



**Faculty of Education**  
**English Education Department**

**HOW IS MY TEACHING PRACTICE OF TEACHER-STUDENT INTERACTION  
EVIDENCED IN ORDER TO TEACH ENGLISH?**

**A thesis submitted in fulfilment of the requirements for the Degree Seminar and  
English Bachelor's Degree of Universidad Alberto Hurtado**

**By**  
**Sebastián Sepúlveda Ortiz**

**Guide Teacher: Salomé Villa Larenas**

**Santiago, Chile**

**2020**

## Index

<b>Abstract .....</b>	<b>3</b>
<b>Introduction .....</b>	<b>3</b>
<b>Rationale .....</b>	<b>4</b>
<b>Literature Review.....</b>	<b>7</b>
<b>Positive Learning Environment .....</b>	<b>7</b>
<b>Socio Emotional Learning .....</b>	<b>8</b>
<b>Classroom Management Strategies .....</b>	<b>9</b>
<b>Teacher-Students Interaction.....</b>	<b>10</b>
<b>Research Question .....</b>	<b>11</b>
<b>Methodology .....</b>	<b>11</b>
<b>Data collection instruments .....</b>	<b>12</b>
<b>Personal journals .....</b>	<b>12</b>
<b>Methodology course task .....</b>	<b>12</b>
<b>Lesson plan.....</b>	<b>13</b>
<b>Data collection procedure and analysis.....</b>	<b>13</b>
<b>Research Findings .....</b>	<b>14</b>
<b>Teaching practices of teacher-student interaction .....</b>	<b>14</b>
<b>Discussion .....</b>	<b>15</b>
<b>Conclusions .....</b>	<b>16</b>
<b>Implications.....</b>	<b>17</b>
<b>References .....</b>	<b>18</b>
<b>Appendix A .....</b>	<b>20</b>
<b>Appendix B .....</b>	<b>22</b>
<b>Appendix C .....</b>	<b>26</b>

### **Abstract**

Teachers and students meet during a considerable amount of time at schools every week, discussing and discovering new understandings from their subjects. However, learning opportunities may increase or decrease depending on the setting established in the classroom and how teacher-students interaction is developed. In this research, different teaching practices are boarded aiming to identify their importance and relation to the acquisition of a second language as English. By studying this area from a qualitative approach, two written personal journals, a reflective essay, and a lesson plan will be used to gather the proper data and unveil this phenomenon. The findings show that my teaching practices are beneficial for learning a second language. The literature promotes teachers to interact positively with students to accomplish goals. Final conclusion and implications raise awareness to enhance positive decisions.

### **Introduction**

The present research project is meant to be carried out in a subsidized school located in La Granja, Santiago, with students from 6th grade whose ages fluctuate between eleven and twelve years old. This group consists of 34 students in which 27 out of the total are connected to online work. The online sessions are held once a week out of which 15 to 20 students connect to the online lessons regularly. Conversely, the rest of them get the updated progress of their classes and activities by asynchronous work with the teacher. Currently, we are facing a worldwide lockdown since March due to Covid-19 pandemic around the world. This worldwide situation has led authorities to shut down places in which massive public can gather such as stadiums, cinemas and schools. Therefore, students cannot attend their educational establishment and the interactions that used to take place inside the classroom have been transferred to digital platforms of video conference.

From what I have been told by my guide teacher, most of the students of this grade come from vulnerable backgrounds, an aspect which has become a common feature of students' situations in this educational centre. Due to students' circumstances and the current lockdown, classes have become a challenge for all teachers, and students may be not interested in the English online class.

### **Rationale**

The area of interest on this research is focused on the teacher-student interaction during classes. My motivations to explore this area come from the observations that I was able to carry out while taking my final practicum at university and also my previous experiences at ELAB (Experiencia Laboral) in which I fulfilled duties as teacher. During the observations, I had the opportunity to see 6<sup>th</sup> grade classes all over the second semester and I noticed how difficult it is to transfer a class full of human interactions into a virtual session in which students and teachers do not see or speak to one another nor further interactions are present. Similarly, I witnessed how challenging a class may become if my centre of attention is just the content of the lesson but the different ways I interact with students and moreover, how I intend to use that interaction with the acquisition of a second language.

By researching on this topic, I would like to understand the process of awareness that I was able to reach in the path of becoming a teacher so far. I want to explore how my understanding on teacher-student interaction was back then in my 2<sup>nd</sup> and 3<sup>rd</sup> year of university and how they have evolved now during the last semester of the degree. From my point of view, it is crucial that teachers can take a look at themselves, and reflect on the abilities they have developed and the new interpretations made around pedagogy that have shaped their identity as teachers. More importantly, it is substantial to self assess our process constantly on what, how, and why we are doing our job since paradigms of life are

changeable. Finally, this research would be of great significance to understand the phenomenon selected and to learn how to take advantage of interaction inside the classroom for the sake of learning a second language.

Education is often seen as the learning of content organized within a curriculum, but centuries of schooling have demonstrated it implies more than just learning. As a country, schools have their own culture and traditions that shape students' way of thinking and influence not only in their academic results as learners, but also them as individuals in development (Craig, 2014). Nowadays, the educational centers and their Proyecto Educativo Institucional (PEI) display a series of dimensions that institutions have set as objectives to be fulfilled. The PEI of the school in which this research will be conducted presents, aspects such as an integral education based on values, socio-emotional tools and abilities to boost effective productive communication, all dimensions that prove that education is more than just learning content from a curriculum (Proyecto Educativo Educativo, 2020).

Throughout my whole experience as a pre-service teacher, which includes from observing classes to the process of planning and teaching them, I have noticed how critical it is to establish positive relationships with students before presenting them all the lessons they are expected to study, as in this case English. For example, in the area of sports it is not recommended to execute an exercise that demands a great amount of energy and effort immediately, but first to prepare and create the proper conditions for getting the most effective outcomes of what we are performing. The same piece of advice can be applied to the field of education. If I am going to teach in a school, no matter what subject I am in charge of, I cannot come in the classroom and start the lesson. First of all, I must prepare the proper environment for teaching, and most importantly, establish a relation of confidence and trust with my students so learning can become achievable during this time of pandemic.

Furthermore, my experience around educational backgrounds has helped me to comprehend how teacher-students interactions are established inside schools. The constant possibility to be in the same room with students from 2nd to 12th grade has allowed me to understand that getting involved with students is beneficial for a satisfactory development of the class (Banks, 2014). On the one hand, there are schools whose teachers cannot get involved with students and go beyond than just presenting them with a grammatical feature of English. On the other hand, I was able to get to know the learners in depth and acknowledge the vast list of requirements that they expect to be fulfilled before and during the period in which the teacher and students interact for the sake of learning. Finally, it is the development of socioemotional relationships between teachers and students that is one of the most likely to be mentioned issues when studying a subject, especially a content that might not be interesting at all for everyone or could not draw their attention.

The rationale of this research relies on how critical it is to establish relations that not only facilitate learning, but also promote interest in the acquisition of a second language as English in the Chilean classrooms. The current lockdown has made this work a challenge lately, and it is of great importance not only to take into consideration set enhancing teaching practices, but apply them as well with students that could not have a minimum of curiosity in learning English.

For the reasons mentioned above, the necessity of generating constructive connections with learners is of the utmost importance if the aim is to maximize the chances in which students feel motivated to learn a new language. In other words, the area of research is the relation between my teaching practices, the way I promote them, and its relation towards acquisition of a second language.

## **Literature Review**

This proposal's main objective is to identify how positive teaching practices between teacher and students influence the acquisition of a second language. For this reason, a series of authors and keywords will be introduced in order to explore their ideas and conclusions in regards to the main topic of this research proposal.

## **Positive Learning Environment**

When new content of a subject is presented, teachers must make sure that learners are given with the right tools and context required to carry on learning properly, always aiming for learners and guiders to gain the most significant insight and outcomes during the class. If teachers maintain a noisy classroom in which students are not curious in the topic and no further actions are done to appeal this situation, then it is quite likely to take an enormous amount of time and effort in trying to get their attention. However, if the proper arrangements are implemented for the sake of a prosperous class, learning will not be a hard task to achieve (Bucholz & Sheffler, 2009).

Setting strategies for classroom management might be seen as a waste of time when teachers want to teach their lessons quickly. But there is no doubt that prioritizing class procedures should help teachers to execute their programs better. Nevertheless, the application of strategies will not require extensive years of reflection to have control of a class development and its members. According to classes observed, every time disruptive behavior came into view, punishment tended to appear and be the channel of solution (Pritchard, 2009). As a result classes suffered plenty of interruptions and students inhibited themselves from learning. In the end, classroom management would be useful for both keeping control and creating class procedures for positive outcomes.

What worries most is that dealing with students nowadays may be resulting in more violent relationships inside the classroom, and finally getting learners away from the purposes of teaching instead of understanding their actions and improving them.

Alternatively, teachers and community might start by doing little changes with the purpose of treating students properly and significantly. Different actions by part of the teacher can be slightly included in lessons such as instead of ignoring good behavior or participation and rewarding them when they take place, celebrate good choices and guide them through the academic process with the help of constant reflection (Polirstok, 2015).

### **Socio Emotional Learning**

Teachers are strongly based on their own ideas about how to address different situations at schools. The impact of teachers' beliefs in the development of classes is powerful when it comes to every decision taken at the school, since they are a series of versatile attitudes, emotions, and feelings as a reaction to new situations and changing circumstances that will directly cause an impact on students (Berg and Ros, 1999 cited by Nicolae, 2003). In the same way as teachers shaped this dimension once as students before, it is time for students to do so as well now and use it as a tool for boosting English learning.

In the same way, teachers need to be careful on what procedures they apply to solve classroom conflicts when they arise. When certain actions and methods become part of a routine they finally transformed into patterns and thoughts that students probably perceive as normal habits such as: my classmate stood up from his seat, that is bad so he will be punished by the teacher, which at the end of the day will also be a heavy burden for the ones who witness that penalty. As well as in all places, students go to school to learn, and such an environment is full of interactions that will shape students' growth in several dimensions of their lives, including their social and emotional ones which will certainly be affected. In

addition to this, a shifting of mindset and positive social ties toward students will lead to more humanistic relations in order to maximizing higher opportunities of learning (Zacarian, Alvarez-Ortiz & Haynes, 2017).

This proposal is strongly based on Freire's major purpose of pedagogy which is to form holistic educated citizens and to make this profession a means for intellectual freedom and reflection by firstly, transforming learners' realities and the actual paradigms in which we all live in (Freire, 2005). Teachers play a crucial role in guiding them. Therefore, it is fundamental to get to know students and set constructive connections with them, recognizing and understanding their attitudes in the classroom, and at the same time, comprehending teachers' frame of mind aiming to improve their decision-making processes (Prošić-Santovac & Savić, 2017).

### **Classroom Management Strategies**

Regardless of what the subject, topic or lesson is being presented by a teacher, there must prevail certain rules and norms that guarantee that a classroom is being used as such. As Marzano, Marzano & Pickering (2003) highlight, the teacher possesses plenty of roles like teaching in the classroom, facilitating learning, and counseling learners. However, there is one responsibility that stands out all over the others which is being the classroom manager. It is important to bear in mind that such rules do not have to be as demanding as the purpose is not restricting students' freedoms in the school. Conversely, students as well as all human beings are shaped by daily interactions in every moment, and so they benefit from the space and time that the classroom provides them. Hence, the necessity of having an adequate spot for learning to take place is a precondition that must be addressed always if effective outcomes are expected (Englehart, 2012).

All teachers around the world may have disruptive students in their classroom. Furthermore, misbehaviour can be quickly recognized when it occurs, but the reasons of its origins tend to be unknown and a lot of times even ignored with no further treatment. There are several internal and external causes that motivate students to behave like that in the classroom and outside of it, no matter what they are being presented with (Banks, 2014). Due to this classic scenario, fruitful classroom management strategies are not always taken into action and common teacher-students discussions emerge turning into an interminable exchange of words that includes nothing but a more hostile environment for everyone in the room.

By the same token, aiming to take any strategy to maintain classroom management is crucial to set positive relations with students and meet their needs. The fact that students do not talk about their necessities at the school does not mean they do not have any of them. Because of the time, ignorance, and plenty of deadlines that teachers have to act in accordance with, there is not time left for students to neither speak nor talk about their concerns and other topics of interest. This results in that management does not get to know students, what worries them, or how to approach them. As Lebor (2015) posits, the key aspects of getting to know students to create a more engaging environment and avoid disruptive behaviour is to actively listen to them. Following his findings, students claimed to misbehave due to stress, boredom, and lack of interesting sessions, all points that can be dealt with functional classroom management strategies throughout lessons.

### **Teacher-Students Interaction**

Teacher-students interaction is at the core when dealing with teaching and learning environments and therefore every event taking place at the schools becomes relevant considering we are beings of interaction every day. In fact, we do not necessarily require

another person to interact with; we interact with the environment that surrounds us at any time and place. Teaching is not a work that is done and ready as a sort of formula that has to be solved. Teaching is a work that involves feelings and emotions in its development since they are embedded and expressed through the human interactions and relationships that we establish with our learners (Hargreaves, 2000).

Moreover, the interactions that teachers set up with students in the classroom may cause a direct impact on learners' performance and academic results. It is likely to happen that without interactions, lessons and curricular objectives would be difficult to achieve. Besides, the necessity of interacting with learners becomes more important in subjects that require teaching a language since English in this case turns into the means for accomplishing the class goal. Then, through students' constant participation in these exchanges of knowledge with the teacher, they are not only acquiring grammatical and structural features of the language learnt, but they are also gaining communicative skills and abilities to express their thoughts in form of words (Hall & Walsh, 2002).

### **Research Question**

With the purpose of researching on this topic, analyzing the utterly of carrying out such teaching practices, and understanding their relation to the acquisition of English, the following research question is stated:

How is my teaching practice of teacher-student interaction evidenced in order to teach English?

### **Methodology**

In order to explore and comprehend in depth this matter, a qualitative approach will be applied to collect the data needed. This approach has been chosen since this research is not

looking for any consequence of a certain phenomenon, but it is focused on researching the path that I have been through in regards to the question research (Creswell, 2012).

### **Data collection instruments**

The main question will be analyzed using three data sources in order to increase the validity of this research. This notion of multiplicity and subsequent analysis is also known as triangulation, in which it is pivotal to make use of multiple sources of data to enhance the credibility of the research (Samaras, 2011). The instruments for data collection in this research are: 1) personal journals, 2) methodology course tasks regarding this topic, and 3) one lesson plan that I designed as a pre-service teacher during the degree.

### **Personal journals**

The first instrument I am going to use will be my personal journals (Appendix A). These two personal journals are chosen in order to analyze my thoughts upon the ideas of teacher-student interaction that I had back then in my 2<sup>nd</sup> and 3<sup>rd</sup> year of university. After doing this, I will compare those ideas to the beliefs that I have developed so far. Through the analysis of both written journals, I will be looking for the changes that I have had during the duration of my process as a pre-service teacher so far.

### **Methodology course task**

Secondly, I have chosen to analyze a written task that I did when I was taking the course called Methodology I: Learning Environments and use of TIC's. I decided to use this tool because it is the instance in which I heard and learned for the first time at university about how teachers can interact with students through different methods that can be perceived as details, but that achieve great changes when it comes to us teaching a class. Without a doubt I knew that there were several ways to do it and in that way maximize learning

opportunities during the class. Even though I never studied that area in depth before, it drew my attention during that course because of the great benefits that meaningful exchange of interactions would bring such as increasing students' interest towards a second language (Amjah, 2013). By exploring this task, I will be looking for how my understanding of interactions were in 2018, how I conceived them back then and how they have changed so far.

### **Lesson plan**

Finally, I will go through one of the lesson plans (Appendix C) that I designed while taking the ELAB course. The lesson corresponds to a class of September, 10<sup>th</sup>, 2019. Covid-19 spread around the world at the end of year 2019, and the first case confirmed in Chile was in March, 2020. Therefore, when this lesson plan was designed I had the opportunity of implementing it in the educational establishment in which I was. Such lesson plan will be used to identify how I reflected teacher-students interaction through the design of a class in order to boost the learning of English.

### **Data collection procedure and analysis**

The very first step to collect data will be look for the files that I have stored from 1<sup>st</sup> year of university. Since the data collection sources are from specific moments of my pre-service teacher process, I just will go to the right folders in which I will find them. After having them all, I will code my pieces of work using the operability of a powerful workbench mainly used for qualitative data analysis. As some authors have exposed, coding is defined as the process of taking the data sources available and transforming them into a set of meaningful patterns or categories that will help the researcher to organize better the information gathered (Creswell, 2012).

## **Research Findings**

This section will present the findings upon the frequency of teacher-student interaction that I was able to identify in previous tasks as a pre-service teacher. The tasks that correspond to journals and reflective essay of the methodology course showed a high level of awareness in regards to my teaching practice of teacher-student interaction. As a result of the analysis, valuable aspects such as: creating warm environments, setting rules for class management, and teacher-student interactions could be identified. However, the lesson plan explored did not evidenced further proof of my acknowledgment previously stated.

### **Teaching practices of teacher-student interaction**

The analysis of all data sources constantly showed awareness on teaching practices, the importance of applying them in the English classroom, and its influence for better learning opportunities when learning a second language. Some of the understandings that I was becoming aware while taking this course are shown in the following examples:

*“Having clear key aspects before and while teaching will help us to provide our students quality learning environment and finally take the best of them”*

*“I am aware as well, that we must to create a more human relation to students, beyond that one that classroom can allow”*

*“This time, the reflection will be focused on an aspect that I consider quite important: relation among teachers and students.”*

The examples presented above are short extracts taken from the journals and reflective essay from the Methodology course. But when analyzing the lesson plan chose, the

evidence is not the same and it tends to be limited as it is shown in the following examples, plus a warm activity done during the pre-stage of the lesson:

*“Greetings students. Preparing the environment for the class to start”.*

### **Discussion**

As presented above, different teaching practices appeared throughout each one of the data collection sources. Some of my previous ideas upon the topic evidence that it is important to create the proper context in order to get the most meaningful insights from the English class, even if we have to dedicate time of the lesson to do so. This statement is supported by Bucholz & Sheffler (2009) in which they argue that promoting the right spot in the classroom, it would be easier to get learning. Example of this is when the pre-service teacher dedicated time to say hello to students as an action of making them feel well and that the class is about to start. This greeting moment can even take more time and become a warming start. Then, further questions about students' frame of mind may be asked.

The pre-service teacher also referred a lot of times not only about the implementation of positive teaching practices for the class, but also about its benefits for carrying out an English lesson every time with more success. This idea agrees with Nicolae's research (2003) on teachers' beliefs about their actions in the classroom. Every one of the teachers we can find at school have a set of attitudes, emotions, and feelings around education. Therefore, they do have credibility when it comes to making a pedagogical decision, thus, whatever the decision is taken, it will cause meaningful impacts on students' scholar lives.

Another finding that is also connected to what some authors have said about this topic is the idea of remembering we are beings of interactions. As Freire (2005) points out, we need to humanize students, people, and education. Following his idea, it is important that

teachers consider teaching an act of love for humanity. Caring is utterly significant, and by doing so we are going to teach not only the content from the English subject, but also teaching skills, developing cognitive dimensions and motivating students to learn.

### **Conclusions**

Throughout this research I intended to understand the notions that I had about my interaction with students through different teaching practices. The background considered to carry out this study was a vulnerable school from southern Santiago, Chile. The English class was scheduled once a week every Thursday at 16:00. Due to the current situation, students have not attended their schools for more than one year, losing track of their learning processes and interactions with the teacher.

The main reasons that motivated me to research on this topic are mainly the importance of positive teaching procedures on the enhancing of second language acquisition, and current situation. The world is going through a Covid-19 pandemic, and teaching has become a real challenge during this time. Therefore, how to promote the English learning through virtual platforms has drawn my attention, since students may not be interested in learning a second language, especially these last months of lockdown.

Finally, the review of studies presented here demonstrated the importance of including positive teaching practices in order to encourage students to successful encounters with English. I consider it is paramount that teachers can include such practices in their lesson, since both learners and guides will benefit from it. Along this research it has been referred to as teaching practices, which may mean that the teacher is the one in charge of everything. This is not totally true, since the diverse manifestations between teachers and students can be agreed together, such as setting rules or creating a safe environment for learning.

## **Implications**

Carrying out this research provided me the opportunity of comprehending better the teaching practices that are applied in every class by teachers. By implementing them, we are not just creating a warm environment for learning to happen, managing the classroom or interacting with students, we are also playing an important role within students' learning path, academically and socio-emotionally speaking. As a result, we can get more students participating in our classes and having the feeling of the course as a safe place to learn.

Through the conducting of this research I could recall my experience as students at school and reflect about the practices that my teachers had back in 2010 when I was at high school. I could recognize some patterns that were positive for not only the development of the class, but our development as individuals. I can also recognize other practices that were not that positive and we let pass, but by researching this topic, I knew that those teachers needed to improve their pedagogical practices since they were causing the opposite that positive teaching procedures look for.

Thanks to findings, I have confirmed that a proper classroom environment is not only a useful strategy to boost the progress of a class, but as this research stated, to promote the acquisition of a second language as English in EFL classrooms. Moreover, it is undoubtedly that including effective teaching courses of action will provide fruitful insight from both the teacher and students that can be replicated in the different grades of a school.

At last but not least, in spite of the fact that it is most of the time referred to teaching practices, it does not mean that the teacher is the one in charge of everything. In the same way students can collaborate in the creation of a safe place for learning or establishing rules for the development of the class.

## References

- Amjah, Dk Y. (2013). A study of teachers' strategies so develop students' interest towards learning english as a second language. *Procedia Social and Behavioral Sciences*. ELSEVIER.
- Banks, T. (2014). Creating positive learning environment: Antecedents strategies for managing the classroom environment and students behavior. *Creative Education*. 5,519-524.
- Colegio Bahía Darwin. (2020). Proyecto Educativo Institucional. Retrieved from: <http://colegiobahiadarwin.cl/archivos/PROYECTOEDUCATIVO2018.pdf>
- Craig, D. J. (2006). *School Culture: The Hidden Curriculum*. The Center for Comprehensive School Reform and Improvement. Learning Point. Issue Brief.
- Creswell, J. (2012). *Educational Research Planning, Conducting and Evaluating Quatitative and Qualitative Research*. Boston: Pearson
- Englehart, J. M. (2011). Five Half-Truths about Classroom Management. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*. 85(2), 70-73.  
Doi:10.1080/00098655.2011.616919.
- Freire, P. (2005). *Pedagogy of the Oppressed*. New York. USA: The Continuum International Publishing Inc.
- Hall, K., J. & Walsh, M. (2002). *Teacher-Student Interaction and Language Learning*. Chapter 10. *Annual Review of Applied Linguistics*. Cambridge University Press.
- Lebor. M. (2015). What did Disruptive Students say they wanted from their classes? A Survey of Students Voices.

Marzano, R., Marzano, J. & Pickering, D. (2003). *Classroom Management That Works: Research-Based Strategies for Every Teacher*. Association for Supervision and Curriculum Development. Alexandria. Virginia. USA.

Nicolae, M. (2014). Teachers' Beliefs as the Differentiated Instructions Starting Point: Research Basis. *Procedia - Social and Behavioral Sciences*. 128, 426-431. Doi: 10.1016/j.sbspro.2014.03.182.

Pritchard, A. (2009). *Ways of Learning. Learning Theories and Learning Styles in the Classroom*. Second Edition.

Prošić-Santovac & Savić. (2017). English Language Teachers' Attitudes towards Inclusive Education.

Polirstok, S. (2015). Classroom Management Strategies for Inclusive Classrooms. *Creative Education*. 6,927-933. Scientific Research Publishing.

Samaras, A. (2011). *Self-Study Teacher Research: Improving your practices through collaborative inquiry*. Thousand Oaks: SAGE.

Zacarian, D., Alvarez-Ortiz, L., & Haynes, J. (2017). *Teaching to Strengths. Supporting Students Living with Trauma, Violence, and Chronic Stress*.

## Appendix A

*Journal entry - June 22<sup>nd</sup>, 2018*

Journal 4

Sebastián Sepúlveda Ortiz

Section 6

ELAB

Alberto Hurtado University

June 22<sup>nd</sup>, 2018

We have finished the first part of Experiencia Laboral 1, and personally it has been a great experience, from teaching to a 12<sup>th</sup> students' course to getting involved with different school members. This time, the reflection will be focused on an aspect that I consider quite important: relation among teachers and students.

I am aware that as a future teacher of English, I will have to teach the language itself among other things related to communication, skills, etc. but I am aware as well, that we must create a more human relation to students, beyond that one that a classroom can allow.

In many occasions -what I have observed in ELAB and experienced as a student) emotions, feelings and other kinds of thoughts are not taken into account when teaching to learners that need to be motivated somehow. By not fostering these cognitive dimensions, teaching may turn harder.

Since teachers' time is limited, encouraging this space might be difficult to do, but a couple of minutes of classes will improve teachers - students' relations and it will for students' disposition.

A simple "how are you" could change students' minds. The concept of self esteem will improve since they will notice that teachers care about them. We do not have to forget we are working with people. They are not programmed robots, they change, feel, think, etc. This is quite important since how we studied in the TREPE course, school culture is not only values and traditions that institutions have, but also how they work from micro to macro systems.

## **Appendix B**

*Reflective Essay - September 3<sup>rd</sup>, 2018*

Providing Quality Learning Environments

Sebastián Sepúlveda Ortiz

Alberto Hurtado University

Methodology I

Section I

September 3<sup>rd</sup>, 2018

Pedagogy and a coin are alike; they both have two sides to consider. Even when teachers can enjoy teaching, relating positively with youths and being proud of their students' achievements, this job demands a great amount of energy, time and perseverance in order to take the best advantages of the situation they are working at. Unfortunately, in many cases they find themselves in circumstances arduous to address in which the environment may be affected and the learning process as well. Having clear key aspects before and while teaching will help us to provide our students quality environment learning and finally take the best of them.

When learning new content, we must make sure our learners are provided with the tools and environment necessary to produce the higher learning results. On one hand, if we have a noisy classroom, in which students are not interested in the topic and moreover the teacher does not care about it, then it will take an enormous effort to engage them with knowledge. On the other hand, if we make the arrangements to have a proper environment, learning will not be a hard task to reach, increasing the possibilities to improve their performance.

As it seems, it is in our hands to provide the best scenario possible, even so this is not easy to manage; it is not enough only theory or our beliefs, but gained experience that will show us how to act correctly and what decision to make. In order to take the first step into this awareness of quality environment learning, a set of practices are going to be developed such as dealing with disruptive behavior, setting of rules and teacher - student interaction. The informed handling of these three aspects, among others that can be developed, will be useful at the moment of facing a course.

First of them is a well-known characteristic that teachers have to deal with daily in their work: Disruptive behavior. A lot of teachers tend to think that their way of dealing with this is the best, based on their own beliefs and thoughts. The problem is that among their

actions they consider to punish students as a method of proving the others that misbehaviors receive a certain punishment in the school. The complication of doing this is that there are no real changes in students' behavior; on the contrary, the situation turns even worse for both teacher and student, evidencing that disruptive students impact highly on teachers' stress levels (ATL, 2018 cited by Lebor, 2015)

When youths are asked about why they behave disruptively, several are the answers: they are bored, they do not like the topic/subject, and some others like playing with their mobile phones. We as teachers have the duty of making a deep reflection about why students act like that. If it is necessary to adapt classes to their context, change the method of teaching or as simple as listening to what they need in favor of a proper learning environment, so they have to be done.

Second: setting rules and expectations from the very beginning in order to avoid misunderstandings. When a teacher and a course meet each other for the first time, they need information from each side with the aim to create a relationship, and this can be a different way to start and get involved with mutually. Rules setting can be beneficial for the development of classes, they can guide the teacher to reinforce good behaviors and determine the ones that are not expected to take place in the classroom (Banks, 2014). Expectations are also important when creating new interactions. They give people goals to reach and skills to improve, whether they are long or short-term goals.

Third, teacher-student relation can be a powerful practice to obtain a quality environment learning as long as both facilitator and learners do not confuse their roles. As teachers serve as models to their students, they can put on practice the skills of listening and speaking to them. These simple actions will make learners consider themselves as the nucleus of education, the fundamental factor to administer a context ready for learning. The use of

human capacities like these will encourage students and instructors to keep a safe, better and successful environment (Banks 2014)

Educators have a tremendous privilege in their work; they can get into students' brains and shape it, but it is our duty to do it positively. The key aspects previously mentioned can be of great help not only to new teachers, but to those who are already into the educational system as well, and in that way, provide students the best conditions for learning. The correct application of them will result in a more equal, secured and constructive context, since we should not forget, we are educating human beings, not treating with robots.

### Bibliography

Banks, T. (2014). Creating positive learning environments: Antecedent strategies for managing the classroom environment & students behavior.

Lebor, M. (2015). What did disruptive students say they wanted from their classes? A survey of student voices.



		<p>ICC: Do you have to work in groups or individually?</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>• What do you know about this?</li> <li>• Is it good or bad? Why?</li> <li>• What is World Health Organization/WHO/OMS?</li> </ul> <p><b>During reading Activity</b> Strategy: Checking comprehension</p> <p>True or False Activity</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1) Read the statements on the worksheet</li> <li>2) Circle "T" if it is true or "F" if it is false</li> </ol> <p>ICC: -Do I have to underline or circle the correct alternative? -Students listen one example and answer simultaneously</p> <p>Example: Traditional foods</p>		
--	--	---	--	--

		<p>Statements:</p> <ul style="list-style-type: none"> <li>• Ratatouille is the typical food in France.</li> <li>• People drink a lot of soda in France</li> <li>• Spaghetti is the typical food in Brazil.</li> <li>• Moqueca is a soup.</li> </ul> <p><b>After-reading activity:</b> Strategy: Making connections with students' realities.</p> <p>Let us talk about you</p> <p>Instructions:</p> <ol style="list-style-type: none"> <li>1) Read the questions of the worksheet</li> <li>2) Think about your daily life and answer the questions orally.</li> </ol> <p>Questions:</p> <ul style="list-style-type: none"> <li>• Do you like fruits/vegetables?</li> <li>• Do you eat fruits/vegetables?</li> <li>• What is your favorite food?</li> </ul>		
--	--	---	--	--

		<ul style="list-style-type: none"> <li>• What food you don't like to eat?</li> <li>• What is the traditional food in Chile?</li> </ul>		
--	--	--	--	--

<b>Post</b> <i>Productive skills, Language practice, Functions, Language production.</i>				
	Language focus, chunks + keywords	Strategies + activities + instructions Include interactions, timing & steps	Evidence (OE)	Time-mins.
		Post Activity		
		Free practice		50'
		Strategy: Writing for content and/or form (Ur, P. 2007)  Activity: Poster design. Students will be shown an image with several fruits and vegetables. Students are asked to select any of them in order to create a healthy menu for 3 days at week.  Materials: Kraft paper - Markers (Final chart will be provided)  Instructions: 1) Get in groups		

		<ol style="list-style-type: none"> <li>2) Every team receives a cardboard</li> <li>3) Design a poster that informs about your menu for 3 days at week</li> <li>4) Include different fruits or vegetables</li> <li>5) Name your plate</li> <li>6) Drawing is allowed (if you want)</li> <li>7) Raise your hand if you have questions</li> <li>8) Present your poster to a different group</li> </ol>		
		ICQ's: -Is this a group activity or an individual activity?		