



How Can I Help my 11th Grade D Students to Build a Positive Learning Environment During the English Lessons?

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This research was carried out to obtain a university degree as an English teacher

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I. Abstract

This action research looks into the possible ways the teacher can help students to create a positive learning environment through coexistence in 11th grade D learners to improve the English learning in a EFL context. This investigation was conducted during four months approximately, and it took place at Altamira School, a private educational center located in Peñalolén, Región Metropolitana. The intervention plan was designed in detail based on the evidence collected by four methods and instruments to validate the purpose of this investigation. All the methods were carefully selected and supported by a theoretical framework, and they were focused on students' needs and characteristics.

At the end of this project, the researcher is able to find herself with an enriching resource of tools and strategies to tackle the creation of a positive learning environment.

Keywords and concepts: *Adolescents - positive learning environment – coexistence – strategies – behavior – respect.*

Resumen

Esta investigación-acción indaga las posibles formas en que el profesor puede ayudar a los estudiantes a crear un ambiente de aprendizaje positivo a través de la convivencia en estudiantes del 3ro medio D para mejorar el aprendizaje del idioma Inglés en un contexto como aprendizaje de un segundo idioma. Esta investigación fue

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realizada durante aproximadamente cuatro meses, y tomó lugar en el colegio Altamira, centro educacional privado ubicado en Peñalolén, Región Metropolitana. El plan de intervención fue detalladamente diseñado basado en la evidencia recolectada a través de cuatro métodos e instrumentos a modo de validar el propósito de esta investigación. Todos los métodos fueron cuidadosamente seleccionados y sustentados por un marco teórico, y estuvieron enfocados en las necesidades y características de los y las estudiantes.

Al final de este proyecto, la investigadora es capaz de encontrarse ella misma con una enriquecedora fuente de herramientas y estrategias para abordar la creación de un ambiente positivo de aprendizaje.

Palabras y conceptos claves: *Adolescentes – ambiente positive de aprendizaje – convivencia – estrategias – conducta – respeto.*

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II. Acknowledgements

First of all, I have to thank my parents, Loretto and Miguel, my sisters, Antonia y Rocío for being the unconditional loving pillar during these years, for not let me down even when the way was getting hard and ungrateful. I love you endlessly.

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III. Introduction

For many years, researchers have focused on discovering and analyzing what the most important factors to foster non-discriminatory, equitable and successful education are to promote meaningful learning. One key factor is having a positive learning environment that strengthens respect, cooperation among students, active participation, and motivates them to learn.

It is true that several aspects are involved in this process, and for that reason teachers must be alert to identify students' needs and interests. When students do not have the disposition to learn, they are disrespectful and have a reluctant behavior to be involved and be part of the lessons. Thus, it is necessary to modify factors and attitudes in the class to create a better environment to learn and to improve positive and healthy relationships among members.

This Action Research aims to investigate the way the teacher can help students from 11th grade to build a positive learning environment through coexistence, taking into account their characteristics, abilities and context.

The structure of this action research consists of a description of the **Context** to portray the characteristics of the school and the class that will be studied during the process; a **Research Question** based on the identified problem that will guide the whole investigation; a **Rationale** where it will be explained the reasons why it was decided to accomplish this research, and what might be the future effects on students

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and the teaching practice; a **Literature Review** that helps the researcher to support the validation of this action research through a theoretical framework; **Methodological Design** contains the instruments to collect valid data to support this action research; the **Data Analysis** of the different results based on the methodology resources, the answers and performances students gave through the different applied resources, and finally the **Reflection and Conclusion** of the possible solutions and outcomes to the identified problem.

IV. Context: The Altamira Community

This action research takes place at Colegio Altamira. This is a private school located in Peñalolén, Región Metropolitana. It is a co-educational institution that shelters approximately 1,000 students. Most of them come from high-income families, so they have the opportunity to travel overseas and use the English language in real contexts. This school attempts to promote the inclusion of its members, therefore, this educational center houses students with special needs (e.g. Down syndrome, Psychiatric diseases, Motor Sensory Disorder, Attention Deficit Disorder, among others). The Mission and Vision of the school are focused on students' integrated development and their inclusion in society: *“EL Colegio Altamira existe para educar personas íntegras y armónicas, desarrollando en ellas, habilidades y sensibilidades que conecten con su ser, en tanto potencialidades intelectuales, emocionales, artísticas, corporales, sociales, intuitivas y amorosas, bajo el principio de que todos y todas pueden aprender a vivir en un mundo en constante cambio, cuidando la vida en todas sus dimensiones.”* (Colegio Altamira, 2016).

The students do not wear uniform; they wear their casual clothes. The school imparts a wide variety of workshops related to Art and Music from which the students choose specific workshops to complement their academic process. Circus performance, Mosaic, Juggling, Dancing, Drama Club are some of the workshops given by the school. In the case of 11th and 12th grades, students are authorized to replace the English subject for another subject that they would like to specialize in the future. That means those students do not have regular English classes. That is what Altamira calls “Adecuación Curricular”, and it was created to help students' to develop their identities based on their interests and likes.

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The English Lessons

The class that will be part of this action research is the 11th grade D. This grade is formed by 25 students, 15 girls and 10 boys. However, 8 students do not attend to regular English classes because they replaced it for a workshop of their interest under the “Sistema de Adecuación”. Therefore, only 17 students remain in my classes. They have three pedagogical hours per week of 45 minutes each: Mondays from 12:15 pm to 13:45 pm, and Tuesdays from 11:15 am to 12:00 pm.

In relation to the seating arrangement, the teacher’s desk is in front of the students; students use individual chairs and one chair next to the other to create a whole big group. The room has a board, data projector, and it is decorated by students’ murals, posters and drawings.

Regarding the English language, this grade does not use textbooks or workbooks as it was registered on my Practicum Journal. The host teacher points out that *“in 11th grade pupils put into practice what they learnt in the previous courses, so here they develop language skills.”* There is not grammar input directly since they learn English through topics designed by the teacher, the lessons are carried out based on students’ and teacher’s spontaneous opinions.

The Identified Problem

After three weeks of observing my host teacher's lessons and students' attitude as a co-teacher, monitoring some short activities and giving instructions, I realized there was a problem with the classroom environment. Most of the students had an inappropriate behavior within the room. For instance, on August 30th, the following situation was registered in my Practicum Journal: *"There were two students changing clothes while the teacher was introducing the topic of the lesson. The rest of the classmates were laughing at the situation and making jokes. The teacher had to stop the lesson and wait for the students to rush."* Additionally, it was common to listen to students using impolite words and expressions to relate to each other and to the teacher: *"I helped my host teacher to hand out worksheets for the students and when I gave the paper to a boy, he said: '¡Aaah Cote qué paja, no quiero hacer nada! ¡Si yo te caigo bien poh!' and the teacher answered: Ok, no trabajes, pero quédate en silencio."*

It is relevant to highlight that the teacher does not force students to work in class if they do not want to, as it was exemplified through the following situation: *"the main focus of the teachers at Altamira is not students' academic performance; it is their socio-emotional development and its implications. That means that we, as teachers have to look out for students' freedom and autonomous decisions."*

These kinds of situations directly affect the flow of the lessons because when the learning environment is disrupted by external influences, it is difficult to engage students again.

V. Research Question

Taking the preceding evidence into account, the following question emerges from the context: *How can I help my 11th grade D students to build a positive learning environment during the English lessons?*

VI. Rationale

When an observer detects a particular problem in a context, that observer has the responsibility to find possible solutions to solve to what is affecting the group in order to make a contribution.

From my point of view, the importance of creating a positive learning environment in an EFL class has relation with the manner how students acquire the language and how that process brings along with its future repercussions. Different personalities, characteristics, diverse points of view and opinions converge in a classroom, and each member of that micro-community is in charge of strengthening the coexistence and attachment among people. (Paul Robertson, Roger Nunn and Darren Lingley, 2008).

Personally, I consider it is essential to promote respect among students since a *“good learning environment helps to improve the learning outcome, it provides the learner with care and support, it inspires and boosts the learning spirit and it cultivates responsibility in the learner.”* (Robertson, P. Nunn, R. Lingley, D. 2008. p.125)

This action research might benefit my own teaching practice; the grade 11th “D” and also Altamira School Community. First of all, once I implement this investigation I might be capable to criticize myself as a future English teacher in order to modify and improve my own teaching practice. As a future educator, I consider it is completely necessary to reflect about the needs and features of the context where we work on, and that work implies to be always alert to maximize students’ learning.

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Furthermore, students from 11th grade D could increase their interaction among them, and observe and demonstrate their progress through the semester.

Additionally, they could have the opportunity to realize how important to build a positive learning environment is in order to strengthen the learning of English by being a democratic leader within the classroom to maintain enriching social relationships.

Finally, Altamira school's community will be also benefited thanks to this action research since students from 11th grade D could extrapolate this learning experience to the rest of lessons and teachers they have, to make it more significant and representative. In addition to that, it is relevant to mention that when a group of members is able to modify its behavior in order to overcome problems, this modification has a powerful impact on the context that this group is inserted because that group is being a role model for the rest of the members of the community.

In other words, if this problem is repetitive in other grades, teachers at Altamira School could resort to this action research as an inspiration to find their own ideas to deal with the situation.

VII. Literature Review

In this action research, three main topics are involved: (a) positive learning environment, (b) classroom management, and (c) psychological aspects of adolescents' development.

a. Positive Learning Environment and its Implications

To begin with, it is necessary to mention what the importance of developing a positive learning environment is. Hindman, J; Grant, L; Stronge, L; (2010) agreed that “the learning environment matters because of a productive, positive classroom in which learners feel comfortable, and confident to participate and take part. These include increased student engagement, decreased disruptive behavior, better use of instructional time, and improved student achievement.” (p.49).

It is true that teachers are in charge of determining what the most accurate strategies are in order to avoid behavioral problems inside the classroom to maintain students engaged and to safeguard their learning. Banks (2014) states that “when teachers create environments of care, they create settings where potential challenges are planned for, rules and consequences are established, positive behavior is the focus for classroom supports, redirection rather than reprimand is the vehicle behavior change, and students are offered a variety of choices to reach an agreed-upon instructional goal. Teachers that create positive classrooms pay close attention to all of the environmental stimuli that are present in their educational setting.” (p.519).

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Following the previous idea, Salend (2010) establishes that building a positive learning environment deals with the creation of a balanced classroom management plan in which teachers and students set rules and common agreements to provide genuine spaces for students to express their ideas and feel comfortable during the lesson by using innovative, motivating and differentiated teaching practices. Additionally, Salend (2010) points out “it is also important to foster communication and collaboration with other professionals and families and to create a welcoming and comfortable learning environment, as well as to communicate with students, respect them, care for them, and build relationships with them.” (p.278).

All the authors mentioned above agreed that the main responsibility to promote a positive learning environment is focused on teachers’ decision making to foster students’ academic achievement; but also to help student-student and student-teacher relationships to be positive, effective and enriching.

b. Strategies to Address Classroom Management

Having effective and suitable classroom management strategies, to build a positive learning environment becomes easier to achieve.

On one hand, Scrivener (2012) proposes that teachers should avoid the old-fashion methods to stop negative behavior, such as humiliation or physical punishment, since students would change their bad attitudes based on the “motivation to avoid punishment, rather than motivation to learn for its own sake” (p.231). Furthermore,

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Scrivener, from his research concluded that planning engaging and interesting lessons is the essential factor to foster positive behavior inside the classroom, due to students who enjoy the activities and tasks are less likely to disrupt and get distracted.

These measures imply to offer students options to encourage their ownership through; for instance, games, songs and creating agreements and classroom rules “rather than applying hierarchically imposed scheme on them.” (p.231).

On the other hand, the author states that the use of different seating arrangement that learners are used to work, may help them to raise their participation and interest during the lesson, since from students’ perspective, eye contact or working with new people would lead their motivation to be an active member in the class.

Hierck, T., Coleman, C., & Weber, C. (2011) provide some strategies to build a positive learning environment. These strategies review positive behavioral support and interventions. First, the authors establish that students need common expectations in order to connect the students’ expected behavior to academic achievement. For instance, “school rules, codes of conduct and achievable goals.” (p.19).

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Moreover, the authors agree that teachers have to reinforce students' attitudes that teachers consider as valuable to maintain since they contribute to a positive learning environment. In this sense, students would know what they are allowed to do and how to do it.

Finally, if students still misbehave, teachers need to implement support strategies and interventions to address the dramatic cases. A plan of specific strategies may help students behave according to the context and environmental aspects, taking into account every student's needs and special condition (Hammond, L. 2005).

All the techniques mentioned before are developed to guide teachers and students' behavior towards a positive learning environment in order to improve and maximize coexistence and meaningful learning, since "academic success for students begins with a trusting and mutually respectful relationship between student and teacher, extends to classroom order, and culminates in a safe and supportive school climate that is profoundly and inextricably linked to learning outcomes. (Cornell, 2010, p.8).

c. Psychological Aspects of Adolescents' Development

In adolescence, learners tend to question and criticize the rules, opinions, judgements and limits they were used to accept when they were children. This is a manifestation of their growth and psychological development in order to become more autonomous and independent (Feldman, 2006).

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According to Seifert & Sutton (2009) adolescents suffer physical, cognitive, and behavioral changes that are shaped according to their social contexts. Most of them reveal their displeasure at schools, through negative behavior. The authors declare three main areas related to adolescent students' development: changes in self-concept and in relationships among students and teachers, changes in basic needs or personal motives, and changes in sense of rights and responsibilities.

These three areas are directly connected to the manner students behave during the lessons, since at that period of the psychological development, students discover and form their identities based on the personal experiences they have had.

However, some educational contexts do not provide students meaningful opportunities to express their ideas, thoughts, feelings, likes or dislikes. As a sequence, students get bored and have a disruptive behavior to call others' attention, and their intrinsic motivation is affected by environmental stimuli. (Papalia, D. E., Olds, S. W., & Feldman, R. D. 2009).

Mind map

Synthetic mind-map of the relationship among the three main aspects exposed above to contribute towards a positive learning environment in my 11th grade D:

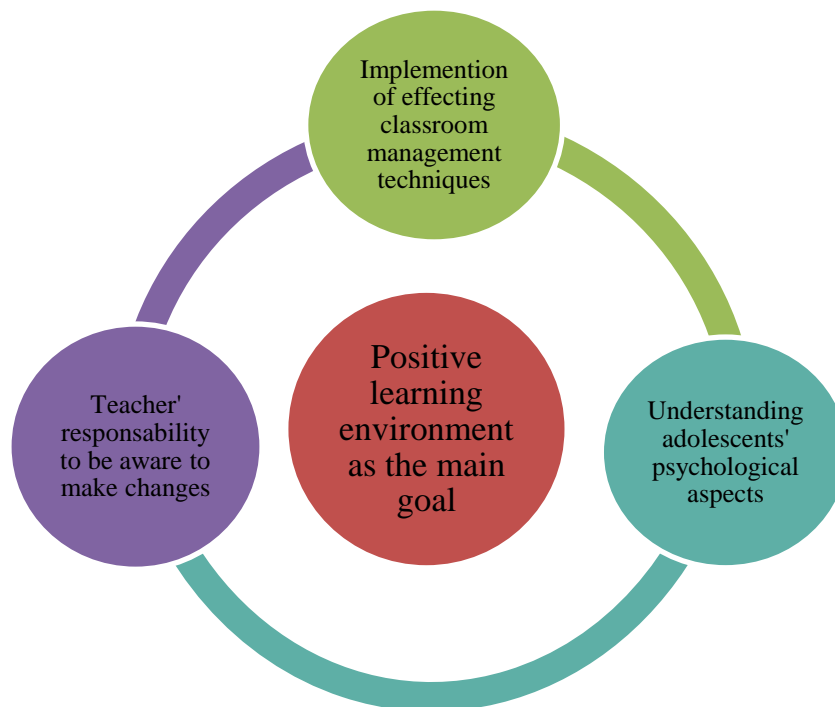


Figure 1

VIII. Methodological Design

Taking into account my students' features, the contextual factors of the school, and also the purpose of this AR, four methods will be used to gather information: (a) photos and layouts of the class, (b) checklists, (c) a guided-items survey, and (b) a journal.

a. Photos and layouts of the classroom and grade

Anne Burns (2010) argues that researchers have to provide reliable evidence to support and validate the investigation. The author mentions two ways of gathering data according to the purposes of the action research. The first question she proposes to guide the collection is "What do I need to see?" (p.57), and it is based on what the observer is able to see that it has not being consciously noticed before. This type of evidence helps to demonstrate what is actually happening in a particular context through physical resources.

For that reason, in this investigation some pictures and layouts of the classroom will be used to show the sitting arrangement, and how students usually work during the English lessons, before and after the interventions. These resources could be useful to analyze the interaction among students and teacher, since the layouts and photos would portray the real environmental factors that may interfere, or contribute during the lessons.

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In order to be careful with the ethical issues of this investigation, 11th grade D students' parents and guardians will receive a written consent to sign, in which I will inform and explain the purpose of this AR. The consent allows me to use students' information and take some pictures to evince what it was mentioned previously (see Appendix A).

b. Rating scale questionnaire for students

The second form Burns (2010) proposes to collect information is by answering this question: "What do I need to know?" (p.74), which deals with non-observation data. This kind of data has relation with what participants think and perceive of a particular situation. There is not intervention from external people; in other words, participants express their opinions in a more personal manner.

To carry out this instrument, I consider it is necessary to register and collect information before and after the interventions, so as to inquire into the whole process, and to analyze and compare if there were changes and progress.

Therefore, 11th grade D students would answer a rating scale questionnaire twice (the same questionnaire): before I start the interventions, in which they refer to their personal points of view of the English lessons, and also their opinions about their classmates' attitude towards the lessons (see Appendixes B.1 and B.2), and then, after I make the interventions, in order to compare the answers, and to find whether there were

changes in their opinions or not. The surveys will be conducted in Spanish due to the varied students' English level.

c. Rating scale for the teacher

A second rating scale questionnaire will be used to check if the elements of the interventions and lessons planned were effective to achieve the main goal of this action research. This questionnaire considers three relevant areas: the lesson, the teacher, and the students' performance; all of them analyzed by the teacher's perspective (see Appendix C). This instrument will be applied after each intervention.

d. Guided-items survey

It is fundamental to know from my students what are their perceptions of the lessons, since they are the main characters of a class. For this reason, a survey with guided-items gives students the opportunity to express their opinions according to specific criteria, and also to suggest ideas to improve the lessons.

The survey will be anonymous and mandatory for each student in order to make them be responsible for what happens during the class. Additionally, they would feel committed to suggest ideas to improve the learning of the whole group.

The instrument includes questions about the general lesson, activities of the lessons, the environment and flow, and finally it asks for some suggestions (see Appendix D). It

is important to mention that the survey will be implemented at the end of each intervention, as a way to collect valuable information to take into account in the next lesson plan.

e. Journal

It is important to bear in mind that a journal is a significant tool in action research since it permits the researcher to register worthy thoughts and reflections that could be helpful to analyze data (Burns, 2010). In this action research, the journal will be a personal teacher's tool, which might be useful to portray concrete classroom observations and reflections that are important while the lesson is being performed. Moreover, the journal provides examples of situations that are relevant to register, in order to present meaningful data to this investigation.

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Gantt chart

Activity	Period of time															
	August				September				October				November			
	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
Observation of classes		✓	✓	✓												
Planning and giving lessons					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Finding a need/problem				✓	✓											
Action research proposal delivery					✓											
Proposal feedback							✓									
Selecting Literature Review								✓	✓							
Designing data collection tools								✓	✓							
First draft delivery									✓							
Applying tools										✓	✓	✓				
School's anniversary (no regular classes)										✓	✓	✓				
Intervention plan											✓	✓	✓			
Data analysis												✓	✓	✓		
Finding and conclusions														✓	✓	✓
Final project delivery																✓

The Gantt chart shows the stages and procedures I have to follow through this process in order to be consistent and organized with each phase and the approximate

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date. It is important to mention that the dates may change according to the contextual factors that could be faced.

IX. Intervention Plan and Data Analysis

a. Pre-intervention process

As it has been mentioned through this action research, some problems have affected during performing a lesson, and those problems were mainly related to coexistence among students. I could realize that they do not trust and support each other, and sometimes they were reluctant to show affection or worry about a classmate. For instance, as it was registered on Practicum Journal on October 11th *“a student was crying outside the classroom because of a personal issue she had with another classmate. She looked very anguished and desperate, however nobody approached her to comfort or help her, or even just to ask her what was the problem.”* This example demonstrates that students need to improve their relationships and coexistence in order to transform this grade into a group, and consequently, to improve the learning environment.

With the purpose to help my students to build a positive learning environment during the English lessons through coexistence, as the research questions of this investigation aims to, I planned four interventions for my 11th grade D students.

Before I performed these four interventions, on October 11th I applied a rating scale questionnaire to students –see results Appendix E- in order to collect information about their opinions and perceptions regarding their personal attitudes towards the English lessons, and also about their classmates’ attitude. This first method allowed to reveal important information to plan proper interventions according to the students’

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needs, and not my own needs. Moreover, the survey provided them an opportunity to analyze and express their personal points of view, which is essential for this action research.

Regarding the first item of the rating scale questionnaire -see results Appendix E.1- related to students' personal attitude and perspective of the English lessons, the survey showed as represented in the first question *Contribuyo a tener un ambiente de aprendizaje más ameno dentro de la sala de clases*, 50% of the students think they do not contribute towards a positive learning environment. In the second question *Escucho a mis compañeros cuando dan su opinión*, 45% of students disagreed they listen to a classmate when he/she is giving an opinion. Question number five *Me siento cómodo con el ambiente que se genera en las clases* disclosed that 65% of the students disagreed with the current environment of the lessons.

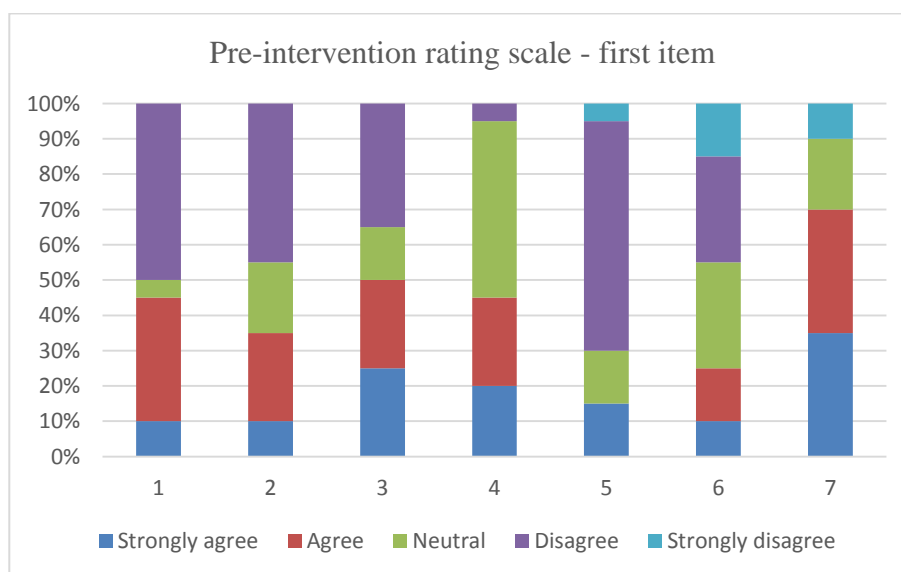
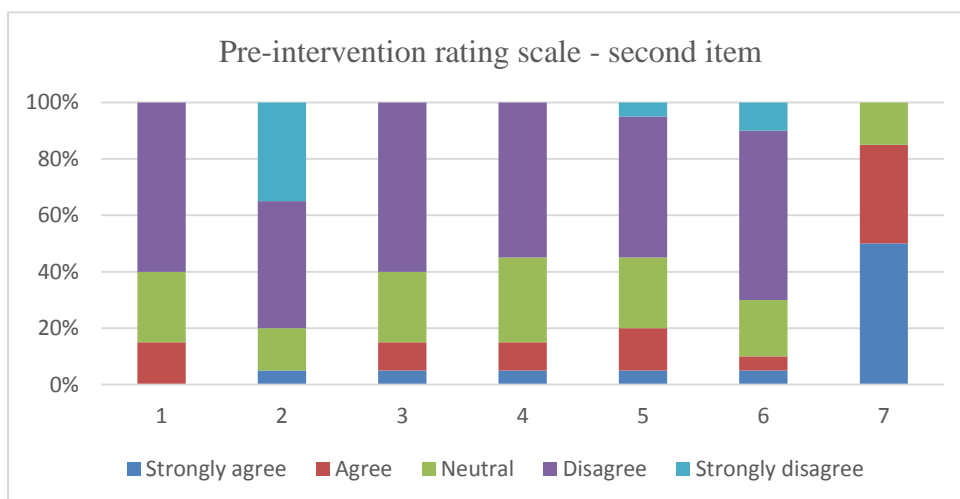


Figure 2

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The second item of the rating scale -see results Appendix E.2- was focused on students' opinions about their classmates' attitude towards the English lessons.

Question number three *Mis compañeros son respetuosos cuando alguien da una opinión* showed that 60% of the students think their classmates are not respectful when someone is giving an opinion. In the case of the fourth question *Mis compañeros colaboran a tener un ambiente ameno de aprendizaje*, revealed that 55% of the students answered "Disagree" with the criteria. The sixth question *Mis compañeros se comportan de manera correcta cuando están en clases (no dicen garabatos, realizan las actividades, ponen atención, no interrumpen haciendo otras cosas)* indicated that 50% of the grade believes that classmates do not have a right behavior during the lessons. Finally, the last question *Opino que, si mis compañeros ponen más de su parte, podrían ayudar a mejor el ambiente de la clase*, 85% of the students considered if the classmates



ve the environment of the lesson.

make
an
effort,
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could
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In short, these seven questions were crucial at the moment of planning the interventions, since they were a clear evidence that students needed to be involved and take part of this process in order to build a positive learning environment and improve coexistence.

b. First intervention: Layout change

Taking the information collected by the survey into account, I decided that the first intervention was to modify the seating arrangement that students usually used to work. They were sitting as a whole group, one chair next to the other -see results Appendix F-.

After observing some activities students did using this seating arrangement, I realized that distribution of the desks did not strengthen cooperation among students, they did not listen and look at each other. In addition to that, this seating arrangement did not contribute to maintain an environment of respect among students and teacher, since most of them were talking when someone was giving an opinion, or when the teacher was giving instructions. That issue led students not to feel connected with their classmates and the lesson. For that reason, I decided to make them work in a circle –see results Appendix F- in order to encourage participation, respect, active listening and group support.

b.1 Analysis

Based on the reflections registered on my Practicum Journal, I could notice that at the beginning of the activity students were reluctant to move, work and change their usual comfort zone, since as Feldman stated, adolescents tend to criticize adults' decisions, judgements and opinions as a manifestation of autonomy and critical thinking.

However, after the lesson started, I noticed that this tiny, but significant change made students to get committed and responsible for what was happening in the class. They were doing the activities, paying attention and, I realized that they were talking and working with different classmates. That is what this action research expects because, in order to become a group, instead of a grade, it is necessary that students interact, share, discuss and learn with new people.

c. Second intervention: A Decalogue

Thanks to the information collected by the survey, plus the change of the seating arrangement that allowed students to be physically predisposed to build positive relationships through coexistence, it was necessary to specify the way we, teacher and

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students were going to work. The evidence collected gave me hints to plan accurate interventions to contribute towards a positive learning environment in my 11th grade D students.

As it was pointed out in the Literature Review section, adolescents need to be provided with genuine spaces to express their opinions and thoughts, based on their participation of different educative contexts. This participation must be conducted through rules and common agreements in order to manage the classroom properly. Therefore, I decided that the second intervention was to create a “Decalogue to improve our coexistence” with the purpose of setting common rules for the sake of the flow of the lessons, and to avoid uncomfortable situations. The decalogue was pasted on the wall of the classroom for everybody to observe it -see results Appendix G-.

The decalogue was carried out on October 24th and it was created by the students as a whole group, and my role was to be a guidance for them. The rules of the decalogue they created are the following:

1. Respect classmates when they give an opinion.
2. Be empathic and support each other.
3. Be responsible for your own attitudes
4. Be honest with yourself and with your peers
5. Express yourself with no fear, always with respect and according to the context.
6. Don't be trashy, clean your space.
7. Be proactive and participative
8. Respect the class timing.

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9. Listen carefully to your classmates and teachers.
10. Be happy and have fun.

The purpose of this intervention was to invite students to reflect about their own needs as a group, and to put the individual needs aside. Furthermore, I was convinced that it would be more meaningful for them to set the rules together, rather than following imposed schemes that someone else decided hierarchically, since following Scrivener's idea (2012), mentioned in the Literature Review section, this challenge implies to develop students' autonomy and ownership by being and feeling part of a common project.

c.1 Analysis

The first intervention I did with my 11th grade D students was dramatic. In my Practicum Journal was written the following situation: *“As a warm-up activity, students were stood in a circle in the middle of the room; they were supposed to talk to a partner about their plans for the long weekend. I gave them 10 minutes to discuss the questions, then we were going to share some opinions. However, nobody was listening to the instructions, some of them were sat down looking at me with a defiant expression, other students were playing with their cellphones, others were shouting, and just few of them were paying attention to the activity. After some useless attempts to make them to listen to me and be quiet, I could not control myself and I started crying desperately. I went to the toilet to calm myself down, and then I went back to the room. My host teacher and*

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the head teacher of the grade were there, scolding the students, and trying to make them aware about the situation. After that, students apologized, and we continued with the lesson.”

This uncomfortable moment was crucial for me, and for the students, since they could measure how their lack of interest and respect could impact on people’s feelings and emotions.

According to the analysis of the data collected through the survey, in question one - see results Appendix G.1- most of the students answered they enjoyed the lesson because it was different from what they usually do in class.

However, in question number two -see results Appendix G.2- the majority of the students mentioned that their attitude affected negatively the flow of the lesson, the development of the activity, and also their concentration. In question number three, students agreed that they did not contribute to have a positive learning environment, since they were not empathic -see results Appendix G.3-.

Moreover, considering the rating scale survey I answered as the teacher in charge of the lesson -see results Appendix G.4-, I would mention that I did not feel comfortable, confident and relaxed when I was performing. On the contrary, the survey indicated that I could not manage the classroom properly due to the behavioral issues that me and students faced.

Nevertheless, despite the behavioral problems, students made an effort and they could fulfil the objective and do the activity. They participated, they gave opinions, suggestions, they tried to control themselves, and they were able to write the common decalogue.

d. Third intervention: Triptych

Applying a seating arrangement that strengths connection and closeness among students, and having rules to manage behavior and attitudes were not enough to encourage positive relationships inside the classroom. From the teacher's perspective, I realized that students needed to feel truly involved in this process, otherwise, these changes would not have a real impact on students' awareness.

The third intervention was delivered on October 25th, and it was planned with the purpose of helping students reflect about themselves.

To engage students with the activity, I showed them a video called "Love has no labels". It was related to acceptance and love as the basis of social changes and inclusiveness of all people in society/communities. The objective was to link the community that appeared in the video with our own community called 11th grade D, and how those contexts are connected to each other.

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In order to guide the reflection of the video, I asked them these questions to discuss in pairs: *What is the importance of affection and respect in the video?; What kind of personal changes do we have to make in order to be a more inclusive society?; How can 11th grade D become a more respectful community?; What are our challenges?.* After that, some volunteers shared their opinions and conclusions, and then I introduced the intervention.

Considering the reflection students made based on the video, I gave them a triptych (one triptych per person) which contained three sections. The left section was about weaknesses, the right section has to do with strengths, and in the middle of the triptych there was a section for commitments -see results Appendix H-.

Firstly, they had to think about and write their personal weaknesses in relation to their attitudes towards their classmates, the teacher and the lessons. Secondly, they reflected what their strengths were to contribute to the group. Finally, taking into account both weaknesses and strengths, they had to be able to write at least one commitment in order to change the weak attitudes, and to keep improving the positive ones.

d.1 Analysis

The activity was carried out in a circle (as it was determined at the beginning of the intervention plan), in a friendly and quiet environment. Based on the uncomfortable situation faced the day before, most of the students showed respect and a proactive attitude.

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As it was registered on my Practicum Journal *“In general terms, most of the students were involved and engaged with the activity; while I was monitoring their job, I could realize that most of them were doing a serious reflective work, thinking, analyzing themselves and taking notes. However, it called my attention that two students, the ones who usually get distracted easily, still had an attitude that did not contribute towards the aim of this action research, which is to build a positive learning environment through coexistence.”* Based on the evidence collected with the triptychs, and my observations, I would affirm that they did not take the activity seriously -see results Appendix H-.

Considering the data collected through the survey in the first question, -see results Appendix H.1- 100% of the students mentioned they enjoyed the lesson because it was fun, and it helped them to analyze themselves. In comparison to the previous intervention, the second question had better comments. In the second question, -see results Appendix H.2- students mentioned they would not change any part of the lesson because the activity was interesting, and also because they behaved in a positive way. In relation to the third question, -see results Appendix H.3- most of the students considered they and the teacher contributed to a more positive and relaxed environment of the lesson.

Regarding my opinion about the lesson, the rating scale survey -see results Appendix H.4- showed encouraging results, since in this opportunity I felt closer to students, I felt respected by them, and those factors are crucial in order to build sincere

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relationships among students and teachers. Additionally, students made an effort to participate, payed attention and controlled themselves during the lesson, which was meaningful to have a pleasant learning environment.

Despite some students were not truly involved with the lesson, the intervention succeeded. The objective of the activity was fulfilled by the students, and they made an effort to contribute with the purpose of the action research, and this it was reflected on their answers in the survey.

e. Fourth intervention: “Good wishes corner”

The last intervention was done on November 7th, and it was planned as a conclusive activity of the process. At this point of the intervention plan, it was necessary that students looked for a way to use in future situations what they have built during this process in order to maintain and increase the improvements and outcomes, and not go backwards.

For that reason, I considered it was relevant to help students to reflect and analyze what they expected from the future for themselves and the classmates, as a common responsibility.

To achieve this goal, students were sat down in a circle, and everyone received a piece of paper in which they had to write a good wish for the grade, and then paste it on the wall -see results Appendix I-.

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Through this activity, students were challenged to think about what they desire for the rest of the classmates, which means that they were supposed to be able to reflect about the 11th grade community's welfare.

e.1 Analysis

After two weeks without any classes, students' concentration, and also the continuity of the intervention plan were affected. As it was registered on Practicum Journal *"Despite we were finishing the process, the students did not behave the way as it was expected. Some students were participating actively in the activity, however most of them were distracted, playing with juggling, bothering classmates, playing with their cellphones."*

These kinds of attitudes were not supposed to be permitted at this time of the whole process, since we had been discussing during three weeks the importance of respect each other, active listening and positive behavior inside the classroom to foster a better learning environment and coexistence.

Considering the results of the survey answered after the lesson, in question number one, -see results Appendix I.1- most of the students estimated it was a good activity for them to improve their coexistence by being involved with the process. However, few

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students believed that the topic of the activity was not attractive for them because it has been repetitive. This means that probably four interventions were too many for students' engagement and concentration.

In the second question, -see results Appendix I.2- the majority of the grade agreed that they would not change any part of the lesson, since it was entertaining and simple. Few students referred to the lack of respect of some students during the lesson, that affected the proper development of the activity.

In question number three -see results Appendix I.3- there were assorted opinions, since some of them believed their classmates had a good attitude during the lesson. On the contrary, some of the students considered they had a disrespectful attitude while doing the activity.

Finally, from my own perspective, through the survey -see results Appendix I.4- I considered that the time without having any classes affected negatively students' motivation and participation in the last part of the entire process. In addition to that, the students who were not truly involved and committed with this action research did not show interest to change the attitude that intervened and affected the flow of the lesson, and students' learning.

Nevertheless, the objective of the last intervention was completely achieved by the students. All of them wrote a good wish for the 11th grade D community, and they were glad to finish the process of the intervention plan. Furthermore, taking into account all

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the issues and disadvantages we, teacher and students faced, I could notice changes on most of the students' attitude and disposition to work, and get involved with the conclusive activity, which reflects a sincere and intrinsic desire to make a contribute to build a positive learning environment through a good coexistence in 11th grade D.

f. Post-intervention process

As it was established in the previous section, Methodological Designed, a second rating scale questionnaire was applied in my 11th grade D students, -see results Appendix J- in order to discover if there were changes in their opinions and perceptions between the pre-intervention plan and the post-intervention. The second questionnaire was applied on November 8th as the conclusive part of the process. The first item of the survey presented the following results:

After the intervention plan, the survey demonstrated the following results: the question number one of the first item -see results Appendix J.1- *Contribuyo a tener un ambiente de aprendizaje más ameno dentro de la sala de clases* indicated that almost 62% of the students think they contribute towards a positive learning environment. In the second question *Escucho a mis compañeros cuando dan su opinión*, 55% of students strongly agreed they do listen to a classmate when he/she is giving an opinion. Question

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number five *Me siento cómodo con el ambiente que se genera en las clases* revealed that 90% of the students felt comfortable with the environment they built.

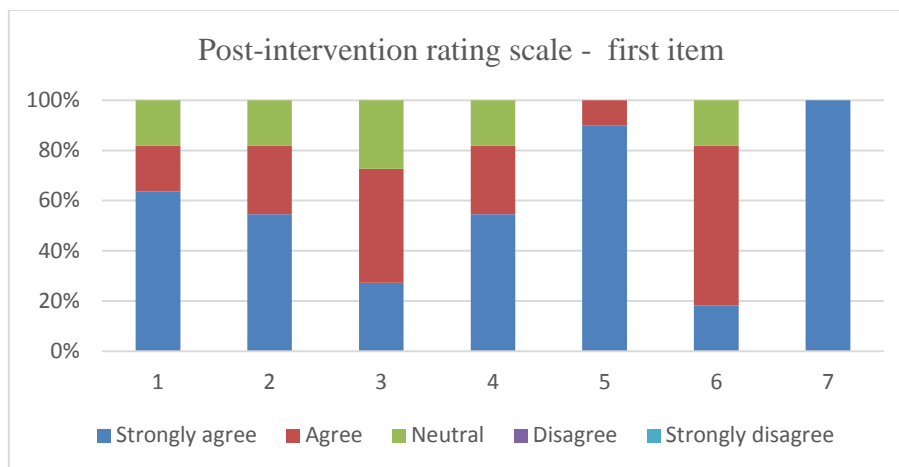


Figure 4

The second item of the Post-intervention survey -see results Appendix J.2-, question number three *Mis compañeros son respetuosos cuando alguien da una opinión* reflected that 62% of the students think their classmates are respectful when someone is giving an opinion. In the case of the fourth question *Mis compañeros colaboran a tener un ambiente ameno de aprendizaje*, revealed that 90% of the students answered: “Strongly agree and Agree” with the criteria. The sixth question *Mis compañeros se comportan de manera correcta cuando están en clases (no dicen garabatos, realizan las actividades, ponen atención, no interrumpen haciendo otras cosas)* indicated that 70% of the grade believes that classmates have a right behavior during the lessons. Finally, the last question *Opino que, si mis compañeros ponen más de su parte, podrían ayudar a mejorar el ambiente de la clase*, 100% of the students considered if the classmates make an effort, they could help to improve the environment of the lesson.

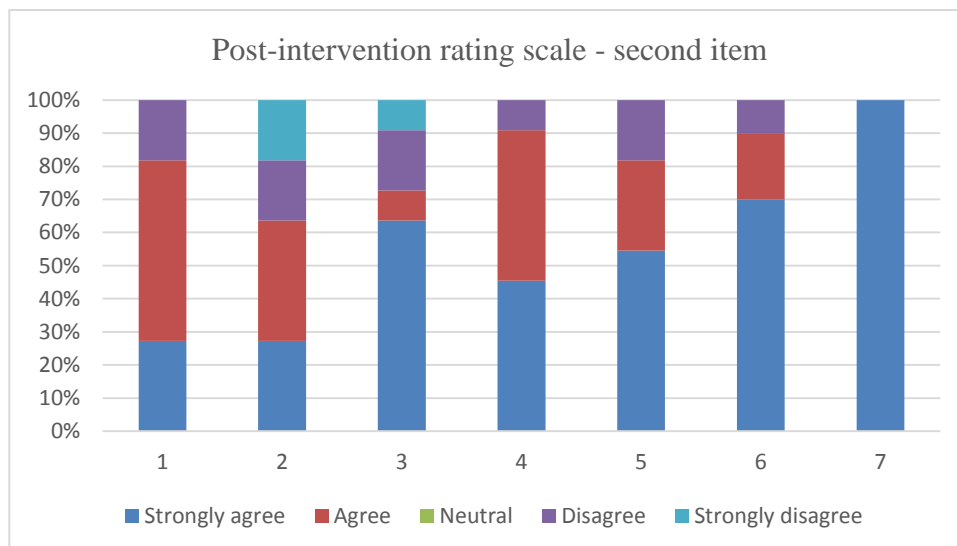


Figure 5

Comparing both pre and post intervention plan, the statistics discloses that there were significant changes in students’ opinions about their own attitude and their classmates’ in relation to the environment of the English lessons.

X. Reflection and analysis of intervention

To begin with, it is important to mention that this action research project is a result of a sequence of steps that has led me, as the investigator and participant, to discover a need and its possible answer in order to help my students to have a better learning environment. For that reason, the intervention plan took several classes in which there were different outcomes and results.

When I started to work with my 11th grade D, I made an effort to be just an observer to identify a students’ need, not a teacher’s need, and that step was difficult because I did not know students, their characteristics, their difficulties and problems, their strengths and weaknesses, since I arrived to Altamira School in the second

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semester, which it complicated to have a close relationship with them. At first, students were reluctant to participate in the lesson activities, and I could notice it through their body language, their facial expressions, and their disposition to work.

After three weeks of observation, I realized that students were disrespectful among them. As it was exposed in the Context, they used to use impolite words to related each other, and also with the teacher. From my point of view, those kinds of attitudes interfered in the flow and the environment of the lesson. Considering those aspects, I decided to plan some interventions focused on students in order to provide them spaces to reflect and give opinions on how to improve the learning environment through coexistence, and somehow, modify the negative attitudes towards positive ones.

While I was carrying out the first intervention, I realized that the seating arrangement helped students to look at their faces when giving opinions, and feel connected with the person; they were self-regulating their behavior and making an effort to be involved with the lesson. I consider the change of the seating arrangement was the starting point for students to prepare themselves for changes and improvements.

The following interventions were not exempted from difficulties, since students' attendance decreased due to extracurricular activities that complicated the time I had to carry out the planned activities. Some of the students were not interested to participate in the interventions I proposed because they had other stuff to do for the school's anniversary, and that issue made them to fulfill the activities just a mere formality,

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rather than an enriching instance to work in group to improve the learning environment. Nevertheless, as it was presented in the Data Analysis, in general, the group modified their behavior contributing towards a more positive environment during the lesson, and the surveys I applied showed students had a different perception about themselves in comparison to the beginning of the process and the results I got at end.

At this point of the investigation, I would state that not only students changed and learnt thanks to this action research project, but also me, the teacher, since I realized that through reflection, making decisions, providing genuine spaces for students to participate, being an active listener to pay attention to what students suggest, and planning the lessons focused on students' needs and interests, and not my personal needs, I could develop better tools to improve my teaching practice in the future, and become a better teacher.

XI. Conclusions and implications

After doing this action research project, and being involved in every step of the process, I feel satisfied for the decisions I made. The tools, instruments, and strategies I decided to use gave results, since they were planned and selected in detail to conduct this investigation properly. Thanks to that, students could build a positive learning environment, that not only benefited themselves, but also me, as the facilitator of the spaces.

Considering the research question that guided the whole process *How can I help my 11th grade D students to build a positive learning environment during the English lessons?*, I would affirm that one of the possible answers falls on teacher's shoulders, due to the question was focused on the teaching practice. I discovered that the way I could help my 11th grade D students to build a positive learning environment was awarding them real spaces to communicate and express what they thought and felt; then taking that evidence to plan accurate activities for them to be involved in the process, and trying to guide them to look for the possible solutions of the problem, since if we “find the source of the problem rather than treating the symptom” (Brown, 2000, p. 199) we will tackle the issue from the core, not from the surface, and that is exactly what makes a good action research.

In relation to the implications that this action research carries, unquestionably the learnings I got will be a huge resource of knowledge in my future experiences as an English teacher in all the different contexts I could work in because every moment and situation I lived with our students had an impact of my personal training as a professional, and all those situations can help me to perfect my job. It is true that people

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never stop learning, since we are always in constant movement and changes, and for that reason we have to take advantage of every new experience we got because that is the only way we have to improve our teaching practice.

Regarding the limitations I had to face: to have arrived to school in the second semester, lack of time, lack of students' participation and engagement, and new codes and characteristics to learn from the context, I would say that all of them were valuable and necessary to fulfil the purpose of this action research, since they were the reasons to choose the topic. This means that these limitations challenged me to look for several techniques to carry out the steps of the process, and me, along with the students, were able to work together and achieve the objective.

As a final conclusion, I would say that in Altamira School, especially with my 11th grade D students, I was able to test myself in a complete different context from what I used to work previously: different codes and characteristics, a particular way to relate with the students, and certain rules and agreements that allowed me to develop flexibility to understand that adolescents need a special treatment. New methodologies and strategies were required to address behavior, English teaching, rapport, and somehow, frustration. However, now, at the end of the process, I would claim that everything was enriching and worthy, due to it helped me to reaffirm my vocation, my believes, and also to discover some hints to develop the kind of the teacher I want to be in the future, and besides to still working to look into effective strategies to promote a positive learning environment inside the classroom.

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XIII. Appendices

Appendix A: Written consent



Estimados padres y apoderados:

Junto con saludarlos, quiero presentarme. Mi nombre es Ingrid Biermann, soy estudiante de 5to año de Pedagogía en Inglés de la Universidad Alberto Hurtado.

Este semestre comencé mi proyecto final de investigación para la Universidad y me estoy enfocando en 3ro medio 'D'. La idea es mejorar las estrategias de enseñanza utilizadas en el curso para contribuir de mejor manera a un ambiente de aprendizaje más positivo.

Con el fin de recolectar datos que me permitan llevar a cabo un buen proyecto, necesito tener evidencias concretas a través de fotos y/o grabaciones, además de aplicar algunas encuestas a los y las estudiantes con relación a las clases de Inglés. Dicha recopilación será utilizada exclusivamente con fines educativos.

La participación de los estudiantes es completamente voluntaria. Por lo tanto, si usted está de acuerdo en que su hijo/a sea parte de esta investigación, lo invito a firmar el siguiente consentimiento. Por otra parte, si usted no está de acuerdo en que su hijo participe, no tiene que firmarlo.

Si surge alguna duda sobre el proyecto o sobre la participación de los estudiantes, no dude en informarme y podemos discutirlo en el colegio o por medio de correo electrónico, ing.biermann@gmail.com

Agradezco desde ya el aporte de cada uno.

Yo..... apoderado de
..... del 3ro medio 'D', autorizo a mi hijo/a a ser parte del proyecto de investigación de la profesora Ingrid Biermann.

Nombre y firma apoderado

Appendix B: Rating scale questionnaires for the students

Encuesta

La siguiente encuesta forma parte de la investigación que la profesora Ingrid Biermann está llevando a cabo en el 3ro medio D del Colegio Altamira.

Tiene como objetivo recopilar información respecto a la opinión y percepción de los y las estudiantes sobre las clases de inglés. Para esto debes contestar las preguntas que aparecen más abajo, de manera anónima (SIN escribir su nombre).

La información recopilada será utilizada exclusivamente con fines educativos, y en ningún caso será utilizada como medio para juzgar personalmente a un estudiante, por lo tanto, te pido sinceridad para responder.

Ingrid Biermann Lara
Profesora en Práctica de Ped. en inglés, UAH.

- I. Lee cada uno de los criterios que aparecen en el cuadro y marca con un ✓ la opción que más te represente.

Con respecto a tu actitud y perspectiva hacia la clase de inglés:

Pregunta	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Contribuyo a tener un ambiente de aprendizaje más ameno dentro de la sala de clases.					
Escucho a mis compañeros cuando dan su opinión.					
Muestro una actitud de respeto hacia la profesora y sus clases.					
Me comporto de manera correcta cuando estoy en clases (no digo garabatos, realizo todas las actividades, pongo atención, no interrumpo haciendo otras cosas).					
Me siento cómodo con el ambiente que se genera en las clases.					
Me siento motivado a participar en las clases de inglés					
Opino que, si pongo más de mi parte, puedo ayudar a mejorar el ambiente de la clase.					

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- II. Lee cada uno de los criterios que aparecen en el cuadro y marca con un ✓ la opción que más te represente.

Con respecto a la actitud de tus compañeros hacia la clase de inglés:

Criterio	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Mis compañeros muestran interés por la clase de inglés.					
Mis compañeros tienen una actitud proactiva para participar en clases.					
Mis compañeros son respetuosos cuando alguien da una opinión.					
Mis compañeros colaboran a tener un ambiente ameno de aprendizaje.					
Cuando no comprendo algo en inglés, mis compañeros me ayudan.					
Mis compañeros se comportan de manera correcta cuando están en clases (no dicen garabatos, realizan las actividades, ponen atención, no interrumpen haciendo otras cosas).					
Opino que, si mis compañeros ponen más de su parte, podrían ayudar a mejorar el ambiente de la clase.					

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Appendix C: Rating scale questionnaire for the teacher

Criterion	Agreement degree				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
About the lesson					
The learning objective of the lesson was showed.					
The three steps (pre-while-post) were clearly present.					
The instructions were clear and understandable.					
The lesson and the activities were student-centered.					
About the teacher					
I felt comfortable while performing the lesson.					
I felt relaxed and confident while performing the lesson.					
I had a respectful attitude towards the students.					
I managed misbehavior problems respectfully (I did not lose temper, I did not shout students to call their attention, I did not offend them).					
I felt closer to the students.					
I called students by their names.					
About the students					
Students listened to me while I gave instructions.					
Most of the students participated during the lesson.					
Students did different stuff during the lesson.					
Students were respectful when someone was talking (a classmate or the teacher)					
Students had a positive behavior inside the classroom (they did not shout; they did not say bad words)					

Appendix D: Guided-items survey

Encuesta

La siguiente encuesta forma parte de la investigación que la profesora Ingrid Biermann está llevando a cabo en el 3ro medio D del Colegio Altamira.

Tiene como objetivo recopilar información respecto a la opinión y percepción de los y las estudiantes sobre las clases de inglés. Para esto debes contestar las preguntas que aparecen más abajo, de manera anónima (SIN escribir su nombre).

La información recopilada será utilizada exclusivamente con fines educativos, y en ningún caso será utilizada como medio para juzgar personalmente a un estudiante, por lo tanto, te pido sinceridad para responder.

Ingrid Biermann Lara
Profesora en Práctica de Ped. en inglés, UAH.

Fecha:

1. ¿Te gustó la clase? ¿Por qué?, ¿Por qué no?

2. ¿Cambiarías alguna parte de clase? ¿Por qué?, ¿Por qué no? Da al menos una razón.

3. ¿Cómo consideras que fue el ambiente de la clase en cuanto al respeto y actitud por parte de:

- a) Compañeros/as _____
b) Profesora _____

4. Si tienes alguna sugerencia, escríbela abajo:

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Appendix E: Pre-intervention rating scale survey results

E.1 First item

Encuesta 11/10/16

La siguiente encuesta forma parte de la investigación que la profesora Ingrid Biermann está llevando a cabo en el 3ro medio D del Colegio Altamira.

Tiene como objetivo recopilar información respecto a la opinión y percepción de los y las estudiantes sobre las clases de inglés. Para esto debes contestar las preguntas que aparecen más abajo, de manera anónima (SIN escribir su nombre).

La información recopilada será utilizada exclusivamente con fines educativos, y en ningún caso será utilizada como medio para juzgar personalmente a un estudiante, por lo tanto, te pido sinceridad para responder.

Ingrid Biermann Lara
Profesora en Práctica de Ped. En Inglés, UAH.

Lee cada uno de los criterios que aparecen en el cuadro y marca con un la opción que más te represente.

Con respecto a tu actitud y perspectiva hacia la clase de inglés:

Pregunta	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Contribuyo a tener un ambiente de aprendizaje más ameno dentro de la sala de clases.					<input checked="" type="checkbox"/>
Escucho a mis compañeros cuando dan su opinión.				<input checked="" type="checkbox"/>	
Muestro una actitud de respeto hacia la profesora y sus clases.	<input checked="" type="checkbox"/>				
Me comporto de manera correcta cuando estoy en clases (no digo garabatos, realizo todas las actividades, pongo atención, no interrumpo haciendo otras cosas).			<input checked="" type="checkbox"/>		
Me siento cómodo con el ambiente que se genera en las clases.				<input checked="" type="checkbox"/>	
Me siento motivado a participar en las clases de inglés.					<input checked="" type="checkbox"/>
Opino que, si pongo más de mi parte, puedo ayudar a mejorar el ambiente de la clase.			<input checked="" type="checkbox"/>		

Encuesta 11/10/16

La siguiente encuesta forma parte de la investigación que la profesora Ingrid Biermann está llevando a cabo en el 3ro medio D del Colegio Altamira.

Tiene como objetivo recopilar información respecto a la opinión y percepción de los y las estudiantes sobre las clases de inglés. Para esto debes contestar las preguntas que aparecen más abajo, de manera anónima (SIN escribir su nombre).

La información recopilada será utilizada exclusivamente con fines educativos, y en ningún caso será utilizada como medio para juzgar personalmente a un estudiante, por lo tanto, te pido sinceridad para responder.

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Lee cada uno de los criterios que aparecen en el cuadro y marca con un la opción que más te represente.

Con respecto a tu actitud y perspectiva hacia la clase de inglés:

Pregunta	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Contribuyo a tener un ambiente de aprendizaje más ameno dentro de la sala de clases.					<input checked="" type="checkbox"/>
Escucho a mis compañeros cuando dan su opinión.				<input checked="" type="checkbox"/>	
Muestro una actitud de respeto hacia la profesora y sus clases.		<input checked="" type="checkbox"/>			
Me comporto de manera correcta cuando estoy en clases (no digo garabatos, realizo todas las actividades, pongo atención, no interrumpo haciendo otras cosas).				<input checked="" type="checkbox"/>	
Me siento cómodo con el ambiente que se genera en las clases.					<input checked="" type="checkbox"/>
Me siento motivado a participar en las clases de inglés.	<input checked="" type="checkbox"/>				
Opino que, si pongo más de mi parte, puedo ayudar a mejorar el ambiente de la clase.	<input checked="" type="checkbox"/>				

Encuesta 11/10/16

La siguiente encuesta forma parte de la investigación que la profesora Ingrid Biermann está llevando a cabo en el 3ro medio D del Colegio Altamira.

Tiene como objetivo recopilar información respecto a la opinión y percepción de los y las estudiantes sobre las clases de inglés. Para esto debes contestar las preguntas que aparecen más abajo, de manera anónima (SIN escribir su nombre).

La información recopilada será utilizada exclusivamente con fines educativos, y en ningún caso será utilizada como medio para juzgar personalmente a un estudiante, por lo tanto, te pido sinceridad para responder.

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Lee cada uno de los criterios que aparecen en el cuadro y marca con un la opción que más te represente.

Con respecto a tu actitud y perspectiva hacia la clase de inglés:

Pregunta	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Contribuyo a tener un ambiente de aprendizaje más ameno dentro de la sala de clases.				<input checked="" type="checkbox"/>	
Escucho a mis compañeros cuando dan su opinión.					<input checked="" type="checkbox"/>
Muestro una actitud de respeto hacia la profesora y sus clases.	<input checked="" type="checkbox"/>				
Me comporto de manera correcta cuando estoy en clases (no digo garabatos, realizo todas las actividades, pongo atención, no interrumpo haciendo otras cosas).	<input checked="" type="checkbox"/>				
Me siento cómodo con el ambiente que se genera en las clases.					<input checked="" type="checkbox"/>
Me siento motivado a participar en las clases de inglés.	<input checked="" type="checkbox"/>				
Opino que, si pongo más de mi parte, puedo ayudar a mejorar el ambiente de la clase.					<input checked="" type="checkbox"/>

Encuesta 11/10/16

La siguiente encuesta forma parte de la investigación que la profesora Ingrid Biermann está llevando a cabo en el 3ro medio D del Colegio Altamira.

Tiene como objetivo recopilar información respecto a la opinión y percepción de los y las estudiantes sobre las clases de inglés. Para esto debes contestar las preguntas que aparecen más abajo, de manera anónima (SIN escribir su nombre).

La información recopilada será utilizada exclusivamente con fines educativos, y en ningún caso será utilizada como medio para juzgar personalmente a un estudiante, por lo tanto, te pido sinceridad para responder.

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Profesora en Práctica de Ped. En Inglés, UAH.

Lee cada uno de los criterios que aparecen en el cuadro y marca con un la opción que más te represente.

Con respecto a tu actitud y perspectiva hacia la clase de inglés:

Pregunta	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Contribuyo a tener un ambiente de aprendizaje más ameno dentro de la sala de clases.					<input checked="" type="checkbox"/>
Escucho a mis compañeros cuando dan su opinión.				<input checked="" type="checkbox"/>	
Muestro una actitud de respeto hacia la profesora y sus clases.		<input checked="" type="checkbox"/>			
Me comporto de manera correcta cuando estoy en clases (no digo garabatos, realizo todas las actividades, pongo atención, no interrumpo haciendo otras cosas).				<input checked="" type="checkbox"/>	
Me siento cómodo con el ambiente que se genera en las clases.					<input checked="" type="checkbox"/>
Me siento motivado a participar en las clases de inglés.					<input checked="" type="checkbox"/>
Opino que, si pongo más de mi parte, puedo ayudar a mejorar el ambiente de la clase.			<input checked="" type="checkbox"/>		

CREATING A POSITIVE LEARNING ENVIRONMENT IN MY 11TH GRADE D

E.2 Second item

Con respecto a la actitud de tus compañeros hacia la clase de inglés:

Criterio	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Mis compañeros muestran interés por la clase de inglés.				✓	
Mis compañeros tienen una actitud proactiva para participar en clases.				✓	
Mis compañeros son respetuosos cuando alguien da una opinión.			✓		
Mis compañeros colaboran a tener un ambiente ameno de aprendizaje.		✓	✓		
Cuando no comprendo algo en inglés, mis compañeros me ayudan.					
Mis compañeros se comportan de manera correcta cuando están en clases (no dicen garabatos, realizan las actividades, ponen atención, no interrumpen haciendo otras cosas).					✓
Opino que, si mis compañeros ponen más de su parte, podrían ayudar a mejorar el ambiente de la clase		✓			

Con respecto a la actitud de tus compañeros hacia la clase de inglés:

Criterio	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Mis compañeros muestran interés por la clase de inglés.			✓		
Mis compañeros tienen una actitud proactiva para participar en clases.				✓	
Mis compañeros son respetuosos cuando alguien da una opinión.				✓	
Mis compañeros colaboran a tener un ambiente ameno de aprendizaje.			✓		
Cuando no comprendo algo en inglés, mis compañeros me ayudan.		✓			
Mis compañeros se comportan de manera correcta cuando están en clases (no dicen garabatos, realizan las actividades, ponen atención, no interrumpen haciendo otras cosas).				✓	
Opino que, si mis compañeros ponen más de su parte, podrían ayudar a mejorar el ambiente de la clase			✓		

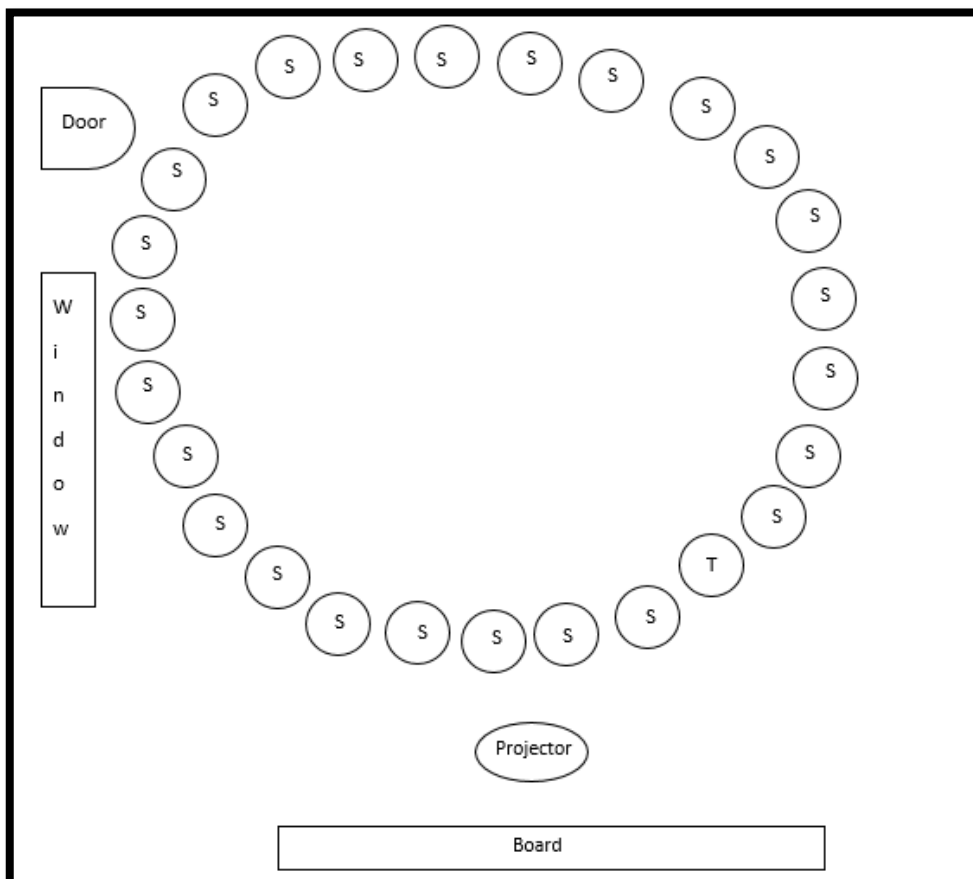
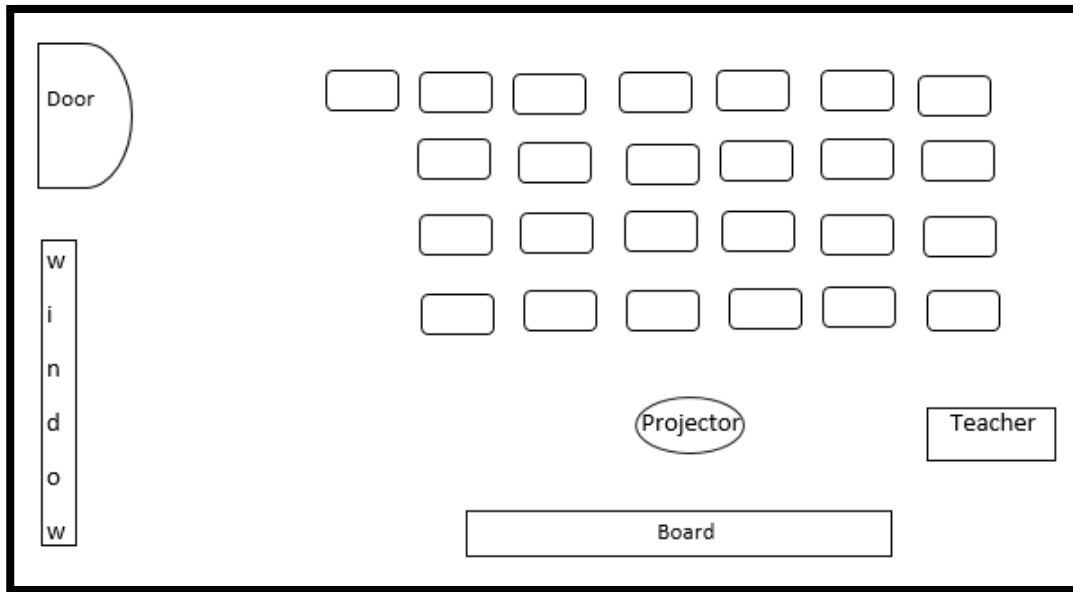
Con respecto a la actitud de tus compañeros hacia la clase de inglés:

Criterio	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Mis compañeros muestran interés por la clase de inglés.				✓	
Mis compañeros tienen una actitud proactiva para participar en clases.					✓
Mis compañeros son respetuosos cuando alguien da una opinión.				✓	
Mis compañeros colaboran a tener un ambiente ameno de aprendizaje.					✓
Cuando no comprendo algo en inglés, mis compañeros me ayudan.				✓	
Mis compañeros se comportan de manera correcta cuando están en clases (no dicen garabatos, realizan las actividades, ponen atención, no interrumpen haciendo otras cosas).				✓	
Opino que, si mis compañeros ponen más de su parte, podrían ayudar a mejorar el ambiente de la clase		✓			

Con respecto a la actitud de tus compañeros hacia la clase de inglés:

Criterio	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Mis compañeros muestran interés por la clase de inglés.				✓	
Mis compañeros tienen una actitud proactiva para participar en clases.				✓	
Mis compañeros son respetuosos cuando alguien da una opinión.			✓		
Mis compañeros colaboran a tener un ambiente ameno de aprendizaje.				✓	
Cuando no comprendo algo en inglés, mis compañeros me ayudan.					✓
Mis compañeros se comportan de manera correcta cuando están en clases (no dicen garabatos, realizan las actividades, ponen atención, no interrumpen haciendo otras cosas).				✓	
Opino que, si mis compañeros ponen más de su parte, podrían ayudar a mejorar el ambiente de la clase		✓			

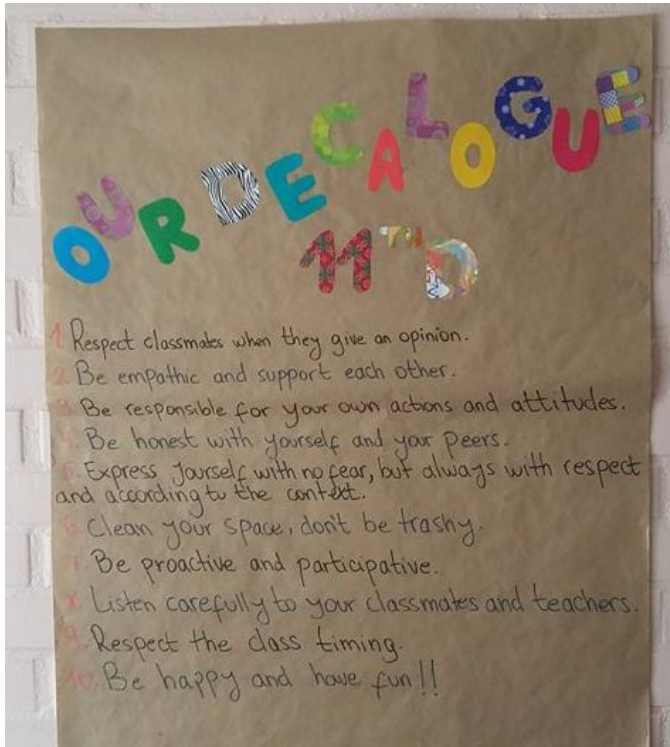
Appendix F: First intervention: Layout change



CREATING A POSITIVE LEARNING ENVIRONMENT IN MY 11TH GRADE D



Appendix G: Second intervention: Decalogue



G.1 Guided-item survey after the second intervention results

First question results:

1. ¿Te gustó la clase? ¿Por qué?, ¿Por qué no?
Sí, le encanto dinámica y buena

Fecha: 24/10/2016

1. ¿Te gustó la clase? ¿Por qué?, ¿Por qué no?
Me gustó la actividad, fallé un poco como fue llevada a cabo pero fue bastante agradable.

1. ¿Te gustó la clase? ¿Por qué?, ¿Por qué no?
Sí, es una forma creativa de aprender inglés y comunicarse con nuestros pares.

CREATING A POSITIVE LEARNING ENVIRONMENT IN MY 11TH GRADE D

2. ¿Cambiarías alguna parte de clase? ¿Por qué?, ¿Por qué no? Da al menos una razón.

SI PORO ALGO COMO CURSO QUE ES EL RESPETO
Y VER A QUIEN ESTA AL LADO PORQUE NO SE VE

2. ¿Cambiarías alguna parte de clase? ¿Por qué?, ¿Por qué no? Da al menos una razón.

Cambiariz lo conducto de nosotros para que
este fluya mas

2. ¿Cambiarías alguna parte de clase? ¿Por qué?, ¿Por qué no? Da al menos una razón.

Si, la dispección de los estudiantes

G.2 Second question results:

CREATING A POSITIVE LEARNING ENVIRONMENT IN MY 11TH GRADE D

3. ¿Cómo consideras que fue el ambiente de la clase en cuanto al respeto y actitud por parte de:

- a) Compañeros/as Más o menos ya que la conducta no fue buena
b) Profesora buena, aunque fue difícil para la profe

3. ¿Cómo consideras que fue el ambiente de la clase en cuanto al respeto y actitud por parte de:

- a) Compañeros/as que poco empático
b) Profesora poco autoritaria pero muy comprometida

3. ¿Cómo consideras que fue el ambiente de la clase en cuanto al respeto y actitud por parte de:

- a) Compañeros/as Trabajamos aunque fue complicado
b) Profesora Se esforzó por un ambiente grato y en la mayor parte resultó.

G.3 Third question results:

CREATING A POSITIVE LEARNING ENVIRONMENT IN MY 11TH GRADE D

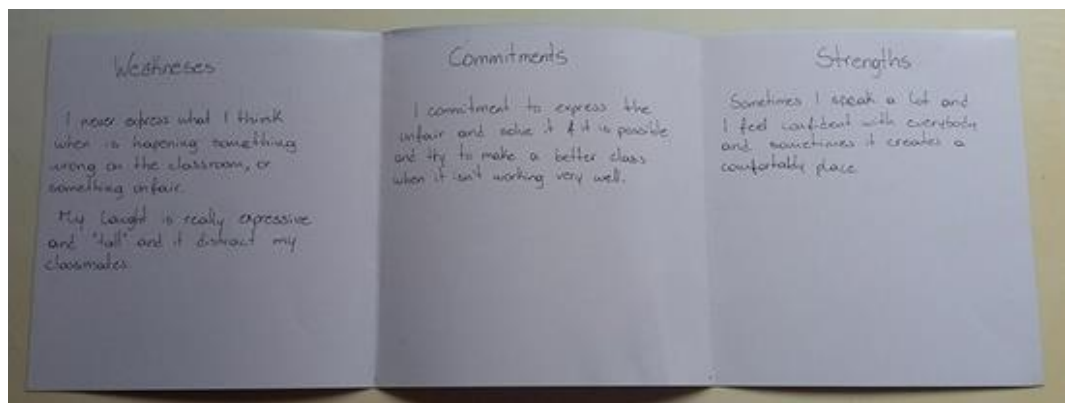
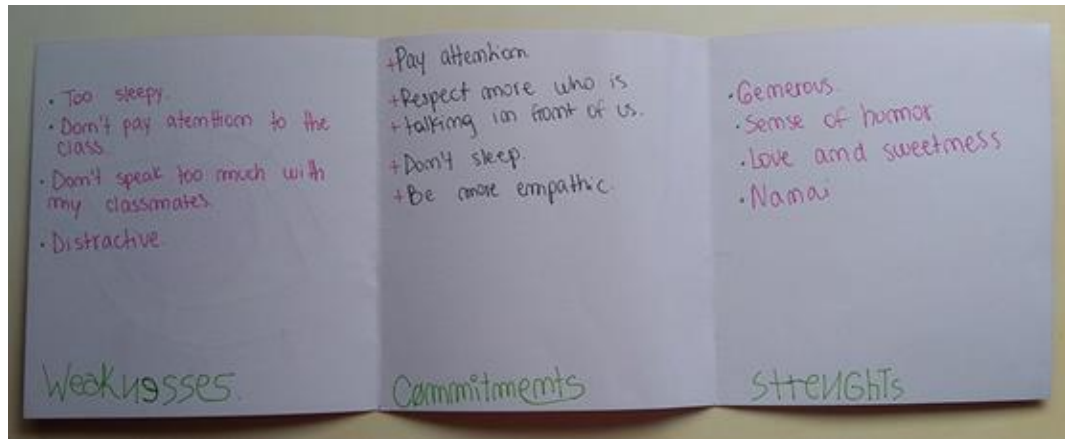
G.4 Second intervention - Teacher's rating scale results:

October 24th - Second intervention

Criterion	Agreement degree				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
About the lesson					
The learning objective of the lesson was showed.	✓				
The three steps (pre-while-post) were clearly present.	✓				
The instructions were clear and understandable.	✓				
The lesson and the activities were student-centered.	✓				
About the teacher					
I felt comfortable while performing the lesson.					✓
I felt relaxed and confident while performing the lesson.					✓
I had a respectful attitude towards the students.	✓				
I managed misbehavior problems respectfully (I did not lose temper, I did not shout students to call their attention, I did not offend them).					✓
I felt closer to the students.					✓
I called students by their names.	✓				
About the students					
Students listened to me while I gave instructions.					✓
Most of the students participated during the lesson.					✓
Students did different stuff during the lesson.		✓			
Students were respectful when someone was talking (a classmate or the teacher)					✓
Students had a positive behavior inside the classroom (they did not shout; they did not say bad words)					✓

CREATING A POSITIVE LEARNING ENVIRONMENT IN MY 11TH GRADE D

Appendix H: Third intervention: Triptych



H.1 Guided-item survey after the third intervention

First question results:

1. ¿Te gustó la clase? ¿Por qué?, ¿Por qué no?

Si, es bueno saber tus debilidades y fortalezas, y hacer algo bueno con ellas

Fecha: 25/10/16

1. ¿Te gustó la clase? ¿Por qué?, ¿Por qué no?

Si, porque me gustó escribir en Inglés. y además puede ver mis fortalezas.

1. ¿Te gustó la clase? ¿Por qué?, ¿Por qué no?

Si porque fue entretenida

CREATING A POSITIVE LEARNING ENVIRONMENT IN MY 11TH GRADE D

2. ¿Cambiarías alguna parte de clase? ¿Por qué?, ¿Por qué no? Da al menos una razón.

No, porque encuentro que para el curso es bueno.

2. ¿Cambiarías alguna parte de clase? ¿Por qué?, ¿Por qué no? Da al menos una razón.

No, porque estoy tranquilo todo el ambiente

2. ¿Cambiarías alguna parte de clase? ¿Por qué?, ¿Por qué no? Da al menos una razón.

no, todo estuvo perfecto, mejor que otros días

H.2 Second question results:

CREATING A POSITIVE LEARNING ENVIRONMENT IN MY 11TH GRADE D

3. ¿Cómo consideras que fue el ambiente de la clase en cuanto al respeto y actitud por parte de:

a) Compañeros/as Se comprometieron y trabajaron en su gran mayoría

b) Profesora Realizó una muy bonita actividad.

3. ¿Cómo consideras que fue el ambiente de la clase en cuanto al respeto y actitud por parte de:

a) Compañeros/as atentos

b) Profesora con más ánimo.

3. ¿Cómo consideras que fue el ambiente de la clase en cuanto al respeto y actitud por parte de:

a) Compañeros/as si, todos trabajaron

b) Profesora hizo una buena clase

H.3 Third question results:

CREATING A POSITIVE LEARNING ENVIRONMENT IN MY 11TH GRADE D

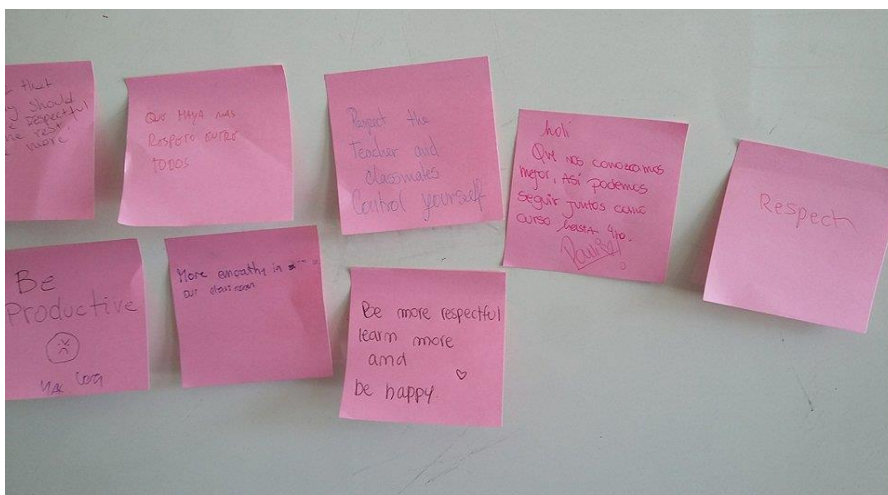
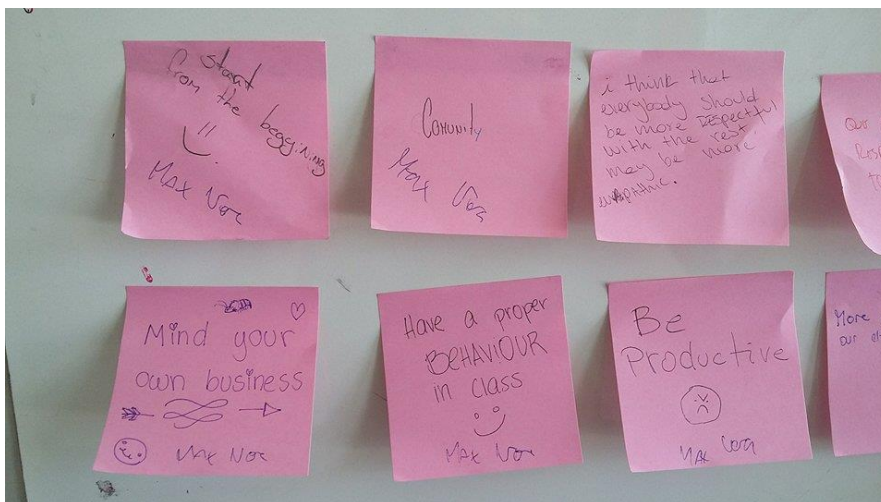
H.4 Third intervention - Teacher's rating scale results:

October 26th - Third intervention

Criterion	Agreement degree				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
About the lesson					
The learning objective of the lesson was showed.	✓				
The three steps (pre-while-post) were clearly present.	✓				
The instructions were clear and understandable.	✓				
The lesson and the activities were student-centered.	✓				
About the teacher					
I felt comfortable while performing the lesson.		✓			
I felt relaxed and confident while performing the lesson.		✓			
I had a respectful attitude towards the students.	✓				
I managed misbehavior problems respectfully (I did not lose temper, I did not shout students to call their attention, I did not offend them).	✓				
I felt closer to the students.		✓			
I called students by their names.	✓				
About the students					
Students listened to me while I gave instructions.		✓			
Most of the students participated during the lesson.		✓			
Students did different stuff during the lesson.				✓	
Students were respectful when someone was talking (a classmate or the teacher)		✓			
Students had a positive behavior inside the classroom (they did not shout; they did not say bad words)		✓			

CREATING A POSITIVE LEARNING ENVIRONMENT IN MY 11TH GRADE D

Appendix I: Fourth intervention: Good wishes corner



I.1 Guided-item survey after the fourth intervention

First question results:

Fecha: 07/11/16

1. ¿Te gustó la clase? ¿Por qué?, ¿Por qué no?

Si ya que podría ayudarnos a mejorar nuestra convivencia.

1. ¿Te gustó la clase? ¿Por qué?, ¿Por qué no?

Si, porque ayudó a ver que deseos tiene el curso para nuestra convivencia.

1. ¿Te gustó la clase? ¿Por qué?, ¿Por qué no?

Más o menos, fue un poco repetitiva comparado con las anteriores

CREATING A POSITIVE LEARNING ENVIRONMENT IN MY 11TH GRADE D

I.2 Second question results:

2. ¿Cambiarías alguna parte de clase? ¿Por qué?, ¿Por qué no? Da al menos una razón.
3. ¿Cómo consideras que fue el ambiente de la clase en cuanto al respeto y actitud por parte de: a) Compañeros/as <u>cuando vez mejor</u> b) Profesora <u>buena, si me gusta</u>
3. ¿Cómo consideras que fue el ambiente de la clase en cuanto al respeto y actitud por parte de: a) Compañeros/as <u>más respetuosos que antes.</u> b) Profesora <u>con disposición</u>
3. ¿Cómo consideras que fue el ambiente de la clase en cuanto al respeto y actitud por parte de: a) Compañeros/as <u>No muy bueno</u> b) Profesora <u>Bueno</u>
3. ¿Cómo consideras que fue el ambiente de la clase en cuanto al respeto y actitud por parte de: a) Compañeros/as <u>en part de algunos mal</u> b) Profesora <u>bien</u>

I.3 Third question results:

CREATING A POSITIVE LEARNING ENVIRONMENT IN MY 11TH GRADE D

I.4 Fourth intervention - Teacher's rating scale results:

November 7th - Fourth intervention

Criterion	Agreement degree				
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
About the lesson					
The learning objective of the lesson was showed.	✓				
The three steps (pre-while-post) were clearly present.	✓				
The instructions were clear and understandable.	✓				
The lesson and the activities were student-centered.	✓				
About the teacher					
I felt comfortable while performing the lesson.		✓			
I felt relaxed and confident while performing the lesson.	✓				
I had a respectful attitude towards the students.	✓				
I managed misbehavior problems respectfully (I did not lose temper, I did not shout students to call their attention, I did not offend them).		✓			
I felt closer to the students.					
I called students by their names.					
About the students					
Students listened to me while I gave instructions.				✓	
Most of the students participated during the lesson.		✓			
Students did different stuff during the lesson.				✓	
Students were respectful when someone was talking (a classmate or the teacher)		✓			
Students had a positive behavior inside the classroom (they did not shout; they did not say bad words)				✓	

Appendix J: Post-intervention rating scale survey results

J.1 First item

Encuesta 8-11-16

La siguiente encuesta forma parte de la investigación que la profesora Ingrid Biermann está llevando a cabo en el 1ro medio D del Colegio Altamira.

Tiene como objetivo recopilar información respecto a la opinión y percepción de los y las estudiantes sobre las clases de inglés. Para esto debes contestar las preguntas que aparecen más abajo, de manera anónima (SN escribir su nombre).

La información recopilada será utilizada exclusivamente con fines educativos, y en ningún caso será utilizada como medio para juzgar personalmente a un estudiante, por lo tanto, te pido sinceridad para responder.

Ingrid Biermann Lara
Profesora en Práctica de Ped. En Inglés, UAHL

Lee cada uno de los criterios que aparecen en el cuadro y marca con un ✓ la opción que más te represente.

Con respecto a tu actitud y perspectiva hacia la clase de inglés:

Pregunta	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Contribuyo a tener un ambiente de aprendizaje más ameno dentro de la sala de clases.	X				
Escucho a mis compañeros cuando dan su opinión.	X				
Muestro una actitud de respeto hacia la profesora y sus clases.	X				
Me comporto de manera correcta cuando estoy en clases (no digo palabras, realizo todas las actividades, pongo atención, no interrumpo haciendo otras cosas).	X				
Me siento cómodo con el ambiente que se genera en las clases.	X				
Me siento motivado a participar en las clases de inglés.	X				
Opino que, si pongo más de mi parte, puedo ayudar a mejorar el ambiente de la clase.	X				

Encuesta

La siguiente encuesta forma parte de la investigación que la profesora Ingrid Biermann está llevando a cabo en el 1ro medio D del Colegio Altamira.

Tiene como objetivo recopilar información respecto a la opinión y percepción de los y las estudiantes sobre las clases de inglés. Para esto debes contestar las preguntas que aparecen más abajo, de manera anónima (SN escribir su nombre).

La información recopilada será utilizada exclusivamente con fines educativos, y en ningún caso será utilizada como medio para juzgar personalmente a un estudiante, por lo tanto, te pido sinceridad para responder.

Ingrid Biermann Lara
Profesora en Práctica de Ped. En Inglés, UAHL

Lee cada uno de los criterios que aparecen en el cuadro y marca con un ✓ la opción que más te represente.

Con respecto a tu actitud y perspectiva hacia la clase de inglés:

Pregunta	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Contribuyo a tener un ambiente de aprendizaje más ameno dentro de la sala de clases.	✓				
Escucho a mis compañeros cuando dan su opinión.	✓				
Muestro una actitud de respeto hacia la profesora y sus clases.	✓				
Me comporto de manera correcta cuando estoy en clases (no digo palabras, realizo todas las actividades, pongo atención, no interrumpo haciendo otras cosas).			✓		
Me siento cómodo con el ambiente que se genera en las clases.			✓		
Me siento motivado a participar en las clases de inglés.	✓				
Opino que, si pongo más de mi parte, puedo ayudar a mejorar el ambiente de la clase.	✓				

Encuesta 8 noviembre

La siguiente encuesta forma parte de la investigación que la profesora Ingrid Biermann está llevando a cabo en el 1ro medio D del Colegio Altamira.

Tiene como objetivo recopilar información respecto a la opinión y percepción de los y las estudiantes sobre las clases de inglés. Para esto debes contestar las preguntas que aparecen más abajo, de manera anónima (SN escribir su nombre).

La información recopilada será utilizada exclusivamente con fines educativos, y en ningún caso será utilizada como medio para juzgar personalmente a un estudiante, por lo tanto, te pido sinceridad para responder.

Ingrid Biermann Lara
Profesora en Práctica de Ped. En Inglés, UAHL

Lee cada uno de los criterios que aparecen en el cuadro y marca con un ✓ la opción que más te represente.

Con respecto a tu actitud y perspectiva hacia la clase de inglés:

Pregunta	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Contribuyo a tener un ambiente de aprendizaje más ameno dentro de la sala de clases.	✓				
Escucho a mis compañeros cuando dan su opinión.	✓				
Muestro una actitud de respeto hacia la profesora y sus clases.	✓				
Me comporto de manera correcta cuando estoy en clases (no digo palabras, realizo todas las actividades, pongo atención, no interrumpo haciendo otras cosas).	✓				
Me siento cómodo con el ambiente que se genera en las clases.	✓				
Me siento motivado a participar en las clases de inglés.	✓				
Opino que, si pongo más de mi parte, puedo ayudar a mejorar el ambiente de la clase.	✓				

Encuesta 08/11/16

La siguiente encuesta forma parte de la investigación que la profesora Ingrid Biermann está llevando a cabo en el 1ro medio D del Colegio Altamira.

Tiene como objetivo recopilar información respecto a la opinión y percepción de los y las estudiantes sobre las clases de inglés. Para esto debes contestar las preguntas que aparecen más abajo, de manera anónima (SN escribir su nombre).

La información recopilada será utilizada exclusivamente con fines educativos, y en ningún caso será utilizada como medio para juzgar personalmente a un estudiante, por lo tanto, te pido sinceridad para responder.

Ingrid Biermann Lara
Profesora en Práctica de Ped. En Inglés, UAHL

Lee cada uno de los criterios que aparecen en el cuadro y marca con un ✓ la opción que más te represente.

Con respecto a tu actitud y perspectiva hacia la clase de inglés:

Pregunta	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Contribuyo a tener un ambiente de aprendizaje más ameno dentro de la sala de clases.	X				
Escucho a mis compañeros cuando dan su opinión.	X				
Muestro una actitud de respeto hacia la profesora y sus clases.			X		
Me comporto de manera correcta cuando estoy en clases (no digo palabras, realizo todas las actividades, pongo atención, no interrumpo haciendo otras cosas).	X				
Me siento cómodo con el ambiente que se genera en las clases.	X				
Me siento motivado a participar en las clases de inglés.			X		
Opino que, si pongo más de mi parte, puedo ayudar a mejorar el ambiente de la clase.	X				

CREATING A POSITIVE LEARNING ENVIRONMENT IN MY 11TH GRADE D

J.2 Second item

Con respecto a la actitud de tus compañeros hacia la clase de inglés:

Criterio	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Mis compañeros muestran interés por la clase de inglés.	✓				
Mis compañeros tienen una actitud proactiva para participar en clases.		✓			
Mis compañeros son respetuosos cuando alguien da una opinión.		✓			
Mis compañeros colaboran a tener un ambiente ameno de aprendizaje.		✓			
Cuando no comprendo algo en inglés, mis compañeros me ayudan.	✓				
Mis compañeros se comportan de manera correcta cuando están en clases (no dicen garabatos, realizan las actividades, ponen atención, no interrumpen haciendo otras cosas).			✓		
Opiño que, si mis compañeros ponen más de su parte, podrían ayudar a mejor el ambiente de la clase	✓				

Con respecto a la actitud de tus compañeros hacia la clase de inglés:

Criterio	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Mis compañeros muestran interés por la clase de inglés.			✓		
Mis compañeros tienen una actitud proactiva para participar en clases.		✓			
Mis compañeros son respetuosos cuando alguien da una opinión.	✓				
Mis compañeros colaboran a tener un ambiente ameno de aprendizaje.	✓				
Cuando no comprendo algo en inglés, mis compañeros me ayudan.		✓			
Mis compañeros se comportan de manera correcta cuando están en clases (no dicen garabatos, realizan las actividades, ponen atención, no interrumpen haciendo otras cosas).			✓		
Opiño que, si mis compañeros ponen más de su parte, podrían ayudar a mejor el ambiente de la clase	✓				

Con respecto a la actitud de tus compañeros hacia la clase de inglés:

Criterio	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Mis compañeros muestran interés por la clase de inglés.	✓				
Mis compañeros tienen una actitud proactiva para participar en clases.	✓				
Mis compañeros son respetuosos cuando alguien da una opinión.	✓				
Mis compañeros colaboran a tener un ambiente ameno de aprendizaje.	✓				
Cuando no comprendo algo en inglés, mis compañeros me ayudan.	✓				
Mis compañeros se comportan de manera correcta cuando están en clases (no dicen garabatos, realizan las actividades, ponen atención, no interrumpen haciendo otras cosas).			✓		
Opiño que, si mis compañeros ponen más de su parte, podrían ayudar a mejor el ambiente de la clase	✓				

Con respecto a la actitud de tus compañeros hacia la clase de inglés:

Criterio	Completamente de acuerdo	De acuerdo	Neutral	Desacuerdo	Completamente desacuerdo
Mis compañeros muestran interés por la clase de inglés.	✓				
Mis compañeros tienen una actitud proactiva para participar en clases.	✓				
Mis compañeros son respetuosos cuando alguien da una opinión.	✓				
Mis compañeros colaboran a tener un ambiente ameno de aprendizaje.	✓				
Cuando no comprendo algo en inglés, mis compañeros me ayudan.	✓				
Mis compañeros se comportan de manera correcta cuando están en clases (no dicen garabatos, realizan las actividades, ponen atención, no interrumpen haciendo otras cosas).			✓		
Opiño que, si mis compañeros ponen más de su parte, podrían ayudar a mejor el ambiente de la clase	✓				