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**“LEXICO-GRAMMATICAL PREFERENCES OF PRIMARY SCHOOL NOVICE
TEACHERS FROM THE PROVINCE OF CONCEPCIÓN”**

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Abstract

According to the SIMCE results, Chilean students do not reach the levels set by MINEDUC (B2 according to the CEFR), especially in the public system, and this may be related to the way students are being taught. Despite this, there have not been many studies which refer to the preferences Chilean teachers have when teaching; therefore, the following research aims to study the most common lexico-grammatical preferences of seventy novice primary teachers of public schools in Concepción Province, Chile. Additionally, the research has been carried out using a quantitative descriptive design, by using a questionnaire with a total of 28 questions in relation to their lexico-grammatical preferences when teaching English. Results showed non-specific preferences regarding their English methodologies, and that participants met the qualifications required by the government. Moreover, participants were unable to name strategies properly for teaching grammar and vocabulary.

Additionally, the implications of this research may be used for further studies at universities in order to modify study programs, and for teachers as well, since they can adapt their lessons towards a more communicative approach as the Ministry of Education requires.

Keywords: EFL, novice teachers, vocabulary, grammar, teaching preferences

Resumen

De acuerdo a los resultados del SIMCE, los estudiantes chilenos no alcanzan un nivel básico de inglés (A1 de acuerdo al Marco Común Europeo de Referencia para las Lenguas), especialmente en el sistema público, y esto puede estar relacionado con la manera en que los estudiantes son enseñados. A pesar de esto, no ha habido muchos estudios con respecto a las preferencias que los profesores chilenos de inglés tienen al momento de enseñar; es por esto que la siguiente investigación apunta a estudiar las creencias léxico-gramaticales más comunes entre setenta profesores noveles de enseñanza básica en escuelas públicas de la provincia de Concepción, Chile. Adicionalmente, la investigación ha sido hecha usando un diseño descriptivo cuantitativo a través de un cuestionario con un total de 28 preguntas acerca de sus preferencias léxico-gramaticales cuando enseñan inglés. Los resultados demostraron que no había preferencias específicas en la metodología utilizada por ellos al momento de enseñar, y que los participantes cumplían con los requerimientos del gobierno. Igualmente, los profesores no fueron capaces de nombrar correctamente estrategias para enseñar gramática y vocabulario.

Por otra parte, las implicaciones de esta investigación podrían ser utilizadas como base para estudios futuros en universidades para modificar programas de estudio, y también por profesores, ya que pueden adaptar sus clases hacia un enfoque más comunicativo como lo requiere el ministerio de educación.

Palabras clave: EFL, profesores noveles, vocabulario, gramática, preferencias de enseñanza.

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Chapter I: Theoretical Framework

1.1 English as a foreign language (EFL):

EFL is an abbreviation for English as a foreign language. This is the study of English by non-native speakers living in a non-English-speaking country.

EFL is mainly used to refer to teachers and students who teach and learn English in an international setting. It means that both teachers and students who live in a country where English is not spoken neither as a first language nor as a second language. However, English can be spoken as a foreign language. For example, a Chilean person learning English in Chile.

Moreover, the concept of Standard English has been essential in the teaching of English as a Foreign Language in the European context. Besides, Jane Hannah & Peter Trudgill (2008) points out that the Standard use of the English language means that a language in this case “English” has been subjected through a process in which it has been selected, codified and stabilized, in a way that other varieties have not. Besides, until 1945 this English Standard was the only one accepted to teach in EFL contexts as norms in the use of English language. However, English is spoken as a native language in more than one country. Therefore, there are varieties of this language in many countries, where English pronunciation and spelling of some words can vary. Furthermore, two countries are most recognizable in terms of use of the English language as native speakers which are Britain and North America. For that reason, it is relevant the creation of teaching models in EFL countries based on those standards of the language. Besides, it has some implications in EFL learners; for instance, penalizations on what is correct or incorrect, what is considered good or bad English, it depends on the references or the standard that is applied to teach English in EFL learners.

In addition, the study of English as a foreign language can occur in any country as part of a normal school curriculum. Besides, EFL may be part of the state school curriculum in countries where English has no special status. For instance, in

Chile according to the government (Ministerio de Educación, [MINEDUC], 2016) English is taught as a foreign language. Due to the school curriculum, which in the case of this subject is designed by Unidad de Currículum y Evaluación del Ministerio de Educación in Chile, as an “Idioma Extranjero, Inglés”, meaning as a foreign language. Additionally, teachers can find in this study program relevant and meaningful content that must be taught in public schools in Chile, as it is compulsory. This program is the basis of English teaching, it includes developing cognitive skills, receptive and productive skills, critical thinking, and creativity, among others. Furthermore, students are expected to achieve at least an intermediate level of English in twelfth grade, which is equivalent to a B1 level. Besides, Unidad de Currículum y Evaluación has adopted the English European Framework to establish their criteria and standards. As a result of the curriculum, teachers base their lessons on that design to plan and teach English in Chilean schools.

1.2 Teaching English in Chile:

English teaching in our country has had many changes throughout the years since it began being taught at schools. Additionally, major changes on the approaches and methodologies have modified the perspective of how we teach English, coming from a traditional approach to one which main focus is communication (Chandía, Muñoz & Véliz, 2013). The reality that we can witness is different to what is expected, even though we have made progress we still have a long way to go when we refer to English teaching.

Chilean schools are organized into two different funding systems, private ones, which are monthly paid by the parents and do not receive any government funding, or support as study books, school materials, curriculum planification and feeding; on the other hand, public and subsidized schools which receive direct incomes from the Ministry of Education, materials and free feeding, parents' role is not that important as in Public Schools but, a general educative environment is

essential, and a big number of professionals work to make the educational process possible.

Both systems may include a program about inclusion and equality on learning processes, that is why English in the classroom is more inclusive now. Moreover, less students are being excluded because they have the opportunity to work with a second teacher who helps them to understand the new contents.

As the Ministry of Education established, the main purpose of the English classes is to increase the language level. Because of the globalization, which has had a lot of impact in different areas such as, scientific advances, economy, technology, and other academic fields, therefore it is relevant for Chilean students to be able to receive input, communicate their ideas, and thoughts in the English language.

The English subject in Chile is compulsory from fifth grade until the end of high school (MINEDUC, 2017), whereas in lower grades is optional. In addition, students have from two to three hours of English a week. Some establishments can have more hours, but it would depend on the school. In addition, English is supposed to be taught as a second language (SL/L2); however, English is conceived as a foreign language while teaching it. This occurs since students are not exposed to the second language beyond the exposure they get from the English classes. Moreover, even in those classes they are not exposed to the language since most of the teachers use Spanish during the English lessons, restricting considerably the input students receive. However, in the Chilean educational system teachers are not all to blame, some of these problems can be attributed to the curriculum and material that is provided, as well as the reality of our students (Lizasoain, 2017). Barahona (as cited in Lizasoain, 2017) stated that teachers in Chile finish their education with a high level of proficiency, but they have to teach students who do not know much about the language. Therefore, they use the L1 in their classes, which makes them lose their communicative competence over time (Lizasoain, 2017).

Another point that can be made is the way classes are taught, and the material that is used. Most of the materials sent by the government to schools are

not aligned with the curriculum also given by the government (Lizasoain, 2017). Moreover, this can lead to more problems, leaving teachers with defective material, which does not necessarily attend to the students' needs. And this situation can lead to English classes that are predominantly focused on memorization, and theory, using textbooks, and worksheets, as stated by Vera (2008).

In order to overcome these limitations, the government has done multiple evaluations to see the progress along the years. In 2004, a diagnostic test was taken by students and teachers, a sample of around 11.000 students from primary school and high school took it. Only a 67% of the students in 8th grade and 46% of the students of 4th year of high school, achieved a basic understanding of the English language. Furthermore, in the findings it is stated that those who scored higher were the ones who are given English classes in English in order to increase the exposure of the L2. On 2010, another English SIMCE (Sistema Nacional de Evaluación de Resultados de Aprendizaje) test was taken which consisted of the Test of English for International Communication (TOEIC) bridge exam which was applied to third year students in high school. This test was taken by approximately 240.000 students all over Chile (MINEDUC, 2011). Although students did not manage to reach the minimum of 134 points to pass the exam, they were only able to reach 99 points, and therefore they utterly failed the exam. Only 11% of students got the certification which means that they had an appropriate level of English, whereas the other 89% of students did not reach the expected level of proficiency set by MINEDUC. Moreover, most of the students who succeeded started learning English earlier, had more hours of English at school, and complementary classes.

Two years later, in 2012 a second SIMCE in English was taken in Chile to third year students of high school, in this case the exam was provided by Cambridge English for Speakers of Other Languages examination. The exam can place students' English proficiency in three levels, A1, A2, and B1 using the CEFR levels. The results of this test slightly improved in comparison to the previous test, from the 186.368 students who took the test; nevertheless, only 18% of them managed to get a certification, the 8% obtained level B1 and the 10% of the examinees got A2

(MINEDUC, 2013). The same factors of the previous examination had been replicated in this test, most of the students who obtained a certification were students who had more hours of English and were more exposed to English altogether.

Moreover, it was found that the numbers of English exposure and the level of proficiency are both directly related considering that the minimum of hours of this subject should be 90 minutes per week. This conclusion was drawn according to the SIMCE results (2012) and it was stated that the level of proficiency in the L2 would be affected by the amount of time a learner is exposed to. Nevertheless, also additional factor may influence the proficiency level of the students such as the type of school they are enrolled in, the educational level of their parents and their socioeconomic status (Agencia de Calidad de la Educación, 2013)

Therefore, English in Chile has made little progress over the years, besides teachers still resign to traditional methods or are forced to stick by them due to the curriculum or schools' impositions. Consequently, this limits the methodologies used in classes, and the creativity of teachers (Vera, 2008). Additionally, this situation leads teaching to be repetitive, which brings disinterest and lack of motivation on the students to use and learn real English.

1.3 The importance of Grammar in EFL context

Regarding Nesamalar, Saratha, & Teh (2005), Grammar may be defined as rules of a language, governing the way in which words are put together to convey meaning in different contexts. Furthermore, grammar is understood by Nunan (2003) as a general thought, to be a set of rules specifying the correct order of words at the sentence level. Moreover, Thornbury (2008) states that, grammar is a description of the rules that govern how the sentences of a language are formed.

In addition, this term can also refer to the study of such rules. Furthermore, for each language skill, grammar is needed. For example, in order to communicate

in an effective way, and for others to be able to understand the ideas or thoughts of that person, grammar is essential.

Chomsky's universal grammar claims that all languages have a common underlying system, and all human beings inherit a universal set of principles that provide second language learners to acquire the second language as they acquired their native language, with the help of an acquisition device that is universal grammar (Chomsky, 2002). It also can be applied in the case of an EFL students due to the fact that they have already acquired a language and it contains grammar. However, the difference which they have is that they have to learn about new rules. Furthermore, they have to be aware of the use of these new rules in an adequate way in their production of the language; for example, in writing or speaking. Students have to learn how to use English grammar, from the simplest use of structures or simple sentences to the most complex ones. It also depends on the level of English that the student has. In addition, as it was mentioned before these rules in English can be similar to those of the native language of the EFL student, but it can vary, especially if these two languages have an original connection on their roots or not. For instance, romance languages could turn out to be more similar between them, sharing some norms in their grammar structures.

1.4 Importance of vocabulary learning in an EFL context

1.4.1 The importance of vocabulary teaching

Wilkins (1972) wrote that "...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pp.111–112). Vocabulary itself is vital in teaching languages because without the sufficient vocabulary, students are not able to understand others or express their own ideas, thoughts or feelings. Teaching vocabulary helps students understand and communicate with others in English. Besides, as students develop greater fluency, and expressions in

English, it is significant for them to acquire more productive vocabulary knowledge and develop their own personal vocabulary learning strategies.

1.4.2 Aspects of vocabulary knowledge

Form, meaning and use are three significant aspects at the time of teaching a second language. According to Nation (2001), the form of a word involves its pronunciation (spoken form), spelling (written form), and any word components that make up this particular item (such as a prefix, root, and suffix). Nation (2001) stated that meaning encompasses the way which form, and meaning work together, in other words, it refers to the associations between form and meaning that come to mind when people think about a specific word or expression. Furthermore, Nation noted, that this involves the grammatical functions of the word or phrase, collocations that normally go with it, and finally any constraints on its use, in terms of frequency, level, and so forth. Referring to form, meaning, and use, Nation (2001) declared there is both a receptive and a productive dimension, so knowing these three aspects for each word or phrase, actually involves 18 different types of lexical knowledge. Additionally, for a better understanding see table 1.

Table 1

Aspects on Vocabulary Knowledge

Aspect	Component	Receptive Knowledge	Productive Knowledge
Form	Spoken	What does the word sound like?	How is the word pronounced?
	Written	What does the word look like?	How is the word written and spelled?
	Word parts	What parts are recognizable in this word?	What word parts are needed to express the meaning?
Meaning	Form and meaning	What meaning does this word form signal?	What word form can be used to express this meaning?
	Concepts and referents	What is included in this concept?	What items can the concept refer to?
	Associations	What other words does this make people think of?	What other words could people use instead of this one?
Use	Grammatical functions	In what patterns does the word occur? What words or types of words occur with this one?	In what patterns people must use this word? What words or types of words people must use with this one?
	Collocations	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?
	Constraints on use (register, frequency)		

Note. The information from this table has been adapted from Nation, 2001.

1.5 Relevant teaching methods and approaches used in the Chilean context:

The following methods and approaches have been selected according to the purpose of this study and considering the features of it. As it is stated in the objectives of this research, it is relevant to identify the prevalence of the Lexical Approach and the Grammar Translation Method. Even though the Communicative Approach is not directly related to the study itself, it is the method that MINEDUC suggests for teaching EFL.

Considering the above, these teaching methodologies will be described in order to have a clearer definition about them.

1.5.1 Communicative approach

As its name suggests, the communicative approach is based on the notion that language is learnt best through communicative means, not in language forms, since language has a social meaning (Jabeen, 2014; Larsen-Freeman, 2011).

Widdowson and Savignon (as cited in Larsen-Freeman and Anderson, 2011) said that this approach was introduced in the late 1970's in response to other approaches which were more focused on other skills rather than communication.

From this approach came the Communicative Language Teaching (CLT), which focuses on teaching the language through meaningful and genuine communication rather than linguistic structures as previous methods instructed (Larsen-Freeman, 2011). The L2 is seen as a way for students to communicate, not only something they have as subject of study; focusing on being coherent and cohesive more than just its accurate usage (Larsen-Freeman and Anderson, 2011).

In this method, communication is the final goal which means it is student-centered. Therefore, the teacher should promote communication between peers, be a facilitator, and give opportunities for the students to express their opinions (Larsen-Freeman and Anderson, 2011).

1.5.2 Lexical Approach:

Michael Lewis in the early 1990s defines Lexical approach as a method of teaching and learning a foreign language. The principle of this approach relies on the ability to understand and produce lexical phrases called chunks. In addition, it aims to get learners to become aware of the use and eventually master chunks, collocations and fixed utterances. In that sense, the lexical approach helps the learner to identify and learn the chunk in written and spoken texts.

Lewis (2002) states that the basis of language understanding and communication is not grammar; but to teach lexis with the help of chunks and collocations. In other words, the conviction of the lexical approach is that, lexical phrases can provide a better understanding of the language than grammatical structures.

According to Lewis (2002), the language instruction should focus on fixed expressions that occur frequently in spoken language. Besides, only a minority of spoken sentences are entirely new, and chunks from most everyday conversations are more commonly used. Hence, humans talk to each other mostly through fixed expressions which are used regularly on a daily basis. Such as “In fact.”, “as a matter of fact” rather than originally created sentences. It can be said that Lewis claims contrast with Chomsky’s Universal Grammar.

The lexical approach makes a distinction between two traditional notions Vocabulary and lexis. Vocabulary is an individual word with fixed meaning, while lexis is the single word, and the word combinations in our mental lexicons. Michael Lewis (2002) states that human beings consciously try to think of collocations and present these expressions to sustain our conversations. In addition, the lexical approach is an inductive approach to language learning. In that sense, rather than trying to break fixed phrases into smaller pieces, there is a conscious effort to see things in a larger picture.

1.5.3 Grammar Translation Method:

This method was used in 1980's, and it has been also named as "Traditional Approach". Regarding this method's name, the usage of the L1 is essential in the classroom. As it can be inferred, students have to translate sentences or paragraphs from the L2 to the L1, or vice versa (Larsen-Freeman and Anderson, 2011).

Moreover, this method has been mainly used in order to make students guess deductively grammar patterns in the foreign language (Larsen-Freeman and Anderson, 2011). Besides, it states that students must learn the equivalent of a word from their mother tongue in the target language, and vice versa, as well as synonyms and antonyms, being memorization the best method since it is a good exercise for the brain (Larsen-Freeman and Anderson, 2011).

Additionally, the teacher has the most important role in the classroom due to that he or she leads the class and is considered the authority (Larsen-Freeman and Anderson, 2011). Therefore, the most common interaction in the grammar translation method is Teacher-Student.

Furthermore, the skills which are emphasized in this method are mainly reading and writing. Considering systems of the language such as vocabulary and grammar which are highly emphasized, while speaking, listening and pronunciation are labeled as less important (Larsen-Freeman and Anderson, 2011). Accuracy is also an essential component in the traditional approach. Therefore, the teacher must provide specific feedback to get students to an accurate level of proficiency. The main goal of this method is not to communicate, but for students to be able to translate from one language to the other (Larsen-Freeman and Anderson, 2011).

1.6 Strategies for teaching EFL

The use of strategies facilitates the learning process, since through them students become aware of their own learning. Moreover, they have the opportunity to choose between multiple strategies according to their learning preferences. Strategies, as defined by Oxford (2003) are “specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations” (p.8). Furthermore, vocabulary learning strategies are a sub-categorization of learning strategies, these are specific strategies that second language learners utilize to acquire new vocabulary. Therefore, it is important for teachers to teach their learners different learning strategies which will allow them to choose the ones that cater and are effective to their learning needs (Chamot, 2004).

What it is more, teaching vocabulary to students is important, because it does not matter if students can be accurate in grammar structures and pronunciation, if they have no vocabulary, communication becomes difficult (Rexlin, 2015). Different strategies can be used to learning EFL, and it is important for teachers to teach these strategies to their students. These strategies can be metacognitive, cognitive, memory related, affective or social (Chamot, Bernhardt, Beard, Carbonaro, & Robbins, 1993).

Metacognitive strategies are those which make students aware of their own learning while cognitive strategies make the students learn through organizing information. Moreover, memory-related strategies are those who refer to creating links between concepts. Affective strategies are meant to reflect about students' moods and control anxiety. Furthermore, social strategies require that students learn through communicating with each other (Chamot, et. al, 1993).

According to O'Malley and Chamot (as cited in Yang, 2010) metacognitive strategies are employed to self-monitor, plan, reflect and evaluate in relation to the learning process. Moreover, cognitive strategies are used by learners when doing specific tasks (examples of this can be inference, summarizing, deduction, imagery,

organization). Meanwhile, socio-affective strategies are related with communication and interaction with others.

1.7 Novice Teachers

For the purpose of this research, we had considered novice teachers as those educators who have from zero to five years of experience teaching professionally, as it can be inferred from Ingersol & Smith (2003). Additionally, a similar concept has been described by Calderhead & Shorrock (2005) for referring to those teachers who have few years teaching in schools. This term is used by the United Kingdom and other countries to emphasize those teachers who are guided by a mentor-teacher in their initial training working at a school.

Considering the above, it is estimated that a teacher takes from three to five years to acquire the knowledge they need inside the classroom in order to achieve successful results in their teaching (Alliance for Excellent Education, 2008). Practice is essential to become a good teacher; therefore, it requires a lot of time to master being a teacher. Furthermore, concerning the Chilean context, the initial formation of teachers comes from university, which gives students the knowledge to develop their academic and professional competences which they need to insert themselves in the field of teaching (Almonacid, Merellano, & Moreno, 2014). Notwithstanding, teachers need more than just academic knowledge, there is another kind of knowledge which emerges from the experience of teaching itself, this is the experimental knowledge, which teachers gain through the years of experience (Almonacid et. al, 2014). Considering this, we could say that teachers with no more than 5 years of experience can be classified as novice teachers, who still may not be accustomed to, or be successful in their classroom environment.

Chapter II: Research Problem and Objectives

2.1 Research problem

The aim of this research is to study the most common lexico-grammatical preferences of Primary School Novice Teachers of public schools due to the fact that their attitudes/beliefs and knowledge may affect the accomplishment of students' proficiency in English as a foreign language (EFL).

According to what it has been covered before, it can be considered that EFL teachers, teacher trainees, scholars, linguists, and even students may potentially benefit from this research, since it would give an insight on the perceptions that newly graduated teachers have regarding vocabulary and grammar, and whether they include them inside the classroom.

2.2 Justification

For many years teaching English as a foreign language (EFL) has been an issue all over the world. Moreover, this subject has had some variations since it began being taught, because of the multiple changes regarding the methods and approaches used while teaching English (Howatt & Smith, 2014). As there is no consensus by scholars in which is the best way of teaching, teachers continue to rely on the Grammar oriented approach, which does not develop neither communicational skills nor accuracy on learners. Unfortunately, Chile is not an exception, as this is also a trend for Chilean teachers, who tend to follow the grammar translation method. Furthermore, the Ministerio de Educación Pública de Chile (MINEDUC) has designed an English language teaching program for elementary levels as a guidance to teach the language in public schools. This program it is commonly known as "Bases curriculares y programas de estudio, Inglés". In addition, some of its most relevant components include the compulsory knowledge that must be acquired by each level in order to achieve B2 level according to the Common European Framework of References for Languages (CEFR) in all

skills: reading, listening, speaking, and writing. Additionally, this program offers a diversity of tasks to be used in classrooms, as well as topics and content specified in every unit for all Chilean learners. On the other hand, some students may present a lack of lexis which can be attributed to the methodologies used, which mostly include overuse of worksheets and teaching non-essential grammar structures as an irrelevant component to the language acquisition process without teaching the functional aim of it. Moreover, these implications can affect the development of the students' learning in every year of elementary and secondary school, being primary school the most affected level because they need basic knowledge to continue learning in the next levels.

Despite the efforts carried out by teachers and MINEDUC, students do not meet the minimum requirements regarding their language proficiency, which should be a B2 level according to the CEFR (MINEDUC, 2013). Hence, primary school students are the most affected by this, and it can be attributed to some elements such as the teachers' performances in classrooms, and their orientations towards teaching English. Moreover, this can be evidenced by SIMCE results from 2012 and 2014. The information stated by *Agencia de la Calidad de la Educación*, indicated that only 18% of the students in third year of high school, who sat for this exam, got an A2 or B1 level, and the remaining 82% did not obtain enough score for a certification in 2012. Similarly, the results remained constant regarding the low scores (below A1) obtained by students in 2014.

In addition, it has been found that vocabulary plays a key role in students' performance in both written and oral communication. Therefore, learners who lack vocabulary have trouble expressing themselves in written and oral form. Furthermore, students who experience slow vocabulary development are less able to comprehend English and to provide real communication, that is why students are likely to perform poorly in assessments. According to Adams & Collins, (1977) vocabulary knowledge is an important source of variation, particularly as it affects higher-level language processes because of its lack of rich context. There are many aspects related to the depth of word knowledge. In the case of second language

learners it is important to learn as much as possible about the words, all their meanings, connotations, syntax, morphological changes, synonyms and antonyms for improving comprehension.

According to Cynthia and Drew Johnson (2009) as cited in Kusumawati & Widiati (2017), there are some important tips to teach vocabulary due to the strong correlation between vocabulary knowledge and English comprehension. It has been found that the earlier vocabulary development is implemented the better, since it would be easier for learners to comprehend language later on. Therefore, giving the opportunity to students for learning new words, and increasing their vocabulary is of utmost importance.

2.3. Research Questions

- What are the most common teaching preferences of novice teachers in terms of lexis and grammar?
- Are the teachers focused on teaching grammar instead of vocabulary in schools from the Province of Concepción?

2.4 Objectives

2.4.1 General Objectives

- To determine the most common lexico-grammatical preferences of primary school novice teachers in the Province of Concepción.

2.4.2 Specific Objectives

- To identify the prevalence of grammar orientation of primary school novice teachers in the Province of Concepción.
- To identify the prevalence of lexical orientation of primary school novice teachers in Concepción Province.
- To recognize the most common strategies for teaching lexis and grammar used by primary school novice teachers in Concepcion Province.

2.5 Variables

- Knowledge on Vocabulary
- Knowledge on Grammar
- Attitudes and Beliefs on Vocabulary and Grammar
- Strategies for teaching Vocabulary and Grammar

2.5.1 Outcome variable

- The most common preferences of primary school novice teachers regarding the process of teaching EFL in Concepcion Province.
- The most common strategies of primary school novice teachers for teaching vocabulary and grammar in Concepcion Province.

2.6 Hypotheses

- H1: Most of the primary novice teachers are more grammar-oriented while teaching EFL in schools.
- H2: Primary school novice teachers know at least two strategies for teaching lexis and grammar.

Chapter III: Methodology

3.1 Participants' profile

First of all, in order to provide an overview of the participants of this study, it is imperative to begin with the common profile that all of them share. This study comprises seventy teachers of a total of eighty-five teachers, who according to the requested profile, fifteen of them were excluded because they did not meet the features required by the research. In addition, participants ranged from 23 to 32 years of age, who freely agreed on participating in the study. Furthermore, 46 of the participants were female; whereas, the remain 24 of them were male. Moreover, all of them were in their initial training, and first few years practicing in the classroom as beginning teachers, developing their careers in primary school levels. Notwithstanding, for means of this study, the participants are teachers who have no more than five years of experience in their teaching careers (novice teachers). Besides, the time periods when respondents have been teaching in these schools fluctuates between 2013 and 2017. Furthermore, another common trait is the location where these educators have been developing their teaching skills: elementary schools from Concepción Province, Chile. Moreover, it is necessary to state that each participant was chosen by using a convenience sampling technique (Kolb, 2008). Consequently, all of them were selected by the researchers due to their convenient accessibility for the research, and because they met the required profile. In addition, more information was not required in order to participate in this research, and all of them had signed an anonymous consent to be legitimate participants of this study (see Appendix 1).

3.2 Instrument

For this study, the data was collected by using a questionnaire as an instrument which is composed by three different dimensions. The first and second

part provide 25 statements in which respondents' answers are pre-coded according to their preference. Moreover, it was chosen the format of a typical five-level Likert scale items to be used as answers utilizing the following categories: "*Strongly Agree, Partially Agree, Neutral, Partially Disagree, Strongly Disagree*". The last dimension included three open questions; in this stage the respondents could elaborate a full answer with no specific pre-coded answers as it was in the other two dimensions.

Furthermore, the questionnaire used had been named "*KAB Lexis & Grammar*" (see Appendix 4), in order to emphasize these particular research interests which are based on the lexico-grammatical preferences of primary school novice English teachers. Furthermore, the creation of this research instrument was based on the "*ACUTIC (Actitud, Conocimiento y Uso de TIC) questionnaire*" created by Mirete (2015) (see Appendix 5). To contextualize, "*ACUTIC*" is a Spanish instrument created to gather information related to attitudes, knowledge, and uses of ICTs in an educational research. This questionnaire had been divided into three parts: Attitudes, Knowledge, and the use of ICTs. Nonetheless, the third dimension of this questionnaire (Use of ICTs) was not taken into account because it was not related to this study.

In addition, "*KAB Lexis and Grammar*" was implemented in two versions, one was the printed version, whereas the other one was an electronic version of the same questionnaire that had to be answered in a Google based online format (Google Form) which was applied in some cases. Furthermore, both of them were utilized to gather the information according to each teacher's necessity and availability.

3.2.1 Instrument variables

Regarding the questionnaire used, it is divided into two main parts, the participants' background, and the questions they have to answer. The first part of the questionnaire corresponds to some questions about personal and professional

information. This aspect collects information about the participant's gender, the year they started teaching, the city where they teach, and school dependency. The second part of the questionnaire corresponds to 25 different statements, of which 9 of them are about knowledge on vocabulary and grammar; while the remaining 16 statements are related to attitudes and beliefs towards vocabulary, and grammar as well (see Table 2). Additionally, there were added three questions with open answers at the end of the questionnaire were added in order to provide a deeper understanding regarding the preferences of this group of novice teachers.

Table 2
Instrument dimensions and items

Dimensions	Items
1. Knowledge	9
1.1 Knowledge on Vocabulary	4
1.2 Knowledge on Grammar	5
2. Attitudes and Beliefs	16
2.1 Attitudes and Beliefs on Vocabulary	8
2.2 Attitudes and Beliefs on Grammar	8
3. Open Questions	3
	Preference regarding a teaching method
	Strategies used for teaching vocabulary
	Strategies for teaching grammar

Note. The data contained in this table has been created according to KAB Lexis and Grammar features.

Besides, it is worth to mention that all the statements from the questionnaire are based on the basic knowledge that an English teacher needs according to the standards set by MINEDUC (2013) in *Estándares orientadores para carreras de pedagogía en inglés*.

In addition, within the requirements set by MINEDUC (2013) there are two types of standards that a teacher needs to meet in order to be a successful teacher. The first is the disciplinary standard, which involves knowledge related to phonetics, grammar, pragmatics and lexis. Moreover, the goal of these standards is to give these required contents to students, in order to develop their communicative competences in EFL. On the other hand, the second type of teaching standards involved the abilities and attitudes a teacher needs to have in order to successfully develop learning in students.

3.3 Procedure

First of all, “*KAB Lexis & Grammar*” had followed a process in order to be used in this study. After the instrument was designed, it was validated by a committee of 6 experts from Universidad Católica de la Santísima Concepción (UCSC) in order to validate the questionnaire. Each of these experts are professors at UCSC and they all work for the English Language Department, teaching English to students who attend an undergraduate program to become EFL teachers. Moreover, they all have expertise in English Language Teaching and/or Education, with at least a master’s degree in one of these areas previously named. Therefore, these professors were chosen for two main reasons: to validate the instrument and to provide feedback of it. As a consequence, some aspects of “*KAB Lexis & Grammar*” were modified from the original version. For example, some statements were unclear, and the language used was improved into more accurate definitions in order to avoid bias (see Appendix 4).

Additionally, the instrument was applied as a pilot sample to fourth year students from the UCSC English Pedagogy Program, who were teaching at schools on their progressive practice II during the first semester of 2017. Moreover, this procedure was done as a pilot with the purpose of identifying possible future problems during the research procedure (Collins, 2010).

After the pilot procedure was administered, the questionnaire was applied to the participants who met the profile criteria requested by this research. Firstly, the participants were contacted personally at their workplaces, and they were asked to complete the questionnaire according to their own availability. Furthermore, they were asked to sign a consent form in order to participate in the study and to inform them that their personal information will remain anonymous (see Appendix 1). Secondly, the contributors who were unable to answer the printed form of the questionnaire were asked to reply the questionnaire online, receiving a link by email (Google form) in which they had to sign their informed consent by selecting a compulsory item before answering the questions (see Appendix 2). Moreover, the instrument took on average of 7 minutes for being fully answered.

Bradburn, Sudman, & Wansink (2004) pointed out that questionnaires and surveys can be left with the subjects to complete the instrument by themselves or they can be mailed to the subjects through a link. As it has been stated before, and to clarify, both techniques for gathering data were used in this study. Moreover, the instrument was divided into three main dimensions: Knowledge; Attitudes & Beliefs plus Open Questions (see table 2).

3.4 Design

This research project is a quantitative descriptive study design. This design is used for describing specific traits and the profile of a group of people, communities, procedures, object or any other phenomenon that can be subjected to an analysis. Moreover, the quantitative descriptive study looks for gathering information

regarding the variables that are part of the research; nonetheless, its purpose is not to create connections or relationships between the variables (Baptista, Fernández, & Sampieri, 2014). For instance, in this particular study the information gathered was pure data collected from the three dimensions related to lexical and grammatical orientations, which were part of the perceptions that newly graduated teachers had already experienced in their teaching practices from primary schools. Furthermore, the descriptive data analysis was done using the Excel software. Also, it was based on two steps: firstly, by examining the data question by question considering the majority of responses in order to get an overall analysis of the participants, later on the most relevant aspects were highlighted for drawing conclusions about novice teachers.

Additionally, the concept of strategy will be considered as any specific action for making learning easier, faster, more enjoyable, effective, and self-directed (Oxford, 2003). Also, the strategies named by teachers will be classified according to Chamot et. al's division (1993).

Chapter IV: Results

As it has been previously detailed, the questionnaire asked for some personal information before answering the actual instrument. Moreover, the years in which they started teaching fluctuated between 2013 to 2017. During the first year (2013) only ten educators started teaching. Moreover, 25 of them started their teaching career in 2014 and other 25 of the participants also said to start teaching in 2016. Similarly, in 2015 and 2017, only five educators began teaching in both years.

Furthermore, the data obtained from the questionnaire itself had been collected and tabulated in order to be analyzed later in this chapter (see Tables 3 and 4). Besides, three charts had been added in order to clarify the questions asked along the questionnaire.

Chart 1

KAB Lexis and Grammar Questions: Dimension I.

DIMENSION I: KNOWLEDGE ON VOCABULARY AND GRAMMAR

7. My knowledge on vocabulary is appropriate for the English level I teach.
8. I know different strategies to teach vocabulary in an English lesson.
9. I know different resources to teach vocabulary in an English lesson.
10. I know different ways to assess vocabulary in an English lesson.
11. Vocabulary is only teaching isolated words.
12. Vocabulary is only teaching grammar structure.
13. My knowledge on grammar is appropriate for the English level I teach.
14. I know different strategies to teach grammar in an English lesson.
15. I know different resources to teach grammar in an English lesson.

Note. The data contained in this chart has been created according to the questions from Dimension II of KAB Lexis & Grammar.

Table 3

Results from Dimension I

Questions	Strongly Agree	Partially Agree	Neutral	Partially Disagree	Strongly Disagree
Question 7	54	8	2	6	0
Question 8	22	30	16	2	0
Question 9	24	24	12	8	2
Question 10	10	6	10	0	44
Question 11	8	4	10	14	34
Question 12	54	10	2	4	0
Question 13	32	22	16	0	0
Question 14	32	18	12	6	0
Question 15	34	18	12	6	0

Note: The information from this table has been created with the results from KAB Lexis and Grammar, Dimension I.

Considering the data shown above, it is relevant to mention that most of the items were related to what is required by the government such as knowledge related to both areas: lexis and grammar (MINEDUC, 2013). These requirements have been proposed in *Estandares de la Enseñanza Básica Inglés*, requested in ten standards related to knowledge on strategies for teaching, including the usage of integrated skills and diversity of assessment instruments which the majority of respondents said to have acquired them.

As results from Dimension I showed, 88.5% of the teachers declared to have the required knowledge to teach lexis. Also, 74.2% of the respondents said to know different strategies to teach vocabulary; nevertheless, when they were asked to name two strategies for teaching this language system, they were unable to name the strategies which had been proposed by Chamot et al. (1993). Regarding resources for teaching vocabulary and ways of assessing it, 68.5% of them agreed and 62.8% disagreed on these questions respectively. Moreover, question twelve

asked about their perspective towards vocabulary as isolated words in which 48 teachers disagreed on this statement and 10 of them declared to be neutral.

On the other hand, questions twelve to fifteen are focused on the teachers' perspective on grammar. Question twelve was approved by the vast majority of the participants (91.4%) stating that grammar is only teaching structures. Furthermore, fifty-five teachers affirmed to have the required knowledge to teach this language system. Considering the knowledge on strategies and resources for teaching grammar, 77.1% and 74.3% of educators agreed on these statements respectively.

Chart 2

KAB Lexis and Grammar Questions: Dimension II.

DIMENSION II: ATTITUDES AND BELIEFS IN AN EFL LESSON

16. Vocabulary must be taught in primary schools as well as in high school
17. Vocabulary is the basis of communication in a second language.
18. Vocabulary helps the student to develop all her/his language skills in English.
19. Teaching vocabulary is a waste of time for both students and teachers.
20. Teaching vocabulary is more important than teaching grammar.
21. Students can do better in English knowing more vocabulary instead of grammar.
22. Grammar is necessary to develop language skills in EFL learners.
23. I prefer to teach from the lexical perspective in my lessons.
24. My teaching is based on the grammar-translation method.
25. Teachers have to teach grammar as the main focus in a language lesson.
26. Grammar is easier to teach than vocabulary.
27. Students are more interested in Grammar than vocabulary.
28. Grammar is more important than vocabulary for learning a language.
29. Grammar is an essential component of an English Lesson.
30. My lessons are mainly focused on grammar.
31. My lessons are mainly focused on vocabulary.

Note. The data contained in this chart has been created according to the questions from Dimension II of KAB Lexis & Grammar.

Table 4

Results from Dimension II.

Questions	Strongly Agree	Partially Agree	Neutral	Partially Disagree	Strongly Disagree
Question 16	58	4	4	4	0
Question 17	36	20	10	2	2
Question 18	34	18	14	2	2
Question 19	8	10	38	6	8
Question 20	10	10	36	10	4
Question 21	14	30	18	6	2
Question 22	8	16	36	8	2
Question 23	4	4	12	18	32
Question 24	4	6	10	20	30
Question 25	2	12	26	12	18
Question 26	6	10	12	20	22
Question 27	2	10	18	22	18
Question 28	18	16	20	10	6
Question 29	2	10	14	22	22
Question 30	10	14	28	10	8
Question 31	15	10	25	14	6

Note: The information from this table has been created with the results from KAB Lexis and Grammar, Dimension I.

At the same time, results from Dimension II revealed that 88.6% of teachers stated that vocabulary must be taught at elementary and high school levels, and only 11.4% of them answered to be neutral or disagree (question 16). In question seventeen, 80% of the participants reported that vocabulary was the basis of communication in an L2. Besides, in question eighteen was stated by 74.1% of participants that vocabulary helps students to develop their skills in English. Moreover, teaching vocabulary was not seen as a waste of time by the vast majority (88.6%). Additionally, 54.3% of educators declared to be neutral while deciding if teaching vocabulary was more important than teaching grammar. Also, 51.3% of

the responses stated that students have a better performance in English knowing more vocabulary than grammar. In addition, 62.9% saw that grammar was necessary to develop language skills in EFL students. Almost half of the respondents (51.4%) expressed to be neutral regarding a preference towards a lexical perspective in their teaching methods. Notwithstanding, 71.3% of teachers said that grammar translation was not the basis of their teaching methodologies. Moreover, most educators (71.8%) disagreed on having grammar as the main focus of the lesson. Besides, there was not a consensus if teaching grammar was easier than vocabulary; nevertheless, 37.1% of the responses declared to be neutral. Similarly, no consensus was found in question 27; nonetheless, 31.4% declared that students were not more interested in grammatical structures than lexical content. Additionally, 57% demonstrated to disagree on the importance of grammar over vocabulary for acquiring a language. Furthermore, question 29 stated that grammar was an essential component of an English lesson in which 28.3% selected a neutral response. Regarding the main focus of their lessons of grammar and vocabulary, 40% agreed to have it on grammar; whereas, 35.6% said to have it on lexis. Notwithstanding, in both questions almost a third of respondents declared to be neutral according to their main focus of the lesson.

Regarding Dimension III participants had to decide which language system was more valuable to be learnt by their students at the end of a unit (see chart 3). As table 5 illustrates, responses were organized in strategies according to four categories selected according to the definitions and its purposes provided by Chamot et. al, 1993. In addition, the strategies were divided into two main subcategories: Grammar and Vocabulary in order to discriminate the results in relation to questions two and three.

Chart 3

KAB Lexis and Grammar Questions: Dimension III.

Dimension III: OPEN QUESTIONS

32. By the end of the unit, what is more valuable for you that students learn, grammatical structures or vocabulary? Justify your answer.

33. Could you name two different strategies for teaching grammar?

34. Could you name two different strategies for teaching vocabulary?

Note. The data contained in this chart has been created according to the questions from Dimension III of KAB Lexis & Grammar

Table 5

Results from Dimension III.

Question 32	Vocabulary	Grammar	Both
	18	2	50

Strategies for Vocabulary (Question 33)		Strategies for Grammar (Question 34)	
Worksheet	35	Worksheet	43
Body Language	10	Authentic material	9
Songs	9	Games	7
Realia	7	Movies	6
Flashcards	4	Role-Play Activities	5
Vocabulary Logbook	3		

Note: The information from this table has been created with the results from KAB Lexis and Grammar, Dimension III.

As table 5 describes, 71.4% of the participants believed that both language systems are equally important to teach, and they must be present in the learning outcomes of students by the end of a unit. Nevertheless, 25.8% of the respondents said to prefer vocabulary over grammar which can be seen as a reference towards the lexical perspective (see figure 1). Other two teachers (2.8%) declared have a preference towards grammar over lexis. In addition, it was declared by 60% of the participants who answered that both language systems were equally important also stated that grammar and vocabulary complement each other; therefore, they cannot be taught as isolated components. To summarize the information, Figure 1 is shown in order to picture this data and compare the percentages of language system preferred by participants

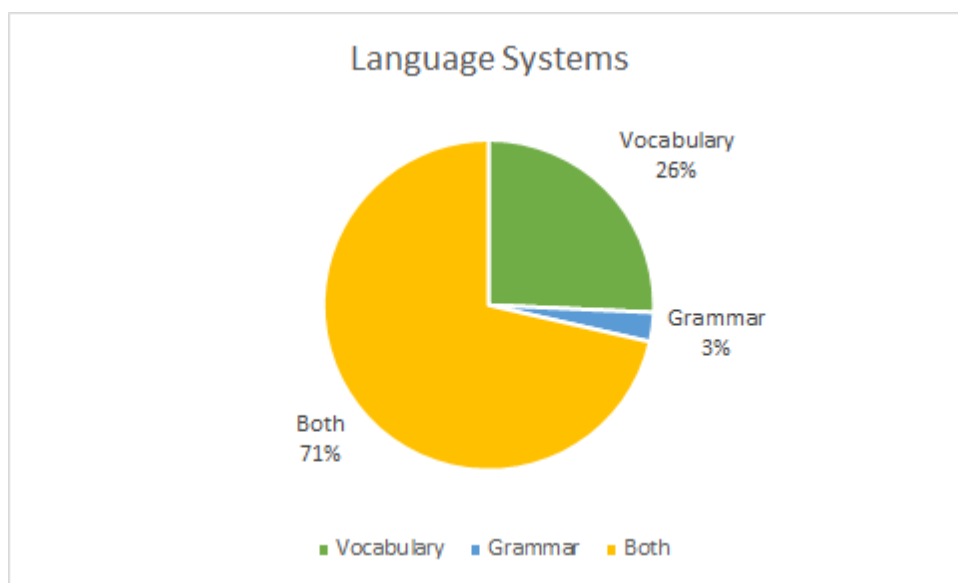


Figure 1. Comparison of the language system preferred by participants (in percentages).

Moreover, from the data gathered for questions two and three, educators were unable to name strategies as they have been stated by Chamot et al. (1993). Notwithstanding, as it can be seen in the table 5, they named different tasks, materials, techniques and activities for teaching EFL. Consequently, table 6 shows how these answers can be classified into these four main divisions. Furthermore,

table 6 classifies these responses according to their purpose and what has been exposed by literature.

Table 6

Strategies named by teachers in Dimension III.

Strategies according to the literature	Strategies recognized by teachers.
Memory-related	Worksheet Vocabulary logbook
Imagery	Flashcards Realia Body Language
Contextualization	Authentic Material Games Role-play activities Movies Songs
Social	Role-play activities Games

Note: The information from this table has been created with the results from KAB Lexis and Grammar, Dimension III and Chamot et. al's classification, 1993.

Table 7

Classification of strategies named by teachers in Dimension III.

Strategies	Vocabulary	Grammar
Memory related	38	43
Contextualization	9	27
Imagery	21	0
Social	0	11

Note: The information from this table has been created with the results from KAB Lexis and Grammar, Dimension III and Chamot et. al's classification, 1993.

Considering the information shown in the previous table (see table 7), the vast majority of responses for both questions indicated that strategies used by teachers are mainly memory related. As it can be seen, 38 and 43 responses were chosen as memory related strategies for teaching vocabulary and grammar respectively. In addition, contextualization strategies were preferred by nine teachers for teaching lexis; whereas 27 educators decided to name them for grammar. Moreover, imagery strategies were only selected for teaching vocabulary by 21 teachers. Similarly, social strategies were only chosen for grammar by eleven educators. In order to compare, Figure 2 shows teachers' responses in Dimension III (questions three and four). As it is illustrated, memory related strategies had a clear preference for teaching both language systems. On the other hand, teachers only chose social strategies for teaching grammar; similarly, imagery was only selected for teaching vocabulary. Furthermore, contextualization was highly preferred to be used for teaching grammar instead of vocabulary.

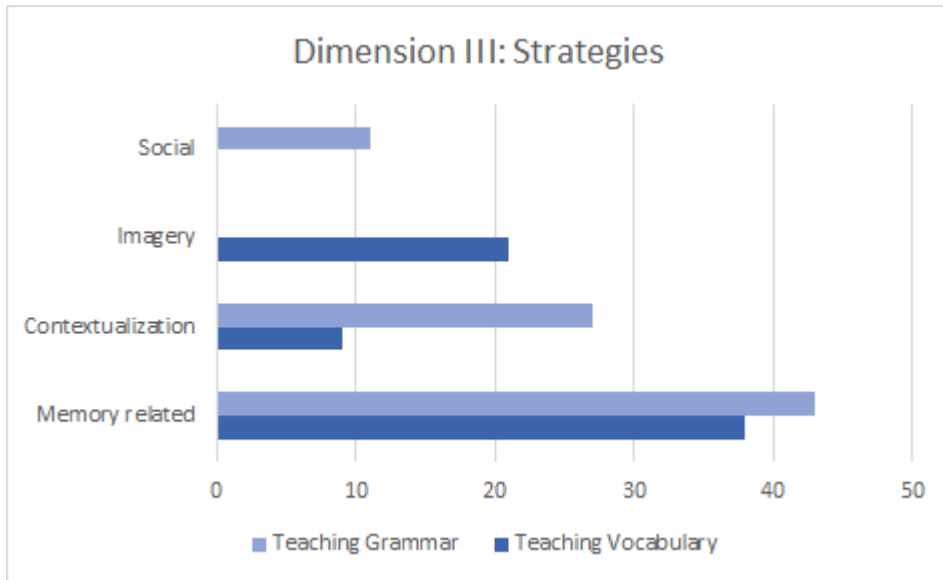


Figure 2. Comparison between the frequency of strategies selected by educators for teaching vocabulary and grammar.

Chapter V: Conclusions, Discussion and Limitations

5.1 Conclusions

The present research aims to study the lexico-grammatical teaching preferences of a group seventy primary school novice teachers from Concepcion Province. Moreover, the data gathered in the current study showed that the majority of respondents had no clear preferences regarding a lexical perspective or a grammar approach; notwithstanding, 40% of the respondents said to have grammar as the main focus of their lesson and 35.6% chose vocabulary. Moreover, nearly a third of the participants remained neutral in relation to the main focus of their lesson.

Additionally, participants said to have the mandatory level to teach both vocabulary and grammar to their students, considering MINEDUC requirements. As it is stated by this institution, English teachers are required to have a C1 level (CEFR) in all four skills: speaking, reading, listening and writing for teaching EFL in Chilean classrooms.

Besides, the vast majority of participants did not present dispositions towards teaching preferences in the EFL context. However, only two teachers stated to have a more lexical perspective in their lessons according to their given responses.

Regarding teachers' responses to questions 33 and 34, it can be said that respondents were unable to recall strategies according to Chamot's classification (according to the literature used in this research). Nonetheless, they named several techniques, materials, tasks and activities as ideas for teaching vocabulary and grammar in an EFL context. Notwithstanding, these responses were also considered as strategies which the most preferred were memory related strategies for teaching both language systems meanwhile contextualization strategies were more common for teaching grammar rather than vocabulary. Besides, imagery was only selected for teaching lexis, similarly social strategies were only chosen for grammar.

5.2 Discussion

As it was previously stated, there were no specific preferences towards a certain methodology followed by teachers. Therefore, it can be inferred that they do not have a clear preference towards the lexical perspective; nevertheless, they certainly do not have it towards a grammatical approach as they declared that this language system was not the basis of their teaching methods. Consequently, the first hypothesis could not be supported according to the results drawn in this research.

Nonetheless, it can also be inferred that primary school novice teachers may be focusing their teaching on the Communicative Approach which looks for meaningful and genuine communication, cohesion and coherence of the language (Larsen-Freeman and Anderson, 2011), dismissing other approaches that may be used in Chilean classrooms. Furthermore, this approach is included in the requirements of MINEDUC (2012) while teaching English in the Chilean context. Therefore, novice teachers would be following the standards set by the Ministry of Education.

Moreover, the usage of the Communicative Approach has been also included by *Programa Inglés Abre Puertas (PIAP)* also known as *English Opens Doors Program* which is an organization created by the Chilean government that seeks for the improvement of English for students from 5th year of primary school up to 4th year of high school. This program provides English Camps for high school students, Scholarship *Semester Abroad* for students from 4th and 5th year of an English Pedagogy Program and the opportunity for native English speakers to work as teachers in public schools and to be part of the English Camps. Considering this, there are several efforts to improve the level of English in Chile, yet they have not been enough for this goal to be achieved which can be attributed to the scarce number of hours that students are exposed to their L2. Another relevant aspect that may be helpful to the improvement of this issue is to have certified teachers with

international exams in order to ensure a better quality of knowledge that students are receiving.

Furthermore, teachers declared to have the mandatory level for teaching EFL in terms of pedagogical and language knowledge. Notwithstanding, these requirements are not totally compulsory due to the fact that MINEDUC asks for some of these requisites in Evaluación Docente; nevertheless, the proficiency of the language is not assessed by a proficiency test such as IELTS or TOEFL in which teachers prove their own level of English. Consequently, if a teacher does not have the required level of English in order to teach the language to his/her students this may be unfavorable for learners who may not acquire their L2 properly.

Considering the above, the problem of the acquisition of EFL continues to be an issue and cannot be improved if the country does not have a regulation of the level of English among educators that are currently teaching at schools.

Additionally, after analyzing documents from *Planes y Programas* (MINEDUC, 2017) it was detected that national curriculum did not call for a specific written product from the unit, except from summarizing information but with no clear purposes. Therefore, it is arduous to teach specific grammar contents in order to relate them to a functional aim due to the lack of explicit final products of each unit. Regarding lexis, *Planes y Programas* (MINEDUC, 2017) provides very specific information in relation to the vocabulary that must be acquired in each level, and the topic in which students must study new words in a certain context.

Also, teachers could not identify two different strategies for questions 33 and 34 which can be seen as an important drawback for teaching EFL considering that participants have been teaching for no more than five years. Notwithstanding, most of them were able to name different techniques, materials, tasks and activities for teaching EFL in the classroom; however, some of them mentioned traditional elements such as worksheets considering them as strategies for teaching learners

a second language which may not be helping with the immersion of learning a second language throughout new teaching methods. Therefore, the second hypothesis could not be supported due to the obtained results.

Moreover, this could be seen as a failure of some English Pedagogy programs in Concepcion province taking into consideration that Chamot's classification has been one of the most relevant way of dividing strategies for teaching EFL which is pertinent to be studied within language learning courses in order to gain as much knowledge as possible for their future careers.

In addition, educators used ICTs as answers for questions 33 and 34, it can be said that they are likely to use blended learning defined as a combination between old-fashioned methods and online media. Considering this, it can be said that educators are aligned with the incorporation of new technologies into the classroom which is one of the requirements from MINEDUC (2013).

Furthermore, contextualization was one of the selected strategy for teaching vocabulary which is more practical and meaningful for students in order to learn the new language due to the fact that this benefits learners in the acquisition process of learning EFL due to the fact that it promotes effective communication between the usage of functional interpretation and formal appropriacy to convey a different meaning of a grammar structure (Nunan, 1998).

Additionally, memory related strategies were the most chosen to teach English grammar and lexis. According to Chuc as cited in Zahedi & Abdi (2012), the use of these strategies support learners to improve significantly their spelling and to expand students' range of vocabulary in terms of cognitive engagement, deeper processing and better retention of word acquisition. This could be seen as a benefit considering that without grammar not much can be communicated; whereas without lexis nothing can be transmitted (Wilkins, 1972).

Furthermore, social strategies were also selected for teaching grammar. Consequently, this could be seen as a benefit for learners and the teacher due to the fact that this can be linked to one of the features of the Communicative Approach which is student-centered and promoting communication between peers (Larsen-Freeman & Anderson, 2011). Moreover, using social strategies while teaching EFL shows that teachers may be moving from more traditional approaches towards more current methodologies.

Also, it was found that most primary school novice teachers were a small number which was one of the limitation for this study. Consequently, it can be inferred that this profile can be found in high school level of public schools or can be also found said that they may be teaching EFL in private schools or language institutes.

5.3 Limitations

As the profile of the contributors was very specific (novice teachers) it was a complicated task to look for them, besides it was more likely to find teachers who have been teaching for at least seven years in public institutions, without considering the private sector.

Furthermore, respondents' availability limited the pace of the work. Most contributors were not able to respond immediately because of their working hours; consequently, the collection of results took longer than expected considering that the instrument was composed by two different types of questions.

Another relevant point is the validation procedure. Considering that this research was carried out within a limited time the process of construct validity could not be applied in order to validate the instrument. Nevertheless, the questionnaire

went through a face validity procedure which is related to the content of the instrument that is being tested (Baptista, Fernández, & Sampieri, 2014).

5.4 Further research:

The following research project can be used for future research carried out by universities in order to get information related to the lexico-grammatical preferences among pre-service teachers and, if necessary, modify their study programs according to the Chilean context and its needs. In addition, this can be not only done with novice teachers but also may be used it for further studies with a larger number of participants for having an overview of the current situation of English throughout teachers' perceptions. Moreover, the most relevant aspect of the research has been the creation of the questionnaire *KAB lexis & grammar* that may be used in further studies.

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Appendices

Appendix 1: Informed Consent 1.

Appendix 2: Informed Consent 2.

Appendix 3: KAB Lexis & Grammar (First Version).

Appendix 4: KAB Lexis & Grammar (Last Version).

Appendix 5: ACUTIC.

Appendix 1: Informed consent 1

Thesis: Grammar and Lexis in Schools
Concepción, Chile.

Dear teacher:

The following survey is part of the project: *Lexico-grammatical beliefs of a group of newly graduated primary school teachers in Concepción*. This to obtain the Bachelor's in Education at Universidad Católica de la Santísima Concepción. Furthermore, this study has been supervised by Dr. Juan Molina Farfán, and its purpose is to study which are the most common lexico-grammatical beliefs regarding the English Language teaching process (ELTP), among novice teachers from the Bio-Bio Region at public schools. Moreover, the objectives of this research are the following:

- 1.- To identify the prevalence of grammar orientation of primary school novice teachers in the Province of Concepción.
- 2.- To identify the prevalence of lexical orientation of primary school novice teachers in Concepción Province.
- 3.- To recognize the most common strategies for teaching lexis and grammar used by primary school novice teachers in Concepcion Province.

Your participation is voluntary and anonymous. The estimated time for answering the statements of the survey is 7 minutes. The data obtained from the survey will be analyzed carefully. Furthermore, your answers and participation will be highly appreciated, and helpful for our research. Additionally, we would like to reassure you that there are no risks associated to your cooperation. However, you can retract yourself from answering the survey and no explanation is needed. In case you have any doubts about your rights as a participant or any other situation that you think weakened on your rights you can contact the researches involved in this study:

nvilla@emingles.ucsc.cl - klarenas@emingles.ucsc.cl - cvelquen@emingles.ucsc.cl
- lmedinaf@emingles.ucsc.cl - pmontoya@emingles.ucsc.cl

I assure that I have read this informed consent and I declare that my participation and cooperation is totally voluntary. In addition, my role in this research has been clearly specified, and I have not been influenced by any of the researches in this study.

Participant's Signature

Appendix 2: Informed Consent 2

I agree on participate in this research about *Lexico-grammatical beliefs of a group of 70 primary school novice teachers in the Province of Concepción*. Moreover, my cooperation is voluntary, and I accept to answer the survey for novice English teachers. This study has been supervised by Dr. Juan Molina Farfán, to obtain the degree of bachelor's in education.

Complete the following information:

Instructions: Answer the following questions regarding your personal information.

Men ____ Women ____

Years/Months of service:

School where I work:

Signature

Appendix 3: KAB LEXIS AND GRAMMAR (First Version).

KAB Lexis & Grammar

Complete your personal information

1. Sex *

Selecciona todos los que correspondan.

Female

Male

2. Teaching since *

Ejemplo: 15 de diciembre de 2012

3. City where I teach *

4. School where I teach *

Selecciona todos los que correspondan.

Preschool

Primary School

Secondary School

5. Type of school dependency *

Marca solo un óvalo.

Private, non-subsidized

Private, subsidized

Municipal (public)

6. I want to participate in this research and I have already read the informed consent *

Selecciona todos los que correspondan.

YES

NO

DIMENSION I : Knowledge on vocabulary and grammar

1. Strongly Agree
2. Partially Agree
3. Neutral
4. Partially Disagree
5. Strongly Disagree

7 **My knowledge on vocabulary is appropriate for the English level I teach. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

8. **I know different strategies to teach vocabulary in an English lesson. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

9. **I know different resources to teach vocabulary in an English lesson. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

10. **I know different ways to assess vocabulary in an English lesson ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

11. **Vocabulary is only teaching isol words ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

12. **Vocabulary is only teaching grammar structures ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

13. **My knowledge on grammar is appropriate for the English level I teach. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

14. I know different strategies to teach grammar in an English lesson. *

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

15. I know different resources to teach grammar in an English lesson. *

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

Dimension II : Attitudes and beliefs in an EFL lesson

- 1. Strongly Agree
- 2. Partially Agree
- 3. Neutral
- 4. Partially Disagree
- 5. Strongly Disagree

16. Vocabulary must be taught in primary schools as well as in high school *

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

17. Vocabulary is the basis of communication in a second language *

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

18. Vocabulary helps the student to develop all her/his language skills in English. *

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

19. Teaching vocabulary is a waste of time for both students and teachers. *

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

20 **Teaching vocabulary is more important than teaching grammar. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

21 **Students can do better in english knowing more vocabulary instead of grammar. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

22. **Grammar is necessary to develop language skills in EFL learners. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

23. **I prefer to teach from the lexical perspective in my lessons ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

24. **My teaching is based on the grammar-translation method ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

25. **Teachers have to teach grammar as the main focus in a language lesson. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

26. **Grammar is easier to teach than vocabulary. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

27 **Students are more interested in Grammar than vocabulary. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

28 **Grammar is more important than vocabulary for learning a language. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

29. **Grammar is an essential component of an English Lesson. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

30. **My lessons are mainly focused on grammar. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

31. **My lessons are mainly focused on vocabulary. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

32. **THANKS FOR HELPING US**

Appendix 4: KAB Lexis & Grammar (Last Version).

KAB Lexis & Grammar

Complete your personal information

1. Sex *

Selecciona todos los que correspondan.

Female

Male

2. Teaching since *

Ejemplo: 15 de diciembre de 2012

3. City where I teach *

4. School where I teach *

Selecciona todos los que correspondan.

Preschool

Primary School

Secondary School

5. Type of school dependency *

Marca solo un óvalo.

Private, non-subsidized

Private, subsidized

Municipal (public)

6. I want to participate in this research and I have already read the informed consent *

Selecciona todos los que correspondan.

YES

NO

DIMENSION I : Knowledge on vocabulary and grammar

1. Strongly Agree
2. Partially Agree
3. Neutral
4. Partially Disagree
5. Strongly Disagree

7 **My knowledge on vocabulary is appropriate for the English level I teach. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

8. **I know different strategies to teach vocabulary in an English lesson. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

9. **I know different resources to teach vocabulary in an English lesson. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

10. **I know different ways to assess vocabulary in an English lesson ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

11. **Vocabulary is only teaching isolated words ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

12. **Grammar is only teaching structures ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

13. **My knowledge on grammar is appropriate for the English level I teach. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

14. **I know different strategies to teach grammar in an English lesson. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

15. **I know different resources to teach grammar in an English lesson. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

Pasa a la pregunta 16.

Dimension II : Attitudes and beliefs in an EFL lesson

- 1. Strongly Agree
- 2. Partially Agree
- 3. Neutral
- 4. Partially Disagree
- 5. Strongly Disagree

16. **Vocabulary must be taught in primary schools as well as in high school ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

17. **Vocabulary is the basis of communication in a second language ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

18. **Vocabulary helps the student to develop all her/his language skills in English. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

19. **Teaching vocabulary is a waste of time for both students and teachers. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

20 **Teaching vocabulary is more important than teaching grammar.** *

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

21 **Students can do better in English knowing more vocabulary instead of grammar.** *

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

22. **Grammar is necessary to develop language skills in EFL learners.** *

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

23. **I prefer to teach from the lexical perspective in my lessons** *

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

24. **My teaching is based on the grammar-translation method** *

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

25. **Teachers have to teach grammar as the main focus in a language lesson.** *

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

26. **Grammar is easier to teach than vocabulary.** *

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

27 **Students are more interested in Grammar than vocabulary. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

28 **Grammar is more important than vocabulary for learning a language. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

29. **Grammar is an essential component of an English Lesson. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

30. **My lessons are mainly focused on grammar. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

31. **My lessons are mainly focused on vocabulary. ***

Marca solo un óvalo.

	1	2	3	4	5	
Strongly agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly disagree

32. **By the end of a unit, what is more valuable for you that students learn, Grammatical Structures or Vocabulary in context? Justify your answer ***

33 Could you name two different strategies for teaching Grammar? *

34. Could you name two different strategies for teaching Vocabulary? *

35. THANKS FOR HELPING US

Appendix 5: ACUTIC (Actitud, Conocimiento y Uso de TIC)

Cuestionario sobre actitud, conocimiento y uso de TIC (ACUTIC)

1.1	DATOS DE IDENTIFICACIÓN (Marque lo que proceda)	
1.- SEXO: (1) Hombre (2) Mujer	2.- EDAD:	
3.- FACULTAD:		
4.- TITULACIÓN:		
5.- CURSO: (1) Primero (2) Segundo (3) Tercero (4) Cuarto		

Qué es el ACUTIC

El cuestionario ACUTIC se ha diseñado para conocer las actitudes y conocimientos que profesores y alumnos poseen sobre las TIC y el uso que hacen de las mismas.

El cuestionario consta de treinta y una preguntas sobre actitudes, conocimiento y uso que se realiza de las Tecnologías de la Información y la Comunicación en el ámbito educativo. Encontrará una lista de afirmaciones a las que deberá responder según su criterio, conocimiento o dominio. Es importante que responda a todas las preguntas con su opinión personal.

Modo de responder: Para cada dimensión se incluye una escala de valoración. Rellene el cuestionario marcando la opción con la que mejor se identifique.

Recuerde:

Por favor responda a todas las preguntas. La información que nos facilite será más completa y se tratará confidencialmente.

Actitudes ante el uso de las TIC					
	Totaldesacuerdo	Endesacuerdo	Indiferente	Deacuerdo	Totalacuerdo
1. Las TIC fomentan la implicación en los procesos de enseñanza y aprendizaje	1	2	3	4	5
2. Los profesores deben utilizar las TIC para mejorar la calidad de los procesos de aprendizaje	1	2	3	4	5
3. Es imprescindible incorporar las TIC en las aulas universitarias	1	2	3	4	5
4. Las clases mejoran a medida que se van incorporando las TIC	1	2	3	4	5
5. Las TIC facilitan el desarrollo de las clases	1	2	3	4	5
6. Las TIC permiten la consecución de las competencias	1	2	3	4	5
7. Las TIC proporcionan flexibilidad de espacio y tiempo para la comunicación entre los miembros de la comunidad educativa	1	2	3	4	5
Formación/conocimiento					
Identifique el nivel de conocimiento que posee de las siguientes tecnologías:	Ninguno	Bajo	Medio	Alto	Muyalto
8. Herramientas de usuario y programas básicos del tipo Word, Power Point, etc.	1	2	3	4	5
9. Buscadores de información en red del tipo Google, Yahoo, Bing, Lycos, etc.	1	2	3	4	5
10. Sistemas de comunicación. Por ejemplo el correo electrónico, foro, chat, videoconferencia, etc.	1	2	3	4	5
11. Bibliotecas y bases de datos digitales	1	2	3	4	5
12. Herramientas 2.0. Por ejemplo Youtube, Slideshare, Picasa, Flickr, Blogger, Wikispaces, etc.	1	2	3	4	5
13. Espacios de interacción social, del tipo Tuenti, Facebook, hi5, Pinterest, etc.	1	2	3	4	5
14. Programas para la edición de imagen, audio y vídeo, tales como Photoshop, Pixelmator, Audacity, PowerSoundEditor, WindowsMovieMaker, iMovie, etc.	1	2	3	4	5
15. Plataformas virtuales de enseñanza-aprendizaje, por ejemplo Sakai, Moodle, Suma, etc.	1	2	3	4	5

16. Programas para el análisis de datos, como SPSS, Mystat, Nud.ist, Atlas. ti, etc.	1	2	3	4	5
17. Recursos educativos en red, como pueden ser traductores, cursos, podscat, repositorios de objetos de aprendizaje, etc.	1	2	3	4	5
18. Creación de materiales virtuales y recursos en red para la enseñanza y el aprendizaje como el portafolios electrónico, Web didáctica, Wikis, videojuegos, etc.	1	2	3	4	5
19. Programas educativos de autor. Como por ejemplo Clic, JClic, Hot Potatoes, NeoBook, etc.	1	2	3	4	5

Uso de TIC

Identifique el uso que realiza de las siguientes tecnologías.

	Nunca	Enpocasocasios	Aveces	Frecuentemente	Siempre
20. Herramientas de usuario y programas básicos del tipo Word, Power Point, etc.	1	2	3	4	5
21. Buscadores de información en red del tipo Google, Yahoo, Bing, Lycos, etc.	1	2	3	4	5
22. Sistemas de comunicación. Por ejemplo el correo electrónico, foro, chat, videoconferencia, etc.	1	2	3	4	5
23. Bibliotecas y bases de datos digitales	1	2	3	4	5
24. Herramientas 2.0. Por ejemplo Youtube, Slideshare, Picasa, Flickr, Blogger, Wikispaces, etc.	1	2	3	4	5
25. Espacios de interacción social, del tipo Tuenti, Facebook, hi5, Pinterest, etc.	1	2	3	4	5
26. Programas para la edición de imagen, audio y vídeo, tales como Photoshop, Pixelmator, Audacity, PowerSoundEditor, WindowsMovieMaker, iMovie, etc	1	2	3	4	5
27. Plataformas virtuales de enseñanza-aprendizaje, por ejemplo Sakai, Moodle, Suma, etc.	1	2	3	4	5
28. Programas para el análisis de datos, como SPSS, Mystat, Nud.ist, Atlas.ti, etc.	1	2	3	4	5
29. Recursos educativos en red, como pueden ser los traductores, cursos, podscat, repositorios de objetos de aprendizaje, etc.	1	2	3	4	5

30. Creación de materiales virtuales y recursos en red para la enseñanza y el aprendizaje como el portafolios electrónico, Web didáctica, Wikis, videojuegos, etc.	1	2	3	4	5
31. Programas educativos de autor. Como por ejemplo Clic, JClic, Hot Potatoes, NeoBook, etc.	1	2	3	4	5

GRACIAS POR SU COLABORACIÓN

Questionnaire elaborated by: Mirete, A.B. & Garcia-Sánchez, F.A. (2012).
 Departamento de Métodos de Investigación y Diagnóstico en Educación.
 Universidad de Murcia.



PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Mg. Gemalli Ulloa Salazar
TÍTULO DEL SEMINARIO EVALUADO:	Lexico-Grammatical Preferences of Primary School Novice Teacher from the Provinces of Concepcion
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Karina Larenas B. Laura Medina F. Paulina Montoya C. Cristián Velquén M. Nora Villa S.
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Dr. Juan Molina F.

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	6,0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	7,0
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	7,0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	7,0
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	7,0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	5,5
Promedio	6,6

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	6,5
2. Uso del lenguaje técnico coherente con la temática estudiada.	6,5
3. Calidad y precisión del marco teórico/ Conceptual.	6,5
Promedio	6,5

C. Del Diseño Metodológico del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	7,0
2. Presentación del método de investigación y su diseño.	7,0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	7,0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	7,0
5. Precisión de las estrategias y técnicas de recogida de datos.	7,0
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	7,0
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	7,0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	7,0
Promedio	7,0

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e interpretación pertinentes de los resultados o hallazgos de investigación.	6,0
2. Presentación de los hallazgos o resultados de forma clara y sintética.	5,0
3. Discusión de los resultados de la investigación.	5,5



4. Conclusiones sustentadas en los resultados o hallazgos.	6,0
5. Explicitación de las proyecciones y de las limitaciones del estudio.	7,0
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	5,5
Promedio	5,8

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	7,0
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	7,0
3. Correcto uso de ortografía.	7,0
4. Coherencia en la redacción.	6,5
5. Sistematización en la formulación de citas y referencias bibliográficas.	6,0
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6,0
Promedio	6,6

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6,6	1,65
B. Del Marco Teórico referencial	20%	6,5	1,32
C. Del Diseño Metodológico de la investigación	20%	7,0	1,4
D. Del Contenido Temático y los Resultados	25%	5,8	1,45
E. De los aspectos formales	10%	6,6	0,66
Nota promedio final			6,5

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

CONCLUSIONES

El estudio es muy interesante y pertinente a nuestra realidad, especialmente para identificar el enfoque y prácticas que usan los y las profesoras noveles en la provincia. La metodología del estudio, sus participantes y el procedimiento son bastante claros. Además, el sustento teórico tiene relación con el problema de estudio. No obstante, se podría agregar más teoría e información empírica respecto al tipo de vocabulario que se enseña en Chile (e.g. *Three tiers of words*).

Respecto al reporte de los datos, sería recomendable explicitar las preguntas en esa sección, evitando así que el lector deba revisar constantemente las preguntas en los apéndices. No resulta claro qué están respondiendo los participantes si las preguntas sólo se encuentran al final.

Finalmente, se hace necesario dividir la parte de discusión y conclusiones, ya que resulta un poco confuso distinguir cuál es cuál. Sumado a esto, se sugiere ampliar la parte de discusiones y hacer contrastes o similitudes con lo que plantea la teoría o evidencia empírica.

Aprobada en Consejo de Facultad / abril de 2011

FIRMA PROF. EVALUADOR

Fecha: Noviembre 06 De 2019

PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	Dr. Felipe Sepúlveda López
TÍTULO DEL SEMINARIO EVALUADO:	Lexico-Gramatical preferences of primary school novice teachers from the province of Concepción
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Karina Larenas, Laura Medina, Paulina Montoya, Cristian Velquen y Nora Villa
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Dr. Juan Molina

Nota: Evalúe de 1.0 a 7.0 cada uno de los indicadores que se presentan esta pauta.

A. De La Formulación Del Problema (25%)

INDICADORES	Nota
1. Construcción del objeto de estudio a partir de la presentación de antecedentes empíricos, contextuales y teóricos.	4.0
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	5.5
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	6.0
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	5.5
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	5.0
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	4.0
Promedio	5.0

B. DEL MARCO TEÓRICO REFERENCIAL (20%)

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	5.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	6.0
3. Calidad y precisión del marco teórico/ Conceptual.	5.0
Promedio	5.33

C. Del Diseño Metodológico Del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	5.5
2. Presentación del método de investigación y su diseño.	6.0
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	5.0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.0
5. Precisión de las estrategias y técnicas de recogida de datos.	3.0
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6.5
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	2.0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	3.0
Promedio	4.63

D. DEL CONTENIDO TEMÁTICO Y LOS RESULTADOS DE LA INVESTIGACIÓN (25%)

INDICADORES	Nota
1. Procesamiento, análisis e Interpretación pertinentes de los resultados o hallazgos de investigación.	5.5
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6.0
3. Discusión de los resultados de la investigación.	5.8
4. Conclusiones sustentadas en los resultados o hallazgos.	5.5
5. Explicitación de las proyecciones y de las limitaciones del estudio.	6.0
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6.0
Promedio	5.8

E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos .	7.0
2. Estructura organizada de los contenidos atendiendo al enfoque y método Investigativo.	7.0
3. Correcto uso de ortografía.	7.0
4. Coherencia en la redacción.	7.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	7.0
6. Uso del sistema de citas bíbliográficas, de acuerdo a normas APA.	7.0
Promedio	7.0

2. RESUMEN DE LA EVALUACIÓN

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	5	1.25
B. Del Marco Teórico referencial	20%	5.33	1.066
C. Del Diseño Metodológico de la Investigación	20%	4.63	0.926
D. Del Contenido Temático y los Resultados	25%	5.8	1.45
E. De los aspectos formales	10%	7	0.7
Nota promedio final			5.392

3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.

Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación final.

- Marco Teórico: Existe una revisión organizada de los principales elementos teóricos asociados al tema de estudio desarrollado en el trabajo. Sin embargo la literatura utilizada es poco actualizada (mas del 50% de las referencias utilizadas tiene una antigüedad mayor a 10 años, sólo 5 de 37 referencias son de los últimos 5 años). Algunas secciones identificadas en el marco teórico son sustentadas citando una sola fuente, (i.e. 1.4.2 Aspect of vocabulary knowledge, 1.5.1 Communicative approach, entre otras secciones). Esto evidencia una somera profundización en los principales temas identificados como relevantes a ser estudiados desde la teoría.
- En el problema de Investigación se realiza una presentación del problema de investigación que se pretende abordar en la investigación, sin embargo, la evidencia que apoya la problemática identificada es débil. No queda claramente establecido porque el trabajo se centra en las estrategias que utilizan los profesores nóveles. ¿Porque este subgrupo es de interés de ser estudiando considerando el objeto de estudio identificado? Por otra parte la identificación de variables es poco precisa de acuerdo a las variables que finalmente son utilizadas en el estudio.
- Método de Investigación: Se reconoce el esfuerzo de lograr una aceptable cantidad de participantes en el estudio. Tomando en consideración que este es un trabajo presentado a nivel de pregrado, es necesario tener presente que la creación y validación de un instrumento requiere cumplir con múltiples etapas que aseguren la validez de este. No basta sólo con solicitar un juicio de expertos para verificar una adecuada redacción de los ítems incluidos. En este sentido, siempre es recomendable utilizar algún instrumento que se encuentre

debidamente validado para este tipo de estudios, o se corre el riesgo de que la información recogida presente un alto grado de error, lo que invalida los resultados.

- Resultados: Se debe generar una sección de resultados. El manuscrito lo presenta como parte de la sección de Método de Investigación. El trabajo contiene una gran cantidad de resultados que se presentan sistematizados y presentados en diferentes tablas con un adecuado formato. Así mismo, existe una correcta descripción general de los datos recogidos.
- Nota: No se incorpora una revisión en términos de estructuras gramaticales en Inglés puesto no esta dentro del campo de mi especialidad

Aprobada en Consejo de Facultad / abril de 2011



FIRMA PROFESOR EVALUADOR

Fecha: 29-11-2019