

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?

What did you say?

We love teaching

YES, WE DO!

THAT IS WHY WE ARE SO COOL!

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

Neoliberalism and Educational system in Chile

Market

Consumer good

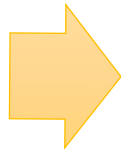
Privatization

Competition

Profit

Segregation

Teaching to the test



**Educational
Apartheid**

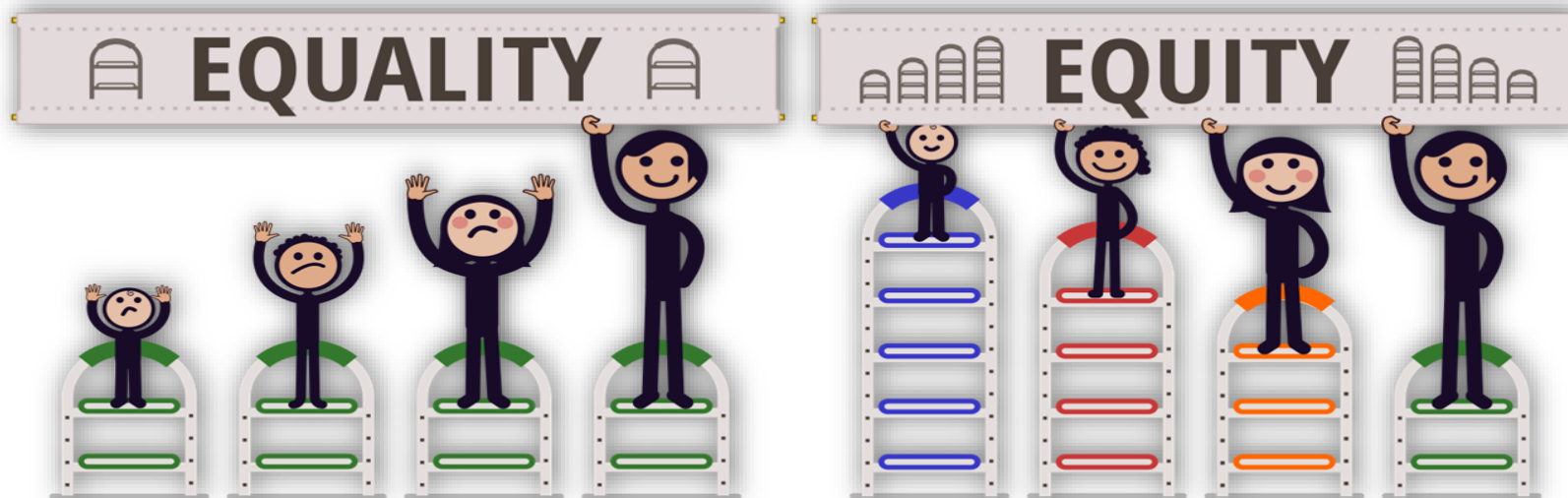


**Social and
Academic
inequity**

Yilorm, 2017

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)

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

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)

Yilorm, 2017

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)

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)

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

Falta de

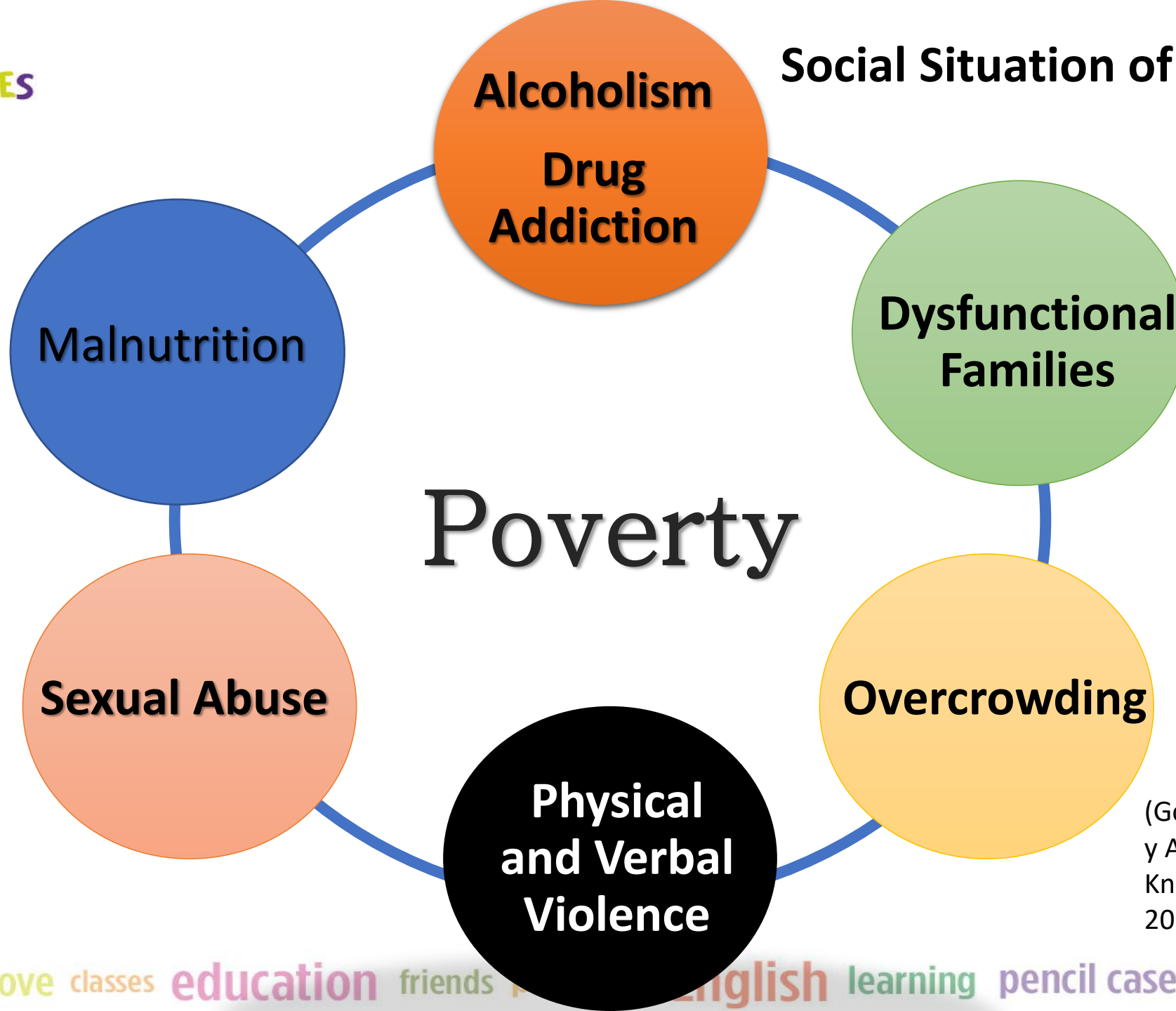


Opciones de respuesta	Respuestas
Falta de curriculum	51,29% 238
Falta de materiales	50,65% 235
Falta de apoyo directivo	31,68% 147
Falta de interés de los estudiantes	6,47% 30
Falta de interés de las familias	25,00% 116
Falta de disciplina	32,76% 152
Otro (especifique)	15,30% 71
Total de encuestados: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

(especifique)



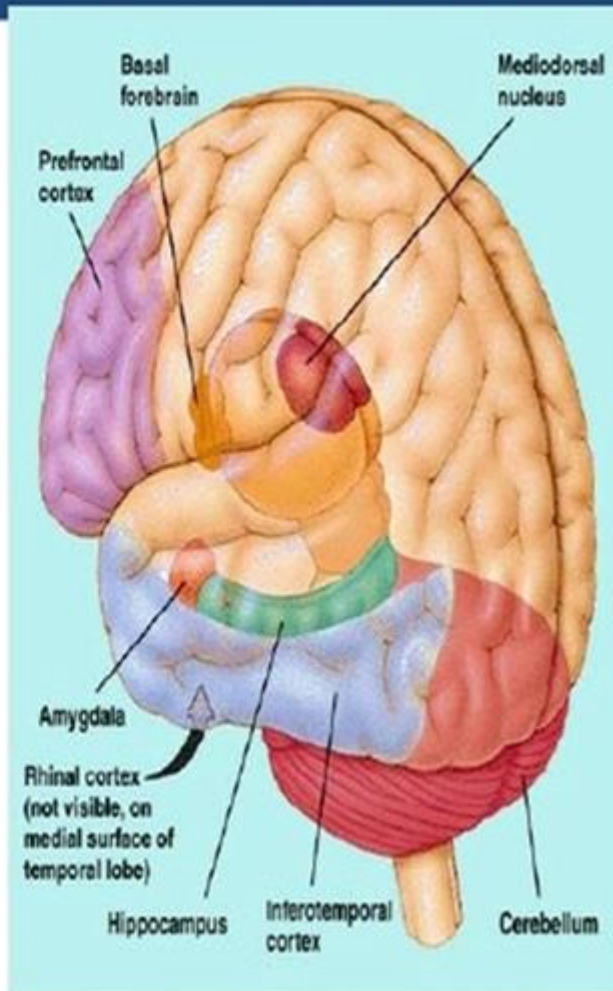
0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%



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

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



BRAIN AND LISTENING COMPREHENSION OF A FOREIGN LANGUAGE

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

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

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

Behavioral Disorders

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

(Ramos & Aroche; 2011, p. 1)

Yilorm, 2017

Students with Behavioral Disorders

Have an impulsive behavior

Choose physical and verbal aggression

Have poor relationships and do not feel guilty

Plan and enjoy aggression

Tend to be cynical

(Ramos & Aroche; 2011, p. 2)

(Yilorm, 2016, 2017)

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)

Yilorm, 2017

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

Respondido: 472 Omitido: 5

Mayor
curiosidad



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		

Otro
(especifique)



0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Pedagogy of Tenderness

Happiness

Values



Positive
Reinforcement

Self-esteem

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

(Yilorm, 2017)

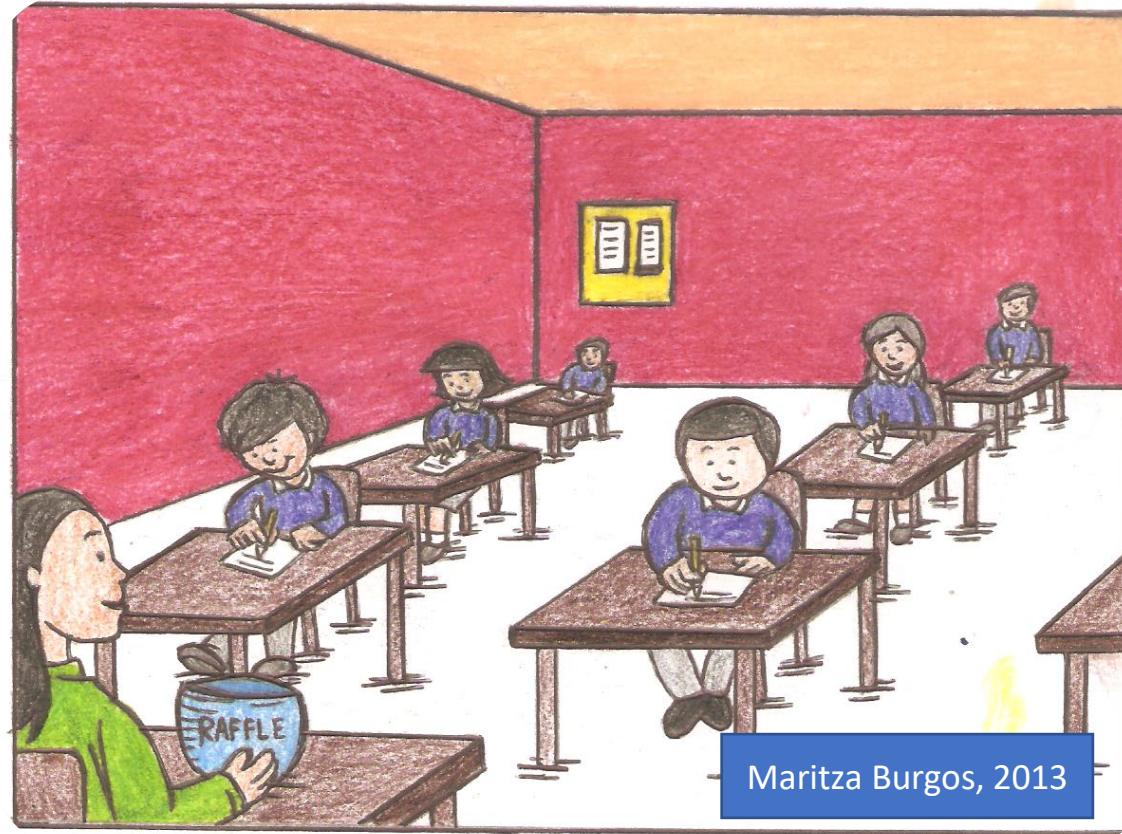
Pedagogy of Tenderness

High
Expectations

Previous
Knowledge

Autonomy

Trust



Maritza Burgos, 2013

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

Yilorm 2017

Pedagogy of Tenderness

Motivation

Community

Learn by
doing

Senses



Maritza Burgos,
2013

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

(Yilorm, 2017)

Pedagogy of Tenderness

Relationships

Games

Personality



Emotions

Good
citizens

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



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

Extra Curricular Activities

Travelling around the world



Yilorm, 2017

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

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!