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**THE ROLE OF SOCIO-AFFECTIVE STRATEGIES TO PROMOTE WRITTEN TASKS  
IN AN EFL CLASS. THE CASE STUDY OF TWO EFL TEACHERS IN A PUBLIC HIGH  
SCHOOL IN PENCO**

Research Seminar to Obtain the Undergraduate Degree of Bachelor in Education

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## **Abstract**

The main aim of this research is to analyse the use of socio-affective strategies declared by teachers at the moment of promoting written tasks within an EFL lesson. This research pursues the following objectives: firstly, to identify teachers' opinions about the role of socio-affective strategies in the context of written tasks. Secondly, to describe the socio-affective strategies that teachers promote in an EFL writing class; thirdly, to compare the socio-affective strategies declared as important/useful by teachers and the ones applied in an EFL lessons. The type of study applied in this investigation is a qualitative study, based on the methodology of a case study. The instruments used for this research in order to collect the data were a checklist based on an observation of an EFL class and an interview applied to the teachers of English, those instruments were applied in a public institution located in Penco. Finally, the research showed that teachers use socio-affective strategies within the classroom, but they are not taught systematically, and they are promoted without consciousness.

Keywords: anxiety, socio-affective strategies, foreign language.

## Resumen

El objetivo principal de esta investigación es analizar el uso de las estrategias socio-afectivas declaradas por profesores al momento de promover actividades de escritura dentro de una clase de lengua extranjera. Esta investigación persigue los siguientes objetivos: en primer lugar, identificar la opinión de los profesores acerca del rol de las estrategias socio-afectivas en relación a las tareas de escritura. En segundo lugar, describir las estrategias socio-afectivas que los profesores promueven en clases de escritura en una lengua extranjera. En tercer lugar, comparar las estrategias socio-afectivas mencionadas por los profesores como importantes y útiles con las aplicadas en clases de lengua extranjera. El tipo de estudio aplicado en esta investigación es un estudio cualitativo, basado en la metodología del estudio de caso. Los instrumentos utilizados en la investigación para recolectar los datos fueron: una lista de cotejo basada en la observación de una clase de lengua extranjera y una entrevista aplicada a los profesores de inglés. Estos instrumentos fueron aplicados en una institución pública, localizada en Penco. Finalmente, la investigación evidenció que los profesores utilizan estrategias socio-afectivas en la sala de clases, sin embargo estas no son enseñadas sistemáticamente y son promovidas de manera inconsciente.

Palabras clave: ansiedad, estrategias socio-afectivas, escritura, lengua extranjera.

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## CHAPTER I: RESEARCH PROBLEM

### 1.1 Research problem

Language learning and teaching have evolved from a teacher-centred to a more student-centred approach, and as a result, the interest to find out how students learn a language has become a crucial area of study within the pedagogical perspective in order to have a meaningful learning, and a greater impact on students' learning.

In this context, the purpose of this research is to study if Chilean teachers of English are aware or incorporate the use of socio-affective strategies to be promoted in students writing process in an English as a foreign language (EFL) class. Moreover, this research is mainly focused on teachers' perspective regarding to social and affective strategies.

Therefore, and referring to language learning strategies, MINEDUC (Ministry of Education, 2008) defines them as *Actions, behaviours, steps or specific techniques that involve cognitive, metacognitive and socio/affective processes that students use sometimes intentionally to improve their process of learning a foreign language.* (p. 242).

According to our own experience at high school, it is important to state that on the one hand, at educational institutions, cognitive and metacognitive strategies are the most promoted in classes by teachers; thus, they are also the most studied. On the other hand, because socio-affective strategies are not as used as cognitive or metacognitive, they are

not as foster as cognitive and metacognitive strategies in the classroom context in order to fulfill a task successfully.

In this context, the present research project analyses the socio-affective strategies that teachers declare to promote in writing activities in an EFL class.

## **1.2 Chilean background**

In Chile, teaching English as a foreign language has been increasing the last twelve years because of campaigns such as; “Un Chile bilingüe” (2013) and the program “English Opens Doors” (2004) driven by MINEDUC. Nowadays, such programs promoted by the government have tried to encourage learning English as a foreign language, emphasizing the importance of English language for society.

In this context, it is important to state that the amount of time that is scheduled by the schools, proposed by the MINEDUC (2012) to carry out English classes is between two and four hours a week.

Regarding learning strategies for writing, from our viewpoint, and our educational experience as high school students in Chile, we may state that teachers not only at high school but also at the university tend to promote cognitive and metacognitive as the principal strategies. Those strategies are focused on a deliberate action of improving language, based on knowledge evaluation; however, there are not many opportunities to

be exposed to the language neither to socio-affective aspects. According to Chilean performance in relation to English as a foreign language, it is noteworthy that English Proficiency Index (EPI) states that Chile ranks in the place 36th in a total of 70 countries in English proficiency (a study carried out in 2015 by Education First). This index shows us that the level of English as a Foreign Language (EFL) in Chile is under minimum requirements declared by the MINEDUC in “English opens doors programme”, where 4<sup>th</sup> grade students of high school must reach a B1 level based on the Common European Framework (CEFR).

The table below shows levels of English according to the CEFR, which are considered as a reference of the level Chilean students have to reach in 4th grade of high school.

**Table I.1.** \*Levels of English proposed by the MINEDUC and Common European Framework\*<sup>1</sup>

Group	CEFR	ALTE Level
	A1 Understands and communicates simple personal and work related messages	Breakthrough Level
8th grade students (primary)	A2 Understands and communicates any	Level 1

<sup>1</sup>Table I.1 translated by the researchers. Taken from [http://www.ingles.mineduc.cl/index2.php?id\\_portal=49&id\\_seccion=3276&id\\_contenido=13307](http://www.ingles.mineduc.cl/index2.php?id_portal=49&id_seccion=3276&id_contenido=13307)

	important information both in writing and orally	
4th grade students (secondary)	<b>B1</b> Can understand, communicate and put into practice standard information both in everyday life and in work related situations	Level 2
English teachers	<b>B2</b> Puts complex information into practice both in everyday life and in work situations, presentations and meetings	Level 3
	<b>C1</b> Almost native speaker level in everyday life and in work related situations, presentations, reports, instructions and explanations in detail.	Level 4
	<b>C2</b> Native speaker level in everyday life and work related situations.	Level 5

Indeed, the fact that Chilean students do not reach the proper level of English, can be evidenced by English SIMCE (Sistema de Medición de la Calidad de la Educación) carried out in 2012, in which only the 18% of 186.000 students evaluated are between A1 and B1 levels. In that case, only students in A2 and B1 levels obtained English certification. In addition, 82% of the national total does not fulfill the requirements from the curriculum established at a national level. Thus, and in regard to this standardised test applied to 3<sup>rd</sup> year high school students, it is important to point out that receptive skills are the the only ones assessed due to the little time needed to evaluate them. Besides the

resources applied to assess these skills are not expensive enough, and the time spent to prepare those resources do not take too long. It seems that the aspect of practicality predominates in the assessment of these skills according to Bachman and Palmer (1996) practicality makes reference to the availability of the required resources and time spent to carry out assessment tasks. On the contrary, the amount of time spent to assess productive skills at high school is not enough because the time needed to evaluate them is too demanding. The assessment of only receptive skills does not allow teachers to be aware whether the learner has the ability to communicate in English as a foreign language. According to MINEDUC (2012), the main purpose of the English curriculum in Chile is to give students appropriate access to new information; such as: solving communicative situations spoken and written. Moreover, MINEDUC (2012) states that the use and development of cognitive strategies that may help the student to appreciate other lifestyles, traditions, and ways of thinking. However, learning English as a foreign language has not only technical purposes, but also personal and social aims are also part when learning a new language. Additionally, social and affective aspects are equally important as cognitive ones. Therefore, in the framework of this research problem and the affective and social aspects, the following research questions are posed.

### **1.3 Research questions**

Do teachers promote the use of strategies to develop writing abilities in an EFL lesson?

Are socio-affective strategies considered useful for an EFL class?

Do EFL teachers promote socio-affective strategies in the context of written tasks?

### **1.4 Research assumptions**

1. The observed teachers promote language learning strategies in an EFL class

2. The observed teachers consider that socio-affective strategies may be useful to teach English in the context of written tasks

3. Socio-affective strategies are not promoted in a systematic way in the context of written tasks in an EFL lesson

### **1.5 General Objective**

To analyse the socio-affective strategies that teachers declare to promote in writing activities in an EFL class

### **1.6 Specific objectives**

1. To identify teachers opinions about the role of socio-affective strategies in the

context of written tasks

2. To describe the socio-affective strategies that teachers promote in an EFL written class

3. To compare the socio-affective strategies declared as important/useful by teachers and the ones applied in an EFL lesson

### **1.7 Significance of the study**

Regarding the main objective, it is expected that this research analyses socio-affective strategies that teachers declare to promote in writing activities in an EFL class. It would be possible to understand teachers' perspective in relation to the most promoted strategies at the moment of performing written tasks in the classroom. MINEDUC (2012) establishes that if taught, strategies are related with tasks done in classes and if they are adapted to students' learning styles, the learning of language, in this case, English, would be more attractive and successful. Consequently, it is important to be considered teachers' promotion of socio-affective strategies in students and their different ways of learning.

Considering the information presented previously, and following this research related to the stimulation of the use of socio affective strategies by teachers in EFL class, it is necessary to point out that MINEDUC (2012) declares that teachers are responsible

for promoting the use of cognitive, metacognitive and socio-affective strategies in students at every educational institution in Chile. In this context, it is important to declare that the research has as a purpose to identify how important is the use of socio-affective strategies in EFL classes in high school Chilean institutions. Furthermore, the objective of this research is to reveal how do EFL teachers foster socio-affective strategies, and if not what hinders or prevents them of using those strategies as a methodology of teaching and learning a foreign language.

Indeed, this research may enrich the acquisition of English as a second language by addressing some issues regarding the methodology used by EFL teachers at Chilean high schools, if socio-affective strategies were more taken into account in the Chilean curricula when teaching.

## **CHAPTER II: THEORETICAL FRAMEWORK**

### **2.1 Introduction**

In this chapter, there are going to be stated some theories regarding the analysis of teachers' perception of socio-affective strategies in writing. Moreover, it is necessary to develop an appropriate definition of concepts that are interconnected within the research; for instance, the definition of Second Language Acquisition (SLA), Foreign Language Acquisition (FLA), and Language Learning Strategies (LLS). Further, there is also going to be described the process of writing in a second language, the definition of socio-affective strategies and the importance of these strategies in the context of writing tasks in an EFL class.

The purpose of explaining and stating those concepts lies in the comprehension of the aims of the research, which analyses the socio-affective strategies that teachers in a public high school located in a small city near Concepcion declare to promote in the context of writing tasks in an EFL class. Furthermore, teachers' performance is going to be observed and analyzed through a checklist based on the observation of both teachers' fulfillment within the lesson.

### **2.2 Second language and foreign language acquisition (SLA/FLA)**

When defining Second Language Acquisition and Foreign Language Acquisition it

is necessary to mention the precise meaning of acquisition. It is important to make a distinction between SLA and FLA in order to elucidate the context that influences the learning process.

There is an important number of authors that define acquisition, such as Krashen (1982), Ellis (1994), Cook (2008), and Oxford (1990), among others. In reference to this topic, Krashen (1988) states in the acquisition-learning hypothesis that *adults have two different and independent ways to develop their competence in a second language (p. 10)*. In this hypothesis, both concepts acquisition and learning are different and can be divided into two systems; the acquired system and the learning system. On the one hand, the acquired system is the product of a subconscious process, similar to the process that children undergo when they acquire their first language. On the other hand, the learning system is based on a product of a formal instruction and it is a conscious process which results in conscious knowledge about grammar rules.

Another view of these concepts is that learning is the conscious knowledge of the language rules and it is a result of formal instruction. Acquisition; on the contrary, takes place unconsciously and spontaneously, it leads to conversational fluency and it proceeds from naturalistic language use. Some aspects of language are at first place conscious and then become automatic through practise (Oxford, 1990).

In Second Language Acquisition theory (SLA), SLA is not intended to contrast with Foreign Language Acquisition, whereas SLA is used as a general term that enfolds

naturalistic acquisition and classroom acquisition. Moreover, acquisition and learning are seen interchangeably, irrespective even if the processes involved are conscious or subconscious (Ellis, 1985).

Equally, Mitchell and Myles (2004) point out that *the learning of any language, at any level, provided only that the learning of the second language takes place sometimes later than the acquisition of the first language* (p. 5). Therefore, the learning process can befall in an either formal (classroom-based learning) or informal (unstructured) way.

Hence, considering the different definitions provided above, it is possible to state that despite the fact that some of them are more detailed as long as others are rather succinct, all these definitions follow a common point in relation to SLA. For instance, the fact that similarly both, acquisition and learning are concepts through which the learner acquires an extra information that may help him/her to adjust his/her previous knowledge with the new context and create new concepts and have a meaningful learning (Ausubel, 1963).

Additionally, all these authors claim that a non-native language can be learned through formal education, as a school; and in a variety of contexts, such as a foreign language setting, which is the scenario for English language learning in Chile.

A new topic called Language Learning Strategies has been incorporated into the acquisition of languages by Thompson and Rubin (1982), Chamot (1999), and Oxford (1990). Subsequently, it is relevant to know the role of the strategies in the process of

learning a foreign language. Moreover, as it was mentioned before, one of the main aims of this research is to identify the use of strategies; in this case, the use of socio-affective strategies to promote writing in an EFL class. In this context, it is important to state them in the following section.

### **2.3 Language learning strategies**

In the topic of Language Learning Strategies (LLS) there are many linguists who have defined this area; for example, language learning strategies as steps used by students to upgrade their learning (Nunan, 1999). According to Chamot (1987) *language learning strategies are techniques, approaches, or deliberate actions that students take in order to facilitate learning recall of both linguistic and content area information* (p.71). Besides, Oxford (1990) also defines LLS as specific actions, steps or techniques that students may use on purpose in order to improve their progress in the development of their skills in a second language. The author declares that language learning strategies may facilitate the internalization, storage and the use of the new language. LLS are needed tools for the development of the communicative skills. These strategies are important for language learning because they are used as tools for active, self-directed involvement yet developing communicative competence. O'Malley and Chamot (1990) establish that learning strategies are feelings or behaviours that participants use to help

themselves to learn and to retain new information. In this context, social relationships would have a significant impact on the acquisition of new information.

Concerning these definitions, Nunan (1999) expresses that teaching-learning strategies is important in the context of learning a foreign language. In this context, the author expresses that the more aware students are regarding what they are doing in their process of learning, the more effective learning is. Moreover, students that are taught with the use of Language Learning Strategies (LLS) are more motivated in comparison to those who have not being taught in the context of socio-affective strategies. Furthermore, Oxford (1990) claims that students who use more strategies and know which work better for them, have higher levels of self-confidence and learn in an effective way.

It is important to note that in this study we will follow the definitions proposed by Oxford (1990) and Chamot (1999) on Language Learning Strategies in order to continue the research on the use of strategies, mainly based on the use of socio-affective strategies in written tasks.

In view of teaching strategies; according to Oxford (2003) there are six main categories of L2 Learning Strategies such as cognitive, memory-related, compensatory, metacognitive, affective and social strategies. These strategies are classified into two groups: direct and indirect strategies. The first group involves a direct mental process of the language and those are about memory, cognitive and compensation strategies; the

second group supports and manages language learning without directly involving the target language. It includes metacognitive, affective and social strategies (Oxford, 1990). Even though, the six types of strategies are important to be studied, the main goal of this research is based on the use of socio-affective strategies and how important may be using them in written tasks within EFL lessons.

Actually, Oxford (1990) points out that there are different types of strategies that may be useful at the moment of teaching and acquiring a foreign or a second language. Besides, Chamot and El-Dinary (1999) also claim that the strategies used by teachers in class must be chosen according to the following learners' aspects: proficiency level within the class, the age of students, gender, motivation, their preferences, and needs. In consideration of the foregoing, inside the classroom, the teacher should be aware of every student's background in order to look for specific strategies that may be useful for students to succeed in a written task.

Moreover, within the class, the teacher should be flexible at promoting strategies to students at the moment of teaching them a second language. Indeed, teachers may do so having in mind that every student learns differently from the others. In this context, O'Malley and Chamot (1990) as Oxford (1990) propose some socio-affective strategies that might be useful for EFL teachers to promote writing inside the classroom.

### **2.3.1 Socio-affective strategies applied in written tasks**

Regarding to the topic of LLS, it is needed to develop what affective and social strategies are. On the one hand, Oxford (1990) states three types of affective strategies that can be used to regulate learner attitudes, motivation, and emotions. These include strategies to reduce anxiety, such as:

using progressive relaxation and deep breathing exercises, music, and laughter for self-encouragement like the following: making positive statements, taking risks wisely, and administering self-rewards, and for monitoring emotions, for instance, listening to the body, completing a checklist, writing a language learning diary, and discussing feelings with peers. (p.141)

Therefore, it is important for EFL students to control their emotions and attitudes in order to learn the language effectively. On the other hand, Oxford (1990) states that social strategies are closely related to social behaviour and it implies necessarily communicating with others. Applying social strategies increase interaction with people and it has to do with FL. These strategies include asking questions, such as:

Asking for clarification or verification, and working in pairs or small groups, cooperating with peers: like cooperating with others and with proficient user of the new language, and

for empathising with others as the following: becoming aware of others' thoughts and feelings, and developing cultural understanding. (p,145).

Oxford (1990) declares that putting these strategies into practice would help students to continue with their learning process. The use of these strategies can be seen as tools for the learning process and these would help students to reduce their anxiety and to motivate them.

In this framework, the process of learning needs to be done interactively with people, which means to be informed about students' context and mood. In that way, teachers could manage which strategies could be used. It is stated that affection in the process of learning may be powerful, as Thompson and Rubin (1982) state, reducing affective filter may increase self-esteem and motivation in learners. Affective filter hypothesis, stated by Krashen refers to the influence of affective factors on the second language acquisition. Those factors are non-linguistics such as low self-esteem fear, motivation, nervousness, and anxiety. Due to the previous idea, teachers' role not only should take charge of cognition but also, they should keep in mind the social and affective aspects of students, giving the students an appropriate context. In this way, Krashen (1982) notes that, *The Affective Filter hypothesis implies that our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter (p. 32)*. Therefore, the lower affective filter the students have, the

more success they are likely to obtain.

Furthermore, Chamot (1999) and Oxford (1990) propose a list of different strategies that can be applied for the four skills, however the focus of this research is about the use of socio-affective strategies in written tasks in an EFL class. These strategies are related to *monitoring, problem solving and evaluating*; for instance: *personalize and contextualize, talk yourself, cooperate, ask questions to clarify, and evaluate yourself.* (p, 15-17)

As it was mentioned previously, and proposed by the two authors, such strategies mentioned before might be useful for students at the moment of approaching a written activity in an EFL lesson.

Table II.1 provides a brief definition about socio-affective strategies proposed by Chamot (1999) and Oxford (1990). Moreover, it is necessary to point out that these sorts of strategies, which are affective and social, are mainly focused on writing tasks.

**Table II. 1. Socio- affective strategies.<sup>2</sup>**

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<sup>2</sup> Adapted by the researchers from The Learning Strategies Handbook (Chamot, 1999).

Chamot (1999)		Oxford (1990)	
Strategy	Definition	Strategy	Definition
Personalize/ contextualize	Relate information to personal experience	Lowering your anxiety	Relaxing by listen to music, deep breathing, meditation or laughter
Talk yourself through it	Reduce anxiety by reminding self of progress, resources available, goals	Encouraging yourself	Students overcome negative language self-esteem by making them act positively. Making positive statements, rewarding yourself
Cooperate	Work with others to complete tasks, build confidence, and give and receive feedback	Taking your emotional temperature	Increasing learners' awareness of emotions. Listening to your body, discussing feelings with someone else
Ask questions to clarify	Ask for explanation, verification, and examples; Pose questions to self	Asking questions	Asking for clarification or verification, and work in pairs or small groups
Evaluate yourself	Judge how well you learned the material/did on the task	Cooperating with peers	Cooperating with others and with proficient users of the new language.
		Empathizing with others	Becoming aware of others' thoughts and feelings. Developing cultural understanding.

The table above shows the classification of socio-affective strategies proposed by Chamot (1999), and Oxford (1990). Even though, these strategies are suggested by two authors through different perspectives, they are similar, in terms of reducing the students' anxiety, making them collaborate with peers and motivating them. Due to the fact that

such strategies are socio-affective, they require a knowledge on students' emotional side by the teacher, such as reducing anxiety, encouraging learners, and even, collaboration between peers. Those strategies help students to reduce the anxiety in the process of learning; moreover, they could be used as well in the process of writing. Cooperating with others, asking questions, and empathizing with others are strategies that can be used in the writing process to see the act of written activities as a social process and not only as an individual work.

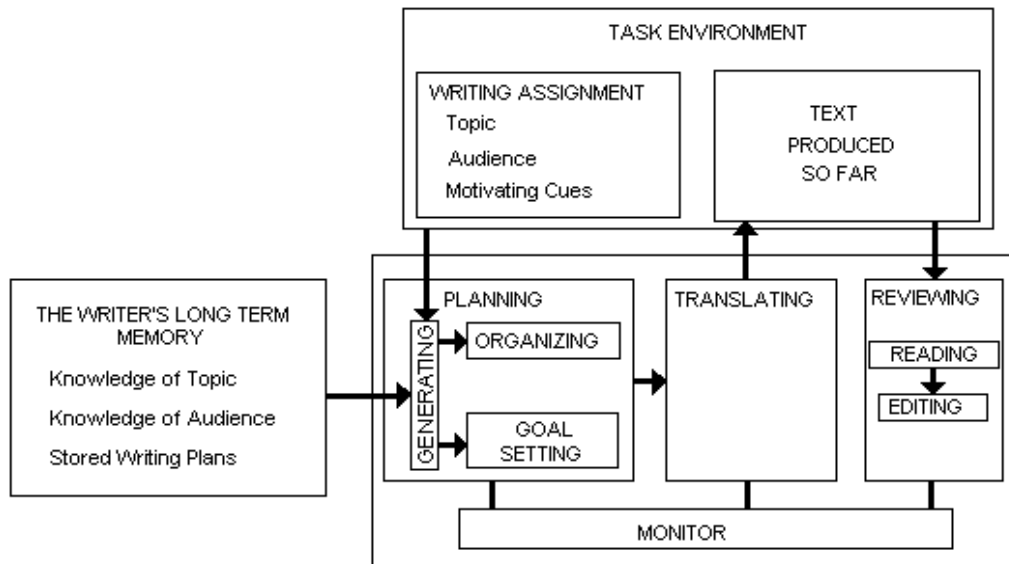
#### **2.4. Writing in second language acquisition.**

Writing is undoubtedly important, and it is somehow a misunderstood component of second language acquisition. The purpose of any writing task must be clearly considered and defined in order for it to be effective. It is important to note that writing can be both, a support skill and a cognitive activity. Short tasks designed to develop spelling, grammar, and cohesion skills are vital elements to classroom activity. However, it is important for foreign language teachers to appropriately distinguish these activities from those in which writing is a cognitive activity: i.e. crafting a composition that requires more in depth thinking. Therefore, it is also important to explain the different models of writing.

In the early 80s Flower and Hayes (1980) presented a cognitive model of writing, whose main purpose was to describe the writing process through its main components:

the task environment, the writer's long-term memory and the writing process. The general process of writing is composed of three sub processes; such as, planning, editing and reviewing which are led by a monitor. Monitoring allows interactions and recursion between different threads, while establishing priority rules, sequences and interruptions between them. (see figure II.1)

**Figure. II.1 The Hayes and Flower (1980) writing model**

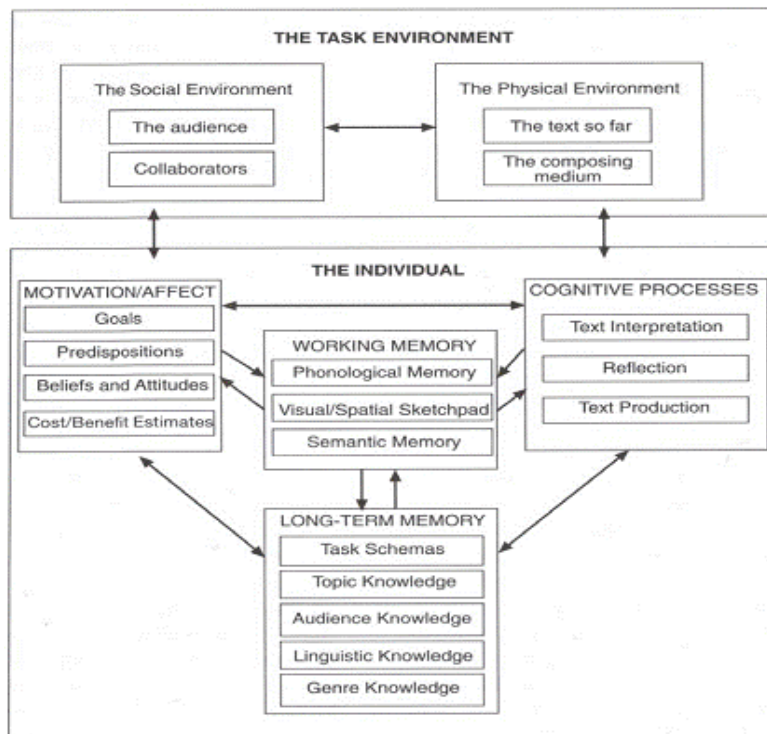


Weigle (2002) states that *Hayes and Flower model is the fact that writing is a recursive and not a linear process* (p.23). Thus, writers go back and forth in the process of producing their texts.

Later, Hayes (1996) revised the first model proposed in conjunction with Flower (1980) and who completed it. Firstly with a more exhaustive description of each and every of the cognitive processes that compose it, and; secondly a broad discussion on the elements that influence in it as context, motivation and memory. Moreover, the writing process consists in two main parts: *the task environment and the individual*. (Hayes, 1996)

The figure below shows how Hayes (1996) developed the old model incorporating new terms in order to clarify how the writing process works.

**Figure. II.2. The Hayes model (1996)**



This model explains that the task environment is divided into the social and physical environment. In which, the social environment involves *the audience (real or imagined) for one's writing, as well as any collaborator in the writing process.* (Hayes, 1996 cited in Weigle, 2002) While the physical environment includes the text written, which influences and shapes the writer's further efforts, and the composing medium. Furthermore, Hayes' model (1996) is mainly focused on *the individual* rather than *the task environment*. Individual features of writing involve interactions among four components: working memory, long-term memory, cognitive processes, motivation and affection.

## **2.5 Teaching writing in second language**

If writing is a social act, teaching writing should be taught in a social context in the classroom, promoting the interaction among students switching roles from writers to readers and readers to writers. Therefore, social group and group work see writing as a form of cultural practice tied to forms of social organization. For instance, an ideal writer needs the interaction with a reader, as Hyland (2002) declares

The idea that writing is an interaction between writers and readers moves away from our stereotype of an isolated writer hunched over a keyboard to explain composing decisions in terms of the writer's projection of the interests understandings and needs of a potential audience. (p. 22)

In this motion, it is important to claim why writing is a process. In fact, according to Hyland (2003) writing should be seen as a process, in the sense in which the classroom is addressed and how students work within writing lessons. In fact, when the writing skill is seen as a process what matters is what students are doing when writing. In this notion, students receive feedback, write drafts of what they have to write, consult with teachers, ask classmates, among others. In other words, what is important when seeing writing as a process is the act of revising, reviewing and editing as a cycle among texts and written tasks given by the teachers for students to do. However, some teachers perceive writing as singular activity and as a product, where the only thing that matters is the final writing, not what happens in between. Whereas, Scrivener (1994) suggests that students can perform a better writing by being stimulated and helped through several stages before the final product; and also, being aware of the writing process. For instance, some of those stages that could go into the middle section of writing are: choosing a topic, get and discuss ideas, make notes, find an appropriate grammar and lexis; plan the organization of the text, draft the text, receive feedback, make alterations, write a final version, and find suitable readers.

In addition, Scrivener (1994) also declares that while writing tasks are focused on “creative writing”, that goes through real-life experiences, these tasks become more

relevant for students' needs. Moreover, Hyland (2003) proposes the following:

Students have considerable opportunities for writing and exercises may attend to features such as style, wordiness, cliches, active versus passive voice and so on. In contrast to the rigid practice of a more form-oriented approach, writers are urged to be creative and to take chances through free writing. (p. 9)

Thus, teachers may include a sort of free topic for writing tasks, in order to generate a greatest interest in students.

From a social perspective, according to Hyland (2003) a writer's choices are always context-dependent, motivated by variations in social activity, in writer–reader relations, and by constraints on the progress of the interaction. As a result, teachers cannot expect weak writers to improve simply by equipping them with the same strategies that good writers, those with a high proficiency in writing, apply. In the context, Gardner (1980) argues that affective aspects play an integral role in second language acquisition and we cannot have a meaningful learning and/or understanding of second language learning if we ignore these social-psychological factors. By a way of explanation, there is not a set of rules that can be applied to everyone in the same way, there are many variables, in this case social and affective variables that directly affect students' performance in the process of writing.

In the following section of this chapter, there is going to be stated some information regarding to the writing skill and the role that socio-affective strategies take into consideration when facing the effects of anxiety at the moment of facing a written task in an EFL class.

### **2.5.1 Anxiety in the process of writing**

Many students have faced once a writing task that involves emotional aspects and; hence, bad results. One of the factors that influences writing is anxiety, which according to Stonebridge (2007) can be defined as *unlike fear or fright, describes a particular state of expecting the danger or preparing for it, even though it may be an unknown one* (p. 4). Due to this factor, students may fail or succeed writing tasks.

As many researches have demonstrated, anxiety produces a huge impact on students' learning process. Horwitz and Cope (1986) defined anxiety as *the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system* (p. 125). Keeping that in mind, it is important to see the emphasis on the relation between anxiety and the nervous system. Thus, telling students to control anxiety by themselves is not enough; actually, it is needed an external assistance, in this case, language learning strategies as social and affective strategies. Nonetheless, affective strategies are not as used as cognitive strategies by teachers in

the classroom, therefore, Hyland (2002) states that teachers' *ignorance of affective strategies may account for why there are students who commit suicide since they cannot stand the pressure in learning.* (p.160). It is not an issue that can be omitted by teachers at the moment of learning, as many researches have mentioned, affective and socio-affective strategies play a huge impact on students' learning.

As the affective strategies place an important role in the process of writing, the affective filter also has an impact on students' written performance, and it can be through different factors. Krashen (1982) mentions that one of these variables is anxiety. In other words, anxiety can be decisive at the moment of carrying out writing activities, and also in students' results.

Anxiety in the process of learning is not only present at the moment of speaking, but also, it is present in the writing process. There is a huge variety of causes that produces anxiety in students at the moment of writing. According to Karakaya and Ulper (2011), *related studies make a reference to the fact that writing anxiety occurs because of language complexity in general and complexity of writing as a skill in particular.* (Balemir, 2009; Bruning and Horn, 2000; Schweiker-Marra and Marra, 2000). The complexity of the writing process not only includes linguistic abilities in the foreign language, but also as Hyland (2003) indicates, the components of teaching writing

includes language structures, text functions, themes or topics, creative expressions, composing processes, content and gender and context of writing. For instance, students face all these components when teachers ask them to write a story in a certain amount of time, in a particular context, place, and setting.

Another important issue to consider regarding to anxiety in the process of writing is that there is not an specific step that can be considered as the hardest one by the learners, *Students with writing anxiety find all the stages of writing process extremely demanding and challenging.* (Karalaya and Ulper, 2011). Considering the whole writing process, learners may have problems organizing ideas, beginning the paragraphs and spelling words among others. If writing is seen as a one-step process, students may not overcome their problems with writing only because they do not know what actually weaknesses their own process of writing.

In consequence, Hyland (2003) states that *To produce a good piece of writing, people are supposed to go through five stages, which are pre-writing, drafting, revising, editing and publishing (p.24)* Structuring, generating ideas, focusing, drafting, reviewing, and evaluation are the steps students have to follow before producing their first draft. According to what the author expresses, it is necessary to mention that writing in an EFL class must be seen as a process and not as a product.

Moreover, the anxiety produced by all these factors previously mentioned increases because according to Pajares (2003), *writing self-efficacy beliefs are correlated with variables such as writing anxiety, grade goals, depth of processing, and expected outcome* (p. 145). Thus, such anxiety may appear because of the fear of being graded with a low mark. In addition, Cheng, Horwitz and Schallert, D. L. (1999) declare that *Some anxious second language student writers may suffer chiefly from low writing-related self-esteem, some from negative affect toward the writing activity and some from fear of evaluation.* (p. 436). It is relevant to keep in mind that summative assessment could affect the final product, only because of the anxiety towards tasks evaluated with marks. Besides, students' anxiety may be provoked and increased by the fact that writing tasks require evaluated assessment, and also by students' rivalry among peers regarding marks (Chin, 2009). In relation to students anxiety regarding evaluation there is a certain degree of pressure; hence, writing anxiety influences students' quality work in a negative way.

Besides, students should overcome the anxiety in the writing process with the use of strategies according to their needs.

Therefore, students' anxiety must be taken into account every time by teachers, as Horwitz and Cope (1986) express:

Teachers should always consider the possibility that anxiety is responsible for the student behaviors discussed here before attributing poor student performance solely to lack of ability, inadequate background, or poor

motivation. (p.131)

In that way, teachers cannot give a personal opinion about students' performance while providing feedback, whether it is negative or positive.

### **2.5.2 Feedback in the process of writing.**

Taking into consideration the importance of feedback, Hattie and Timperley (2007) define feedback as *information provided by an agent regarding aspects of one's performance or understanding*. (p.81) In fact, this agent can be a teacher, peer, parent, self, experience and so on. It is focused in aspects of students' performance or understanding. Moreover, this information is given after instruction and it aims to provide knowledge and skills to develop particular attitudes (Hattie and Timperley, 2007). Therefore, feedback provided by teachers indicates mainly in students' performance.

Nevertheless, Hattie and Timperley (2007) affirm that

Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. This means, the feedback's effect produced in students may cause either a motivation or a frustration. Furthermore, the authors claim that the type of feedback and the way it is given can be differentially effective. (p.81)

In this framework, it can be understood that if teachers wonder their students to achieve a task successfully, the given feedback must be positive.

Hattie and Timperley (2007) declare that the feedback is positive when it focuses in correct more than incorrect responses and also when it builds changes from students' previous performances.

Ferris (2009) states that there is a *hate-love relationship with the issue of teacher feedback on student writing* (p.19). In other words, "hate-love" means that teachers mostly focus on mistakes that students make as much as they focus on students' strengths as well.

However, Ferris (2009), also declares that teachers

Seem to read and react to a text as a series of separate pieces at the sentence level or even clause level, rather than as a whole unit of discourse. It refers to a fact in which teachers pay attention to the stages of writing, and actually, they do not see writing as a whole. (p.700)

As a result, teachers are focused on problems of language more than being worried about why their students do not succeed.

In relation to the importance of feedback, Ferris (2009) claims that teachers are concerned with what feedback addresses rather than the way they give students feedback. In this context, the author expresses that the way comments are given can

affect students' reaction and the improvement of their writings. In this sense, teacher feedback *helps student writers to improve their writing from one draft to the next and over the time.* (p.28) that means teachers' feedback may be useful to increase students' improvement in writing stages.

Regarding the previous idea, teachers' feedback produces in students a kind of self-confidence at the moment of improving writing. In that way, *Students themselves definitely feel that teacher feedback is valuable to them and that it helps them to improve their writing.* (Ferris, 2003. p.28). Thus, it can be understood that feedback plays an important role during students' process of learning writing in an EFL class.

Teachers often see assessment feedback as making statements about students, not about their teaching (Timperley & Wiseman, 2002). Based on this statement, it is necessary to point out that feedback helps not only students to improve their performances and process of learning, but also teachers to realise how they are teaching.

Besides, in order to improve writing skills, students tend to take into account teachers' comments about their performance, instead of obtaining a grade. In other words, Black and William (1998), as well Crooks (1988) assert that there is considerable evidence that providing written comments rather than providing a grade for a written activity or task might be more effective at the moment of evaluating students' written activities is more effective than providing grades. Expanding the previous idea, students are more likely to continue working when they receive comments of their writings rather

than marks which can be seen as the final mark of their product. Positive feedback, as Deci et al., (1999) state would make students persist in a task and they would report more interest in the activity. Lastly, Hattie and Timperley (2007) claim that feedback is efficient when it gives information about student's progress and how to continue improving its process in order to succeed the task. As this research is framed in the use of socio-affective strategies in the context of written tasks, it is important to consider the definition of written comments in writing proposed by Chilean researchers Tapia, M. Arancibia, B. & Correa, R. (2016) which state that

Written comments are electronic or manual annotations with at least one word, that provide information to the writers with the aim of orienting and adjusting their writing to the quality standards of the discourse community in which this (type of) texts are produced (p.3).

Feedback can also be given in written form as a way of orientating students about their performance in order to make them aware and help them to adjust their writings and achieve the quality standards.

Moreover, following with the use of socio-affective strategies, Nation (2009) declares that reviewing part in the process of writing could be done in pairs. What is called *peer feedback*, and it encourages students to make suggestions about classmates' writing before teacher's checking. Nonetheless, learners need to be trained how to give helpful

comments and feedback through different instruments and in different ways, for example: written comments or spoken comments.

Hyland, K and Hyland, F (2006) proposed peer feedback may have positive effects among students in L1 and L2, mainly because it raises students' autonomy as well as involving them in the feedback process. However, learners tend to rely on teachers' feedback rather than peers' feedback, because of their' perception about teachers' feedback is more academic and reliable due to the fact that, as some researchers have found (Mendoca and Jhonson 1994; F. Hyland 2000a), students have problems detecting errors. Therefore, the quality of the feedback given is not going to be as high as teachers' feedback.

## CHAPTER III: METHODOLOGICAL FRAMEWORK

### 3.1 Research Paradigm

In the context of this research, the approach that is going to be used to analyse the data is the qualitative approach. Hernandez et al (2010) claim that this approach is characterised as an approach that is interested in describing and explaining a phenomenon within a particular type of population. In this case, the main aim of this research is to analyse and then explain socio-affective strategies that teachers declare to promote in EFL classes. Indeed, according to Gass and Mackey (2005), a qualitative research is defined as *A research that is based on descriptive data that does not make (regular) use of statistical procedures* (p. 162). In other words, this type of study aims to know the qualities of teachers' perceptions avoiding statistics or numbers.

In this context, it is important to emphasize that our research is going to be approached as a qualitative case mainly because the purpose of it is to analyse the use of socio affective strategies within the writing process in a particular context. Consequently, the anxiety issue in the writing process will be developed according to what teachers declare and do in EFL lessons.

### 3.2 Type of study

The type of study applied in this investigation is a phenomenological study, which is defined as *the study of life experiences, world's life and everyday life. In a*

*phenomenological sense, the experience is not conceptual lifting or categorized* (Mélích, 1994:50). This type of study was chosen because it is the nearest approach that has to do with our overall objective, which seeks the comprehension of the socio-affective strategies promoted by teachers.

Besides, it is important to declare that this research corresponds a “case study”. In fact, according to Hartley (1994), a case study is a social investigation that is characterised for its empirical inquiry where all the issues that are concerned with the case that is going to be studied are addressed through multiples methodologic procedures; such as, observations and interviews. As it is pointed out in the general and specific objectives, the main aim of this research is to identify socio-affective strategies that teachers declare to promote at the moment of teaching writing in an EFL class. Furthermore, the manner in which database is going to be collected in this research will be through interviews and observation tasks within the context in which the investigation is settled down.

Our research must be seen as a case study due to the following factors:

- a) According to what Bisquerra (2009) expresses, this research is a case study because it was interested in observing a situation within the educational context in the institution.
- b) Its aim is to observe the use of socio-affective strategies according to what was declared by EFL teachers who work in a public high school.

- c) The research aims to comprehend this issue about the use of socio-affective strategies regarding to what is said by the population who has this information, according to their own experience.

### **3.3 Participants**

In this case, the participants who were chosen to be studied in order to carry out this research were two teachers of a public high school, located in Lirquén. On the one hand, the first teacher (from now on T1), who was observed and interviewed to collect the data, was a teacher who started working at schools as a current teacher this year. Indeed, this year she/he has started his/her first teaching experience as a graduate EFL teacher. On the other hand, the second teacher (from now on T2) has been working as a teacher since 2012. In fact, the educational institution in which the teacher was working at the moment of the interview was where she/he started her/his professional experience as a teacher.

To contextualize, it is important to give some characteristics of the students of the participant teachers that were a 7<sup>th</sup>-grade class and two 3<sup>rd</sup> grade classes (secondary school). In the 7<sup>th</sup>-grade class, there were 33 students who are around 12 to 15 years old. Students of 7<sup>th</sup> grade have 4 hours of English per week which are divided into 45 minute - long lessons. Moreover, the students are at Elementary English level and they are studying in a public school. Additionally, there were two 3<sup>rd</sup>- grades of high school. In

3<sup>rd</sup> grade “A” there were 28 students, and in 3<sup>rd</sup> grade “B” there were 32 students during the observation periods. Students’ ages ranged from 16 to 18 years old. Besides, 3<sup>rd</sup>-grade class has 5 hours of English per week which are also divided into 45 minute- long lessons.

It is also necessary to express that the aspects regarding this investigation were observed through the observation tasks and the interview, in order to accomplish a clear understanding of their own performance as EFL teachers. Moreover, those data collection instruments were important to notice how relevant socio-affective strategies were for the observed EFL teachers. The observation task was recorded in order to obtain a visual interpretation of the class.

### **3.4 Instruments**

Firstly, the instruments used to achieve the main objective were two, an observation checklist and an interview. The observation checklist was adapted from MINEDUC (2013), and the interview was created to the use of socio-affective strategies in EFL lessons.

The observation checklist was mainly addressed to observe a class as well as record it and it included a checklist with nine statements (See Appendix 1.2), which had to be marked by the researchers in case these statements were present in the class or not. Besides, to obtain a more complex understanding of the data, it is important to

mention that the complete class, which lasted one hour, was recorded in order to obtain a visual interpretation of the lesson.

Afterward, the interview was addressed, post-observation, to gather information about teachers' perception in relation to socio-affective strategies, and it included twelve questions (See Appendix 1.1), which were evaluated by three experts in Education, as well as the statements in the checklist.

It is also necessary to mention that during the observation period, extra comments were taken in order to have a better understanding of the strategies applied by the teacher inside the classroom.

During the data analysis, five categories emerged in order to assess the instrument N° 1 (See chapter IV. 1). These categories were *Environmental aspects*, *Affective aspects*, *Difficulties in writing tasks*, *Peer work* and *Feedback during the process of writing*.

### **3.5 Data collection**

Firstly, the observation was carried out and recorded in order to collect teachers' performance related to the use of socio-affective strategies. Secondly, the interviews were applied, recorded, transcribed, and then analysed according to convergences and divergences. Instruments used to collect data were presented and reviewed by 3 different experts, in order to edit them according to their feedback, before using them to collect the

database.

According to the database acquired, emergent categories appeared during the process of the data analysis.

**Table III.1 Emergent Categories**

Category	Subcategory	Definition
Environmental Aspects	The role of the environment within the classroom	Building an appropriate environment for learning inside the classroom. This definition can be supported by Krashen's thoughts (1982) related to the creation of a certain context in a teaching experience.
	Use of music in written activities	Teachers' usage of music in written activities may decrease anxiety levels according to Oxford (1990).
	Selection of topics for writing	Students choosing the topic might be beneficial, mainly because, students may feel in charge of their own writing process; Scrivener (1994)
	Students' organization to perform writing	Sitting arrangement inside the classroom. Students are free to work with peers they feel comfortable with. Oxford (1990) states that social strategies are related to social behaviour.
Affective aspects	Students' mood in written tasks	Mood is an important aspects to encourage students' learning and participation in class. Oxford (1990) defines that learning implies interaction with others and being aware of students' mood and context.
	Activities to reduce anxiety	Reducing the anxiety by facing students to activities in which they may feel motivated to, can reinforce the learning process. Oxford (1990)
Difficulties in writing tasks	Difficulties in writing tasks	The time spent to teach low-level students, mixed abilities, lack of vocabulary and autonomy are attributed to these difficulties. In this context, Oxford (1990) proposes Compensatory strategies to solve it.

	Socio-affective strategies used in non-successful students	Creation of strong relationship among students and teachers through empathic behaviours. O'Malley and Chamot (1990) and Oxford (1990) establish that knowing students is important at the moment of applying strategies inside the classroom.
Peer work	Opportunities for peer support	High level students help their partners at the moment of clarifying doubts and giving explanations. Hyland (2013) and Karakaya and Ulper (2001) define writing as a process where students and teachers have to work together to overcome their problems in writing.
	Peer feedback	According to Nation (2009) written feedback could be done in pairs, mainly because it promotes suggestions about peers.
Feedback during the process of writing	Opportunities to present doubts during the writing process	Chances given to ask and present doubts about students' writings. Oxford (1990) proposes the strategy <i>asking questions: asking for clarification or verification</i> .
	Reflexion with students about writing process	According to Scrivener (1994) reflection may be oriented to the task and it has to be done during the process of writing in order to increase students' awareness in their own process of learning.

### 3.6 Validity of instruments

As it was declared previously, the instruments chosen to analyse the socio-affective strategies were two:

Instrument 1: An interview.

Instrument 2: An observation checklist.

The interview and the checklist were reviewed and validated by three university teachers' experts in the field, which have had a broad experience in Language Education

Research. The interview and the checklist were examined by the experts and all the suggestions were incorporated by the researchers in the final instruments.

## CHAPTER IV: DATA ANALYSIS

In the following chapter, collection obtained from the instruments applied to the EFL teachers is going to be analysed, regarding the 3 specific objectives of this research. The information that was gathered from the instrument N°1 “Interview” is analysed regarding the specific objective N°1. Furthermore, the data collected from the “Observation checklist” to accomplish the specific objective N°2 is presented as a description of each participant teacher performance. Eventually, strategies applied by teachers are compared with the ones that were declared to be applied in order to develop the specific objective N°3.

### **4.1 To identify teachers opinions about the role of socio-affective strategies in the context of written tasks**

The objective has the purpose of investigating what teachers think about the writing process taking into account the following different aspects regarding the emergent categories such as environmental aspects, affective aspects, difficulties in written tasks, peer work, and finally, the use of feedback during the process of writing.

**4.1.1 Category: Environmental aspects**

Through this category, some aspects related to the classroom environment are going to be shown in the following tables, such as the role of the classroom environment, the use of music in writing tasks, the act of choosing the topic in written activities and the arrangement of students to work in class.

Firstly, different opinions from two teachers related to the role of the environment in the classroom will be presented in the table below. Besides, the perspectives are going to be compared between them and also, they will be compared with the theory proposed by the authors mentioned in the theoretical framework.

**Table IV.1. The role of the environment within the classroom.**

	Teacher 1	Teacher 2
<b>The role of the environment within the classroom</b>	<i>Totalmente importante de hecho con los chicos en todos los cursos tenemos conversaciones antes de empezar las clases, y yo le explicaba que la creación de un ambiente propicio para la clase es sumamente importante. ...como también ambiente estudiante - profesor es súper importante.</i>	<i>Todo, todo lo que pueda llamar la atención de algún sentido de los estudiantes eso puede provocar para mi una interrupción ya sea positiva como negativa.  ...es súper importante tener un ambiente propicio para que ellos puedan “enseñar” no solamente la habilidad de writing sino que también todas las demás habilidades.</i>

In the first category, both teachers supported the idea that building an appropriate environment for learning is important. Nonetheless, teacher 1 differs with teacher 2 on what or who influences the classroom setting. On the one hand, teacher 1 asserts the relation between teacher and student affects the setting. On the other hand, teacher 2 considers the students' behaviour influences the classroom setting. This means, both teachers think differently, considering that environment issues in the classroom could be affected by different factors; such as students' responses and the relationship between teacher and learners.

Now that giving a favourable environment for learning is also related to socio-affective strategies, teachers 1 and 2 agree with Krashen (1982) when he says that the affective filter is not only related to comprehensible input, but also to produce a certain context, in order to reduce the learners' affective filter.

In the next table below, teachers' opinions about the use of music in written tasks will be compared, identifying the agreements and disagreements between them. Moreover, Oxford's point of view about the "use of music in written tasks" is going to be presented according to the reduction of anxiety.

**Table IV.2 Use of music in written activities**

	Teacher 1	Teacher 2
<b>Use of music in written activities</b>	<p><i>La música lo incorporo más que nada como un método de medir el tiempo.</i></p> <p><i>Cuando les toca la parte de producción y ellos van a escribir, les pongo un parlante, un computador con música y les digo: tienen 3 canciones o 5 canciones para hacer este tema. Entonces de esa forma ellos van midiendo, se acaba la primera canción y les recuerdo, les quedan 4 canciones y así</i></p>	<p><i>Depende del curso con el que esté. Por ejemplo un cuarto medio si no les interrumpe, bien. Lo hace. Pero ponerles música es complejo porque se les va la mente a lo que están escuchando si se saben la canción. Eh se desconcentran y es complejo, entonces en algunas ocasiones si, pero prefiero no hacerlo.</i></p>

This category reveals that teachers use music in the classroom in certain occasions; however, they do have different sights according to the use of this resource. On the one hand, teacher 1 uses music as a manner of controlling the time spent while doing some activities. On the other hand, teacher 2 lets students use music when they are working, but she believes that students may not feel focused on what they have to do if they know the song that is played. In addition, teacher 2 considers students' different age is relevant in the use of music.

As Oxford (1990) declares, music can be used in the classroom in order to reduce anxiety levels; however, none of the teachers interviewed use this resource as a way of hindering anxiety. In fact, even though they tend to use music as an affective strategy

inside the classroom, it is not used as a tool to reduce anxiety as the author declares.

In the following table, different perceptions about the selection of topics for writing tasks in an EFL class will be given to be compared among the teachers, and also with the assumptions proposed by the authors.

**Table IV.3 Selection of topics for writing.**

Selection of topics for writing	Teacher 1	Teacher 2
	<p><i>El liceo tiene un sello democrático en el cual siempre se promueve a los profesores que les den a los estudiantes libertad, para escoger de qué manera se aborda cierto contenido.</i></p> <p><i>...si les doy un tema específico y que todos escriban sobre ese tema, hay estudiantes que quizás conozcan el tema, estudiantes que no saben nada del tema y si es un tema desconocido para ellos, no tienen cómo producir</i></p>	<p><i>Si reviso los libros, traen temas estipulados pero trayendolos a la realidad de los chicos de acá del liceo, es complejo hablarles por ejemplo de que viajen a Australia si ellos siquiera conocen chillán, por ejemplo.</i></p> <p><i>Entonces trato de contextualizarles un poco los temas y darle opciones. No que escojan cualquier cosa que quieran, sino que darle opciones para que ellos puedan escribir.</i></p>

In this category, as the high school allows students to choose the topic for the writing task, teachers let students to do so. On the one hand, teacher 1 adapts the topics according to students' knowledge. On the other hand, teacher 2 provides a range of topics that students can choose.

In this framework, to let students choose the topic may be considered as a stage during the process of writing. Actually, Scrivener (1994) argues that choosing the topic

might be a stage that could be taken into account during the writing process, as well as discussing ideas of the written product with students.

The next table is going to reveal the possible agreements or disagreements between the teachers regarding the arrangement of students to work in a writing class. Furthermore, these opinions will be associated with Oxford's hypothesis.

**Table IV.4. Students' organization to perform writing.**

	Teacher 1	Teacher 2
<b>Students' organization to perform writing</b>	<i>El tema de organización espacial no hay mucha inferencia por parte del profesor en mi caso. Porque acá no tienen puesto asignado, entonces ellos de por sí ya se sientan con sus compañeros que tienen más afinidad. Y a la hora de escribir al ser individual o grupal ellos ya tienen por ejemplo su compañero que le ayuda al lado, el que sabe un poco más, a quien le piden palabras, tipo diccionario por ejemplo</i>	<i>Los dejo trabajar en grupo y que sea de su elección. no, no trato de imponer que trabaje alguien que no habla con el otro porque, porque no resulta. Acá por lo menos no resulta</i>

Regarding the students' arrangement, teachers concurred in students sit with the person they feel more comfortable to do the task. According to teacher 1, he/she lets the students work with classmates depending on the similarity they have. According to teacher 2, he/she does not tend to impose the arrangement for the tasks.

Despite the fact that Oxford (1990) does not propose specifically strategies for students' arrangement while doing written tasks, she suggests that social strategies are

related to social behaviour, which means an interaction and communication among peers, within the process of learning.

#### 4.1.2 Category: Affective aspects

Referring to this category, the mood in development of written tasks and the activities proposed to reduce the anxiety are the main elements that are going to cover the affective aspects.

The table below shows an agreement between the two teachers interviewed in relation to the students' mood in the process of written activities. However, both teachers give their own perceptions about what aspect is affected by the students' emotions at the moment of performing written tasks.

**Table IV.5 Students' mood in written tasks**

	Teacher 1	Teacher 2
<b>Students' mood in written tasks</b>	<i>El estado de ánimo influye en todo tipo de actividades y siendo la escrita también una actividad dentro de las cuatro habilidades que se evalúan .... sí, el estado de ánimo si es importante, según yo, lo predispone a cómo se enfrenta la clase, de hecho podemos tener buena relación profesor-estudiante, pero si el estado de ánimo está afectado no es el mismo vínculo que se crea.</i>	<i>Para poder escribir ellos tienen que estar más concentrados y poner sus sentidos más dispuestos a trabajar y va a depender de la hora y si ellos están con flojera o incluso el clima les influye en su estado de ánimo entonces ellos manejan muy bien ese tema de la clase con relación a su estado de ánimo. Por eso uno tiene que presentarle la actividad también tomando en cuenta eso.</i>

Teachers agreed to claim that mood is an important aspect to be considered for

teachers to encourage students' learning and participation in class. However, teacher 1 declares that mood influences students' learning and the relationship between teacher and students within the classroom. In contrast, teacher 2 relates the mood of the classroom much more with students' cognitive capacities and environmental and contextual aspects such as time and weather. According to those aspects, the teacher tries to point out that tasks designed should consider those aspects when planning.

Making reference to LLS to apply in written tasks stated in chapter 2, it is possible to argue that teachers put socio-affective strategies into practice since the process of learning implies to interact with others; it means to be aware of students' mood and context (Oxford 1990).

Following, different strategies used by the teachers to reduce anxiety are going to be revealed in the table below. Nevertheless, teacher 1 and teacher 2 use different procedures to cover the same strategies with the students, being focused on dissimilar goals (being focused on students' mood and being focused on the students' success in the task).

**Table IV.6 Activities to reduce anxiety.**

	Teacher 1	Teacher 2
<b>Activities to reduce anxiety</b>	<i>Intento hacerlas primero como un icebreaker; ya sea una conversación con los chicos, un</i>	<i>La motivación por lo general. La verdad es que cuando trabajo tanto en escritura como en lectura, lo,</i>

	<p><i>juego, les muestro un video. La idea es que demos una iniciación a la clase, que ellos salgan del ambiente de recreo, y entren a la clase y se den cuenta que están en un ambiente distinto. Ya dejen de conversar, de "pelusear", de molestarse</i></p>	<p><i>trato de trabajar con harto cognado entonces eso les baja la ansiedad a ellos el tema de que ellos sienten que no saben nada de ingles entonces cuando trabajo con cognados, ellos se dan cuenta de que si saben y por ende se sienten más capaces y eso les reduce su ansiedad y ya pueden trabajar más confiados.</i></p>
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Both teachers use strategies to reduce students' anxiety before carrying out written tasks. Nonetheless, teacher 1 uses affective strategies, such as; icebreakers, warmers, and games to reduce anxiety and catch students' attention. Teacher 2 promotes affective strategies to approach students in order to create a sense of achievement, and confidence by providing them vocabulary they know that might help students to finish the lesson successfully.

According to Hyland (2002), reducing anxiety in the process of writing is an important aspect to consider. There are many causes that produce anxiety, as it was stated previously; therefore, helping students to reduce those levels of anxiety can be done by an external assistance. In this context, LLS play a relevant role in students' anxiety reduction; moreover, teachers should not be indifferent and they should apply these strategies in order to help students to understand their tasks and succeed.

#### 4.1.3. Category: Difficulties in writing tasks.

Regarding this category, socio-affective strategies used in unsuccessful students and their difficulties while doing written tasks will be presented in the two next tables.

There are many difficulties that can be seen while doing writing activities, in the following table some of them will be displayed according to the two teachers interviewed.

**Table IV.7 Difficulties in written tasks.**

	Teacher 1	Teacher 2
<b>Difficulties in written tasks</b>	<p><i>Diferencias de nivel en el curso. Porque, a la hora de planificar una clase en la cual se debe hacer escritura...hay un porcentaje importante del curso que sí podría hacerlo por sí solo, sin dar apoyo visual, oral, nada. Cuando uno prepara a los chicos con nivel más bajo, muchos de los otros chicos se aburren y comienzan a tener comportamientos disruptivos, porque ellos ya saben eso. Entonces, muchas veces en clases nos quedamos sin tiempo para hacer la parte de producción escrita que tenía planificada.</i></p>	<p><i>La falta de vocabulario. La verdad es que los chicos acá en enseñanza media están muy faltos de vocabulario por la diferencia de colegios de los vienen. Hacerles un stock de vocabulario de todo lo que debieron aprender en enseñanza básica es un tema para nosotros y la escritura necesita mucho vocabulario entonces acá en realidad tenemos que estar dándoles palabra a palabra para que ellos puedan saber. La verdad es que ellos necesitan estar como bien guiados en cuanto al trabajo de escritura</i></p>

In this category, both teachers recognize that students do have difficulties when working in written tasks, but it is important to argue that teacher 1 attributes those difficulties with the time that is spent while teaching low-level students of English and with

mixed ability classes. On the contrary, teacher 2 attributes those difficulties presented in the written task to the lack of vocabulary and the lack of autonomy presented in students. Teacher 2 also claims that students should be much guided when working.

Regarding teacher 1, there is an agreement according to time, when the authors express that when there is a sort of pressure about time, students' anxiety produces more negative results in students' performance. (Kean, Glynn and Britton, 1987).

In the context of teacher 2, students' lack of vocabulary could be solved with one of the direct strategies proposed by Oxford (1990), which is called *Compensatory strategy: using mime or gestures*. In this sense, according to Oxford, compensatory strategies are the ones that deal with techniques or modifications that are used to compensate students' deficits or weaknesses in the process of learning.

In the table IV.8, there are going to be presented some socio-affective strategies used by the teachers to encourage students with their own learning process as a way of changing students' perception about the challenges that the English subject involves.

**Table IV.8 Socio-affective strategies used in non-successful students**

	Teacher 1	Teacher 2
<b>Socio-affective strategies used in non-</b>	<i>Por un tema de generar lazos con ellos y está completamente demostrado en mi caso por ejemplo</i>	<i>Converso con ellos luego de clase. Después de la clase de repente, eh de alguna forma</i>

<p><b>successful students</b></p>	<p><i>y también los demás colegas, que cuando uno genera un lazo externo con los chicos, ya sea en recreo o en la misma sala, acercarse a ellos preguntarles cómo están no sé una broma, cambia la actitud hacia el profesor y hacia la asignatura. entonces muchas veces en horario de clases dejábamos un lapso de tiempo en el cual conversamos con los chicos para conocernos un poco más y estrechar lazos con los estudiantes. Y ha dado resultado</i></p>	<p><i>discretamente lo llamo, o en los pasillos me lo encuentro en el recreo y le pregunto como esta y que pasa con esto, sabes que estoy viendo que te está costando mucho esto, necesitas ayuda, entonces trato de como por ahí buscar eh, con la persona específicamente, no proponiendolo a todo el curso. Por la misma confianza que se da en la sala, ellos después si yo les pregunto o les digo, se dan cuenta que yo estoy preocupada por ellos, entonces ahí se da el fiato y ellos tienen la confianza de decir, profe sabe que, no estudie o profe sabe que me cuesta esto</i></p>
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As it can be inferred, both teachers, 1 and 2 agree that being empathic with students creates a strong relationship of confidence among teachers and students. Moreover, they prefer to build a link with students outside of classes, in order to produce a more natural and spontaneous relationship.

Referring to this aspect, authors such as O'Malley and Chamot (1990) and Oxford (1990) argue that knowing your students might be very important at the moment of applying strategies inside the classroom. Besides, teachers should be aware of students' preferences, motivations, needs, goals, and proficiency level in order to look for the right strategy to be used to succeed in a written task and for building a flexible relationship at

the moment of promoting and teaching strategies.

#### 4.1.4 Category: Peer work.

This section will cover mainly the use of peer work activities as a helper in the learning process, considering sub-topics such as the mutual feedback among students and giving the learners the opportunity to help their peers.

Through the table IV.9, the attitude of the students regarding to the action of mutual help will be described from the teachers' perceptions.

**Table IV.9 Opportunities for peer support.**

	Teacher 1	Teacher 2
<b>Opportunities for peer support</b>	<i>Si, totalmente. Hay chicos que son muy tímidos, entonces aún sienten vergüenza de preguntarle al profesor por miedo de que el profesor lo vaya a regañar quizá por no poner atención en clases, entonces prefieren preguntarle a compañeros y al hacer eso se crean más vínculos entre chicos.</i>	<i>Los dejo que trabajen en conjunto, de hecho les pido mucho que trabajen en grupos para que ellos puedan potenciarse porque no hay ninguno que sea experto o seco en inglés acá. Hay varios que se potencian en algunas cosas, otro se potencia en otras entonces los dejo que se apoyen y me ha resultado hartito en los terceros medios porque ellos se quieren hartito entonces no es como que este sabe más y me va a frustrar a mi</i>

In the topic of peer collaboration, teachers agree that the high level of English in

some students is useful at the moment of clarifying their partners' doubts and helping them when they need. Teacher 1 lets the students, including those who are shier; to work with students they can feel more comfortable with and ask them about doubts. Similarly, teacher 2 works with groups of students because she/he thinks it is a good opportunity for students to work collaboratively and to learn because of their classmates' explanations.

In this context, researchers such as Hyland (2013) and Karakaya and Ulper (2001) state that writing must be understood as a process, in which teacher and students may help each other in order to overcome their problems with writing. It is also important to claim that according to Hyland (2013), the writing process may follow the five stages: prewriting, drafting, revising, editing and publishing, and students may do so, not only by being helped by the teacher but by their peers also.

In the next table, it can be seen teacher's' viewpoint about peer correction among students, whether it can be used in the classroom or not, and how frequent it is.

**Table IV.10 Peer feedback.**

	Teacher 1	Teacher 2
<b>Peer feedback</b>	<i>Sí, aunque no de manera muy efusiva, ¿por qué? Por el tema del nivel que les mencionaba,</i>	<i>Sí, algunas veces por ejemplo les entrego sus materiales para corrección y los entrego</i>

	<p><i>hay chicos que quizás saben mucho inglés y al retroalimentar a sus compañeros muchas veces no lo hacen de la forma adecuada, es típico escuchar "Ah te equivocaste no sabí' nada"</i></p> <p><i>Retroalimentación profesor estudiante. Porque el profesor siempre tiene la precaución de no disminuir la motivación del estudiante a la hora de retroalimentarlo.</i></p>	<p><i>descambiados para que ellos puedan ir viendo los errores que cometió el otro y trato de hacerlo con los compañeros que se llevan bien. Entonces tengo cuidado con eso y la verdad es que ha resultado bien el hecho de que se retroalimenten y también que se den cuenta que no es el único que cometió ese error sino que hay varios que cometieron quizás el mismo error y así evito también la frustración en ellos</i></p>
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This category shows the agreement of teachers that encourage peer feedback occasionally. On the one hand, teacher 1 prefers giving feedback to students on his/her own instead of letting students to do so, because it can be an instance of bullying classmates about their performances. On the other hand, teacher 2 encourages students who have a good relationship with the class to give peer feedback and to realise that making mistakes and errors are more common in the writing process. Teacher 2 also minimizes the errors made in order to reduce students' frustration.

Considering what Nation (2009) states about writing, it is necessary to restate that feedback could be done in pairs. It promotes suggestions about classmates' performance made by peers and it should happen before teacher checks the product. The author also states that students have to be trained how to give feedback in different ways. Hattie & Timperley (2007) also refer to feedback and who provides it and when. It should be given

after instruction and provided by a teacher, parent, or a peer.

#### 4.1.5 Category: Feedback during the process of writing

The last category is going to be covered by the next two subcategories regarding the feedback given by teachers during the process of writing and the reflection made by students in relation to the process mentioned previously.

This aspect is going to consider the instances that are given by teachers to ask for clarification during the class, depending on stages of the task.

**Table IV.11 Opportunities to present doubts during the writing process.**

	Teacher 1	Teacher 2
<b>Opportunities to present doubts during the writing process.</b>	<i>Sí, aunque con la salvedad de que inicialmente a la hora de la instrucción doy un lapso en ese tiempo para preguntas, ¿por qué? Porque si les digo que pregunten mediante la producción del texto se genera un murmullo constante en la sala de clase y distracción, muchos se paran a preguntar otros no entonces idealmente las preguntas las hacen en la instrucción.</i>	<i>Siempre porque una de los principales falencias que hay en cuanto a la enseñanza de una nueva lengua es que los chicos tienen miedo de preguntar, miedo de acercarse, miedo de producir, miedo de equivocarse, miedo de que se rían de ellos. Entonces yo también trabajo con mis errores o de repente les digo una palabra mal y ellos se dan cuenta y se matan de la risa entonces al final se dan cuenta de que todos nos equivocamos y por ende los chiquillos tienen mucha confianza de preguntar en las clases</i>

Considering the chances given to students to ask and present doubts about their writings, it is noticeable that teacher 1 and teacher 2 consider important this aspect. Nonetheless, teacher 1 explains in detail what students have to do before they start writing and his/her clarifications are oriented to the instructions and not to the writing itself. Teacher 1 does not allow questions during the task as a way of avoiding noises and distractions inside the classroom. Even though it seems that the teacher does not monitor their students during their writing process, the teacher tries to do this action in order to avoid a negative environment inside the lesson as well as a way of avoiding noises, in order to provide students a positive environment in which they may feel ready and able to learn, as it is declared in bases curriculares in MINEDUC (2012).

In this case, teacher 1 should be able to allow students to communicate their doubts to the teacher, and also to apply social strategies, such as *asking for clarification or verification*, in order to create an interaction between students and teacher, as Oxford (1990) suggests.

Teacher 2, as it is possible to infer, allows students to ask for clarification whenever they need. In other words, the teacher is more flexible and he/she gives free chances to ask. Teacher 2 works with errors made by him/herself for students feel more comfortable to ask. In this context, it is possible that students are afraid of making mistakes at the moment of asking. However, teacher 2 tends to take into account students' fear, in order to avoid their anxiety during making questions; as Horwitz, Horwitz and Cope (1986)

suggest.

In this case, among the different strategies in the table above, one of them that Chamot (1999) and Oxford (1990) propose is *asking questions: asking for clarification or verification*. Thus, teachers should allow the students to ask him/her to clarify doubts; in order to make the students to be aware of what they have to do in the tasks.

Different ways of students' reflection activities about their writing process are going to be suggested by the teachers in the table below.

**Table IV.12 Reflection with students about writing process**

	Teacher 1	Teacher 2
<b>Reflection with students about writing process</b>	<i>Eso es también algo muy importante, después de la producción del lenguaje la hora de evaluar muchas veces no traigo las pruebas evaluadas, o sea calificadas mejor dicho, con la nota que tienen o el puntaje que tienen. Se las entrego a ellos para que ellos hagan una autocorrección o coevaluación de cierta manera. Muchas veces les entrego las pruebas al azar y cada uno evalúa la prueba de su compañero. ¿Por qué? Porque cuando ven errores que no son suyos tienden a corregir y al corregir también generan aprendizaje.</i>	<i>Al final del semestre, yo les hago, ellos me tienen que hacer una, una reflexión escrita de cómo vieron su desempeño durante el semestre en cada habilidad. Qué fue lo que les costó más, que fue lo que les costó menos, porque, entonces al final del proceso yo hago una evaluación general</i>

It is possible to identify that both teachers give students chances to reflect on their products. On the one hand, teacher 1 gives students' tests to classmates, in order to

assess classmates' work. This reflection is oriented to the task and is done during the process of writing. On the other hand, teacher 2 asks students for a personal holistic reflection at the end of the semester. In this reflection, students have to describe whether in Spanish or English their strengths and weaknesses.

In this context and according to what both teachers have declared, Scrivener (1994) notes that it is important to stimulate students within the written task, and help them through the different stages of the writing process, and before the final written product. Besides, students do need to be aware of the writing process in order to achieve the lesson aim.

In the following section, the data collection regarding the two observation task addressed by the two EFL teachers are going to be exposed in relation to written tasks and the specific objective N° 2 of this research.

#### **4.2 To describe the socio-affective strategies that teachers promote in an EFL written class.**

The tables below present the information gathered from each observation task applied, in order to have a better understanding of the strategies used by the participants (teacher 1 and teacher 2) and by the researchers. Besides, it is important to point out that this information is going to be analyzed by the two authors revised in chapter II, which are Oxford (1990) and Chamot (1999).

To begin with, it is necessary to explain that observation tasks to Teacher 1 were applied in two different grades. The first observation was carried out in a 7th grade EFL class; however, the second observation was accomplished in the 3<sup>rd</sup> grade of high school of EFL class.

The tables below show the information collected by researchers from Observation task 1, and 2 to Teacher 1.

**Table IV.13 Observation task 1 Teacher 1 (7th grade)**

<b>Observation 1 - Teacher 1</b>			
<b>Observer 1</b>	<b>Strategy</b>	<b>Observer 2</b>	<b>Strategy</b>
Teacher asks questions about the contents seen previously	<b>Memory strategy:</b> Reviewing	Students ask questions to the teacher and he/she answers	<b>Social strategy:</b> Asking question / Asking for clarification or verification
Teacher models	<b>Ask questions to clarify:</b> Ask for explanation, verification, and examples; Pose questions to self	Teacher uses L1 when students do not understand what the teacher says.	<b>Compensatory strategy:</b> Switching to mother tongue.
Teacher checks students understanding	<b>Metacognitive strategy:</b> Paying attention	Teacher models the activities and examples	<b>Ask questions to clarify:</b> Ask for explanation, verification, and examples; Pose questions to self
Teacher gives	<b>Metacognitive</b>	Teacher asks	<b>Cognitive strategy:</b>

individual work to students	<b>strategy:</b> Self monitoring	CCQ's but not all of them are answered.	Checking comprehension (receiving and sending messages)
Teacher checks the activity on students' copybook.	<b>Social strategy:</b> Asking for correction	Teacher tries to make his/her students to work in groups	<b>Social strategy:</b> Cooperating with peers.
Teacher ensures students understand what they have to do	<b>Compensatory strategy:</b> Getting help / Asking for clarification or verification	Teacher asks some students at random in order to know if they understand what they have to write	<b>Cognitive strategy:</b> Checking comprehension (Receiving and sending messages)

**Table IV. 14 Observation task 2 Teacher 1 (3rd grade of high school)**

Observation task 2 Teacher 1			
Observer 1	Strategy	Observer 2	Strategy
Teacher reviews content of the last class	<b>Metacognitive strategy:</b> Setting goals/ Identifying the purpose of a language task	Teacher asks questions about the previous content	<b>Metacognitive strategy:</b> Overview and linking with already known material
Teacher elicits knowledge about the contents seen before	<b>Metacognitive strategy:</b> Overview and linking with already known material	Teacher gives some examples about the content	<b>Cognitive Strategy:</b> Formally practicing with sound and writing systems

Teacher uses mother tongue to explain exactly what students have to do	<b>Compensatory strategy:</b> Switching to mother tongue	Teacher asks for examples provided by students	<b>Social strategy:</b> asking for clarification or verification
Teacher contextualize the class according to their career	<b>Personalize /contextualise:</b> Relate information to personal experience	Teacher responds to what student ask	<b>Social strategy:</b> Asking for clarification or verification
Teacher asks students to write examples on their copybooks	<b>Cognitive strategy:</b> taking notes	Teacher uses L1 when students do not understand what he/she says	<b>Compensatory strategy:</b> Switching to mother tongue
Teacher lets students to use mother tongue when they need it	<b>Compensatory strategy:</b> Switching to mother tongue	Teacher gives positive feedback when students respond correctly	<b>Affective Strategy:</b> Making positive statements
Teacher uses laughter to reduce anxiety	<b>Affective strategy:</b> Lowering your anxiety	Teacher asks CCQs	<b>Cognitive strategy:</b> Checking comprehension (Receiving and sending messages)
Teacher chooses a topic that Ss know well	<b>Personalise/contextualise:</b> Relate information to personal experience	Teacher gives the opportunity to use dictionary during the activity	<b>Cognitive strategy:</b> using resources for receiving and sending messages

Firstly, it is important to mention that the strategies in the table above are suggested by Oxford (1990) and Chamot (1999), which were associated with the ones promoted by both teachers.

As a result, in both observation tasks, it can be noticed that there is a balance in

the use of Direct and Indirect strategies. The most used strategy is the Cognitive one which according to Oxford (1990) is a direct strategy. Cognitive strategies observed were related to; checking comprehension, using resources for receiving and sending messages (*teacher asks CCQ's*), taking notes (*teacher asks students to write examples on their copybooks*) and practicing with sounds and writing systems (*teacher gives examples about the content*).

Another direct strategy observed was Compensatory. Considering Compensatory strategies, it is possible to identify the use of strategies such as; Switching to mother tongue (*Teacher uses L1 when students do not understand what he/she says*), Getting help/ Asking for clarification or verification (*teacher ensures students understand what they have to do*). Finally, there was observed one Memory strategy used by the teacher, during the observation period.

Regarding Indirect strategies, Metacognitive, Social and Affective strategies, were present during the observation. Referring to Metacognitive strategies, the strategies observed were; Setting goals/ Identifying the purpose of the language task (*teacher reviews content of the last class*), Overview and linking with already known material (*teacher elicits knowledge by asking questions about the content seen before*) and Paying attention (*teacher checks students' understanding*).

As this research is framed in the use of Socio-affective strategies, it is important to mention that teacher 1 promotes Social strategies related to correction and clarification of

students' understanding (*students ask questions to the teacher and he/she answers*) and to promote collaborative working with peers (*teacher tries to make his/her students to work in groups*). Besides, referring to Affective strategies, the strategies observed were; making positive statements (*teacher gives positive feedback when students respond correctly*) and lowering your anxiety (*teacher uses laughter to reduce anxiety*).

It is important to point out that extra comments were taken by the observers during the lesson. It is necessary to refer to them in order to have a complete understanding of the class itself, for instance;

*Comment 1: Teacher motivates students by giving them points.*

It can be noticed that the teacher uses this strategy in order to motivate students to do what they have to do. This issue may be related to the strategy proposed by Chamot (1999) which is ---*Teacher monitors his/ her students' work to look if they are working or not*. In other words, the author claims that inside the lesson the teacher should monitor their students, and see if the objective of the lesson is being achieved

It was also observed during the observation period that:

*Comment 2: There is not a safe learning atmosphere due to the fact that the classroom is unclean and students are disruptive.*

According to Mineduc (2008) and what is declared in “Marco para la Buena Enseñanza” it is necessary to mention that a safe atmosphere is needed to have a meaningful learning inside the classroom, mainly because by having an appropriate

atmosphere inside the classroom, students may feel focused and ready to learn, with no further problems related to students' distractions.

As it was mentioned before, a second teacher was observed. It is also important to declare that both observations were carried out in a 3<sup>rd</sup> grade of high school of an EFL class.

The tables below show the information collected by researchers from Observation task 1, and 2 to Teacher 2.

**Table IV. 15 Observation task 1 Teacher 2 (3rd grade of high school)**

Observation 1 -Teacher 2			
Observer 1	Strategy	Observer 2	Strategy
Teacher asks students to explain the objective of the class	<b>Metacognitive strategy:</b> Setting goals/ Identifying the purpose of a language task	Teacher asks questions about the previous content	<b>Metacognitive strategy:</b> Overview and linking with already known material
Teacher elicits knowledge about the contents seen before	<b>Metacognitive strategy:</b> Overview and linking with already known material	Teacher gives some examples about the content	<b>Cognitive Strategy:</b> Formally practicing with sound and writing systems
Teacher uses mother tongue to explain exactly what students have to do	<b>Compensatory Strategy:</b> Switching to mother tongue	Teacher asks for examples provided by students	<b>Social strategy:</b> cooperating with others

Teacher explains the uses of 1st conditional and its structure	<b>Memory strategy:</b> reviewing well	Teacher responds to what student ask	<b>Social Strategy:</b> Asking for clarification or verification
Teacher asks students to write examples on their copybooks and she clarifies the meaning of each sentence	<b>Cognitive strategy:</b> practising	Teacher uses L1 when students do not understand what he/she says	<b>Compensatory Strategy:</b> Switching to mother tongue
Teacher lets students to use mother tongue when they need it	<b>Compensatory Strategy:</b> Switching to mother tongue	Teacher gives positive feedback when students respond correctly	<b>Affective Strategy:</b> Making positive statements
Teacher makes gestures regarding the vocabulary students do not know	<b>Compensatory strategy:</b> Using mime or gestures	Teacher asks CCQs	<b>Cognitive Strategy:</b> Checking comprehension (Receiving and sending messages)
Teacher asks students' personal preferences in order to relate it with the content	<b>Personalize /contextualize:</b> Relate information to personal experience	Teacher gives the opportunity to use dictionary during the activity	

**Table IV. 16 Observation task 2 Teacher 2 (3rd grade of high school)**

<b>Observation 2 Teacher 2</b>			
<b>Observer 1</b>	<b>Strategy</b>	<b>Observer 2</b>	<b>Strategy</b>
Teacher pays attention to students' mood	<b>Metacognitive strategy:</b> Paying attention.	Teacher uses mother tongue to approach students who do not understand	<b>Compensatory strategy:</b> Switching to mother tongue
Teacher uses laughter to catch students' attention	<b>Affective strategy:</b> Using laughter.	Teachers asks students to evaluate each other	<b>Social strategy:</b> cooperating with others
Teacher explains the use of does and do for students to understand the if structure	<b>Cognitive strategy:</b> Recognizing and using formulas and patterns.	Teacher asks students if they understood the topic	<b>Social Strategy:</b> Asking for clarification or verification
Teacher uses CCQ's	<b>Cognitive strategy:</b> Checking comprehension (Receiving and sending messages)	Teacher uses some jokes to catch student's attention	<b>Affective strategy:</b> Using laughter.
Teacher monitors students	<b>Social strategy:</b> co-monitoring/ cooperating with others	Teacher explains the if clause structure on the whiteboard	<b>Memory strategy:</b> reviewing well
Teacher helps students to correct their writings	<b>Social strategy:</b> Asking for correction.	Teacher monitors students' work	<b>Social strategy:</b> co-monitoring/ cooperating with others
Teacher asks	<b>Affective strategy:</b>	Teacher motivates	<b>Affective strategy:</b>

students who rarely work to go in front of the whiteboard to make an example using first conditional	encouraging yourself and taking risks wisely.	students to go to the whiteboard and do the exercises	taking risk wisely
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As it was mentioned before, the strategies in the table IV. 16 were associated with the strategies proposed by Oxford (1990) and Chamot (1999).

As a result, in the case of both observations, it can be noticed that there is a balance in the use of Direct and Indirect strategies (Oxford, 1990). The most used strategy is the affective one which according to Oxford (1990) is an Indirect strategy. Affective strategies observed were related to using laughter (teacher uses some jokes to catch student's attention), *encouraging yourself and taking risks wisely* (teacher asks students who rarely work to go in front of the whiteboard to make an example using first conditional), *making positive statements* (teacher gives positive feedback when students respond correctly) Moreover, it is interesting to notice *relate information to personal experience* (Teacher asks students' personal preferences in order to relate it to the content) according to the strategies proposed by Chamot (1999).

In view of the use of Indirect strategies. The following metacognitive strategies were observed; paying attention (*Teacher pays attention to students' mood*), setting goals/ identifying the purpose of a language task (*Teacher asks students to explain the objective of the class*), and overview and linking with already known material (*Teacher*

*asks questions about the previous content*). Moreover, social strategies were also observed, for instance, co-monitoring/ cooperating with others (Teacher monitors students/ Teacher asks students to evaluate each other), asking for clarification or verification (Teacher asks students if they understood the topic), and asking for correction (Teacher helps students to correct their writings)

Regarding to Direct strategies (Oxford, 1990) Cognitive strategies were observed inside the classroom; for instance, formally practicing with sound and writing systems (Teacher gives some examples of the content), checking comprehension (Teacher uses CCQ's), and recognizing and using formulas and patterns (Teacher explains the use of *does and do* for students to understand the *if* structure) Another Direct strategy observed was Compensatory strategy; such as, switching to mother tongue (Teacher uses mother tongue to approach students who do not understand), using mime or gestures (Teacher makes gestures regarding to the vocabulary students do not know) Finally, one Memory strategy used by the teacher was observed during the observation period; which is, reviewing well (Teacher explains the 'if clause' structure on the whiteboard)

As the research is based on the use of socio-affective strategies, it is important to mention that socio-affective strategies are used by the teacher who tries to reduce students' anxiety or stress, in order to increase students' motivation within the classroom.

**4.3 To compare the socio-affective strategies declared as important/useful by teachers and the ones applied in an EFL lesson.**

In the third section, strategies observed in the real context for both teachers 1 and 2, that were identified in the observation checklist, are going to be compared with the ones that they declared as relevant in an EFL class, during the interview, and the ones observed. It is important to mention that these strategies are going to be shown through different tables, according to each teacher.

The table below exposes what teacher 1 stated, and what was observed in the EFL lesson, through the observation checklist.

**Table IV.17: Teacher 1**

Interview	Observation
<p><b>Affective strategy: Lowering your anxiety, taking your emotional temperature</b></p> <p><i>La creación de un ambiente propicio para la clase</i></p>	<p><b>Affective strategy: Lowering your anxiety</b></p> <p><i>Teacher uses laughter to reduce anxiety</i></p>
<p><b>Affective strategy: Lowering your anxiety</b></p> <p><i>La música lo incorporó más que nada como un método de medir el tiempo.</i></p>	<p><b>Affective strategy: Making positive statements</b></p> <p><i>Teacher gives positive feedback when students respond correctly</i></p>

<p><b>Social strategy: Relate information to personal experience</b></p> <p><i>los profesores que les den a los estudiantes libertad, para escoger de qué manera se aborda cierto contenido.</i></p>	<p><b>Social strategy: Asking question / Asking for clarification or verification</b></p> <p><i>Students ask questions to the teacher and he/she answers</i></p>
<p><b>Social strategy: Cooperating with others</b></p> <p><i>Porque acá no tienen puesto asignado, entonces ellos de por sí ya se sientan con sus compañeros que tienen más afinidad.</i></p>	<p><b>Social strategy: Ask for explanation, verification, and examples; Pose questions to self</b></p> <p><i>Teacher models</i></p>
<p><b>Affective strategy: Making positive statements, taking your emotional temperature</b></p> <p><i>Sí, el estado de ánimo si es importante, según yo, lo predispone a cómo se enfrenta la clase, de hecho podemos tener buena relación profesor- estudiante.</i></p>	<p><b>Social strategy: Asking for correction</b></p> <p><i>Teacher checks the activity on students' copybook.</i></p>
<p><b>Affective: Lowering your anxiety</b></p> <p><i>Intento hacerlas primero como un icebreaker; ya sea una conversación con los chicos, un juego, les muestro un video.</i></p>	<p><b>Social strategy: Ask for explanation, verification, and examples; Pose questions to self</b></p> <p><i>Teacher models the activities and examples</i></p>
<p><b>Social strategy: Empathizing with others, Cooperate (Chamot)</b></p> <p><i>Cuando uno prepara a los chicos con nivel más bajo, muchos de los otros chicos se aburren y comienzan a tener</i></p>	<p><b>Social strategy: Cooperating with peers.</b></p> <p><i>Teacher tries to make his/her students to work in groups</i></p>

<p><i>comportamientos disruptivos, porque ellos ya saben eso.</i></p>	
<p><b>Affective strategies:</b>  <b>Lowering your anxiety</b>  <b>Empathising with others</b></p> <p><i>Ya sea en recreo o en la misma sala, acercarse a ellos preguntarles cómo están no sé una broma, cambia la actitud hacia el profesor y hacia la asignatura... ..cual conversamos con los chicos para conocernos un poco más y estrechar lazos con los estudiantes...</i></p>	<p><b>Social strategy: asking for clarification or verification</b></p> <p><i>Teacher asks for examples provided by students</i></p>
<p><b>Social strategy: cooperating with others</b></p> <p><i>Si, totalmente.</i>  <i>...por no poner atención en clases, entonces prefieren preguntarle a compañeros...</i></p>	<p><b>Personalize /contextualise: Relate information to personal experience</b></p> <p><i>Teacher contextualizes the class according to students' needs</i></p>
<p><b>Social strategy: Cooperate (give and receive feedback) Chamot</b></p> <p><i>Hay chicos que quizás saben mucho inglés y al retroalimentar a sus compañeros muchas veces no lo hacen de la forma adecuada...</i>  <i>Retroalimentación profesor estudiante.</i>  <i>Porque el profesor siempre tiene la precaución de no disminuir la motivación del estudiante a la hora de retroalimentarlo.</i></p>	<p><b>Social strategy: Asking for clarification or verification</b></p> <p><i>Teacher answers to what students ask</i></p>
<p><b>Social strategy: asking questions</b></p> <p><i>...A la hora de la instrucción doy un lapso en ese tiempo para preguntas, ¿por qué?</i></p>	<p><b>Personalise/contextualise: Relate information to personal experience</b></p> <p><i>Teacher chooses a topic that Ss know</i></p>

<i>Porque si les digo que pregunten mediante la producción del texto se genera un murmullo.,.</i>	<i>well</i>
<b>Social strategy: Evaluate yourself Cooperating with others</b>  <i>Se la entrego a ellos para que ellos hagan una autocorrección o coevaluación de cierta manera.</i>	

In the following table, it is presented what teacher 2 declared, and the strategies he/she used in a real class.

**Table IV. 18: Teacher 2**

<b>Interview</b>	<b>Observation</b>
<b>Affective strategy: Lowering your anxiety, taking your emotional temperature</b>  <i>...Es súper importante tener un ambiente propicio para que ellos puedan “enseñar” no solamente la habilidad de writing sino que también todas las demás habilidades.</i>	<b>Affective strategy: Using laughter.</b>  <i>Teacher uses laughter to catch students’ attention</i>

<p><b>Affective strategy: Using music</b></p> <p><i>Pero ponerles música es complejo porque se les va la mente a lo que están escuchando si se saben la canción. Eh se desconcentran y es complejo, entonces en algunas ocasiones si, pero prefiero no hacerlo.</i></p>	<p><b>Social strategy: cooperating with others</b></p> <p><i>Teachers asks students to evaluate each other</i></p>
<p><b>Personalize / contextualize</b></p> <p><i>Entonces trato de contextualizarles un poco los temas y darle opciones. No que escojan cualquier cosa que quieran, sino que darle opciones para que ellos puedan escribir.</i></p>	<p><b>Social Strategy: Asking for verification or clarification</b></p> <p><i>Teacher asks students if they understood the topic</i></p>
<p><b>Social strategy: Cooperating with others</b></p> <p><i>Los deajo trabajar en grupo y que sea de su elección.</i></p>	<p><b>Social Strategy: Asking for clarification or verification</b></p> <p><i>Teacher responds to what student ask</i></p>
<p><b>Affective strategy: Taking your emotional temperature</b></p> <p><i>Va a depender de la hora y si ellos están con flojera o incluso el clima les influye en su estado de ánimo entonces ellos manejan muy bien ese tema de la clase con relación a su estado de ánimo.</i></p>	<p><b>Affective strategy: Using laughter.</b></p> <p><i>Teacher uses some jokes to catch student's attention</i></p>
<p><b>Affective strategy: Lowering your anxiety</b></p> <p><i>Cuando trabajo con cognados, ellos se dan cuenta de que si saben y por ende se</i></p>	<p><b>Affective Strategy: Making positive statements</b></p> <p><i>Teacher gives positive feedback when students respond correctly</i></p>

<p><i>sienten más capaces y eso les reduce su ansiedad y ya pueden trabajar más confiados</i></p>	
<p><b>Social strategy:</b> <b>Cooperate (Chamot)</b></p> <p><i>La escritura necesita mucho vocabulario entonces acá en realidad tenemos que estar dándoles palabra a palabra para que ellos puedan saber.</i> <i>La verdad es que ellos necesitan estar como bien guiados en cuanto al trabajo de escritura</i></p>	<p><b>Social strategy: co-monitoring/ cooperating with others</b></p> <p><i>Teacher monitors students</i></p>
<p><b>Affective strategies:</b> <b>Lowering your anxiety</b> <b>Empathizing with others</b></p> <p><i>...Entonces trato de como por ahí buscar eh, con la persona específicamente, no proponiéndolo a todo el curso. Por la misma confianza que se da en la sala, ellos después si yo les pregunto o les digo, se dan cuenta que yo estoy preocupada por ellos, entonces ahí se da el fiato...</i></p>	<p><b>Social strategy: Asking for correction.</b></p> <p><i>Teacher helps students to correct their writings</i></p>
<p><b>Social strategy:</b> <b>Cooperating with others</b></p> <p><i>Los dejo que trabajen en conjunto, de hecho les pido mucho que trabajen en grupos para que ellos puedan potenciarse porque no hay ninguno que sea experto o seco en inglés acá.</i></p>	<p><b>Social strategy: co-monitoring/ cooperating with others</b></p> <p><i>Teacher monitors students' work</i></p>
<p><b>Social strategy: Evaluate yourself</b></p>	<p><b>Affective strategy: encouraging yourself</b></p>

<p><b>(Chamot)</b> <b>Cooperating with others</b></p> <p><i>...les entrego sus materiales para corrección y los entrego descambiados para que ellos puedan ir viendo los errores que cometió el otro y trato de hacerlo con los compañeros que se llevan bien...</i></p>	<p><b>and taking risks wisely.</b></p> <p><i>Teacher asks students who rarely work to go in front of the whiteboard to make an example using first conditional</i></p>
<p><b>Affective strategy: Lowering your anxiety</b></p> <p><i>Entonces yo también trabajo con mis errores o de repente les digo una palabra mal y ellos se dan cuenta y se matan de la risa entonces al final se dan cuenta de que todos nos equivocamos y por ende los chiquillos tienen mucha confianza de preguntar en las clases</i></p>	<p><b>Affective strategy: taking risk wisely</b></p> <p><i>Teacher motivates students to go to the whiteboard and do the exercises</i></p>
<p><b>Socio-affective strategy:</b> <b>Evaluate yourself (chamot)</b></p> <p><i>Ellos me tienen que hacer una, una reflexión escrita de cómo vieron su desempeño durante el semestre en cada habilidad. Qué fue lo que les costó más, que fue lo que les costó menos,</i></p>	<p><b>Social strategy: cooperating with others</b></p> <p><i>Teacher asks for examples provided by students</i></p>
	<p><b>Personalize /contextualize: Relate information to personal experience</b></p> <p><i>Teacher gives the opportunity to use dictionary during the activity</i></p>

According to the information in the tables shown previously, the social strategies that both teachers declared as important in the interview, were those that were actually applied during the lesson. Moreover, as it was observed that both teachers were likely to use some social strategies proposed by Chamot (1999) and Oxford (1990) during writing activities; such as, *Asking for clarification, cooperation with others, peer correction, asking questions, asking for correction, and relate information to personal experiences.*

Furthermore, related to affective strategies that both teachers declared and applied during the lesson, which can be identified were the following ones: *Taking your emotional temperature, using laughter, lowering anxiety, and making positive statements.* (Chamot, 1999 and Oxford, 1990)

In the context of teacher 1, he/she declared a Social strategy named *Relate information to personal experience*, which was also observed. Nevertheless, there were strategies that were declared and not observed. For instance, teacher 1 declared to use music in class, as the Affective strategy *Lowering your anxiety*; however, this strategy was used as a way of controlling time and not used to lower anxiety during the observation period.

Regarding teacher 1, it is important to mention that he/she declared to use the Social strategy: *cooperating with others*; however, the teacher did not apply that strategy during the observation period.

Therefore, there were several differences between what was declared and what

was applied. In the case of teacher 1, there were declared two more strategies than the ones applied. However, the teacher applied one strategy that was not declared in the interview: *Asking for clarification*.

In terms of what was declared and observed in relation to teacher 2, strategies that were observed were more strategies than the ones that were declared by the teacher 2. In fact; strategies such as: *using laughter, making positive statements, co-monitoring/cooperating with others, taking risk wisely, encouraging yourself and contextualising the content to personal experiences* were the socio-affective strategies that even though were not declared by the teacher, he/she used them during the lesson.

## **CONCLUSIONS**

In this section, the interpretation of what was observed and declared in relation to the research objective regarding two Chilean teachers of English is going to be exposed.

The conclusions are going to be divided into three main sections, in the first section the findings presented in the previous chapter will be discussed according to the literature; furthermore, the information is going to be submitted according to the three specific objectives of this research. Next, in second and third section, limitations of the present study and suggestions for further research will be presented.

Considering the first specific objective of this research "To identify teachers'

opinion about the role of socio-affective strategies in the context of written tasks". This objective is going to be concluded taking into account the different categories presented in the previous chapter.

In this context, it is necessary to argue that in the interview findings' there were presented some convergences and divergences, regarding the use of socio-affective strategies between the two teachers.

Besides, it is important to point out that in the data analysis section, convergences and divergences found in the interview were divided into five categories. First, regarding *environmental aspects*, both teacher 1 and 2 agreed on the idea of building a comfortable and suitable environment for students' process of learning. Considering *affective aspects*, both teachers concurred on mood must be taken into account for students' encouragement and participation. In this framework, Krashen (1982) states that affective filter not only relates to the input but also to the creation of an appropriate environment inside the classroom. In other words, the hindering of the affective filter may influence not only the environment but also students' awareness inside the lesson, creating a higher participation in the classroom. According to *difficulties in writing tasks*, teachers do believe that the creation of an empathic relationship between teacher-students is relevant and it might foster the writing process inside the lesson, as Hyland (2013) states that teacher and students may have a good relationship in order to overcome students writing difficulties. In terms of *peer work*, both teachers agreed on the fact that high level of

English students can help students who have a lower level of English. Following Oxford's social strategies (1990), making students with a low and high level of proficiency work together can be seen as a tool to help, and raise students with a lower level of English until they reach the same level. Finally, in the case of *feedback during the process of writing*, teacher 1 and 2 believe that letting students to ask for doubts to be clarified in the classroom is an important aspect of learning. According to what Chamot (1999) and Oxford (1990) state in their socio-affective strategies, asking for clarification would help students to be more aware of what they have to do in the tasks within the lesson.

On the contrary, divergences have revealed that according to environmental aspects, both teachers disagree on the choice of the topic for the lesson, as teacher 1 adjusts the topic according to students' knowledge, while teacher 2 prefers a range of topics to be chosen by the students. Considering affective aspects, teacher 1 opposes teacher 2 in the usage of affective strategies, due to the fact that teacher 1 uses affective strategies to reduce anxiety, and teacher 2 uses them with the purpose of creating a sense of achievement. Considering that LLS are important in the anxiety reduction, teachers also should take into account these strategies, to make students succeed in writing tasks, as Hyland (2002) expresses. In the case of difficulties in writing tasks, teacher 1 associates difficulties with the time spent while teaching low level of English students, whereas teacher 2 relates those difficulties to the shortage of vocabulary. Regarding to

peer work, teacher 1 does not allow students to give feedback to each other, because of a possible instance of bullying. However, teacher 2 lets students providing feedback to each other. Finally, according to feedback in the process of writing, teachers differ in terms of providing to students an instance to reflect about the lesson. Teacher 1 gives students' tests switched to assess classmates' work, whereas teacher 2 asks students to do a personal holistic reflection at the end of the semester.

According to the second specific objective "To describe the socio-affective strategies that teachers promote in an EFL written class" it is important to mention that teachers do promote socio-affective strategies; however, these strategies are not taught in a systematic way, it could be seen by the lack of awareness by teachers according to the use of strategies (Oxford, 1990). Moreover, it was also supported by the findings from the observation checklists. As a result of the observations, teachers reported using four affective strategies: "lowering your anxiety", "making positive statements", "using laughter" and "encouraging yourself taking risks wisely", and social strategies: "cooperating with others", "asking for verification or clarification" and "asking for correction" in a similar level of frequency.

The use of socio-affective strategies involve the importance of feeling and supportive social relations in English classes; besides, it has also been emphasized in the literature that teachers need to give more attention to socio-affective factors in language learning. Therefore, learning a language involves not only cognitive or metacognitive

practices but also others factors that implicate the whole person. (Oxford, 1990).

Regarding the third specific objective “To compare the socio-affective strategies declared as important/useful by teachers and the ones applied in an EFL lesson” it is important to argue that some of the strategies declared in the interview were observed in the lesson. Nonetheless, there were also some strategies that were not declared in the interview but they were observed, strategies that teachers did not realise they were implementing in their classes. For instance, the strategy that was implemented but not stated in the interview was the following: Social strategy: asking questions/asking for clarification or verification. (Chamot, 1999., Oxford, 1990) Likewise, there was another affective strategy that was declared but not observed; for instance, the use of music inside the classroom (Oxford, 1990). Moreover, among the socio-affective strategies that were declared by the two teachers, both of them agreed on the importance of the use of affective strategies in the classroom such as: making positive statements and lowering the student’s anxiety before to start a class. In addition, both teachers also agreed on the use of social strategies including relating information to personal experience and to give and receive feedback. Although both teachers implemented socio-affective strategies in different ways, both agreed on the importance that those strategies have at the moment of carrying out an activity/task. However, the results indicated that both teachers applied less strategies than the ones declared in the interview.

## **5.2: Limitations:**

In this section, it is important to declare that there were some problems related to time when doing this research. Indeed, at the moment of collecting the data by doing the observation task, teachers could not receive us because of educational strikes that were carried out during the educational period of 2016.

The observations were performed, but it took more time than the expected to collect the data from teachers due to the strikes mention previously. In addition, one teacher was observed in two different classes due to the different issues faced during the data collection period. This situation did not let us figure out if the strategies and the way they were applied in the class would be the same through the different sessions.

## **5.3: Further research**

As this research was framed in the use of socio-affective strategies, and in the observation of Chilean English classes in order to realize which types of socio-affective strategies teachers promote inside the lesson, it is important to consider other aspects for further researches. This investigation might be useful to researchers who are interested in knowing which socio-affective strategies impact significantly inside the classroom in order to have a meaningful learning among students. Considering what was done during this research, it is necessary to observe teachers in more opportunities, in order to get a

better understanding of the strategies applied inside the classroom. Besides, by having and collecting a large amount of data, and information regarding not only public schools but also private schools, information should have been varied and collected from public and private schools; moreover, observation tasks should have been at least 4 in order to have a wider understanding about how teachers work with socio-affective strategies and how students react to them inside the classroom. Therefore, it would be helpful to research about what strategies teachers apply in the promotion of the other skills in the English language. Finally, interviewing students about their perception of the use of socio-affective strategies applied by teachers would be an important topic for research to have a complete idea of the role of socio-affective strategies in an EFL class.

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## APPENDIXES

### Appendix 7.1 Sample of the Interview

- 1.- ¿Le parece importante el rol del entorno en el aula para la reducción de estrés y ansiedad al momento de realizar un trabajo escrito? ¿Por qué?
- 2.- ¿Considera que el estado de ánimo de sus estudiantes influye en el desarrollo de las actividades escritas? ¿Por qué?
- 3.- ¿Cuáles son las principales dificultades que tiene con sus alumnos al desarrollar una tarea de escritura? (motivación, tiempo)
- 4.- ¿Planifica alguna actividad para reducir la ansiedad antes de comenzar una tarea de escritura?, si es así...¿Qué tipo de técnica utiliza para reducir dicha ansiedad? (motivación, respiración, relajación, etc.)
- 5.- ¿Incorpora música en las actividades de escritura? ¿Con qué motivo? Cree que es necesario hacerlo?
- 6.- ¿Cree que es importante que sus alumnos escojan el tema/topic para realizar sus escritos? ¿Por qué? ¿Lo practica?
- 7.- ¿Cómo organiza a sus estudiantes para realizar tareas de escritura? ¿Por qué?
- 8.- ¿Otorga a sus estudiantes la oportunidad de ayudarse entre sí durante las actividades de escritura? ¿Cree que esto influye en la parte afectiva del alumno? ¿Por qué?
- 9.- ¿Promueve en sus alumnos la retroalimentación entre pares? ¿Por qué? ¿De qué forma?
- 10.- ¿Crea instancias donde los alumnos puedan preguntar directamente sobre dudas durante la producción de sus escritos? Por qué?
- 11.- ¿Da instancia a los alumnos para que reflexionen sobre su proceso de escritura? (autoevaluación)
- 12.- ¿Qué estrategias socio-afectivas utiliza en el aula con los estudiantes que no están teniendo éxito?

## Appendix 7.2 Observation task

Al llevar a cabo actividades de trabajo colaborativo, el docente promueve técnicas de monitoreo entre los estudiantes.		
El docente ofrece espacio para dudas y/o preguntas de los estudiantes y las aclara o responde.		
Al hacer preguntas, el docente da iguales oportunidades a todos los estudiantes para responderlas.		
Antes de realizar la actividad, intenta reducir los niveles de ansiedad en los estudiantes.		
Crea un entorno propicio para la realización de la clase.		
Ofrece a los estudiantes instancias de reflexión acerca de las principales debilidades en actividades de escritura		
Da la oportunidad a sus estudiantes de decidir su tema/topic del cual realizarán sus escritos.		
Utiliza recursos tecnológicos para mejorar la enseñanza y el aprendizaje de la escritura		
Está al tanto de las necesidades de los estudiantes y les ofrece apoyo durante la producción de sus escritos		

Adaptada desde MINEDUC (Pautas de observación, 2013)

Comentarios o sugerencias

## **Appendix 7.3: Sample of the interview's transcription**

### **1.-¿Le parece importante el rol del entorno en el aula para la reducción de estrés y ansiedad al momento de realizar un trabajo escrito? ¿Por qué?**

Si, totalmente importante de hecho con los chicos en todos los cursos tenemos conversaciones antes de empezar las clases, y yo le explicaba que la creación de un ambiente propicio para la clase es sumamente importante. Por eso al empezar la clase, la sala estaba toda sucia, pero un chico se puso a barrer que es semanero, que le corresponde esa labor, hizo el aseo de la clase , anteriormente yo ordene las mesas, preparando todo para que fuera grata para los chicos, así tenemos la sala. Hace poco fueron pintadas, cortinas cambiadas. Porque en el colegio en sí, tenemos esa visión, de que el entorno es super importante y el ambiente que hay en la sala físico, como tambien ambiente estudiante - profesor es super importante.

### **2.- ¿Considera que el estado de ánimo de sus estudiantes influye en el desarrollo de las actividades escritas? ¿Por qué?**

Escritas, sí totalmente. Bueno, yo pienso que el estado de ánimo influye en todo tipo de actividades y siendo la escrita también una actividad dentro de las cuatro habilidades que se evalúan, eh sí, de hecho la clase de hoy muchos chicos no quisieron escribir porque tenían o problemas personales, estaban cansado, tenido discusiones con los profesores en la hora anterior, entonces igual fui un poco más flexible con ellos en el sentido de que no escriban ahora, pero debían mostrarme el contenido escrito la próxima clase. Porque, el estado de ánimo si es importante, según yo, lo predispone a cómo se enfrenta la clase, de hecho podemos tener buena relación profesor-estudiante, pero si el estado de ánimo está afectado no es el mismo vínculo que se crea.

### **3.- ¿Cuáles son las principales dificultades que tiene con sus alumnos al desarrollar una tarea de escritura? (motivación, tiempo)**

Principal, perdón principal que. Dificultades, a la hora de hacer tareas de escrituras, la

mayor dificultad con la cual me encuentro yo personalmente es; diferencias de nivel en el curso. Porque? Porque, a la hora de planificar una clase en la cual se debe hacer escritura, eh, hay un porcentaje importante del curso que sí podría hacerlo por sí solo, sin, sin dar apoyo visual, oral, nada. Sin embargo, hay muchos chicos que tienen un nivel bajísimo, entonces ellos sí necesitan tener un apoyo visual, tener la estructura que se va a ocupar antes de. Y qué pasa, que cuando uno prepara a los chicos con nivel más bajo con esa estructura, muchos de los otros chicos se aburren y comienzan a tener comportamientos disruptivos, porque ellos ya saben eso. Entonces, igual hay que equiparar el nivel del curso antes de preparar una clase escrita y eso también requiere tiempo extra. entonces, muchas veces en clases nos quedamos sin tiempo para hacer la parte de producción escrita que tenía planificada.

**4- ¿Planifica alguna actividad para reducir la ansiedad antes de comenzar una tarea de escritura?,si es así...¿Qué tipo de técnica utiliza para reducir dicha ansiedad? (motivación,respiración, relajación,etc.)**

Ehh, reducir ansiedad. Bueno, inicialmente todas las clases eh, una estrategia personal, intento hacerlas primero como un icebreaker; ya sea una conversación con los chicos, un juego, les muestro un video. la idea es que demos una iniciación a la clase, que ellos salgan del ambiente de recreo, y entren a la clase y se den cuenta que están en un ambiente distinto. ya dejen de conversar, de pelusear, de molestarse. entonces, esa estrategia está en todas las clases, y obviamente está en clases de escritura dentro de lo que se planifica.

**5- ¿Incorpora música en las actividades de escritura? ¿Con qué motivo?**

Sí, el tema de la música lo incorporo más que nada como un método de medir el tiempo. Porque cuando los chicos se les da tiempo para producir, ya sea producción oral, escrita todo tipo de producción del lenguaje. Eh, siempre se asigna un tiempo a la clase. por ejemplo, 15 minutos para hacer esto o 20 minutos para hacer esto otro. Pero qué pasa, que ellos cuando se les da tiempo libre, se distraen conversando. Entonces no están conscientes del tiempo que utilizan. Que técnica uso yo, es cuando les toca la parte de producción y ellos van a escribir, les pongo un parlante, un computador con música y les digo: tienen 3 canciones o 5 canciones para

hacer este tema. Entonces de esa forma ellos van midiendo, se acaba la primera canción y les recuerdo, les quedan 4 canciones y así. Cosa que ellos sepan que cuando se acabe la última canción, es tiempo de revisar y ya no les queda más tiempo para responder.

**6.- ¿Cree que es importante que sus alumnos escojan el tema/topic para realizar sus escritos? ¿Por qué? ¿Lo practica?**

Sí, es muy importante eso. de hecho, el liceo tiene un sello democrático en el cual siempre se promueve a los profesores que les den a los estudiantes libertad, para escoger de qué manera se aborda cierto contenido y a la hora de producción escrita del lenguaje también es importante. Porque, si les doy un tema específico y que todos escriban sobre ese tema, hay estudiantes que quizás conozcan el tema, estudiantes que no saben nada del tema y si es un tema desconocido para ellos, no tienen cómo producir. En cambio, si se les asigna la misión de que ellos escojan el tema que mas les guste, que más conozcan, tienen más libertad y más creatividad y se van a poder explayar mejor escribiendo sobre eso, ese tema asignado.

**7.- ¿Cómo organiza a sus estudiantes para realizar tareas de escritura?¿Por qué?**

¿Organización espacial dices tú? ¿Espacio físico? Eh, bueno, el tema de organización espacial no hay mucha inferencia por parte del profesor en mi caso, ¿por qué? Porque acá no tienen puesto asignado, entonces ellos de por sí ya se sientan con sus compañeros que tienen más afinidad. Y a la hora de escribir al ser individual o grupal ellos ya tienen por ejemplo su compañero que le ayuda al lado, el que sabe un poco más, a quien le piden palabras, no sé po, tipo diccionario por ejemplo. Aunque cuando hay por ejemplo comportamientos disruptivos en grupos que se sientan por afinidad pero que no se apoyan entre sí, intento sentarlos, ustedes siéntense con esta persona para que puedan complementarse en ideas, o usted siéntese acá en esta parte para que evite distraerse con sus compañeros, cosas así.

**8.- ¿Otorga a sus estudiantes la oportunidad de ayudarse entre sí durante las actividades de escritura? ¿Cree que esto influye en la parte afectiva del alumno? ¿Por qué?**

Sí, totalmente. Porque muchos estudiantes, bueno en este curso no se ve, en tercero A

no se vió puntualmente eso, pero sí en otros cursos hay chicos que son muy tímidos, entonces aún sienten vergüenza de preguntarle al profesor por miedo de que el profesor lo vaya a regañar quizá por no poner atención en clases, entonces prefieren preguntarle a compañeros y al hacer eso se crean más vínculos entre chicos. Por ejemplo, en cada curso hay estudiantes que saben mucho o que ponen mucha atención en clases, y cada duda que tienen le preguntan a ese estudiante. Y eso genera que generen diálogos con chicos que nunca antes han hablado quizá, o con quienes tiene poca interacción en recreo.

**9.- ¿Promueve en sus alumnos la retroalimentación entre pares? ¿Por qué? ¿De qué forma?**

Retroalimentación entre paros... Sí, aunque no de manera muy efusiva, ¿por qué? Por el tema del nivel que les mencionaba, hay chicos que quizás saben mucho inglés y al retroalimentar a sus compañeros muchas veces no lo hacen de la forma adecuada, es típico escuchar “Ah te equivocaste no sabí’ nada” entonces de qué forma hago la retroalimentación, retroalimentación estudiante profesor, perdón, profesor estudiante. Porque el profesor siempre tiene la precaución de no disminuir la motivación del estudiante a la hora de retroalimentarlo. Por ejemplo, si un chico se equivoca lo ideal es felicitarlo por participación pero sí mencionar en que le faltó más prolijidad a la hora de responder.

**10.- ¿Crea instancias donde los alumnos puedan preguntar directamente sobre dudas durante la producción de sus escritos? Por qué?**

Sí, aunque con la salvedad de que inicialmente a la hora de la instrucción doy un lapso en ese tiempo para preguntas, ¿por qué? Porque si les digo que pregunten mediante la producción del texto se genera un murmullo constante en la sala de clase y distracción, muchos se paran a preguntar otros no entonces idealmente las preguntas las hacen en la instrucción. Se instruye, se explica lo que deben hacer y ahí se aclaran dudas. Aunque no falta el chico que no escucha la instrucción y obviamente se debe también re-explicar la actividad.

**11.- ¿Da instancia a los alumnos para que reflexionen sobre su proceso de escritura? (autoevaluación)**

Instancias de reflexión... (como la autoevaluación) Ah claro, sí sí. Eso es también algo muy importante, después de la producción del lenguaje la hora de evaluar muchas veces no traigo las pruebas evaluadas, o sea calificadas mejor dicho, con la nota que tienen o el puntaje que tienen, sino qué hago, lo respaldo en mi computador, ahí anotó el puntaje que obtuvo cada uno y la nota que corresponde y luego se la entrego a ellos para que ellos hagan una autocorrección o co-evaluación de cierta manera. Muchas veces les entrego las pruebas al azar y cada uno evalúa la prueba de su compañero. ¿Por qué? Porque cuando ven errores que no son suyos tienden a corregir y al corregir también generan aprendizaje.

**12.- ¿Qué estrategias socio-afectivas utiliza en el aula con los estudiantes que no están teniendo éxito?**

En general como este liceo, Liceo Ríos de Chile se caracteriza por estar en una zona vulnerable, hay muchos chicos que vienen completamente desmotivados a clases. Entonces ellos vienen con la excusa de venir a sacar cuarto medio y no aprender nada, entonces la única forma de llegar a esos chicos, a motivarlos, es por el lado afectivo. Muchas veces en recreo me acerco a conversar con ellos, ¿Cómo estás? ¿Cómo te ha ido? Muchos me hacen la broma “Profe, ¿Cuántos pitos se ha fumado hoy día?” Y yo como 20 le digo yo, por un tema de generar lazos con ellos y está completamente demostrado en mi caso por ejemplo y también los demás colegas, que cuando uno genera un lazo externo con los chicos, ya sea en recreo o en la misma sala, acercarse a ellos preguntarles cómo están no sé una broma, cambia la actitud hacia el profesor y hacia la asignatura. Aquí hay chicos que en el primer semestre estuvieron suspendidos por asunto de droga. Entonces qué pasó, que llegaron después super reacios a retomar sus estudios el segundo semestre pero se... el caso por ejemplo de Danilo Concha que estaba acá, con él generamos un lazo súper especial porque empezamos a conversar hartito se acercaba a la mesa del profesor a preguntar siempre. Y me hacían preguntas quizá de carácter personal, entonces muchas veces en horario de clases dejábamos un lapso de tiempo en el cual conversamos con los chicos para conocernos un poco más y estrechar lazos con los estudiantes. Y ha dado

resultado.

**Appendix 7.5: results of the artifacts - convergences and divergences found on them.**

Objective 1: to identify (Interviews)	Objective 2: to describe (Observations)	Objective 3: to compare
<p>1. <b>Creación de un ambiente propicio para la clase es sumamente importante.</b></p> <p>2. <i>La música lo incorporo más que nada como un método de medir el tiempo.</i></p> <p>3. <i>los profesores que les den a los estudiantes libertad, para escoger de qué manera se aborda cierto contenido.</i></p> <p>4. <i>Y a la hora de escribir al ser individual o grupal ellos ya tienen por ejemplo su compañero que le ayuda al lado, el que sabe un poco más, a quien le piden palabras</i></p> <p>5. <i>de hecho podemos tener buena relación profesor-estudiante, pero si el estado de ánimo está afectado no es el mismo</i></p>	<p><b>Teacher 1</b></p> <p><b>1. Metacognitive Strategy:</b></p> <p>Paying attention/ Self monitoring / setting goals/ identifying purpose of language task/ overviewing and linking with already known material.</p> <p><b>Affective strategy:</b> Lowering your anxiety</p> <p><b>Social strategy:</b> asking for correction / asking for clarification or verification/ cooperating with others</p> <p><b>Cognitive strategy:</b> Checking comprehension / receiving and sending messages/ taking notes</p> <p><b>Personalise/contextualise</b> : Relate information to personal experience</p> <p><b>Memory strategy:</b></p>	<p><b>Teacher 1</b></p> <p><b><u>Coincidences</u></b></p> <p><b>Affective strategy: making positive statements</b></p> <p><i>“Sí, el estado de ánimo si es importante, según yo, lo predispone a cómo se enfrenta la clase, de hecho podemos tener buena relación profesor-estudiante.”</i></p> <p><b>Affective strategy: lowering your anxiety.</b></p> <p><i>“La creación de un ambiente propicio para la clase”</i></p> <p><b>Affective strategy: lowering your anxiety.</b></p> <p><i>“Intento hacerlas primero como un icebreaker; ya sea una conversación con los chicos, un juego, les muestro un video.”</i></p>

<p>vínculo que se crea.</p> <p>6. <i>un icebreaker; ya sea una conversación con los chicos, un juego, les muestro un video acercarse a ellos preguntarle cómo están no sé una broma, cambia la actitud hacia el profesor y hacia la asignatura.</i></p> <p>7. <i>entonces muchas veces en horario de clases dejábamos un lapso de tiempo en el cual conversamos con los chicos para conocernos un poco más</i></p> <p>8. <i>entonces prefieren preguntarle a compañeros y al hacer eso se crean más vínculos entre chicos.</i></p> <p>9. <i>Para poder escribir ellos tienen que estar más concentrados y poner sus sentidos más dispuestos a trabajar y va a depender de la hora y si ellos están con flojera o incluso el clima les influye en su estado de ánimo</i></p> <p>10. <i>Sí, aunque no de manera muy efusiva, ¿por qué? Por el tema del nivel que les mencionaba, hay chicos que quizás saben mucho inglés y al retroalimentar a sus compañeros muchas veces no lo hacen de la forma adecuada</i></p>	<p>Reviewing</p> <p><b>Compensatory strategy:</b> Switching to mother tongue / getting help.</p> <p><b>Asking questions to clarify:</b> Asking for explanation and examples. Pose questions to self</p> <p><b>Teacher 2</b></p> <p><b>1. Metacognitive (4):</b> Setting goals/identifying the purpose of a language task. Paying attention. Overviewing x2 and linking with already known material.</p> <p><b>2. Compensatory (4):</b> Using mime and gestures. Switching to mother tongue x3.</p> <p><b>3. Social (4):</b> Cooperating with others x2. Asking for verification or clarification. Asking for correction.</p> <p><b>4. Affective (3):</b> Making positive statements. Using laughter. Encouraging yourself/taking risks wisely.</p> <p><b>5. Cognitive (3):</b> Checking comprehension (receiving and sending</p>	<p><b>Social strategy:</b> <b>cooperating with others.</b></p> <p><i>“Si, totalmente. ...por no poner atención en clases, entonces prefieren preguntarle a compañeros...”</i></p> <p><b>Social strategy: asking questions</b></p> <p><i>“...A la hora de la instrucción doy un lapso en ese tiempo para preguntas, ¿por qué? Porque si les digo que pregunten mediante la producción del texto se genera un murmullo..”</i></p> <p><b>Social strategy: relate information to personal experience.</b></p> <p><i>“los profesores que les den a los estudiantes libertad, para escoger de qué manera se aborda cierto contenido.”</i> <i>“Teacher chooses a topic that Ss know well”</i></p> <p><b><u>What was declared and not observed</u></b></p> <p><b>Affective strategy: using music.</b></p> <p><i>“La música lo incorporó más que nada como un método de medir el tiempo.”</i></p> <p><b>Affective strategy:</b></p>
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<p>11. a la hora de la instrucción <b>doy un lapso en ese tiempo para preguntas, ¿por qué? Porque si les digo que pregunten mediante la producción del texto se genera un murmullo</b> constante en la sala de clase y distracción</p> <p>12. <b>La motivación</b> por lo general. La verdad es que cuando trabajo tanto en escritura como en lectura, lo trato de trabajar con harto <b>cognado entonces eso les baja la ansiedad a ellos</b></p> <p>13. <b>La falta de vocabulario.</b> La verdad es que los chicos acá en enseñanza media están muy faltos de vocabulario por la diferencia de colegios de los vienen.</p> <p>14. traigo las pruebas evaluadas, o sea calificadas mejor dicho, con la nota que tienen o el puntaje que tienen. se la entrego a ellos para que ellos hagan una <b>autocorrección o coevaluación</b> de cierta manera. Muchas veces les entrego las pruebas al azar y cada uno evalúa la prueba de su compañero. <b>¿Por qué? Porque cuando ven errores que no son suyos tienden a corregir y al corregir también generan aprendizaje.</b></p> <p>15. Converso con ellos luego</p>	<p>messages). Practicing. Formally practicing with sounds and writing systems.</p> <p><b>6. Personalise/contextualise:</b> Relate information to personal experience.</p>	<p><b>lowering your anxiety/empathising with others.</b></p> <p><i>“Ya sea en recreo o en la misma sala, acercarse a ellos preguntarles cómo están no sé una broma, cambia la actitud hacia el profesor y hacia la asignatura... ..cual conversamos con los chicos para conocernos un poco más y estrechar lazos con los estudiantes...”</i></p> <p><b>Social strategy: give and receive feedback</b></p> <p><i>“Hay chicos que quizás saben mucho inglés y al retroalimentar a sus compañeros muchas veces no lo hacen de la forma adecuada. Retroalimentación profesor estudiante. Porque el profesor siempre tiene la precaución de no disminuir la motivación del estudiante a la hora de retroalimentarlo.”</i></p> <p><b>Social strategy: evaluate yourself/cooperating with others.</b></p> <p><i>“Se la entrego a ellos para que ellos hagan una autocorrección o coevaluación de cierta manera.”</i></p>
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<p>de clase. después de la clase de repente, eh de alguna forma discretamente lo llamo, o en los pasillos me lo encuentro en el recreo y le pregunto como esta y que pasa con esto.</p> <p>6. Los dejo que trabajen en conjunto, de hecho les pido mucho que trabajen en grupos para que ellos puedan potenciarse porque no hay ninguno que sea experto o seco en inglés acá.</p> <p>17. Sí, algunas veces por ejemplo les entrego sus materiales para corrección y los entrego descambiados para que ellos <b>puedan ir viendo los errores que cometió el otro</b> y trato de hacerlo con los compañeros que se llevan bien.</p> <p>18. Siempre porque una de los principales falencias que hay en cuanto a la enseñanza de una nueva lengua es que los chicos tienen miedo de preguntar, miedo de acercarse, miedo de producir, miedo de equivocarse, miedo de que se rían de ellos.</p> <p>19. Al final del semestre,</p>		<p><b><u>Observed but not declared</u></b></p> <p><b>Social strategy: asking questions/asking for clarification or verification.</b></p> <p><i>“Students ask questions to the teacher and he/she answers “</i></p> <p>Social strategy: ask for explanation, verification and examples; pose questions to self.</p> <p><i>“Teacher models “</i> <i>“Teacher models the activities and examples”</i></p> <p style="text-align: center;"><b><u>Teacher 2</u></b></p> <p><b><u>Coincidences</u></b></p> <p><b>Social strategy: cooperating with others.</b></p> <p><i>“Los dejo que trabajen en conjunto, de hecho les pido mucho que trabajen en grupos para que ellos puedan potenciarse porque no hay ninguno que sea experto o seco en inglés acá. “</i></p> <p><b>Social strategy: cooperating with others.</b></p> <p><i>“Los dejo que trabajen en</i></p>
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<p><i>yo les hago, ellos me tienen que hacer una, <b>una reflexión escrita de cómo vieron su desempeño durante el semestre en cada habilidad</b></i></p>		<p><i>conjunto, de hecho les pido mucho que trabajen en grupos para que ellos puedan potenciarse porque no hay ninguno que sea experto o seco en inglés acá. “</i></p> <p><b>Affective strategy: lowering your anxiety/using laughter.</b></p> <p><i>“...Es súper importante tener un ambiente propicio para que ellos puedan “enseñar” no solamente la habilidad de writing sino que también todas las demás habilidades.”</i></p> <p><i>“Teacher uses laughter to catch students’ attention”</i></p> <p><b>Affective strategy: Lowering your anxiety</b></p> <p><i>“Entonces yo también trabajo con mis errores o de repente les digo una palabra mal y ellos se dan cuenta y se matan de la risa entonces al final se dan cuenta de que todos nos equivocamos y por ende los chiquillos tienen mucha confianza de preguntar en las clases”</i></p> <p><b>What was declared and not observed</b></p> <p><b>Socio/affective strategy: evaluate yourself</b></p>
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		<p><i>“Ellos me tienen que hacer una, una reflexión escrita de cómo vieron su desempeño durante el semestre en cada habilidad. Qué fue lo que les costó más, que fue lo que les costó menos,”</i></p> <p><b>Social strategy: evaluate yourself</b></p> <p><i>“...les entrego sus materiales para corrección y los entrego descambiados para que ellos puedan ir viendo los errores que cometió el otro y trato de hacerlo con los compañeros que se llevan bien... “</i></p> <p><b><u>What was observed but not declared</u></b></p> <p><b>Social strategy: asking for verification or clarification</b></p> <p><i>“Teacher asks students if they understood the topic”</i>  <i>“Teacher responds to what students ask”</i></p> <p><b>Social strategy: cooperating with others</b></p> <p><i>“Teacher asks for examples provided by students”</i></p> <p><b>Affective strategy: taking risk wisely</b></p>
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		<p><i>“Teacher motivates students to go to the whiteboard and do the exercises”</i></p> <p><b>Personalize /contextualize: Relate information to personal experience</b></p> <p><i>“Teacher gives the opportunity to use dictionary during the activity”</i></p>
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UNIVERSIDAD CATOLICA  
DE LA SANTISIMA CONCEPCION  
FACULTAD DE EDUCACION

### PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN

NOMBRE DEL EVALUADOR	JUAN MOLINA FARFÁN
TÍTULO DEL SEMINARIO EVALUADO:	The role of socio-affective strategies to promote written tasks in an EFL class. The case study of two EFL teachers in a public high school in Penco.
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Jaime Jara Castillo, Constanza Molina Acuña, José Palma Sáez, Carla Peña Espinoza y Alison Vidal Sagredo
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	ROXANA CORREA P.

**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.	6.3
2. Supuestos o hipótesis de trabajo en correspondencia con el objeto de estudio.	6.3
3. Objetivos formulados con claridad y coherentes con el problema y el objeto de estudio.	6.5
4. Relevancia del problema de investigación en el contexto de las disciplinas pedagógicas.	6.5
5. Adecuada identificación y/o definición operacional de variables y/o categorías de análisis.	6.3
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	6.5
<b>Promedio</b>	<b>6.4</b>

#### B. DEL MARCO TEÓRICO REFERENCIAL (20%)

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

#### C. Del Diseño Metodológico Del Problema (20%)

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	6.4
2. Presentación del método de investigación y su diseño.	6.3
3. Coherencia entre el enfoque investigativo, las fuentes de recogida de datos y el problema estudiado.	6.4
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.4
5. Precisión de las estrategias y técnicas de recogida de datos.	6.2
6. Descripción del procedimiento investigativo y/o escenarios donde se realiza la investigación.	6.3
7. Control de validez y confiabilidad y/o de credibilidad y consistencia interna de la información.	6.2
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	6.2
<b>Promedio</b>	<b>6.3</b>

#### 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.	6.3
2. Presentación de los hallazgos o resultados de forma clara y sintética.	6.4
3. Discusión de los resultados de la investigación.	6.2

4. Conclusiones sustentadas en los resultados o hallazgos.	6.3
5. Explicitación de las proyecciones y de las limitaciones del estudio.	6.3
6. Congruencia entre conclusiones, discusión y sugerencias que se realiza a partir de los resultados o hallazgos de la investigación.	6.3
<b>Promedio</b>	<b>6.3</b>

#### E. DE LOS ASPECTOS FORMALES (10%)

INDICADORES	Nota
1. Títulos pertinentes y sintéticos.	6.3
2. Estructura organizada de los contenidos atendiendo al enfoque y método investigativo.	6.4
3. Correcto uso de ortografía.	5.5
4. Coherencia en la redacción.	5.5
5. Sistematización en la formulación de citas y referencias bibliográficas.	6.5
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6.5
<b>Promedio</b>	<b>6.1</b>

#### 2. RESUMEN DE LA EVALUACIÓN

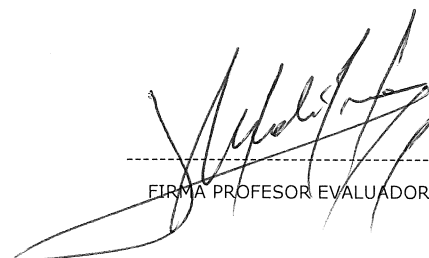
Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	<b>6.4</b>	1.6
B. Del Marco Teórico referencial	20%	<b>6.0</b>	1.2
C. Del Diseño Metodológico de la investigación	20%	<b>6.3</b>	1.26
D. Del Contenido Temático y los Resultados	25%	<b>6.3</b>	1.575
E. De los aspectos formales	10%	<b>6.1</b>	0.61
<b>Nota promedio final</b>			<b>6.24</b>

#### 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.

Este trabajo de investigación cumple, en general, con los requerimientos académicos, de formato y estándares de un seminario de pregrado en la Facultad de Educación. No obstante, se sugieren varios cambios y observaciones específicas que se encuentran indicadas en el escrito. Revisar el formato de la portada, la redacción en inglés; además de algunos errores léxicos y de estructura que podrían empañar el trabajo. Las principales fortalezas del estudio están en los aspectos teóricos y metodológicos abordados en este trabajo.

**Aprobada en Consejo de Facultad / abril de 2011**

  
 FIRMA PROFESOR EVALUADOR

Fecha: 09 de enero de 2018.



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FACULTAD DE EDUCACION

**PAUTA PARA EVALUAR SEMINARIO DE INVESTIGACIÓN**

NOMBRE DEL EVALUADOR	M. Gabriela Sanhueza J.
TÍTULO DEL SEMINARIO EVALUADO:	The role of socio affective strategies to promote written tasks in an EFL class. The case study of two EFL Teachers in a public school in Penco.
ESTUDIANTE (S) AUTOR (ES) DEL SEMINARIO	Jaime Jara Castillo Constanza Molina Acuña José Palma Sáez Carla Peña Espinoza Alison Vidal Salgado
CARRERA	Pedagogía en Educación Media en Inglés
PROFESOR GUÍA	Mg. Roxanna Correa Pérez

**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.	6.5
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.	6.5
6. Fundamentación y justificación del problema basado en antecedentes bibliográficos y de trabajos de investigación relevantes en el campo de estudio.	7.0
<b>Promedio</b>	<b>6.66</b>

**B. DEL MARCO TEÓRICO REFERENCIAL (20%)**

INDICADORES	Nota
1. Pertinencia y relevancia de la bibliografía (si corresponde a las disciplinas pedagógicas, actualizadas).	7.0
2. Uso del lenguaje técnico coherente con la temática estudiada.	7.0
3. Calidad y precisión del marco teórico/ Conceptual.	7.0
<b>Promedio</b>	<b>7.0</b>

**C. Del Diseño Metodológico Del Problema (20%)**

INDICADORES	Nota
1. Precisión del enfoque o modelo de investigación.	6.5
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.	6.0
4. Precisión en la descripción de la población objetivo o de los participantes, su rol y función que cumplen en la investigación.	6.5
5. Precisión de las estrategias y técnicas de recogida de datos.	5.0
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.	7.0
8. Consistencia entre unidad de análisis, fuentes y técnicas de análisis de la información.	7.0
<b>Promedio</b>	<b>6.31</b>

**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.	5.5
3. Discusión de los resultados de la investigación.	6.5
4. Conclusiones sustentadas en los resultados o hallazgos.	6.0
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
<b>Promedio</b>	<b>6.0</b>

**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.	5.5
4. Coherencia en la redacción.	5.0
5. Sistematización en la formulación de citas y referencias bibliográficas.	4.5
6. Uso del sistema de citas bibliográficas, de acuerdo a normas APA.	6.0
<b>Promedio</b>	<b>5.83</b>

**2. RESUMEN DE LA EVALUACIÓN**

Aspectos	Ponderación	Nota	Puntaje porcentual
A. De la Formulación del problema	25%	6.66	1.66
B. Del Marco Teórico referencial	20%	7.00	1.40
C. Del Diseño Metodológico de la investigación	20%	6.31	1.26
D. Del Contenido Temático y los Resultados	25%	6.00	1.50
E. De los aspectos formales	10%	5.83	0.58
<b>Nota promedio final</b>			<b>6.40</b>

**3. OBSERVACIONES O COMENTARIO DE SÍNTESIS.**

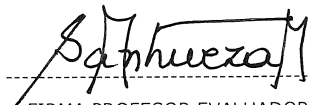
Resuma su opinión global en un comentario, que a su juicio, revele los aspectos más sobresalientes, tanto en lo referido a las fortalezas, como a las debilidades de este Seminario de Investigación, o indique las modificaciones que a su juicio deben realizarse a este trabajo para proceder a su calificación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

Felicitaciones, este es un trabajo muy interesante que permite visualizar algunas posibles estrategias que aportarían a la motivación y efectividad en el desarrollo de habilidad de escritura a nivel escolar público.

El estudio llevado a cabo cobra relevancia en cuanto la temática es coherente con las exigencias curriculares del Ministerio de Educación de Chile en lo que respecta a la enseñanza y aprendizaje de inglés. Por otra parte, los resultados de este estudio constituyen una valiosa instancia de retroalimentación para la institución en la que se contextualizó la investigación.

La formulación del problema cumple en un alto nivel con los estándares estipulados para este trabajo, el marco teórico es pertinente, preciso y actualizado, el diseño metodológico en general da cuenta de los estándares establecidos; sin embargo, se observa la necesidad de revisar y esclarecer algunos aspectos relacionados con la precisión de las estrategias y recogida de datos. En relación al pto. C de esta pauta, sugiero revisar comentarios hechos en el texto revisado para mejorar aquellos aspectos más débiles. Finalmente, y como también se señala en el texto, es necesario revisar aspectos formales como ortografía y redacción para hacer la lectura más fluida y así resulte más fácil comprender las ideas expresadas allí.

**Aprobada en Consejo de Facultad / abril de 2011**

  
FIRMA PROFESOR EVALUADOR