Universidad
Andrés Bello®

Facultad de Humanidades y Ciencias Sociales
Escuela de Educación
Departamento de Pedagogía en Inglés

Exposure to a "Non-Corrective Environment" Strategy in an EFL Class for Primary School Learners.

Tesis para optar al título de profesor de Inglés para la enseñanza básica y media y al grado de licenciado en educación

Authors:

Brunella Elena Cambise Rosso
Camila De Jesús Jélvez Rodríguez
Victoria Fernanda Serrano Correa
Sebastián Alonso Vieytes Mascaró

Thesis Advisor:

Eduardo González Acevedo

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Dedication

We would like to dedicate this thesis to those who are not physically here, but will be always in our hearts. Roberto Cambise, Mireya Delgado, Carmen Araya, Jacinto Rosso, Judith Cárdenas, María Allendes, Alejandro Correa, Adela Verdejo and Juan Serrano. They were always supporting us throughout our lives, in all the special moments.

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~ Brunella Cambise, Camila Jélvez, Victoria Serrano y Sebastián Vieytes ~

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~ Brunella Cambise ~

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~ Camila Jélvez ~

Abstract

Even though the Chilean Ministry of Education has strongly highlighted the necessity of the use of Communicative Teaching strategies in Chilean EFL classrooms, Chilean EFL learners frequently reject using the target language in oral form during EFL lessons. Second Language Acquisition theories and researches in this field have pointed out the importance of real communication for learners to internalize the foreign language. This study aims to demonstrate the effectiveness of the "Non-Corrective Environment" strategy -based on First Language Acquisition theories- to increase task engagement as well as to foster participation and interaction in oral EFL classroom activities.

Interaction is as a process in which two or more individuals convey meaning through communication. Participation is associated to different behaviors such as making comments or questions, or interacting. Task engagement is the amount of time and effort that learners invest in their learning. Considering there might be a relationship between the three of them, could teachers implement a strategy -based on the natural process in which the mother tongue is acquired- to enhance participation, interaction and task engagement during EFL classroom activities?

Based on a review of state-of-the-art literature, First and Second Language Acquisition Theories, and multiple studies, this research was conducted in a Chilean Public school, specifically in a class where learners had not been previously exposed to English lessons. Data analysis demonstrates that, when learners were exposed to corrective feedback during oral activities, they were unwilling neither to participate nor interact during EFL lessons. Moreover, lack of attention and disruptive behaviors were frequently observed. The results show that, when learners are exposed to an environment where they receive input from different sources and are given the chance to use the target language in oral form spontaneously, there is a significant increase of participation and a slight increase

of interaction. Literature suggests that task engagement is strongly connected to the concept of classroom participation.

Key words: *Participation, Interaction, Task engagement, Oral classroom activities, Feedback, EFL learners, EFL teachers.*

Resumen.

A pesar de que el Ministerio de Educación Chileno ha destacado fuertemente la necesidad del uso de estrategias comunicativas de enseñanza en las clases de inglés como lengua extranjera (EFL) chilenas, los estudiantes de EFL chilenos frecuentemente rechazan utilizar la lengua externa en forma oral durante las clases de EFL. Teorías de adquisición de una segunda lengua e investigaciones en este campo han señalado la importancia de la comunicación auténtica para que los estudiantes internalicen la lengua extranjera. Este estudio apunta a demostrar la efectividad de la estrategia de "ambiente no correctivo" –basada en teorías de adquisición de un primer idioma- para aumentar "task engagement" (compromiso para realizar una tarea), y también para promover la participación y la interacción durante las actividades de clase orales de EFL.

Interacción es un proceso en el cual dos o más individuos acuerdan significación a través de la comunicación. Participación está asociada a diferentes conductas como, por ejemplo, hacer comentarios, preguntas o interactuar. "Task engagement" es la cantidad de tiempo y esfuerzo que los estudiantes gastan en su aprendizaje. Considerando que podría haber una relación entre estas tres, ¿Podrían los profesores implementar una estrategia – basada en el proceso natural en el cual se adquiere la lengua materna- para elevar la participación, interacción y el "task engagement" durante las actividades de clase de EFL?

Basado en una revisión de la literatura actual, teorías de adquisición del primer y segundo idioma y múltiples estudios, se llevó a cabo una investigación en una escuela pública chilena, específicamente en una clase donde los estudiantes no habían sido previamente expuestos a clases de inglés. El análisis de datos demuestra que cuando los estudiantes fueron expuestos a retroalimentación correctiva durante actividades orales, no tenían la disposición

ni de participar ni de interactuar durante las clases de EFL. Más aun, falta de atención y conductas disruptivas fueron observadas frecuentemente. Los resultados muestran que cuando los estudiantes son expuestos a un ambiente donde reciben información (input) de distintas fuentes y se les da la oportunidad de utilizar el idioma extranjero de forma oral espontáneamente, hay un aumento significativo de participación y un pequeño aumento de interacción. La literatura sugiere que el "task engagement" está fuertemente ligado al concepto de participación en clases.

Palabras clave: *Participación, Interacción, Compromiso personal con la tarea, Actividades orales en clases, Corrección, EFL aprendices, EFL profesores.*

Index

Index Figures

Index Tables

CHAPTER 1: INTRODUCTION

1.1 Justification

Lack of engagement is an issue we have frequently observed in learners during EFL classes. This creates not only an environment that makes the acquisition-learning process difficult, but at the same time interferes with EFL teachers' guidance as the course progresses.

By proposing an alternative way of presenting and developing the EFL oral classroom activities, Chilean teachers of English could help EFL learners reduce the obstacles that hinder oral production, which is something that seems to be sometimes difficult to achieve. By fostering learners' engagement, they might display a natural interest in participating of both the oral classroom activities presented by the teacher and the peer interaction.

1.2 Problematic Situation

As students of the English Pedagogy major in Universidad Andrés Bello, we have noticed while doing our practicums that in most schools, regardless of its administration or funding system, many students show behaviors that negatively affect the development of the EFL class mostly during oral classroom activities. Disruptive behavior, carrying out non-related activities and initiating off-topic conversations are patterns frequently displayed by these students. This is a phenomenon that led us to believe that there is lack of engagement on behalf of learners towards both the English subject and the oral activities performed in EFL classes.

However, the researchers have observed that a large number of students regularly attempt to get involved in the oral activities presented by the teacher. The problem for them arises when those who are not engaged interfere with their work. This can result in learners not being able to properly interact or participate

from the EFL oral classroom activities due to lack of concentration or embarrassment. Therefore, when a group of students show no signs of engagement during the class, it is likely that those who were originally engaged end up either distracted or frustrated.

To confirm our observations, an online survey for novice teachers of English was conducted. 15 teachers were asked four questions about the learners from the school in which they were doing their practicums at that time. As a way to present their answers in a clear way, their answers were represented in the following graph (figure 1):

Figure N°1: Appreciation survey.
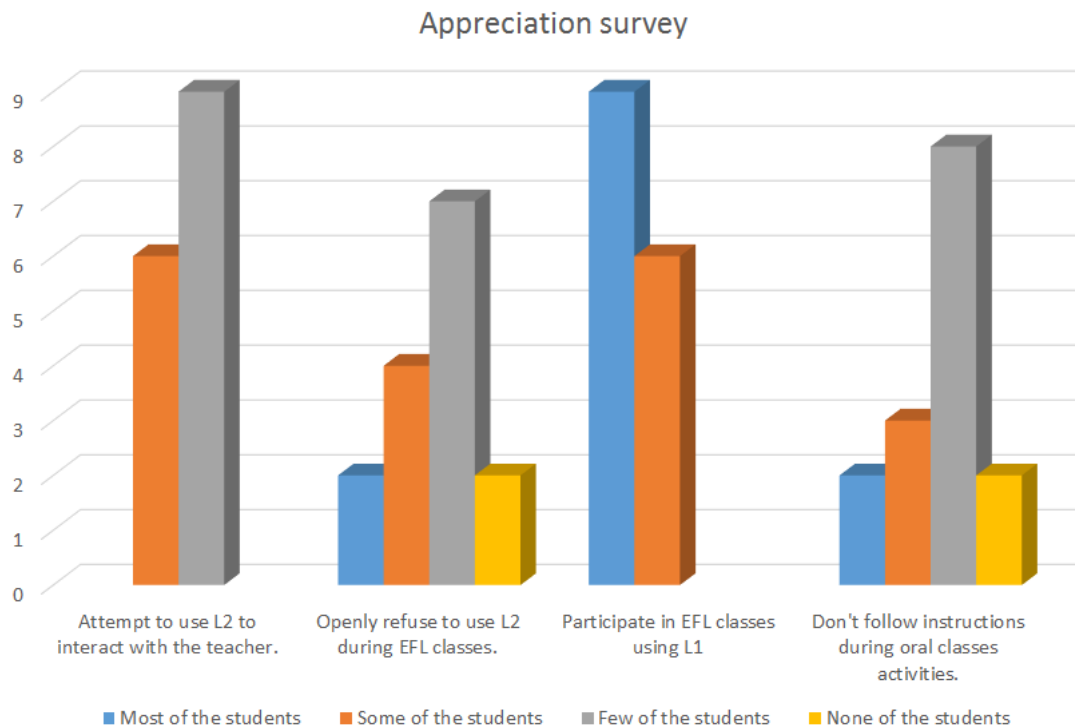
From these answers, we can observe that most novice teachers have observed that either some or just few of their learners make an effort to interact with the teacher using L2. Their participation is mostly through the use of L1. As

seen in questions 2 and 4, most of them think only a few students either show reluctance to use L2 or ignore teacher's instructions. It might be few, but it is still a problem they have noticed.

We believe that the way English is taught in multiple Chilean schools is a factor that could be reducing EFL learners' engagement. Yilorm, (2016), introduced her work by explaining that a large number of EFL teachers working in Chilean public schools limit students to mechanically reproduce the contents being taught. This is exactly what the researchers have observed during their practicums.

1.3 Research Question:

Considering that there may be a relationship between oral classroom activities, task engagement and learners´ participation and interaction, how effective might the "Non-Corrective Environment" strategy be to increase task engagement, thus fostering participation and interaction during EFL oral classroom activities?

1.4 Assumption

According to a pre-research of state-of-the-art literature on this topic, we may assume that a strategy based on the natural method of acquisition of a native language, adapted to EFL learning with a proposed denomination of "non-corrective environment", may increase task engagement, thus enhancing classroom participation and interaction during EFL oral classroom activities.

1.5 General objective:

To demonstrate effectiveness of the exposure to a "Non-Corrective Environment" to increase task engagement, thus fostering participation and interaction during EFL oral classroom activities.

1.6 Specific objectives and tasks:

- To look for definitions of concepts and theories.
- To critically analyze information through a literature review.
- To explain the "Non-Corrective Environment" strategy.
- To implement the "Non-Corrective Environment" strategy in a Chilean public school.
- To critically analyze data

- To relate results and theories in EFL classroom.

CHAPTER 2: THEORETICAL FRAMEWORK

2.1 Theories

2.1.1 Piaget

For this study, it is important to analyze the mechanisms that allow learners to acquire their first language due to the researchers are (trying to implement) implementing a second language teaching strategy, based on how the first one is acquired. Bormanaki and Khoshhal, (2017) analyze Piaget's theory of Cognitive development. According to Piaget, individuals develop their knowledge by "operational structures" because knowledge is not the mere mental copy of reality or an object. It is built by modification, transformation, and understanding. Piaget stated that there is a structure in the mind that allows to assimilate an external stimulus, and at the same time, generates a response. This structure is called "schema" and its development depends on the individual operational stage. When a new stimulus is perceived, and it makes sense with other information inside the mind, the new information is incorporated into the schema. This process is called "accommodation" or "association" and produces minor changes in the mental structure. When the new information does not make sense to the individual or it has little or no connection with the rest of information the individual has accommodated in his mind, can be either rejected or incorporated into the schema by a process called "assimilation" or "transformation". Through the schema and the processes of accommodation and assimilation, the brain, when the new information from the outside is too far to accommodate it or it makes enough sense that cannot be rejected, it produces a state of disequilibrium in the person. The way in which this new information is incorporated to the mental structures depends on the personality of each individual.

2.1.2 Vygotsky

As the strategy of this research involves peer interaction, the researchers estimate it could be related to the second language acquisition process. After reviewing Vygotsky's "Mind in Society" (1979) and "Thought and Language" (1986), relevant information regarding language acquisition was collected. Vygotsky developed the Association Theory, contradicting in some way the previous theories about language development. This theory stated that the relationship between word and thought was the meaning. Verbal thought or meaningful speech was a phenomenon produced under the union between word and thought. The word had a meaning, and at the same time, the word could be associated to another word with different meaning, and in that way the individual built his language. According to Vygotsky, this Association Theory did not explain the complete process of language development as well as Gestalt psychology and linguistics of that time that had a view of word meaning as something static. Only Würzburg school recognized that thoughts have their own laws. Based on all the previous theories about thought and word, Vygotsky stated that the word meaning was dynamic by inner nature, and it evolves as the child's development evolves during their childhood. According to Vygotsky, word and thought are always in movement, word going to thought and thought going to word, in a process of development, growing, fulfilling functions and solving problems. He also realized there was a true bond between "the inner, meaningful, semantic aspect of speech, and the external, phonetic aspect" (Vygotsky, 1986, p 218), and this relation has "their own laws of movement" (Vygotsky, 1986, p 216) that can be affected by a number of factors. And the process to turn thoughts into speech is a procedure full of changes, in which thoughts find reality and form in words. The child starts by speaking isolated words, words with image or meaning for them, then they complete the whole process when they are able to differentiate structure and function. But how do children acquire information? Children acquire information from the first day of their life by imitating adults, asking questions and

giving answers, or by being instructed how to act. Learning is not the exclusive process in which children are given information at school. Even though learning should match with the children's developmental level, Vygotsky stated we can go beyond their developmental level because of the existence of two of them: one is the "actual developmental level" (Vygotsky, 1979, p 86) (it refers to the developmental level according to their mental age) and the second one is:

> the zone of proximal development. It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers. (Vygotsky, 1979, p 86)

This means that children not only can solve problems suitable for their developmental level, but they can also solve problems that go beyond with either their peers or their teacher help. For instance, children build up their language by social interaction, internalizing the information they gather from their social environment, organizing the information in thoughts by their internal speech, and only after that process, language is acquired.

2.1.3 Chomsky

After understanding how first language is built within mind, the researchers believe Chomsky's Universal Grammar Theory explains not only second language acquisition process, but also the acquisition of the mother tongue. Taking into account the "non-Corrective environment" strategy attempts to be a natural way in which the second language could be acquired, it is important to know the similarities between both first language and second language acquisition process. In this path, Chomsky agrees with previous researchers on the existence of abstract mental structures. He called "universal grammar" to a

set of principles that "determine the form of grammar and that select a grammar of the appropriate form on the basis of certain data" (Chomsky, 2006, p.24), that is a natural human intellectual capacity, and is based in our "language capacity". It is an innate capacity of organization. Even though each language has its particular selection of idiosyncratic elements, every human language shares universal elements as the surface structure that determines the complete phonetic interpretation and the deep structure that are grammatical functions determining the meaning of a sentence. All of this refers to the way in which the "input" is produced into the mind.

In terms of use of language or "output", he states that the normal use of language is an individual creative process. This is the fundamental factor that differentiates human language from animal system of communication.

If some individual were to restrict himself largely to a definite set of linguistic patterns, to a set of habitual responses to stimulus configurations, or to "analogies" in the sense of modern linguistics, we would regard him as mentally defective, as being less human than animal. (Chomsky, 2006, p. 88)

Following this statement, Chomsky assumes that linguistics is part of the human psychology. To answer the question about how language is acquired, Chomsky based this work on previous researches that stated language is acquired due to properties of the mind that organize it with the purpose of its later use. The use of language implies to master a system of rules making relations between sounds and meanings, creating an infinite possible sentence. This system of rules is mastered unconsciously by the individual, and it applies to all languages. This system of rules governs the sound-meaning relationship, and it is called "grammar" or "generative grammar" because the language grammar generates an infinite set of "structural descriptions", assigning to each abstract

object a particular sound and a particular meaning generating a relationship between them. At the same time, the "structural descriptions" contain deep and surface structures (whose relations are organized by a set of rules called "grammatical transformations"), phonetic representation, semantic representation and formal structures.

Chomsky argues that even though each language has its own grammatical structures, each of them share the same structures for language acquisition and language use due to a structure in mind that allows the "input" and the "output". The structure that allows the "input" is called "universal grammar" and the structure that produces language is called "generative grammar". Both structures have two substructures: deep and surface structures connected by the "generative grammar" that allow the individual the creation of infinite grammatical structures. Based on these observations, it could be concluded that learning a second or foreign language should be done the same way that we learn the first language.

2.1.4 Natural approach:

The Natural Approach is the last Theory in which this study is based on. Its importance lies in the factors that can affect learners in their process of second language acquisition. First language is acquired in a completely different environment from the acquisition of a second language. For this reason, the researchers reviewed The Natural Approach that is a method developed by Krashen and Terrell, and it is based on Krashen's Second Language Acquisition Theory. According to Krashen & Terrell in their book "The Natural Approach Language Acquisition in the Classroom" published in 1998, this is the "direct method rediscovered". The original direct method consisted in monologues made by the teacher using the foreign language, accompanied by pantomime and questions for the learners. Learners should be very attentive to the teacher in

order to understand what the teacher was telling them. Even though this method was more communicative than other methods at that time, it lacked real communication. Krashen and Terrell claimed this method strongly supports the Second Language Acquisition Theory tenets, and it is adaptable for all teaching contexts for all learners' age.

While grammar-based methods are focused on learning a new language, the Natural Approach is focus on language acquisition. There is a development of communicative skills when a foreign language is acquired instead of learned. Acquisition takes place when the message is understandable, when language is used for communicating real ideas, and when the focus is on what is said rather than how it is said. Another factor that influence the language acquisition is the affective filter. When learners have lower affective filter, in other words, they have lower anxiety levels, they are more receptive to the new language and more self-confident to use it. Speaking ability emerges after a silent period in which the learners receive input; this silent period is different in amount of time for each learner, depending on the situation and learner's age. Production begins from simple words to short phrases, with few function words and grammar markers. Then, the learner begins to build more complex structures, as s/he receive more comprehensible input.

The principles of Natural Approach are the following:

1. "Comprehension precedes production" (Krashen & Terrell, 1998, p. 20). Reading and listening comprehension go before speaking and writing skills. Production abilities emerge when the learner is able to understand the message. For that reason, it is the teacher's duty of to help learners to understand a message in the target language. To reach this comprehension, the teacher must follow some implications of this principle: "(1) The instructor always uses the target language, (2) the focus of

communication will be on topic of interest of the student, (3) the instructor will be strived at all times to help the student understand." (Krashen & Terrell, 1998, p. 20)

2. "Production is allowed to emerge in stages" (Krashen & Terrell, 1998, p. 20). These stages are the following: "(1) response by nonverbal communication. (2) Response with a single word: yes, no, there, O.K, you, me, house, run, come, on, etc. (3) Combination of two or three words: paper on table, me no go, where book, don´t go, etc. (4) Phrases: I want to stay. Where you going? The boy running, etc. (5) Sentences, and finally (6) more complex discourse" (Krashen & Terrell, 1998, p. 20). The more opportunities for communicative interactions the learners have, the more grammatical accuracy they acquire. For this reason, the learners should not be forced to speak before they are ready. Also, "speak errors which do not interfere with communication are not corrected" (Krashen & Terrell, 1998, p. 20). Correction could take place only if it helps the learner to understand the message.

3. "Lesson Plan consists of communicative goals" (Krashen & Terrell, 1998, p. 20). Each classroom activity must be focused on topics not on grammatical structures. Through topics communication emerges. A grammar-based lesson produces more language learning than language acquisition. In early stages, communication is more important than grammar accuracy, this last one can be developed through input and comprehension. (Krashen & Terrell, 1998, p. 20)

4. "Lowering the affective filter of the students" (Krashen & Terrell, 1998, p. 21). Each activity must be interesting and relevant the learners. In addition, the teacher must encourage learners to express themselves, promoting

friendly relationships among all the participants inside the classroom. This type of atmosphere lowers the anxiety levels, and in this way, acquisition can take place.

From these principles, of the natural approach, many conclusions can be generated: 1) Before oral production, learners need to be exposed to input. This includes the teacher which, as it was previously explained, is regarded by Herazo, (2010), as a key source of input. 2) It is expected that non-verbal communication is used by learners as a way to show understanding before being able to produce orally. 3) Communicative goals should be the focal point of EFL classes and not grammar structures. 4) High affective filters could hinder language acquisition.

2.1.5 L1 acquisition vs. L2 acquisition

After analyzing different theories related to language acquisition, it is important for this research to compare L1 acquisition and L2 acquisition using these theories. Hawkes (2012) states: "all learning is social before individual, intermental before intramental, shared and co-constructed before appropriated and internalized. Language, as everything else, is learnt through collaborative talk." (p. 57). All learning is social before individual, as Vygotsky argued in the ZPD Theory. Since children are born, they are immersed in a specific environment in which they are exposed to a certain language. They are not able to produce language until they have enough input. In this process, children build their language by meaning. Every word has meaning. This meaning is given by another individual who has developed words with meaning and those words have evolved into thought. In this sense, language is intermentally built, from mind to mind, from a thought or idea developed into word to an interlocutor who receive the message, and this message could or could not be understood. This is followed by an intermental process in which Piaget believed there was a "schema" involved. The "schema" development depends on the individual operational stages, and it works

by "operational structures" in which new information -that makes sense to the individual- is associated or accommodated within mind. This means that new information, language in this case, is incorporated and related to previous knowledge. In this sense, Chomsky also developed his theory based on the existence of mental structures. He called these structures as "Universal Grammar". He explains "Universal Grammar" as a human language capacity that allows the acquisition of different languages through an only one process. Even though each language has its own grammar structures, every language has is acquired in the same way. Chomsky defines grammar as a system of rules that control the relationship between sound and meaning. He believes that no matter what language is being acquired, all languages follow the same patterns in the acquisition process. If this human capacity to acquire language is related to any language; therefore, every language could be acquired by the same process, no matter if it is a mother tongue or a second or foreign language. Once language is internalized, the individual is able to produce it. Following this line, Krashen and Terrell in 1998 focus their work on second language acquisition, and they recognized what Hawkes in 2012 states again in her thesis: language is learned through grammar-based strategies and activities, but language is acquired when it is internalized. Language internalization requires real communication and time. Each learner has his/her own times. Initially, learners must receive enough understandable messages (input). If messages are not understandable, language acquisition is impossible. Also, learners are silent at first. They do not speak until they feel confident. Then, oral production slowly appears from simple words to complex sentences. It is important to keep learners' anxiety levels low, without pressuring them to speak when they do not feel prepared to. As Hawkes argues, when spontaneous speaking takes place, that is the moment in which the new language begins to be internalized by the learner.

2.2 State of the Art Literature Review

2.2.1 Engagement

State of the art literature suggests that despite the fact that multiple authors have placed the concept of engagement as the focal point of many researches, it is still a concept that lacks proper definition. Alrashidi, Phan, Ngu in 2016 did a literature overview in which they approach the concept of engagement by stating: "Researchers have investigated the construct extensively in the last seven decades, and the literature generally reflects substantial variations in its terms, definitions, and coverage" (p.41).They followed this up with a table, showing a plethora of definitions previously posited by different researchers, Alrashidi et al noted that there seems to be an agreement on some of the dimensions within the notion of engagement. Even though some authors differ in the amount and type of dimensions, they give the example of three that are frequently addressed in literature: emotional, cognitive and behavioral.

The three dimensions of engagement previously mentioned were defined by Carter, Reschly, Lovelace, Appleton & Thompson, (2012). Behavioral engagement has to do with "involvement in academic and extracurricular activities and includes indicators such as school attendance and participation in class activities" (p.62). It is worth mentioning that this explanation suggests a connection between engagement and classroom participation, which will be addressed in this chapter later on. Cognitive engagement "is defined as a student's level of investment in learning" (Carter et al, 2012, p.62). They also include a series of aspects involved, such as relevance perceived by the learner and willingness to make an effort to develop skills. Finally, in relation to what they call affective engagement, they describe it as it follows: It "addresses the student's perceived connection to the school environment and salient individuals within the school context. It includes positive and negative reactions toward the school climate (e.g., fairness of rules), teachers, and classmates" (Carter et al, 2012,

p.62). After defining these three areas of engagement, Carter et al highlight their importance by mentioning "Despite these definitional variations, a confluence of literature suggests that behavioral, affective, and cognitive engagement have demonstrated relationships with academic outcomes such as state test performance, student achievement, and high school completion" (p.62). This could be one of the reasons why the emotional, cognitive and behavioral dimensions are frequently addressed in literature.

Taking all of the above into consideration, for this thesis it is necessary to address the concept of engagement from a perspective that involves participation in classroom activities, time invested, and emotional/affective aspects of the learner.

2.2.2 Task Engagement

Sarhandi, Bajnaid and Elyas, (2017) did a research whose aim was to study the impact of classroom activities that involve the use of smartphones on EFL student's engagement. In their literature review, they begin supporting the idea that the definition and the measurement of "student engagement" is something that has not yet been decided. However, after reviewing the works of different authors, they separated engagement in two categories: "students' engagement" and "task engagement".

On the one hand, "Students' engagement" is defined by them as "the amount of time and efforts students invest in their learning [generally] and other educationally focused activities" (Sarhandi et al, 2017, p.104). They follow up this idea by pointing out that other researchers refer to this particular type of engagement as "school engagement". On the other hand, Sarhandi et al define a second type of engagement, which is relevant for this research. They call it "task engagement". In order to define this concept, they start by introducing it as

"Engagement a student has with a specific learning activity undertaken in the classroom" (Sarhandi et al, 2017, p.104). This involves not only involvement in activities, but also emotional aspects. To support the need of including an emotional standpoint in task engagement, they refer to a research made by Skinner and Belmont (1993), in which the authors analyze the concept of engagement by stating:

> Engagement includes both behavioral and emotional components. Children who are engaged show sustained behavioral involvement in learning activities accompanied by positive emotional tone. They… initiate action when given the opportunity and exert intense effort and concentration in the implementation of learning tasks; they show generally positive emotions during on-going action, including enthusiasm, optimism, curiosity, and interest. (p.572)

The information given in this quotation not only helps Sarhandi Et al prove that being engaged in a classroom activity is more than just investing time. It shows that during the early 90s some dimensions of engagement, in this case behavioral and affective, were already being suggested by literature.

As a way of describing "task engagement" in depth, Sarhandi et al specify that task engagement can be deconstructed in three different "realizations": Behavioral (initiation and involvement), positive emotions, and they also add the cognitive one (particularly concentration). They clarify that this particular realization was not included in the study made by Skinner and Belmont. This description of task engagement matches the three dimensions of engagement previously suggested in literature.

So, for the purpose of this thesis, how can task engagement be defined? The behavioral, emotional/affective and cognitive dimensions are frequently tackled in literature and seem to be the ones to take into consideration when

talking about "task engagement". For this research we will refer to this concept as learners' intention to voluntarily invest time on classroom activities, showing a positive attitude from a behavioral, cognitive and emotional standpoint. This can be reflected in the example presented by Lutz, Guthrie and Davis, (2010). When presenting how an engaged student should behave inside a classroom, they stated:

A student who is highly engaged on a regular basis might be described as someone who is always looking at the appropriate book at the appropriate time, provides thorough responses to thought-provoking questions, becomes excited by or takes pride in learning new things, and willingly discusses ideas with other students. (Lutz et al, 2010, p.3)

After implementing a "Non-Corrective Environment" strategy, a similar reaction is expected on learners, or at least to a higher extent compared to a standard Chilean EFL class.

Finally, based on the information above, and considering that there is a connection between engagement and classroom participation, it can be concluded that the level of engagement that each learner has will determine the way in which they will participate from the classroom activities presented by the teacher. This will be further explained later on.

2.2.3 Classroom Participation

In a case study aiming to learn about Malaysian undergraduate students' perceptions towards classroom participation, Mustapha, Rahman & Yunus, (2010) explain that the definitions they got from their literature review frequently associate the concept of classroom participation with certain behaviours. Some of the authors mentioned in this research make reference to behaviors such as

making comments, asking questions and frequent interaction. The latter is discussed when referring to different dimensions of the concept of participation, specifically "quality class participation". This idea is further explained in the following quote: "Quality class participation refers to students showing evidence of personal awareness of concepts discussed in class and this requires some interaction frequency" (Mustapha et al, 2010, p.113). Based on this definition, it can be stated that classroom participation and interaction are two concepts that are connected. It seems that interaction is a way in which learners can show that they are aware of what is being taught during the class.

It is also worth mentioning that one of the findings of the aforementioned research is that students perceive non-verbal responses as an important form of classroom participation. This observation is backed up by one of the studies presented in their literature review: "... students define participation as a variety of non-oral participation behaviors" (Mustapha et al, 2010, p.120). Taking all this into account, classroom participation appears to be a complex term which has been defined from different perspectives over the years. For this thesis, a criterion is required to determine the level of participation EFL learners have during EFL classes.

Crosthwaite, Bailey and Meeker in 2015 did a research whose main objective was to investigate how effective and fair assessing participation is, for different learning styles, during EFL classes. The way in which they approach the concept of classroom participation is fairly similar to the way Mustapha, et al (2010) did. They present a literature review on different authors. One of them supports the idea that classroom participation also involves non-oral behaviors: "'talkers' who prefer 'speaking out in class', and 'non-talkers' who participate through 'attendance, active listening, sitting in their seats, doing the assignments, and being prepared for class" (Crosthwait et al, 2015, p.2). This statement matches students' perceptions from the previous research. It shows that

classroom participation is actually a complex term that goes beyond oral responses performed by the learner. The definition given by Crosthwaite, et al, (2015), of classroom participation is "playing an active role in all in-class activities" (p.2). To measure this "active role", they adopted a criterion with 10 different items, which can be seen in Table N°1:

Table N°1: Criteria determining level of in-class participation.

Table 1 Criteria determining level of in-class participation

1. Participating in course content activities appropriately and pro-actively, according to type (e.g. pair/group/ class discussions, role plays, presentations etc.)

2. Volunteering answers to teacher questions about course content (in the L2)

3. Asking the teacher questions about course content (in the L2)

4. Following teacher's instructions or giving instructions to others (in the L2)

5. Making an effort to fully complete in-class activities in a timely manner

6. Using English at all times[a], including down time in the classroom (e.g., small talk while an activity is being set up)

7. Helping others who are having trouble with course content, either in their L1 or in the L2

8. Active listening (when required) during lectures (can have points deducted for mobile phone use, sleep, non-pertinent chatter during teacher talk)

9. Coming prepared with the necessary materials (e.g. textbooks, homework (if given), preparatory materials required to complete in-class activities)

10. Taking notes about course content

Note. Source: Crosthwait, P., Bailey, D. and Meeker, A. (2015) *Assessing In-Class Participation for EFL: Considerations of Effectiveness and Fairness for Different Learning Styles* (*p.* 3). Language Testing in Asia (5)

For this thesis, classroom participation will be studied using a similar criterion, taking into considerations the items that are most suitable for answering the research question proposed in chapter 1.

Why is classroom participation important? This is a question that has been previously asked by different researchers. Marija Susak, (2016), made a research

studying the different factors that can affect classroom participation. In her literature review, based on multiple authors, she suggested that participation allows learners to "synthesize the information more effectively" (Susak, 2016, p.10), "build confidence" (Susak, 2016, p.8) increase motivation and improve the "ability to communicate orally" (Susak, 2016, p.10). This last idea is directly related to the justification and problematic situation of this research. By increasing classroom participation, the obstacles that hinder oral communication inside the EFL class could be reduced.

2.2.4 Interaction:

Suarez and Rodriguez in 2018 approached the concept of interaction by presenting the following definition in their theoretical framework: "a set of processes among two or more students participating to convey meaning while they sustain their own conversations following a common goal" (Suarez & Rodríguez, 2018, p.96). Even though this definition is oriented towards peer interaction exclusively, they broaden the spectrum by defining what they call "language interaction": "Language interaction is the way in which teachers and students are immersed in the classroom to construct their own reality" (Suarez & Rodríguez, 2018, p.97). From both definitions we can conclude that interaction, if we focus on an EFL context, is the way in which learners and teachers communicate inside the classroom, building a reality in which they can practice the use the target language.

Herazo in 2010 did a research about what authentic oral interaction actually is. He also approaches the concept of interaction by separating it in two types of interaction: peer interaction (or student-student interaction) and teacher-student interaction. Instead of focusing on defining each type of interaction in depth, he analyzes them from the perspective of authentic oral communication. It is interesting to note that in the first case, the author claims "Although there are

different options for promoting student-student interaction in the EFL classroom, not all of them seem to foster authentic oral communication and, as a result, hardly suit the communicative lesson" (Herazo, 2010, p.52). To expand on this idea, he presented the transcripts of the interactions performed by EFL learners during a script-based exchange activity in front of the class and a survey activity. He believes the second one was more successful in the sense that the script-based exchange does not resemble real life communication, and therefore does not help learners in terms of developing oral proficiency. Furthermore, in relation to planning an oral activity in advance, he clarifies: "This situation clashes head on with one of the characteristics of this type of speaking event: that of spontaneity. In real conversation very rarely do we plan ahead what we want to say" (Herazo, 2010, p. 51). Summarizing Herazo's point of view, we can infer that in order to foster authentic peer interaction in an EFL class, activities that allow learners to use the language naturally, that is resembling real-life communication, should have a bigger impact on them when it comes to developing oral proficiency.

In regard to teacher-student interaction, Herazo considers the teacher "an important source of EFL learning in the classroom" (p.53). According to him, the reason for this is that the teacher is an extremely important source of exposure to the target language for the learners. This characteristic becomes even more relevant when the environment in which the EFL class takes place does not provide enough resources to help learners experience what is like to hear speakers of English using the target language. Based on this observation, the teacher appears to be key person inside the EFL class and is arguably essential when it comes to expose learners to the target language.

As it was previously explained, Herazo highlighted the importance of spontaneity during peer interaction as a way to develop oral proficiency. In relation to teacher-student interaction, the teacher seems to be essential when it comes to expose learners to the target language.

2.2.5 Feedback:

Carless and Boud in 2018 defined feedback based on previous definitions as "a process in which learners understand external information that comes from various sources" (Carless & Boud, 2018, p.1), such as teachers, peers, family members, friends or even automated computer-based systems, and use it to boost their own work or learning strategies. Also, this process helps the learners make judgments about their self-progress and support their self-evaluation of progress. From this definition, we can infer the following: First, learners can receive feedback not just from teachers, but from other sources, including their own peers, which also supports the importance of both peer interaction and teacher-student interaction. Second, feedback seems to be important for the learning process.

There is a specific type of feedback that is frequently used in Chilean EFL classes, which is corrective feedback. Not only it has been observed by the developers of this thesis in all of their practicums. Aranguiz in 2016 did her own thesis on oral corrective feedback strategies. Two key ideas can be extracted from her research: First, as she stated in her conclusions, "teachers indeed use corrective feedback strategies in their lessons" (Aranguiz, 2016, p.73), and second, after 5 different teachers recorded two of their own lessons, a total of 118 different corrective feedback moves were used, being explicit correction the most used one (65 times).

2.2.6 Corrective feedback

According Jin, Lin and Lin (2016), corrective feedback (also known as grammar correction or error correction) refers to responses from teachers to foreign or second language learners when they make mistakes or errors when using the target language. It is important to mention that whenever teachers

attempt to correct a mistake from learners, these reactions can be done with or without the learner's recognition of their error or mistake.

Pfanner in 2015 states that there are six different types of corrective feedback, and defines them:

2.6.1 Explicit correction: It is the explicit teacher's correct form of the learner's incorrect speech, especially in cases of error production.

2.6.2 Recast: "It is the implicit teacher's correct reformulation of the learner's incomplete or incorrect speech. It does not have immediate effect on the learner." (Pfanner, 2015, p.47)

2.6.3 Clarification Request: It is the teacher's inquiry to show the learner has been misunderstood or misjudge due to problems with his/her accuracy or incorrect speech. (Pfanner, 2015)

2.6.4 Metalinguistic feedback or clue: Questions or clues given to the learner to find the correct form of the speech when the learner makes mistakes or errors. The teacher avoids giving the correct use or structure. It is the learner who finally finds the mistake and its correction. (Pfanner, 2015)

2.6.5 Elicitation: "It is a method in which the teacher starts a sentence for the learner to complete, asking open questions or requiring a reformulation of the speech". (Pfanner, 2015, p.47)

2.6.6 Repetition of error: It is the repetition of the incorrect learner's speech made by the teacher, emphasizing the learner's error. (Pfanner, 2015)

Aranguiz in 2016 used the same categories for her research, but added a seventh type of corrective feedback, which is "translation". Therefore, for this research, these seven different examples of corrective feedback will be taken into consideration.

2.2.7 Peer correction

Literature suggests that a foreign language should be taught in a communicative way. Yilorm in 2016 explains that the Chilean Ministry of Education guidelines aim to develop communicative competence on students. This is the reason why role-play, group projects and problem-solving activities are recommended, which is something she observed when analyzing the sixth grade course plan from public schools in Chile. The use of these techniques imply that learners are active participants in their language learning process. That means that feedback and correction can emerge not only from the teacher, but also from their peers. Sultana, in her research "Peer Correction in ESL Classrooms" (2009) states that one of the techniques that has become "increasingly popular" in ESL classrooms is peer correction. She defines it as a correction technique based on previous theories of language teaching, such as Communicative Language Teaching, Humanism and Learner-Centered Teaching. Furthermore, Sultana suggests that when learners give feedback to other learners, their involvement is increased and that should result in "better learning". She also mentions the three Rollinsons' principles (2005) that operate in peer correction:

1. Learners feel more comfortable with their classmates than with the teachers. For that reason, it is less threatening for them when the feedback is given by a friend, and it decreases their anxiety levels.

2. Peer feedback allows a classroom less dominated by the teacher. When the feedback is given by the teacher, the teacher is playing an authoritative role, while the learners are playing a passive role by just receiving information.

3. The atmosphere inside the classroom becomes more friendly and supportive when teachers apply the peer correction technique.

She also warns the reader to be careful when this technique is applied, in order to avoid making learners feel inferior because they are not able to give the correct answer. Also, understand that reluctance is possibly due to learners being concerned about harming their relationships with other peers.

2.2.8 Spontaneous Talk

Hawkes in her D.Ph. Thesis (2012) describes spontaneous talk based on previous researches as a communicative and unplanned action focused on meaning, not related to drilling and opened to a response from an interlocutor. It is a language unconsciously produced and unanalyzed in which the speaker is not focused on its form.

Hawkes, based on Vygotsky's ZPD Theory, argues that guided spontaneous talk is the best way for language learners to practice the foreign language, because the teacher guides students through elicitation or other strategies to use language in real communication. In other words, Hawkes implies that the best way to help learners learn a foreign language is by using it in situations that resemble real-life communication. These observations match the previously mentioned research made by Herazo in which he highlighted the importance of activities that foster authentic oral interaction in learners, such as surveys.

Later on, Hawkes claims that whenever the teacher gives students explicit conceptual knowledge (not instructions), it must be connected to concrete communication activities. In this way, spontaneous talk is produced by learners. Learners achieve independent control of explicit knowledge, producing meaningful communication. She states: "meaning-focused spontaneous talk constructed with an "expert" other produces language forms, language functions and language use that are available for appropriation, over time, by both the

individual learner-interlocutor and the other learners in the class." (Hawkes, 2012, p. 52). She also points out that teachers' feedback allows learners to produce more than what they are able to do by themselves. They internalize better the new language and acquire self-regulation. Therefore, her suggestion is that teachers provide learners as much opportunities as possible to use the language in communicative situations.

To sum up, there seems to be a strong connection between spontaneous talk and interaction. Communicative activities and the possibility to interact with others give learners great awareness of the use of the new language. They can listen to others with higher language levels, attempt to produce the new language and give peer feedback.

2.2.6 The "Non-Corrective Environment" Strategy

As it was previously stated by Aranguiz, (2016), Chilean EFL teachers use corrective feedback. However, what would happen if they do not use it, from a participation and interaction standpoint? For the purpose of this research, the "Non-Corrective Environment" strategy, will be understood as a traditional Chilean EFL class in which the teacher does not use corrective feedback during classroom activities, specifically the six forms of corrective feedback presented by Pfanner, (2015): Explicit correction, recast, clarification request, metalinguistic feedback, elicitation and repetition of error. The classroom activities will be focused on input, teacher-learner interaction. Nevertheless, peer interaction is expected.

This strategy is focused on communication and oral production, in which the teacher plays the role of learners' guide and communication facilitator. The lesson is learner centered. The teacher gives the learners input, the enough amount of understandable explicit knowledge, and facilitates as much opportunities as possible to produce oral language through peer-peer interaction

or teacher-learners interaction. These interactions, as Hawkes (2012) states, help learners to internalize L2. Learner internalize the new language when it is used for communicative purposes and when the topic is of their interest. When they listen to their peers, they are aware of language use, they can realize when those who are talking make mistakes and when they are using the target language properly. It promotes scaffolding among learners: Those who have higher development of L2 help those who have lower L2 development. Those who have higher levels of L2 have better internalization of L2 when they are helping their peers, and those with a lower level have better acquisition when being helped by their peers.

Regarding the activities, the teacher must be aware of the type of activities chosen for the lesson. All of them must be focused on communication. Unless the message produced by the learners is not understandable for their peers, the teacher does not use any form of corrective feedback. If the teacher feels the need to correct mistakes, it must be done in a way in which learners do not realize they are being corrected. The only formal correction or feedback allowed during classroom activities is peer correction. For instance, if a student says: "Teacher, we is going to the beach tomorrow", the message is understandable. The learner is trying to say that a group of people, including him/her are planning to go to the beach in the near future. In this case, the teacher will not use corrective feedback, because this is simply a grammatical mistake and it doesn't interfere with the meaning of the message. As Hawkes (2012), states, this is the way in which learners acquire language awareness, and they are able to give each other feedback.

The goal of the "Non-Corrective Environment" strategy is to create an environment in which the learner feels comfortable internalizing and producing the new language, without the pressure of being corrected in front of their classmates by every mistake they made. In other words, a class where they can

use language in a natural way by participating in activities with a communicative focus. When Krashen & Terrell presented the four principles of language acquisition in 1998, they not only highlighted the importance of reducing the affective filter (lowering anxiety levels, nervousness, fear of being bullied for making mistakes, being ashamed, getting a lower mark, or being reprimanded by the teacher), but they also stated in their theory that "speak errors which do not interfere with communication are not corrected". This resembles the way in which children acquire the first language. Therefore, to sum up, the "Non-Corrective Environment" strategy aims to allow EFL learners to acquire the new language in a similar environment they learned their mother language. The importance is the children's attempts to produce language, not how they produce it.

CHAPTER 3: METHODOLOGICAL FRAMEWORK

3.1 Type of Research

This research can be classified as both qualitative research and action research. Ary, Cheser, Sorensen and Razavier, (2010), refer to the goal of qualitative inquiry in the following quote: "Qualitative inquiry seeks to understand and interpret human and social behavior as it is lived by participants in a particular social setting" (Ary et al, 2010 p.420). This explanation matches one of the characteristics of qualitative research named by Hernandez, Fernandez & Baptista in 2014. According to him, this type of research observes the development of events without modifying reality. In this thesis, EFL learners' behavior will be observed during a standard EFL class. In regard to the data collection instruments used in qualitative research, Hernandez et al, mention observation, surveys and personal experiences evaluations. For this reason, the instruments that will be used in this thesis are Participation and Interaction Checklist, Likert Scale of Participation, and Likert Scale of Interaction, and Field notes. They will be used as a way to identify changes in terms of participation and interaction during the implementation of the "Non-Corrective Environment" strategy.

This thesis can be also classified as an action research. For Hernandez et al, (2014), this type of research seeks to solve problems that affect specific groups and create social change in multiple contexts, for instance, economical or educational. Ary, et al, (2010), presents similar claims when listing the "3 main characteristics of an action research:

1. The research is situated in a local context and focused on a local issue.
2. The research is conducted by and for the practitioner.
3. The research results in an action or a change implemented by the practitioner in the context." (Ary et al, 2010, p.514)

The "Non-Corrective Environment" strategy will be implemented in EFL classes of a specific group of people, from the Chilean educational context, as a way to observe possible changes in the levels of classroom participation and interaction. These changes could represent a contribution to our educational system. Ary et al, (2010) state that action research should be "A process to improve education by incorporating change and involves educators working together to improve their own practice" (p.514). The results of this thesis are expected not only to improve the practice of Chilean EFL teachers, but also propose a strategy that could positively affect EFL learners´ participation and interaction.

3.2 Study Design

Referring to the study design, this research can be classified as Cross-Sectional Exploratory. According to Hernández et al, (2014), a Cross-Sectional Exploratory study design aims to obtain information about a situation or context in a determined moment, and it is applied in researches with little or no information. This is the case of this research, as "Non-Corrective Environment Strategy" is a strategy proposed by the researchers of this study and has not yet been proposed by literature.

3.3 Population

For this research, students from Chilean public primary schools in Valparaiso, Chile (from 1st to 4th grade) who had not been previously exposed to formal EFL classes were eligible. Some of the characteristics that were not taken into consideration are the following:

- Gender
- Special needs.

- Proficiency level in the English language.
- Previous English instruction from relatives or other sources.

3.4 Sample

The sample used for this study was a 4th grade from Escuela Melvin Jones (a public school in Villa Alemana, Valparaíso, Chile). The students from this educational establishment begin their formal classes of EFL in fifth grade, which means that this particular class had not been previously exposed to the experience of being a part of formal EFL classes. The class is composed by 14 learners, 6 male students and 8 female students. All learners were Chilean. Their ages range from 11 to 13 years old. The sample is non-probabilistic and out of convenience. Hernandez et al, (2014) explains that in non-probabilistic samples the participants are not chosen at random. They are selected based on the characteristics of the research. From all the primary school students that could have been chosen for this research, for the purpose of this research, only students with no previous EFL class experience were chosen. Also, this sample can be classified as convenience sampling. Etikar, Abubakar & Sunusi (2016) state the following definition of this type of sampling:

"Convenience sampling (also known as Haphazard Sampling or Accidental Sampling) is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study". (Etikan et al, 2016, p.2)

The 4th grade class from the Escuela Básica Melvin Jones was the one available for the study. This means that knowing the characteristics of the type of

students needed for the research, the institution determined that this particular class was the most appropriate.

3.5 Instruments to collect data.

For this research, a checklist and two Likert scales were used to observe classroom participation and interaction during the course of the experiment. Observation was complemented with a series of field notes taken during the course of each intervention. Finally, an interview was conducted in order to obtain information of the perception of the school teacher, who is not a teacher of English, in relation to her perception of changes she observed of the learners' participation and interaction.

3.5.1 Checklist

The checklist was adapted from Crosthwaite, Bailey and Meeker (2015), and validated by Miss Flora Mandiola, Master´s Degree. The criteria used to evaluate participation and interaction is the following:

1. Volunteering answers to teacher's questions about course content in the L1 or L2.
2. Asking the teacher's questions about course content L1 or L2.
3. Following teacher's instructions.
4. Making an effort to respond to teacher's requests.
5. Helping others who are having trouble with course content, either in their L1 or in the L2.

The column on the left shows the number given to each student. The final version of the checklist used can be seen on table N°2.

Table N°2: Participation and interaction checklist.

Student	Volunteers to answer teacher's questions about course content (L1 or L2)	Asks the teacher questions about course content (L1 or L2)	Follows teacher's instructions	Makes an effort to respond to teacher's requests.	Helps others who are having trouble with course content, (L1 or L2)
1					
2					
3					
4					
5					
6					
7					
8					
9					

10					
11					
12					
13					
14					

3.5.2 Likert scales.

According to Joshi, Kale, Chandei & Pal, (2015), "Likert Scale was devised in order to measure 'attitude' in a scientifically accepted and validated in manner in 1932". Therefore, the use of Likert Scales was suitable as observation instruments to study the general behavior of the learners' group during the intervention.

For this research, two different Likert Scales were devised. Both for measuring Participation (Table N°3) and Interaction (Table N°4). The categories were agreed and written according the theoretical support presented in Chapter 2. The columns asses the amount of the students, which showed the behavior, described in the categories. These scales were validated by Flora Mandiola Master's Degree.

Table N°3: **Participation Likert Scale**

	Most	Some	Few	None
Volunteer to answer teacher´s questions. (L1 or L2)				
Ask the teacher questions about course content. (L1 or L2)				
Follow teacher´s instructions				
Make an effort to respond to teacher´s targeted questions. (L1 or L2)				
Helps others who are having trouble with course content (L1 or L2)				

Table N°4: **Interaction Likert Scale.**

	Most	Some	Few	None
Interact with peers using L2				
Interact with peers using L1				
Interact with teacher using L2				
Interact with teacher using L1				
No interaction in either L1 or L2 (course content)				

3.5.3 Field Notes.

Hernandez et al, (2014), highlights the importance making annotations during the development of events, in this case, interventions. As they point out later on, it is important to include own words, behaviors and feelings. For each intervention (class), general and specific observations were taken. The most relevant will be shown in the results of this research.

3.5.2 Interview.

At the end of the last intervention, an interview was conducted to obtain information of the perception of the teacher in charge of the learners about their participation and interaction during the process. For this interview, L1 was used because EFL is not the subject she teaches in the school. The following questions were asked:

De acuerdo a lo observado en ambas intervenciones:

1.- ¿Usted cree que hubo un cambio significativo en las dos clases? ¿qué cambio?

2.- ¿En qué clase cree que hubo mayor participación e interacción? ¿Por qué?

Translated to English:

Based on your observations of both interventions:

1.- Do you think there was a meaningful change between both classes? What change?

2.- In which class do you think there was more participation and interaction? Why?

The answers given by the teacher will be further discussed in the data analysis of this thesis.

3.6 Tools.

In order to have an information backup and another way to analyze both interventions in detail, videos were recorded. The equipment used to record the lesson was a Sony camera, DSC-H400. The resources used by the researchers during the intervention are mentioned in the Lesson Plan, which is located in the appendix of this thesis.

3.7 Description of the Intervention with "Non-Corrective Environment" Strategy.

The amount of interventions was two, the first one during the first week of November; and the second one, during the third week of November. The participants were a group of fourth graders from a public school called "Escuela Básica Melvin Jones" in Villa Alemana, Valparaíso, Chile. The lessons lasted two pedagogical hours, once a week. The sitting arrangement was in rows to keep the usual work environment in which they work during every class.

The intervention using the "Non-Corrective Environment" strategy took place during the first week of November. The participants were 14 learners of fourth grade (6 males and 8 females). The teacher in charge was observing each class without participating directly. The number of researchers inside the classroom were 3, each of them with a different task: Researcher 1 performing the lesson, Researcher 2 taking field notes, and Researcher 3 applying the considered instruments for this experimental research –Checklist, Likert Scale of Participation and Likert Scale of Interaction-. Even though each researcher was in charge of different tasks, they had to use L2 to interact each other and with learners as well in order to deliver additional input to fourth graders and at the same time to foster an environment in which English is the form of communication. Regarding the use of L2, the researchers talked in English from the moment they

entered the classroom, including the time in which when they were organizing the resources for the intervention. Also, when learners asked questions in L1, the three researchers answered back in L2. When learners said *"No se inglés"*, the researchers used body language and intonation for clarifying the message. Finally, as it was previously explained in chapter two, the only allowed correction was peer correction.

Researchers started the class with an Ice breaker, introducing themselves, and giving the following instruction: They could sit in any desk they wanted, but they had to stay there for all the interventions. Only Researcher 1, who leaded the lesson, stayed in front of the class and walked around the classroom. Researcher 2 sat in the teacher's desk and Researcher 3 sat in the last seat of the classroom.

The contents of this first class were "*Greetings"* and *"The weather"*. The details of the lesson plan are in the Lesson Plan. The first input the learners received was from a video called "Hello" by Super Simple Song. Researcher 1 was in front of the class waiting for the learners' reactions. At some moments of the song, Researcher 1 started singing to motivate them to sing the song. When the song was finished, Researcher 1 showed a PPT with images of the vocabulary from the video with greetings expressions (greetings, questions, and answers), then Researcher 1 as a second input sang the following song: *"Hello, hello, hello, hello, how are you? I'm fine, I'm fine, I'm fine, I'm happy to be with you"*. The following step was to ask them: "Hello, how are you?" expecting an answer back in L2. There was no answer because learners did not have the enough input to answer the teacher's question. The third input was an interaction between Researcher 1 and Researcher 2 modeling a natural conversation. After this dialogue, Researcher 1 said randomly to some learners: "Hello, how are you?" to get from them an answer back. If the learner mispronounced their answer in L2, Researcher 1 did not consider the answer wrong because they showed a communication attempt. The fourth input was another song video about weather,

Researcher 1 repeated the same action she did with the first song, waiting if any learner knew vocabulary or wanted to share his or her knowledge. In this part of the lesson, Researcher 3 took advantage of the opportunity to start a conversation about the weather with learners and elicit oral production from learners. As fifth input, Researcher 1 showed PPT pictures of vocabulary about weather (each slide has a picture with its name), asking if they knew some. After each slide, learners had to repeat the vocabulary from each one.

To elicit oral production Researcher number 3 led a game called "Pass the ball". Learners had to sing "*Pass, pass, pass the ball, pass the ball to me… pass, pass, pass the ball, pass the ball to me".* While all together were singing the song, they were -at the same time- passing each other a ball. When Researcher 3 said "*stop*" the learner with the ball in his or her hand had to answer a question made by the researcher. An interaction between Researcher 1 and Researcher 2 was performed when learners who had difficulties to answer, in order to clarify the question. Then, Research 1 told them they were going to play a game. One of them, a volunteer, was going to do mimic in front of the class of one of the pictures they had seen previously. The rest of the learners had to guess what their classmate was mimicking in front of them and say it by using L2. No mistakes or mispronunciations were taken in consideration. If the message was understandable, the answer was correct.

After the game, Researcher 3 showed the PPT previously used with all the vocabulary they saw during the lesson, and learners had to say what they remembered. All the answers were allowed in L2. For the closure, Researcher 1 played the two songs "Hello!" and "What's the weather like?" All learners and researchers sang and danced the songs. The last Researchers' intervention was to say Goodbye through a song.

3.8. Description of the intervention without "Non-Corrective Environment" Strategy.

The intervention using corrective feedback was held during the third week of November. Once again, 10 students attended, and they sat using the same distribution as the previous intervention. The key difference in this second intervention was that corrective feedback in all of its forms could be used by the teacher. The contents of the class can be seen in the Lesson Plan, located in the appendix of this thesis.

CHAPTER 4: RESULTS AND ANALYSIS

4.1 Results.

The results were gathered from observation by using the Checklist, Likert Scales and Field Notes filled during both classes, the first one with "Non-Corrective Environment" strategy and the second one with "Corrective Feedback". Also, the interview with the teacher was conducted. The following results show a significant difference between the levels of participation and interaction between both classes.

4.2 Results of the Participation and Interaction Checklists.

The results obtained are presented in the next graph (Figure 2). They were obtained from the Participation and Interaction Checklist filled by observing the class with the "Non-Corrective Environment" strategy and the traditional class with the "Corrective Feedback".

In the first category, the results show, on the one hand, that during the class with the strategy, 8 out of 10 learners volunteered to answer teacher's questions related to course content in either L1 or L2. On the other hand, during the traditional class, just 3 out of 10 learners showed willingness to be volunteers.

In the second category, it can be observed that during the first class, learners participated more in terms of asking questions, specifically 6 out of the 10 students. In comparison, during the traditional class, only 2 of the 10 learners asked questions related to the content of the class.

In the third category, no variations were observed. For both classes, learners were seen at times attempting to follow the teacher's instructions, either willingly or reluctantly.

The fourth category showed that in the class with the strategy 8 learners made an effort to answer to the teacher's questions or requests, but in the class without the strategy 3 less learners showed that effort to respond.

For the last category, the results show that in the class with the "Non-Corrective Environment" strategy, 5 of the 10 learners helped others who were having trouble with the content in either L1 or L2. But, at the moment of being exposed to the "Corrective Feedback", none of the students showed any signs of wanting to help their peers.

Figure N°2: Participation and Interaction Checklist Graph.

Participation and Interaction Checklist
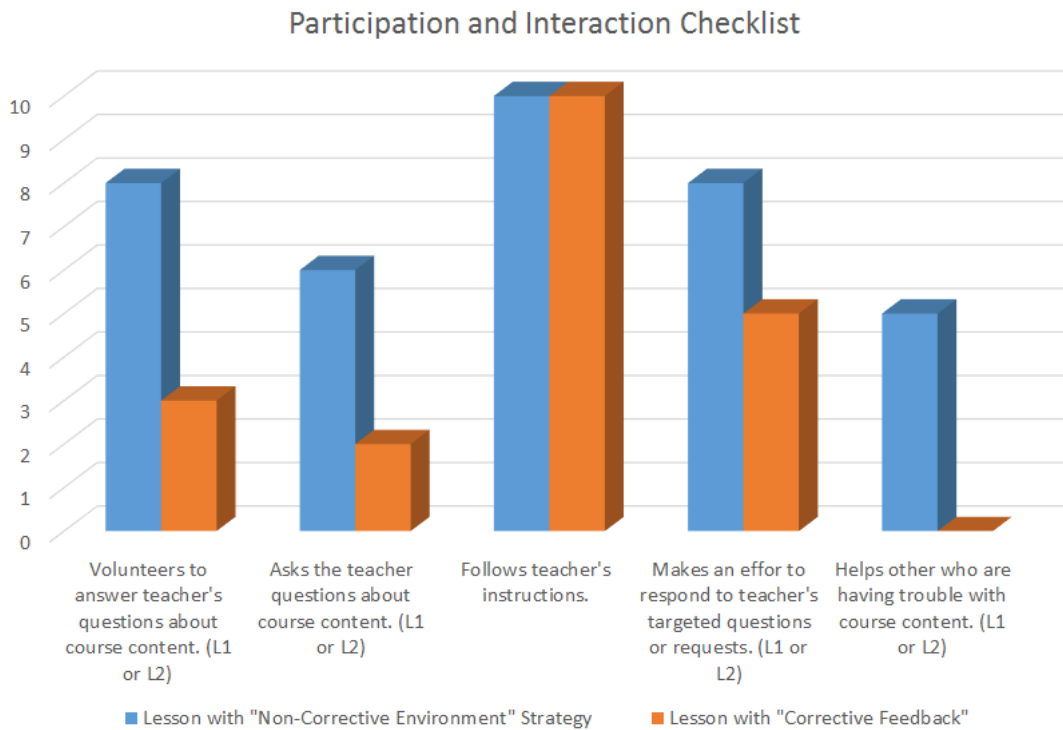
4.3 Results of the Participation Likert Scales.

The results obtained can be seen in the next two graphs (Figure 3 and Figure 4). They were gathered from the Participation Likert Scale used for both the class with the "Non-Corrective Environment" strategy and the class with "Corrective Feedback". Like the graph used for the checklist results, the numbers on the left show the number of students. Each bar separates the number of learners in four groups: Most learners (between 8 and 10), some learners (between 5 and 7), few learners (between 1 and 3) and none of the learners (0). The latter represents the number of learners that did not show participation for that specific category. For instance, if 7 learners were observed following teacher's instructions during the class, the remaining 3 will be shown as the yellow bar that represents "none of the learners".

In the first category of the Likert scale, it is shown that during the class with the strategy, some of the learners volunteered to answer the teacher's questions, unlike the class without the strategy were only few of the learners volunteered to answer. This pattern appeared also in the second category, were some of the students asked questions in the first class, but few of them did it during the second one.

In terms of following the instructions given by the teacher, there are no changes in the number of learners participating, having most of the students doing the actions requested by the teacher. No matter how they did it, they were all seen attempting to do what the teacher requested.

In the fourth category, most of the learners made an effort to respond the targeted questions asked by the teacher in the first class intervened with the strategy, whereas in the second class with the exposure to errors correction just

some of the learners participated, showing once again a reduction of participation in that particular category.

For the last category, there was an important decrease on the level of participation of the learners. On the one hand, during the first class, where the strategy was implemented, some of the learners helped others who were having trouble with the course content in either L1 or L2. On the other hand, in the second class, where the strategy was not implemented, none of the learners attempted to help their classmates.

Figure N°3: Participation Likert Scale with "Non-Corrective Environment" Strategy Graph.

Participation Likert Scale with "Non-Corrective Environment" Strategy

Participation Likert Scale with "Corrective Feedback"

4.4 Results of the Interaction Likert Scales.

The next graphs (Figure 5 and Figure 6) show the results gathered from the Interaction Likert Scales, each one of them was filled once again based on the observations made in the class with "Non-Corrective Environment" strategy and in the class with the "Corrective Feedback". The only difference with the previous graphs is the categories used, which have to do with interaction instead of participation.

In the first category, it can be observed that in both classes, few of the learners interact with others using L2. The same happens in the last category, were few of the learners made no interaction in either L1 or L2 with their peers or the teacher. The variations in the number of students for each category are minimal.

For the second and fourth category, there was a decrease in the level of interaction. In the first class, both categories show most of the learners interacting with peers and teacher using L1. But in the second class, when using "corrective feedback", learners were observed interacting less, even in their mother tongue, decreasing from most of the learners to just some of them.

A reduction in participation was also observed for the third category. However, for both cases, some of the learners attempted to interact with the teacher using L2.

Figure N°5: Interaction Likert Scale with "Non-Corrective Environment" Strategy Graph.
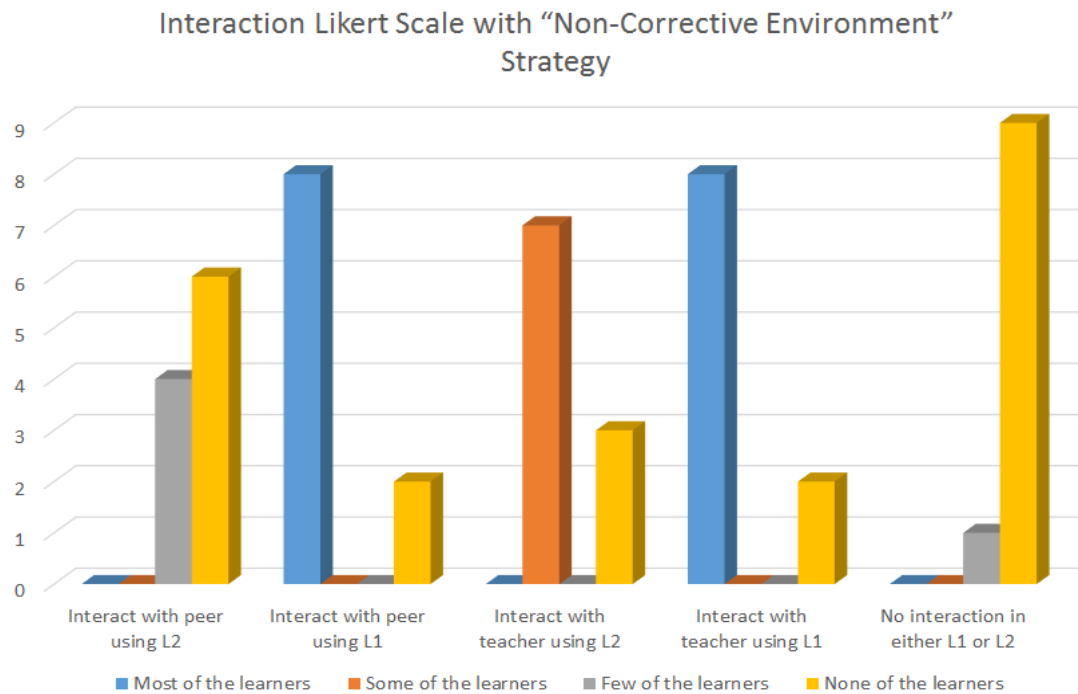
Figure N°6: Interaction Likert Scale with "Corrective Feedback" Graph.
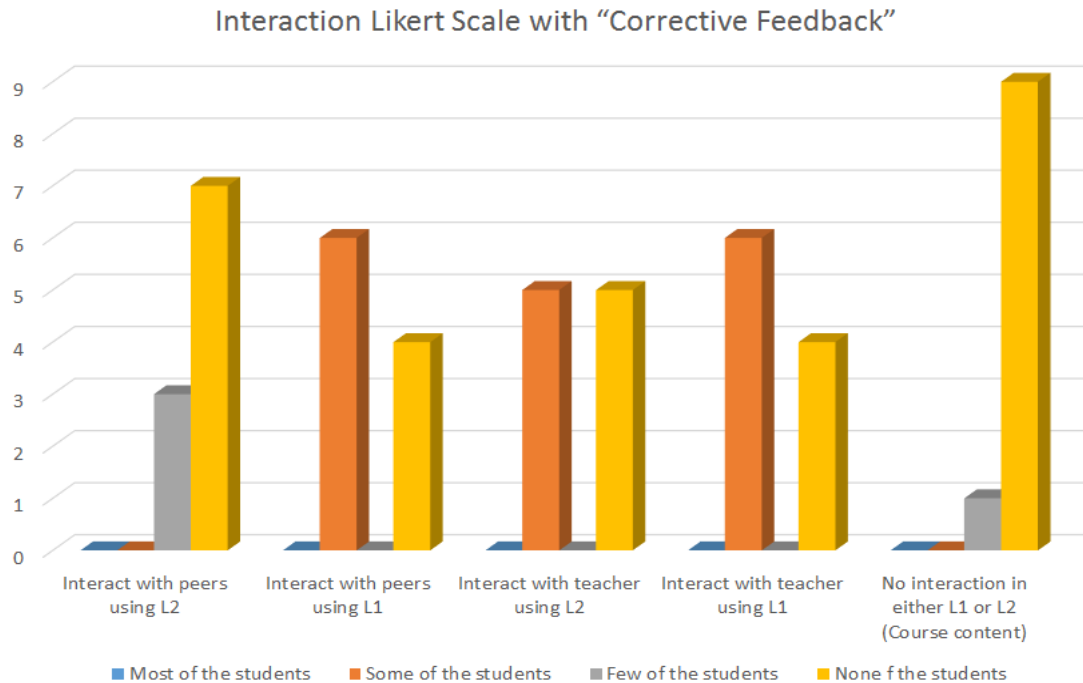
4.5 Field Notes.

General and specific observations were taken during the course of both interventions. The most relevant are the following:

4.5.1 Intervention 1 (with "Non-Corrective Environment" strategy)

4.5.1.1 General observations

a.   Learners are seen talking to each other about the content.

b.   One of the learners claimed she was bored and didn't understand what was happening. Nevertheless, later on she participated dancing and playing.

c.   Both talkative and non-talkative learners show participation at different stages of the class.

d.   At some moments, after instructions were given by the teacher, learners are seen attempting to understand the instructions by interacting with their peers in L1.

e.   As a way to show their knowledge of specific words in English, some learners say it out loud for the rest to hear them.

4.5.1.2 Specific observations

a) Learner 1: Shy, but participative.

b) Learner 2: Complained at the beginning, but eventually became more participative.

c) Learner 3: Shy, but participative.

d) Learner 4: Very attentive, frequently asking questions related to the topic.

e) Learner 5: Easily distracted. Frequently talking to learner 7 about topics not related to the lesson.

f) Learner 8: Very participative.

g) Learners 9: Shy, but participative. Disruptive at times.

h) Learner 10: Extremely participative. Frequently asked questions about words he didn't know. Interested in learning new words.

4.5.2 Intervention 2 (with corrective feedback)

4.5.2.1 General observations

a.   General behavior was very different compared to the first intervention.

b.   Learners frequently showed disruptive behavior and got easily distracted.

4.5.2.2 Specific observations

a) Learner 4 and 5: Seen sleeping during the class.

b) Learner 6: Refuses to repeat a word given by the teacher.

c) Learner 7: Initially attempts to participate, but later on refuses to answer and follow teacher's instructions.

d) Learner 12: Was not in attendance last class. Refuses to answer.

4.6 Interview

This interview was conducted by one of the researchers as a way to obtain information on the teacher's perception of both classes. It was conducted in L1, considering she is just the teacher in charge of that class at the time in which the interventions were held. She is not an EFL teacher. The transcription of the interview can be found in the appendix of this research.

When asked about the differences she observed between both classes, she explained that she noticed learners received more corrections from the teacher, particularly when it comes to pronunciation. In regard to the learners, she observed that in both cases learners struggled to stay focused. The difference was that during the course of the first class, learners slowly began to concentrate. During the second one, lack of attention was seen at all times. She believed this

had nothing to do with the contents presented by the teacher, but with external factors that were not specified. Later on, she pointed out that she noticed higher participation and interaction in the first class for the reasons previously mentioned. Finally, without going into details, she mentioned that the class where they were being corrected was very important, but the time was short for them to appreciate good pronunciation.

4.7 Data Analysis

In this research the data was analyzed by doing a comparison between the results of the first and the second intervention. In addition, a triangulation among the results was done, including the theoretical framework and the assumption. The observation instruments used in this research, particularly the Checklist and the Likert scales, showed in general terms that during the class in which the "Non-Corrective Environment" strategy was applied, learners' participation and interaction was higher compared to the class in which the teacher used corrective feedback.

The checklist shows that during the first class, the number of learners that volunteered to answer questions or asked the teacher questions, in either L1 or L2, was double plus one. For the second class, the number of learners that participated dropped a 62.5% and a 66.6% respectively. The participation Likert scale represents this reduction by showing for the second class, instead of some learners participating, only few of them doing so. Less learners showed interest in responding to the teacher's input and less learners felt the urge of going deeper into the contents presented by the teacher.

A drastic reduction was observed in the category of helping others with the course content. When comparing both classes, the number of learners attempting

to help others fell from 5 to 0, represented as some of the learners and none of the learners respectively.

There were no variations when it comes to following teacher's instructions. The possible reason for this is that this particular category did not aim to assess the way in which learners reacted to the instructions, but to whether learners followed the instructions or not. Their emotions were not taken into consideration in this case.

Regarding peer interaction, the Likert scales show a small reduction for both the use of L1 and L2. Considering that the drop on L1 was slightly bigger, it could be concluded that there was no apparent rejection to the use of L2 in general, but less peer interaction overall. Nevertheless, the reduction is not as significant as the one observed in participation. A similar result was observed in teacher-learner interaction. There was a small drop for interaction with the teacher for both L1 and L2.

After comparing both classes, the one applying the "Non-Corrective Environment" strategy and the one using corrective feedback, through the use of the checklist and the Likert scales, participation was observed to be significantly lower in the second one, and interaction was slightly lower also in the second one. How can this phenomenon be explained after analyzing the literature presented in chapter two?

Even though this drop-in participation and interaction can be attributed to different factors, these values could be a sign that learners were less engaged with the lesson. As Carter, et al, (2016), suggested, there is a connection between behavioral engagement and participation, as it was further explained in chapter two. A low participation could be associated to lack of engagement. At the same time, this could also be connected to the fact that less learners attempted to interact with either the teacher or peers. Both the field notes and the interview to

the teacher point out that learners showed less focused during the second class. When learners are not focused enough on what the teacher is presenting or requesting, it is difficult for them to develop confidence. This is exactly what Susak (2016), suggested when referring to the importance of classroom participation. It is described by her as a way to help learners synthetize information better, increase motivation, improve oral communication and boost their confidence.

Regarding interaction, both peer interaction and teacher-learner interaction were lower when using corrective feedback. This applies to both L1 and L2. One of the principles of peer correction presented by Sultana, (2009) was that learners feel more comfortable when interaction when their peers. If that is the case, how is it possible that both types of interaction decreased in a similar proportion? The answer could be implied in other of the principles described by Sultana. It stated that the atmosphere in the classroom is more supportive and friendly when the teacher uses peer correction. Considering the second class focused on corrective feedback rather that peer correction, the reluctance to participate, interact and even the different situations of disruptive behavior shown by the learners could be possibly connected to this change of atmosphere. Moreover, during the interview, the teacher highlighted the fact that she noticed the corrections made by the researcher, particularly in relation to pronunciation.

In relation to the aforementioned disruptive behaviors mentioned in the field notes, for the first intervention, the general observations point out that learners were seen interacting about course content and looking for ways to find out what they were expected to do. Rejection came initially by one of the learners, possible because this was something completely new for her. However, her participation increased as the class progressed. The second class not only showed a change of behavior, but a lack of attention that led to even disruptive behaviors at some point. Reluctance to answer questions was frequently observed. It could be argued that frustration is a possibility when learners are

unable to understand what they are meant to do. The problem with that statement is that reluctance was particularly strong during the second class in which learners already had the experience of the previous intervention, where reluctance was showed only initially. All of this suggest that there was not a sense of rejection on behalf of the learners towards the new language. In fact, only 1 student avoided interacting in any form during both classes. Reluctance might have been generated for all the reasons previously mentioned.

Another finding worth mentioning is that during the first intervention, where corrective feedback was not used, learners showed intention of saying words out loud that they knew beforehand and resorted to peer interaction in order to understand the teacher's instructions. These observations, registered in the field notes, entirely disappeared during the second class. This particular phenomenon that took place during the first intervention can be described as a form of spontaneous talk. Going back to chapter two's literature, Hawkes, (2012), using Vygotsky's theory as source, described spontaneous talk as a communicative and unplanned action, not related to drilling, focusing on meaning rather than form. This description matches the characteristics of the class that applied the "Non-Corrective Environment" strategy rather than the one that applied corrective feedback. This could be the reason why attempts to interact with peers and showing off how much they know about the language were behaviors that vanished from the class then the strategy was no longer applied.

As Krashen and Terrell, (1998) stated, one of the principles of the natural approach, is that syllabus should consist of communicative goals. As it was previously mentioned in chapter two, Krashen, et al believe that in early stages, grammar accuracy is less important than communication. Accuracy can be developed through input and comprehension. This explains why the "Non-Corrective Environment" strategy focused on both input and oral production. It is interesting to note that during the interview with the school teacher, who was not

an EFL teacher, she pointed out that she noticed the corrections, particularly in pronunciation, and feels they are important. This might be a sign that people in Chile value accuracy in oral production, but more studies are needed to determine if this is a trend among Chilean people.

Finally, Chomsky, (2006), as it was previously explained in chapter two, implied that despite languages having different structures, they share universal elements. This is an idea that reinforces the importance of teaching a foreign language in a similar way that us, human beings learn L1. This is another reason why the non-corrective environment strategy focused on communicative goals, in order to stimulate the structure that allows to assimilate external information, which Piaget calls "schema", as it was further explained by Bormanaki and Khoshhal, (2017), in chapter two.

4.8 Unexpected findings

In spite of the assumption of this thesis, stating that an increase of task engagement, therefore participation and interaction, was expected, spontaneous talk was not considered during the initial stages of this research. Attempts of the learners to request their classmates back up from the very beginning and the intention of showing off how much they knew about English were reactions that the researchers were surprised about. However, even more shockingly, these reactions completely disappeared when using corrective feedback.

Another unexpected finding was the appearance of disruptive behaviors during the second intervention. Working with a class in which behavior issues were frequent was a possibility considered by the researchers from the very beginning. Moreover, this was initially regarded as a possible limitation for the research. When using the "Non-Corrective Environment" strategy, disruptive behavior was only shown by one learner, but not frequently. When using the corrective feedback, both the field notes and the interview with the school teacher,

who was in attendance during both interventions, showed that disruptive behaviors were notorious.

CHAPTER 5: DISCUSSION

5.1 Conclusion

The purpose of this research is to demonstrate the effectiveness of teaching communicative strategy for EFL based on the Natural Approach called "Non-Corrective Environment" strategy to enhance learners' participation and interaction as well as task engagement. Based on the information presented in the theoretical framework and the data analysis of the results of the interventions, it can be stated that the general objective was fulfilled, and the assumption accepted.

Regarding to the research question, in spite of the limitations described below, the effectiveness of the "Non- Corrective Environment" strategy was demonstrated. According to the instruments applied in this study and the researcher's observations, there was a significant difference in terms of participation, interaction and task engagement between the two interventions. During the first intervention in which the "Non-Corrective Environment" strategy was applied, there was observed higher levels of participation, interaction and learners' task engagement in comparison to the second intervention in which corrective feedback was applied.

5.2 Discussion

After analyzing the data, it was observed that learners' participation was significantly higher when using the "Non-Corrective Environment" strategy, in comparison to using corrective feedback. A decrease was also noticed in the learners' level of interaction, but it was not as significant as it was in participation.

Regarding participation, there was not any variation in following the teacher's instruction category comparing the two interventions. However, the results which showed significant changes were those in which most learners dropped to some learners (Make an effort to respond targeted questions (L1 or

L2)). In addition, in categories such as "Volunteers to answer teacher's questions (L1 or L2)", "Ask the teacher questions about course content (L1 or L2)" and "Help others who are having troubles with course content (L1 or L2)" the number of learners decreased from "Some" to "Few". There was an increasement of "None" learners in each category. These changes can be attributed to the implementation of the corrective feedback strategy, according to the observations made by the researchers, since the corrective feedback was applied.

In terms of interaction the results of the categories "Interacting with peers using L1" and "Interacting with teacher using L1" were similar in each intervention. But, comparing the interventions, during the lesson with "Non-Corrective Environment" strategy shows that "most" learners or "none" of them interacted, and during the second intervention only "some" learners or "none" of them interacted. Meanwhile, "Interacting with peers using L2" and "No interaction in either L1 or L2 (course content)" categories did not show any changes. Finally, "Interact with teacher using L2" in the second intervention there was a decrease in the number of learners who interacted with the teacher in L2, and there was an increase of "None" Learners using L2 to interact with the teacher.

Based on the importance of participation, and its connection to engagement, both previously explained in the theoretical framework, the significant drop in classroom participation observed during the intervention when using corrective feedback, is an outcome that should not be disregarded, especially considering that corrective feedback is indeed used by Chilean EFL teachers. Not only participation and interaction were lower, but disruptive behaviors, reluctance to answer and lack of attention were also observed.

According to previously revised Second Language Acquisition theories, Krashen stated that second language should be acquired by using communicative strategies, giving learners as much input as possible, and not pressuring them for

oral production, the researchers of this study believe this is the reason why learners showed higher participation and interaction during the "Non-Corrective Environment" strategy implementation. And following this line, Vygotsky highlighted the importance of ZPD and social interaction in Language Acquisition, for this reason, the learners' interaction observed during the implementation of the strategy pointed out that when learners are engaged, those who have better understanding spontaneously help those who have troubles with L2.

5.2 Limitations

Variables that could have influenced the results in some form or another are presented below:

1. National context: On October 18, a social uprising started in Chile, where people began a national strike in order to demand multiple rights from the government. This led to a series of events that resulted in social unrest and severe damage to local commerce and physical well-being of both citizens and authority enforcers. Multiple schools were forced to either close the year in an anticipated way or stop their activities altogether. The uncertainty and anxiety this caused in our population could affect learners' ability to remain focus during the time they spend in the classroom.

2. Time: Due to the aforementioned social uprising in Chile, it was not possible to do more than two interventions. The original plan was to have at least three classes applying the non-corrective environment strategy and three classes with corrective feedback. In spite of observing important changes, particularly in learners' participation, it would have been ideal to observe any more variations of both participation and interaction if more classes had taken place.

3. Sampling features: Currently in Chile, most schools, both private and public, have modified their curricula as to teach learners EFL from a very young age, even before primary school. It took a long time to find a school in the fifth region of Chile in which learners began learning EFL halfway through primary school (before fifth grade). This resulted not only in less time available to perform the interventions, but also less time to analyze the results and develop conclusions.

4. Number of students: The fourth grade which was used as the sample of this research has a total of fourteen students. The total attendance for both interventions was 10. In order to observe if the non-corrective environment strategy would generate similar results in larger EFL classes, more studies should be conducted in the future.

5.3 Recommendations for future research

Considering the limitations of this research, in order to determine if strategies with similar characteristics as the "Non-Corrective Environment" strategy produce similar effects on other Chilean EFL learners, further research is required. It is recommended that this be done using a larger sample and number of interventions.

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Appendix

Appendix A. Participation and Interaction Checklist with "Non-Corrective Environment" Strategy.

Student	Volunteers to answer teacher's questions about course content (L1 or L2)	Asks the teacher questions about course content (L1 or L2)	Follows teacher's instructions	Makes an effort to respond to teacher's requests.	Helps others who are having trouble with course content, (L1 or L2)
1	X	X	X	X	X
2	X	X	X	X	X
3	X	X	X	X	X
4	X	X	X	X	X
5			X	X	
6			X		
7			X		

8	X	X	X	X	X
9	X		X	X	
10	X	X	X	X	X
11	Absent	Absent	Absent	Absent	Absent
12	Absent	Absent	Absent	Absent	Absent
13	Absent	Absent	Absent	Absent	Absent
14					

Appendix B. Participation and Interaction Checklist with "Corrective Feedback"

Student	Volunteers to answer teacher's questions about course content (L1 or L2)	Asks the teacher questions about course content (L1 or L2)	Follows teacher's instructions	Makes an effort to respond to teacher's requests.	Helps others who are having trouble with course content, (L1 or L2)
1			X		
2		X	X	X	
3	Absent	Absent	Absent	Absent	Absent
4	X		X	X	
5			X	X	
6			X		
7			X		
8	Absent	Absent	Absent	Absent	Absent

9	Absent	Absent	Absent	Absent	Absent
10	X		X		
11		X	X	X	
12			X		
13	X		X	X	
14					

Appendix C. Participation Likert Scale with "Non-Corrective Environment" Strategy.

	Most	Some	Few	None
Volunteer to answer teacher´s questions. (L1 or L2)		X		
Ask the teacher questions about course content. (L1 or L2)		X		
Follow teacher´s instructions	X			
Make an effort to respond to teacher´s targeted questions. (L1 or L2)	X			
Helps others who are having trouble with course content (L1 or L2)		X		

Appendix D. Participation Likert Scale with "Corrective Feedback".

	Most	Some	Few	None
Volunteer to answer teacher´s questions. (L1 or L2)			X	
Ask the teacher questions about course content. (L1 or L2)			X	
Follow teacher´s instructions	X			
Make an effort to respond to teacher´s targeted questions. (L1 or L2)		X		
Helps others who are having trouble with course content (L1 or L2)				X

Appendix E Interaction Likert Scale with "Non-Corrective Environment" Strategy.

	Most	Some	Few	None
Interact with peers using L2			X	
Interact with peers using L1	X			
Interact with teacher using L2		X		
Interact with teacher using L1	X			
No interaction in either L1 or L2 (course content)			X	

Appendix F. Interaction Likert Scale with "Corrective Feedback".

	Most	Some	Few	None
Interact with peers using L2			X	
Interact with peers using L1		X		
Interact with teacher using L2		X		
Interact with teacher using L1		X		
No interaction in either L1 or L2 (course content)			X	

Appendix G. Lesson planning

Lesson 1.

Time	(90 min)
Topic	Greetings and weather.
	To identify vocabulary related to greetings and weather in oral form by answering random question from the teacher.

With "Non-Corrective Environment" strategy
Introduction:

Ice breaker (10 min)

Introduce yourself.

Teachers introduce themselves in front of the class and ask students to say their names. When the students say their names, the teachers give them a paper where they write their names.

Development:

The teachers play twice the video called "Hello" by Super Simple Songs:

https://www.youtube.com/watch?v=tVlcKp3bWH8

Learners watch next video **(10 min)**

Teachers show twice a battery of flash cards with expressions from the video and some new ones. The students must repeat each expression after the

teachers. Then, the teachers show the flashcards randomly, and students must say the expression from the picture. **(15 min)**

The teachers show them twice another video called "How's the weather?" by Super Simple Songs:
https://www.youtube.com/watch?v=rD6FRDd9Hew
Students watch the video **(10 Min)**

The teachers ask for some volunteers to play a mimic game. The teachers give a flashcard to each student and tell them they are going to mimic the picture for their classmates. The rest of the class must guess which picture is mimicking by their classmate. **(20 min)**

The teachers tell the students they are going to play a game called "Pass the ball". The teachers give the first student from the first left row a ball and tell the class the instructions: they are going to pass the ball to the student at their right while singing "pass, pass the ball, pass the ball to me…", and when the teachers stop singing, the student who has the ball must say the name of the picture the teachers are showing. **(15 min)**

Closure
The teachers play again both videos. Students pay attention and sing the songs if they want. Then, the teachers show again the flashcards and the students say the name of the pictures without the teachers' help**. (10 min)**

Appendix H. Lesson 2

Time	(90 min)
Topic	Feelings and emotions.
	To identify vocabulary related to feelings and emotions by telling how they feel while they listen to music from movies.

With "Non-Corrective Environment" strategy
Introduction: Teachers https://www.englishclub.com/efl/tefl-articles/emotions/ • **Warm up:** the teachers put on the whiteboard pictures of different weathers. the teachers give students printed faces of different emotions and tell them they are going to put the faces below the weather to show how they feel in those situations. The teachers say the name of the different emotions from the whiteboard. Students repeat the vocabulary after the teachers. **(20 min)** **Development:** • Videos. The teachers play two videos to show students vocabulary related to the lesson feelings and emotions. After the videos, the teachers ask them what they remember from the videos they watched. https://www.youtube.com/watch?v=37w9JjUWN30 https://www.youtube.com/watch?v=o5jZIswSfSE **(10 min)**

- Drawing: the teachers give students a worksheet with some blank faces. The teachers tell them they are going to draw the expressions. The teachers say an expression and students draw it in their worksheet. When all the faces are ready, the teachers check them on the whiteboard (**15 min)**

- Mimic by rows. The teacher will choose a row. He/she will name an emotion and all members of the row will have to do the mimic. **(15 min)**

- Piece of music: the teachers play pieces of music from different movie genre, and ask students how they feel with that music **(10 min)**

Closure:
- The teachers show on the whiteboard a picture with the name of an emotion and a blank face. The teachers draw the wrong or the right emotion and ask the students whether the drawing matches with the emotion or not. **(10 min)**

Appendix I. Teacher interview

Researcher 3: En cuanto a las dos clases que nosotros hicimos, la primera de la semana ante pasada y esta. ¿Usted cree que hubo un cambio significativo entre las dos clases? Y si lo encuentra ¿Qué cambios encontró?

Teacher: El que ahora estaban corrigiendo más.

Researcher 3: Ya.

Teacher: La pronunciación, sobre todo

Researcher 3: Ya.

Teacher: Eh… ¿Qué otro cambio? Eh… Yo creo que eso, sobre todo

Researcher 3: En cuanto a…

Teacher: Y en cuanto a la metodología

Researcher 3: Ya. Y en cuanto a los alumnos ¿Encontró algún cambio?

Teacher: Eh… Si porque esta clase fue más complicada, encuentro que fue más complicada por razones externas, en todo caso que no tiene que ver con la… con lo que ustedes presentaron. Pero… Si… Si fue más difícil que se concentraran, en todo caso la clase anterior también costó que se concentraran al comienzo y después ya lograron concentrarse… en… cuando iba avanzando el puesto. Pero ahora claro, no hubo la oportunidad.

Researcher 3: Ya. Y ¿En qué clase cree que hubo mayor participación e interacción? Y ¿Por qué?

Teacher: Eh… La primera clase sí, pero igual por las mismas razones. Pero… Igual yo creo que es importante esta clase donde ustedes estaban corrigiendo,

especialmente, o sea bueno, eh… ellos no alcanzaron a tomar el… el gusto por… por pronunciar bien, pero yo creo que a eso apunta.

Researcher 3: Ya.

Teacher: Es que igual faltó tiempo.

Researcher 3: Claro.

Teacher: Y que ellos se dieran cuenta.

Researcher 3: ¿Usted cree que influye…?

Teacher: Que… Ah… Te iba a decir quizá, bueno, no sé si ustedes lo hicieron intencionalmente, pero a lo mejor, eh, tendrían que haberlo dicho en un comienzo ¿o no?... Eh… lo hicieron intencionalmente, ya.

Researcher 3: Si.

Teacher: Ya.

Researcher 3: Ehm… esas son nuestras preguntas.

Teacher: Esas serían las preguntas, ya.

Appendix J. Informed Consent

CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UNA INVESTIGACIÓN.

Título del Estudio: A "Natural Feedback" Strategy May Prove Effective to Increase Task Engagement of EFL Learners in a Chilean Context"

Investigadores: Brunella Cambise, Camila Jélvez, Victoria Serrano y Sebastián Vieytes

Le solicitamos la autorización para que su pupilo sea participe en nuestro proyecto de investigación cuyo objetivo principal es: *Demostrar la efectividad en el uso de la estrategia llamada "Natural Feedback" para aumentar la participación e interacción en los estudiantes de en clases de Inglés.* La investigación está a cargo de los estudiantes previamente mencionados pertenecientes a último año de la carrera de Pedagogía en Inglés de la Universidad Nacional Andrés Bello, sede Viña del Mar.

Propósito del Estudio: Esta investigación busca estudiar los efectos de una estrategia, denominada por los autores de esta tesis como "Natural Feedback Strategy" (estrategia de retroalimentación natural) en relación a la participación y la interacción dentro de la clase de inglés por parte de los alumnos, específicamente alumnos que no han experimentado previamente lo que es participar de una clase formal de inglés. Una de las principales características de esta estrategia es la NO aplicación de lo que se conoce como "corrective feedback" (retroalimentación correctiva). Esto se traduce en evitar llevar a cabo correcciones de manera explícita hacia los alumnos permitiendo, por una parte, que ellos mismos se den cuenta de sus errores, y, por otra parte, eliminar barreras que puedan generar el rechazo de los alumnos a utilizar el idioma inglés dentro de la sala de clases.

Para llevar a cabo este proyecto su pupilo participará en un total de 6 clases de inglés, las cuales serán filmadas, con el propósito de analizar los cambios que puedan producirse en relación a la participación e interacción al aplicar la estrategia y sin la aplicación de ella. Dentro de lo posible evitaremos filmar el rostro de los participantes.

Confidencialidad: Toda la información obtenida en relación a este estudio será de carácter confidencial, así mismo las filmaciones que se harán con el propósito de llevar un registro de información. Los resultados serán revelados sin nombrar identidades de los alumnos.

La firma de este documento constituye su aceptación para participar en el estudio. Sólo los investigadores tendrán acceso a la información recaudada e imágenes grabadas. Estos materiales serán guardados hasta que dejen de ser útiles para el propósito de esta investigación (5 años mínimos).

Cuando los resultados de este estudio sean publicados en revistas o congresos, la identificación de los participantes se eliminará.

UD. ESTÁ TOMANDO LA DECISIÓN DE QUE SU PUPILO FORME PARTE DE ESTE ESTUDIO. CON SU FIRMA, UD. ACEPTA QUE HA LEÍDO ESTE DOCUMENTO Y QUE HA DECIDIDO PARTICIPAR.
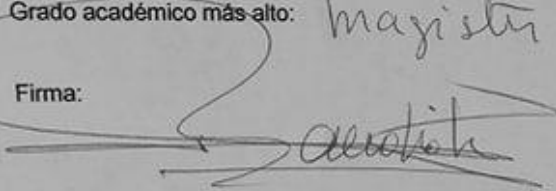

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   Firma del apoderado.   **Fecha.**

K. Instruments' Validation Signature

Nombre: Flora I. Mandiola V.

Profesión: Profesora de Inglés

Institución donde se desempeña: Unab

Grado académico más alto: Magister

Firma:

De antemano muchas gracias

Brunella Cambise Rosso
Camila Jélvez Rodríguez
Victoria Serrano Correa
Sebastián Vieytes Mascaró

Estudiantes de Pedagogía en inglés
Universidad Andrés Bello
Viña del Mar