\Listening comprehension\Listening and Do activities	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.2\Changes in the EFL lesson\Listening comprehension\Storytelling	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.2\Changes in the EFL lesson\Listening comprehension\Videos	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.2\Changes in the EFL lesson\Listening comprehension\Videos	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.2\Changes in the EFL lesson\Reading stories	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.3\GW in EFL lesson (after intervention)\Collaborative activities	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	0	94.71%	94.71	0	94.71	5.29	5.29	0
Theme 4 Learners perceptions\RQ4.3\GW in EFL lesson (after intervention)\Cooperative activities	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.3\GW in EFL lesson (after intervention)\Cooperative activities	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.3\GW in EFL lesson (before intervention)	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	1	100.00%	100	0	100	0	0	0
Theme 4 Learners perceptions\RQ4.3\GW in EFL lesson (before intervention)	INT_S3_A0_22.04.2013	Internals\\INT\Sts	13543 chars	0	76.90%	76.9	0	76.9	23.1	23.1	0
Theme 4 Learners perceptions\RQ4.3\GW in EFL lesson (before intervention)	INT_S3_B0_10.05.2013	Internals\\INT\Sts	5692 chars	1	100.00%	100	0	100	0	0	0

95.19%

*For complete table "Reliability of data coding" refer to CD

Appendix G.3 Coding Comparison Query, Lesson Videos*

Node	Source	Source Folder	Source Size	Kappa	Agreement (%)	OLD TO CHECK	A and B (%)	Not A and Not B (%)	Disagreement (%)	A and Not B (%)	B and Not A (%)
Theme 1 Challenges\RQ1.2\Class size\Large class	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Class size\Large class	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Classroom management\Classroom setting	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Classroom management\Classroom setting	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Classroom management\Discipline	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	0	85.22%	85.22	0	85.22	14.78	14.78	0
Theme 1 Challenges\RQ1.2\Classroom management\Discipline	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	0	79.32%	79.32	0	79.32	20.68	20.68	0
Theme 1 Challenges\RQ1.2\Classroom management\Lesson time	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Classroom management\Lesson time	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\External challenges\Different EFL teacher	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	0	97.44%	97.44	0	97.44	2.56	2.56	0
Theme 1 Challenges\RQ1.2\External challenges\Different EFL teacher	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\External challenges\Lesson interruptions	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	0	98.47%	98.47	0	98.47	1.53	1.53	0
Theme 1 Challenges\RQ1.2\External challenges\Lesson interruptions	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	0.3208	97.37%	97.37	0.66	96.72	2.63	0.87	1.76
Theme 1 Challenges\RQ1.2\Monitoring learning\Feedback	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	0.0427	60.94%	60.94	3.09	57.85	39.06	8.45	30.61
Theme 1 Challenges\RQ1.2\Monitoring learning\Feedback	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	0	82.63%	82.63	0	82.63	17.37	0	17.37
Theme 1 Challenges\RQ1.2\Monitoring learning\Oral skills Individual assessment	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	0	96.65%	96.65	0	96.65	3.35	0	3.35
Theme 1 Challenges\RQ1.2\Monitoring learning\Oral skills Individual assessment	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Monitoring learning\Students' difficulties	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	0	88.46%	88.46	0	88.46	11.54	11.54	0
Theme 1 Challenges\RQ1.2\Monitoring learning\Students' difficulties	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Monitoring learning\Students' learning needs	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	1	100.00%	100	0	100	0	0	0
Theme 1 Challenges\RQ1.2\Students' involvement\Students' interest	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	0.0532	62.56%	62.56	7.24	55.31	37.44	11.3	26.14
Theme 1 Challenges\RQ1.2\Students' involvement\Students' participation	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	0	81.54%	81.54	0	81.54	18.46	0	18.46
Theme 1 Challenges\RQ1.2\Students' involvement\Students' participation	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	0.4279	72.57%	72.57	22.18	50.39	27.43	3.91	23.52
Theme 1 Challenges\RQ1.2\Teaching Resources\Audio or Visual Aids	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	0	71.46%	71.46	0	71.46	28.54	0	28.54
Theme 1 Challenges\RQ1.2\Teaching Resources\Audio or Visual Aids	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	0	97.36%	97.36	0	97.36	2.64	0	2.64
Theme 3 Group Work\RQ3.1.1\Frequency of GW use	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	0	94.04%	94.04	0	94.04	5.96	5.96	0
Theme 3 Group Work\RQ3.1.1\Frequency of GW use	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	1	100.00%	100	0	100	0	0	0
Theme 3 Group Work\RQ3.2.1\Contribution of GW to the list spk activities\Students' interest in activities with GW	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	0.6943	95.33%	95.33	5.96	89.37	4.67	3.96	0.71
Theme 3 Group Work\RQ3.2.1\Contribution of GW to the list spk activities\Students' interest in activities with GW	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	1	100.00%	100	0	100	0	0	0
Theme 3 Group Work\RQ3.2.1\Factors influencing GW use\Time\GW organisation time	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	0	85.73%	85.73	0	85.73	14.27	0	14.27
Theme 3 Group Work\RQ3.2.1\Factors influencing GW use\Time\GW organisation time	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	0	95.24%	95.24	0	95.24	4.76	0	4.76
Theme 3 Group Work\RQ3.2.1\Factors influencing GW use\Time\Task completion	C3_1_220420 13	Internals\OBS\C3	1:17:51.1 duration	0	89.50%	89.5	0	89.5	10.5	0	10.5
Theme 3 Group Work\RQ3.2.1\Factors influencing GW use\Time\Task completion	C3_2_290420 13	Internals\OBS\C3	1:21:55.2 duration	0	85.73%	85.73	0	85.73	14.27	0	14.27

95.71%

*For complete table "Reliability of data coding" refer to CD

Appendix H: Coding Matrix used to create the model of the urban Chilean language classroom as a complex adaptive system.

Table H.1: NVivo outcome of Matrix Coding Query between the classroom items

	Class	Curriculum	Home environment	Hours of EFL a week	Language use
Class	333	111	18	13	150
Curriculum	111	178	41	18	53
Home environment	18	41	81	3	17
Hours of EFL a week	13	18	3	23	5
Language use	150	53	17	5	173
Learner	169	114	78	7	101
Reported Learning	32	6	9	0	22
Materials	86	45	10	2	63
Physical environment	54	14	3	3	17
School	112	90	12	22	40
Teacher	258	160	53	23	120

Learner	Reported Learning	Materials	Physical environment	School	Teacher
169	32	86	54	112	258
114	6	45	14	90	160
78	9	10	3	12	53
7	0	2	3	22	23
101	22	63	17	40	120
274	32	45	35	56	187
32	41	5	5	4	19
45	5	108	14	49	81
35	5	14	55	19	45
56	4	49	19	151	137
187	19	81	45	137	352

(Continued)

Table I.1: NVivo outcome of Matrix Coding Query between the challenges items

	Large class	Classroom setting	Discipline	Lesson time	Feedback	Oral skills Individual assessment	Student difficulties	Student learning needs	Opportunity for speaking English	Student interest
Large class	24	2	5	0	4	3	1	4	2	3
Classroom setting	2	5	2	0	0	0	0	0	0	0
Discipline	5	2	183	13	11	1	13	6	2	106
Lesson time	0	0	13	28	2	0	5	2	3	18
Feedback	4	0	11	2	18	0	12	4	1	4
Oral skills Individual assessment	3	0	1	0	0	8	0	1	3	0
Students difficulties	1	0	13	5	12	0	21	6	0	6
Student learning needs	4	0	6	2	4	1	6	37	0	3
Opportunity for speaking English	2	0	2	3	1	3	0	0	24	5
Student interest	3	0	106	18	4	0	6	3	5	150
Student participation	3	0	20	8	2	3	3	1	18	27
Audio or Visual Aids	0	0	2	0	0	0	0	1	0	0
Hours of EFL a week	2	1	3	4	0	0	1	1	0	1
Syllabus	0	0	0	0	0	0	0	0	0	0
Teacher training	0	0	2	0	0	0	0	1	0	1
Time for planning	0	0	1	0	1	0	1	0	0	0
Different EFL teacher	0	0	1	0	0	0	0	1	0	0
Lesson interruptions	0	0	8	1	2	0	1	0	0	6
English as a useful and meaningful language	1	0	0	0	0	0	0	0	1	4
Fear of English	1	0	1	0	0	0	1	0	0	0
Home environment	0	0	1	1	1	0	1	0	1	2
Parental support	0	0	7	0	1	0	2	0	0	3

Student participation	Audio or Visual Aids	Hours of EFL a week	Syllabus	Teacher training	Time for planning	Different EFL teacher	Lesson interruptions	English as a useful and meaningful language	Fear of English	Home environment	Parental support
3	0	2	0	0	0	0	0	1	1	0	0
0	0	1	0	0	0	0	0	0	0	0	0
20	2	3	0	2	1	1	8	0	1	1	7
8	0	4	0	0	0	0	1	0	0	1	0
2	0	0	0	0	1	0	2	0	0	1	1
3	0	0	0	0	0	0	0	0	0	0	0
3	0	1	0	0	1	0	1	0	1	1	2
1	1	1	0	1	0	1	0	0	0	0	0
18	0	0	0	0	0	0	0	1	0	1	0
27	0	1	0	1	0	0	6	4	0	2	3
65	0	1	0	0	0	0	2	2	2	1	1
0	11	1	0	1	0	0	0	0	0	0	1
1	1	27	0	0	1	0	1	0	0	1	2
0	0	0	2	0	0	0	0	0	0	0	0
0	1	0	0	5	0	0	1	0	0	0	0
0	0	1	0	0	5	0	0	0	0	0	0
0	0	0	0	0	0	8	0	0	0	0	0
2	0	1	0	1	0	0	39	0	0	0	2
2	0	0	0	0	0	0	0	8	0	2	1
2	0	0	0	0	0	0	0	0	10	0	1
1	0	1	0	0	0	0	0	2	0	10	2
1	1	2	0	0	0	0	2	1	1	2	57

(Continued)