3rd Expanding OPPORTUNITIES

Teaching English to Young Learners in Chile: From Inclusiveness towards Social Justice

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Hurray!

CHI

LE

CHI CHI CHI, LE LE LE
ENGLISH TEACHERS FROM CHILE

What did you say?

Yilorm, 2017

What did you say?

We love teaching

YES, WE DO!

THAT IS WHY WE ARE SO COOL!

Yilorm, 2017

La sistematización teórica realizada permite afirmar que la finalidad de la inclusión es hacer efectivo, para toda la población escolar, el derecho a una educación de calidad, preocupándose especialmente de aquellos que, por diferentes causas, están excluidos o en riesgo de ser marginados

(Valencia, 2017).

Yilorm, 2017

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Neoliberalism and Educational system in Chile

Market

Consumer good

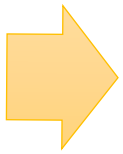
Privatization

Competition

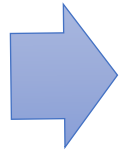
Profit

Segregation

Teaching to the test



Educational Apartheid



Social and Academic inequity

Yilorm, 2017

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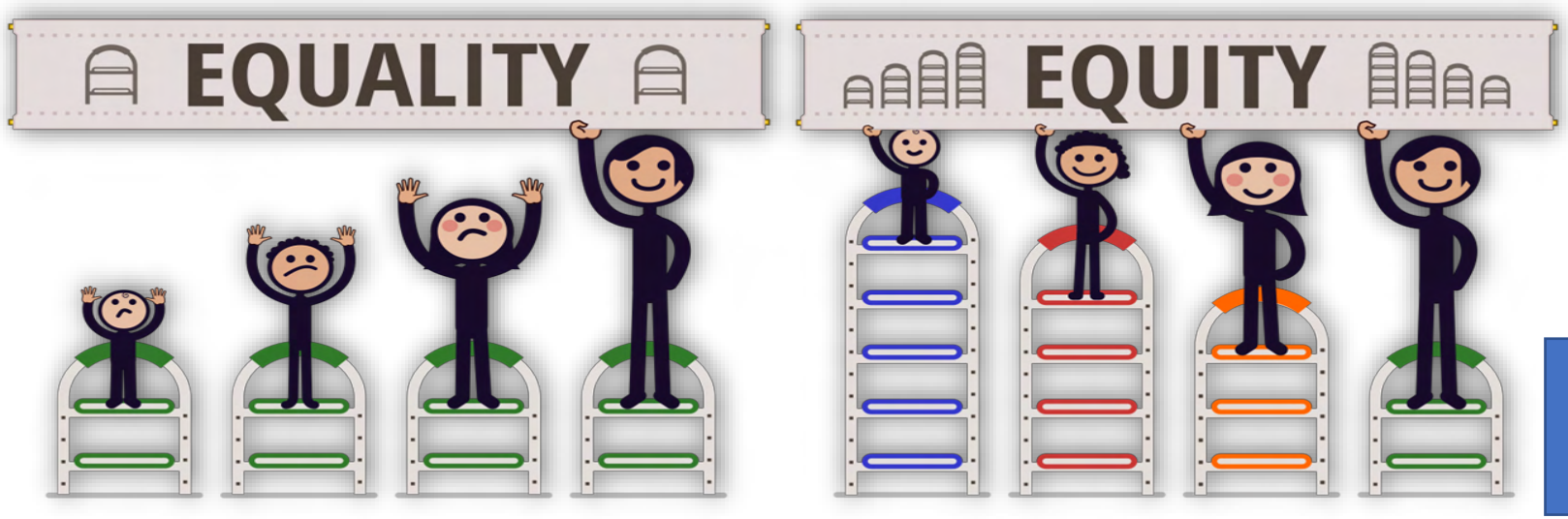
Social Justice

“Using English in some manner is no longer a luxury; it must be part of that basic universal education we wish for all. Keeping English from anyone, whether actively or indirectly, must now be seen as a social injustice” (Hall, 2016, p.35).



(Barahona, Inostroza & Yilorm, 2017)

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The Teaching Learning process

- Equal process for all students
- Passive and rote learning of contents
- Mechanical reproduction
- Curricular criteria that do not meet all students' needs and interests

(Ginoris & Turcaz, 2009)

Yilorm, 2017

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The Teaching Learning process

- Focus on the process, not on the quality of learning
- One-way communication
- Textbooks as an exclusive source of knowledge
- Lack of meaningful teaching resources

(Ginoris & Turcaz, 2009)

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Chilean Context

- 1 out of 4 Chilean children live in poverty.
- 22.7% of Chilean children live in overcrowded children's homes.
- Half of Chilean children have felt discriminated at school.
- More than 70% of Chilean children state that they have experienced violence at home.
- 94.000 Chilean children, who are 5 - 14 years old, are exposed to child labor.
- 1 out of 10 Chilean children has suffered from bullying.

(UNICEF, 2016; Ministerio de Desarrollo Social, 2015, CASEN, 2015)

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EFL Context

Public schools with vulnerable students obtain lower results in all national tests (Barahona & Yilorm, 2016)

81 % of students who attend paid schools obtain Cambridge ESOL certification, while only 7% of public school students do (MINEDUC, 2015).

In the poorest educational settings, 8 students out of 1,000 can understand very simple sentences when referring to simple topics (Emol, 2012).

In Valdivia, teachers who work in public schools with vulnerable students prefer Grammar-Translation and Audiolingual Methods (Yilorm, 2011-2017).

Yilorm, 2016, 2017)

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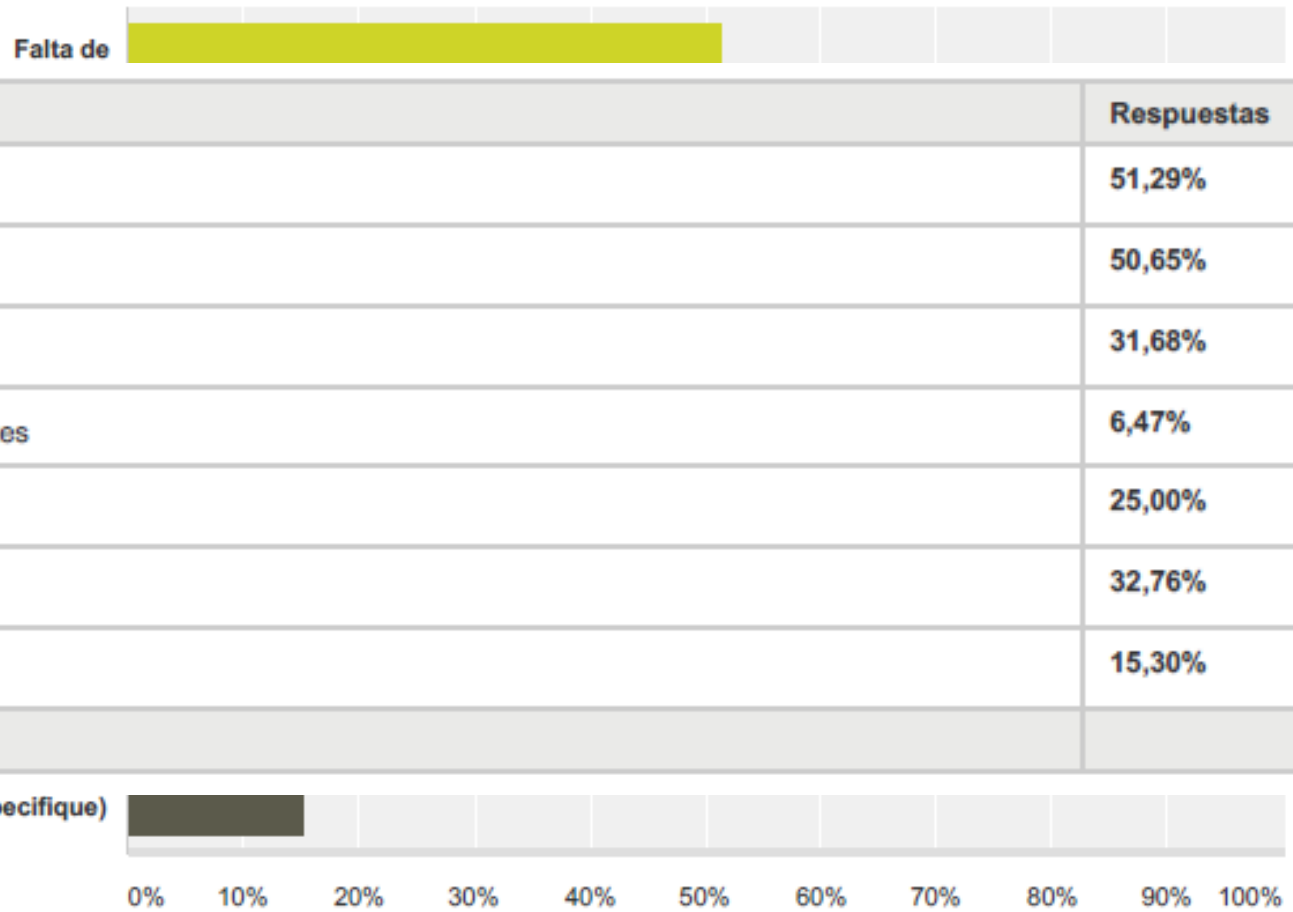
What about teachers?

- Administrative work overload
- Lack of support and communication problems with parents
- Lack of discipline
- Large number of students in the classroom
- Physical and mental tiredness as a result of working late at night
- Negative impact on marital life

(Yilorm,2016)

Q6 ¿Qué desafíos ha enfrentado al enseñar inglés en pre-básica o básica en su contexto?

Respondido: 464 Omitido: 13



Opciones de respuesta	Respuestas	
Falta de curriculum	**51,29%**	238
Falta de materiales	**50,65%**	235
Falta de apoyo directivo	**31,68%**	147
Falta de interés de los estudiantes	**6,47%**	30
Falta de interés de las familias	**25,00%**	116
Falta de disciplina	**32,76%**	152
Otro (especifique)	**15,30%**	71
Total de encuestados: 464		

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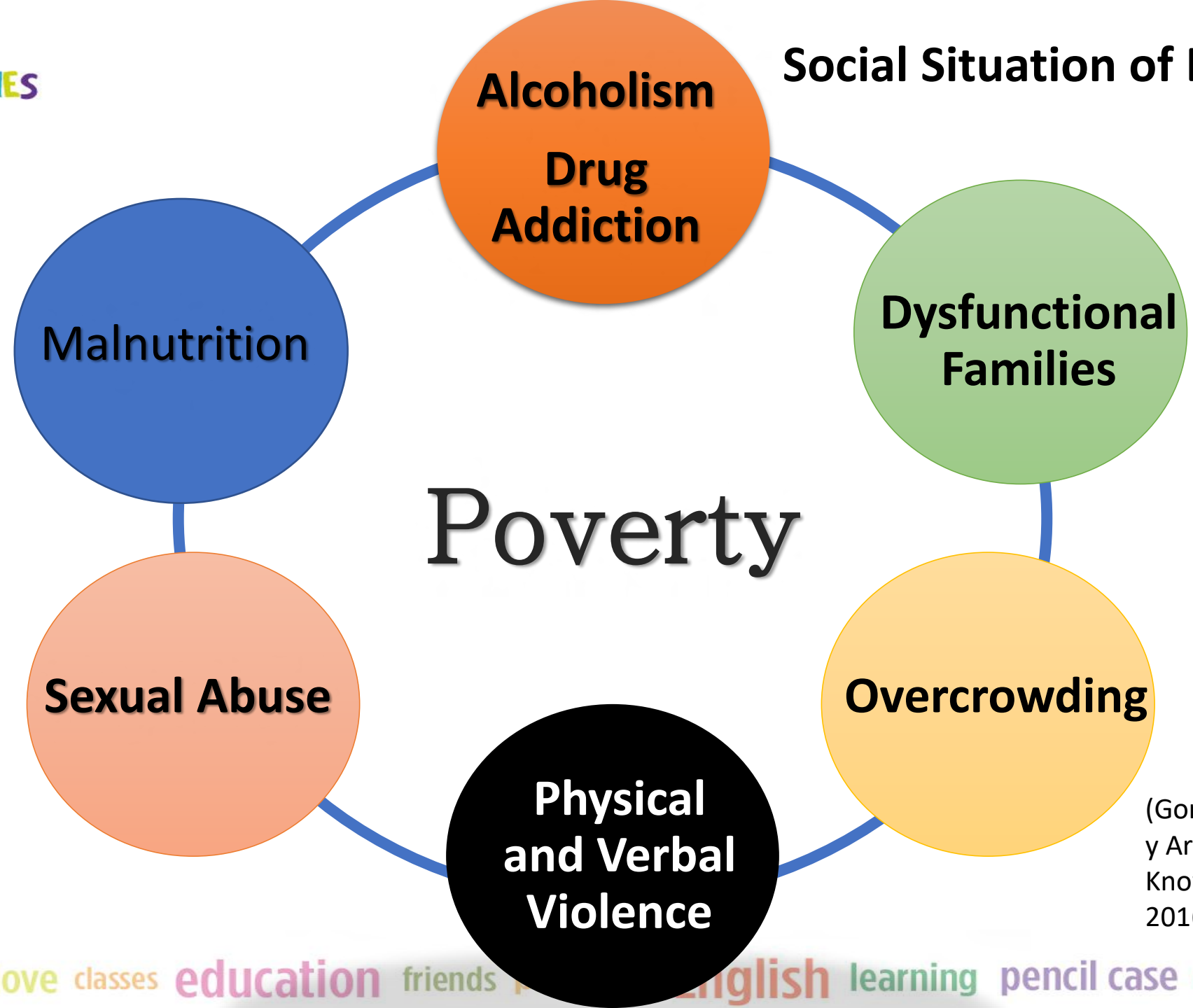
Social Situation of Development



(González et al, 2000; Ramos y Aroche, 2011; Nail, 2013; Know, 2015 & Waissbluth, 2016; Yilorm, 2016).

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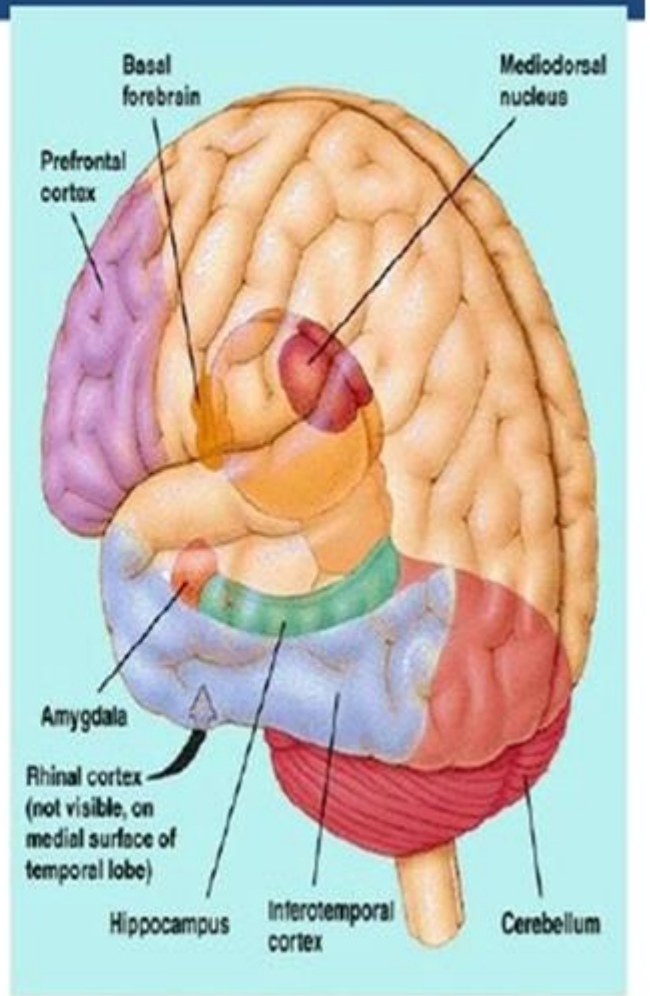
BRAIN AND LISTENING COMPREHENSION OF A FOREIGN LANGUAGE

Funciones de la Corteza Prefrontal

1. Determina el tamaño de la memoria
2. Perseverancia
3. Planificación y organización
4. Planificación de futuro
5. Criterio
6. Control de los impulsos
7. Auto-control y supervisión
8. Solución de problemas
9. Pensamiento crítico
10. Aprender de la experiencia y de los errores
11. Capacidad de sentir y expresar emociones
12. Empatía
13. Supervisión interna



(Colectivo de autores cubanos, Gysling, Hair, Kwon & Triglia, 2015).

Emotion regulation
Behaviour
Motivation
Problem identification and solution
Sequencial planning
Mental flexibility
Memory
Metacognition

(Antich, 1988; Acosta, 2004; Navarrete, 2004, Yilorm, 2016)

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Behavioral Disorders

"Dissimilar changes or deviations in the development of personality, and a specifically predominant behavior is aggression".

(Ramos & Aroche; 2011, p. 1)

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Students with Behavioral Disorders

Have an impulsive behavior

Choose physical and verbal aggresion

Have poor relationships and do not feel guilty

Plan and enjoy aggression

Tend to be cynical

(Ramos & Aroche; 2011, p. 2)

(Yilorm, 2016, 2017)

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Critical Incidents

An event, in a specific time and space, that trespasses the teacher's emotional threshold and destabilizes his/her own professional identity".

(Bilbao & Monero; 2011 as cited in Nail; 2013, p. 45)

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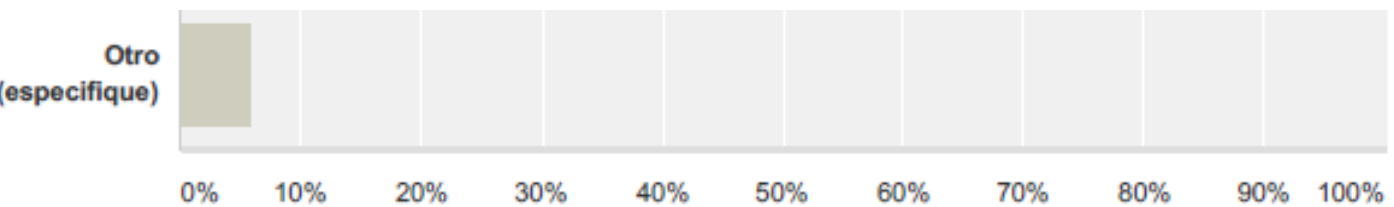
Q5 ¿Cuáles son las características que favorecen el aprendizaje del inglés en sus estudiantes de pre-básica o básica?

Respondido: 472 Omitido: 5

Opciones de respuesta	Respuestas	
Mayor curiosidad	**69,49%**	328
Mayor motivación	**75,85%**	358
Mayor facilidad para aprender	**61,02%**	288
Mayor facilidad para producir sonidos nuevos	**46,61%**	220
Mayor disposición para expresarse sin inhibición	**76,48%**	361
Otro (especifique)	**5,93%**	28
Total de encuestados: 472		



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Pedagogy of Tenderness

Happiness

Values

Maritza Burgos, 2013

Positive Reinforcement

Self-esteem

(Turner & Pita, 2014; Marti, 1975; Freire, 1993; Cussianovich, 2010)

(Yilorm, 2017)

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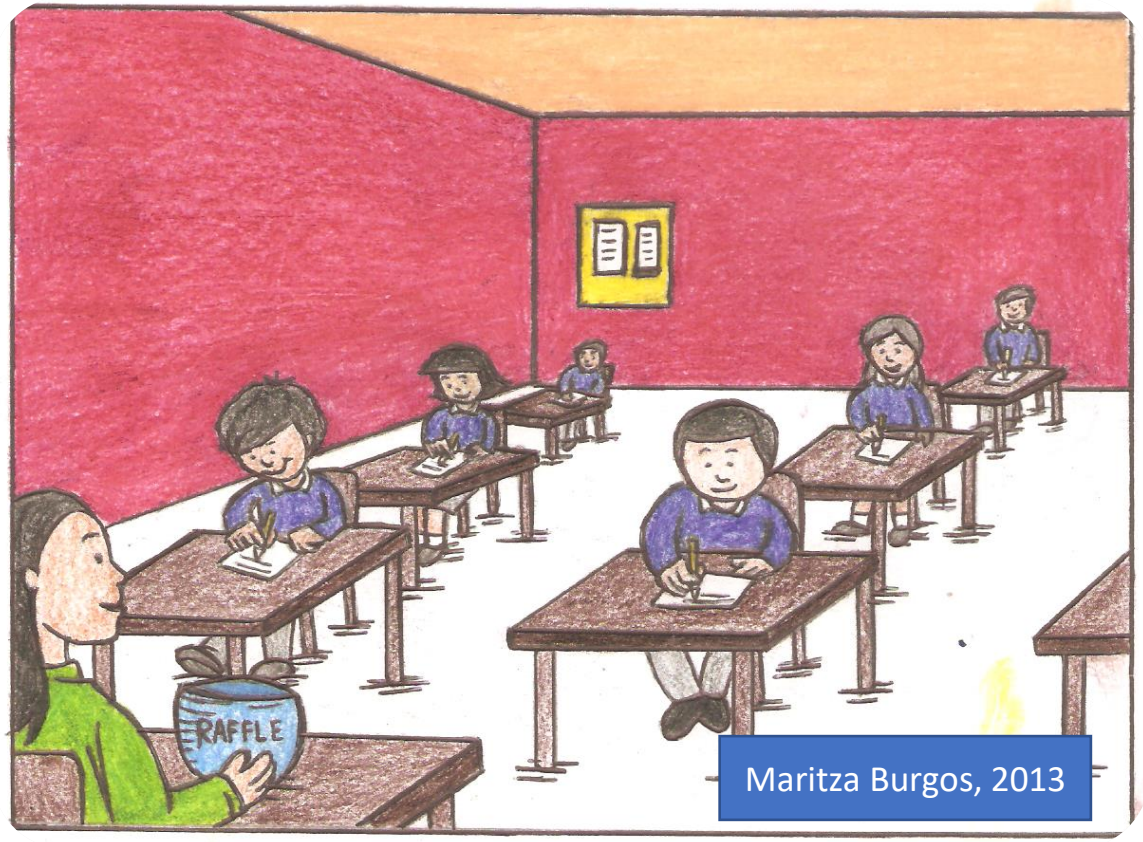
Pedagogy of Tenderness

High Expectations

Previous Knowledge



Maritza Burgos, 2013

Autonomy

Trust

(Turner & Pita, 2014; Marti, 1975; Freire, 1993; Cussianovich, 2010)

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Pedagogy of Tenderness

Motivation

Community

Learn by doing

Senses

Social situation of development

(Turner & Pita, 2014; Marti, 1975; Freire, 1993; Cussianovich, 2010)

(Yilorm, 2017)

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Pedagogy of Tenderness

Relashionships

Games

Personality

Emotions

Good citizens

(Turner & Pita, 2014; Marti, 1975; Freire, 1993; Cussianovich, 2010)

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Hugs and kisses for everyone!

Japanese: Mina no tame no kisu to hōyō (皆のためのキスと抱擁)

Portuguese: Beijos e abraços para todos

French: Bisous et câlins pour tout le monde

German: Küsse und Umarmungen für alle

Italian: Baci e abbracci per tutti

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Extra Curricular Activities

Travelling around the world

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What do students think?

"Igual es bueno porque introduce y no es como ***la típica clase*** en la que ***empieza a hablar*** el profesor."

Eric
7th grade

"Me gustó la forma en la que se ***comparte*** con los compañeros."

Ana
4th grade

Yilorm, 2015

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What do students think?

"Lo encontré entretenido y una buena técnica para aprender *sin aburrirse*."

Catalina
6th grade

"Esta actividad estuvo demasiado bien porque en vez de pasar materia y explicar, a través de los juegos *aprendes mucho más*."

Sebastián
7th grade

Yilorm, 2017

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Thank you!

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