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**Enhancing Learning: Strategies Used by English Teachers for an
Effective Closure of English as a Foreign Language Classes
in Selected Secondary Educational Institutions in Copiapó.**

Trabajo de grado presentado en conformidad a los requisitos para obtener el título de Licenciatura
en educación y pedagogía en inglés.

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Abstract

This study investigates the impact of English class closures in Copiapó on students' learning outcomes and educational methodologies. In particular, it focuses on the strategies employed in class closures and seeks to understand their influence on student learning and educators' practices, examining the crucial role of lesson closure in the educational process, especially in the context of teaching English as a foreign language.

The research is motivated by the deficiencies observed in class closures during teaching practicum processes. Therefore, the objective of this study is to identify and evaluate the strategies employed by English teachers in selected secondary schools in Copiapó. Specifically, it aims to analyze these strategies to determine their effectiveness in improving student performance and knowledge retention. To achieve this, a mixed-methods approach is used, including open interviews and structured questionnaires with teachers, students, and practicum supervisors. In this way, the research provides a comprehensive understanding of current practices and their impacts. The study highlights the need for better theoretical preparation and practical training in class closure techniques. In this regard, recommendations are made for incorporating more interactive and reflective practices, and for the adequate management of time for class closure activities.

Finally, this research fills a gap in the local literature on educational strategies and offers empirical data to guide future pedagogical practices. By emphasizing the importance of well-executed lesson closures, this study seeks to improve the effectiveness of teaching and the learning outcomes of students in English as a foreign language.

Keywords: Class closures; educational methodologies; lesson closure strategies.

Resumen

Este estudio investiga el impacto de los cierres de las clases de inglés en Copiapó en los resultados de aprendizaje de los estudiantes y en las metodologías educativas. En particular, se centra en las estrategias empleadas en el cierre de clases y busca entender su influencia en el aprendizaje estudiantil y las prácticas de los educadores, examinando el papel crucial del cierre de la lección en el proceso educativo, especialmente en el contexto de la enseñanza del inglés como lengua extranjera.

La investigación es motivada por las deficiencias observadas en los cierres de clases durante los procesos de prácticas de enseñanza. Por ello, el objetivo de este estudio es identificar y evaluar las estrategias empleadas por los profesores de inglés en escuelas secundarias de Copiapó. En concreto, se pretende analizar estas estrategias para determinar su efectividad en mejorar el rendimiento estudiantil y la retención del conocimiento. Para lograrlo, se emplea un enfoque de métodos mixtos, que incluye entrevistas abiertas y cuestionarios estructurados con profesores, estudiantes y supervisores de práctica. De esta manera, la investigación proporciona una comprensión integral de las prácticas actuales y sus impactos. El estudio destaca la necesidad de una mejor preparación teórica y formación práctica en técnicas de cierre de clase. En este sentido, se hacen recomendaciones como la incorporación de prácticas más interactivas y reflexivas, y la adecuada gestión del tiempo para las actividades de cierre de clase.

Finalmente, esta investigación llena un vacío en la literatura local sobre estrategias educativas y ofrece datos empíricos para guiar las prácticas pedagógicas futuras. Al enfatizar la importancia de los cierres de lección bien ejecutados, este estudio busca mejorar la efectividad de la enseñanza y los resultados de aprendizaje de los estudiantes en inglés como lengua extranjera.

Palabras claves: Cierre de clases de inglés, metodologías educativas, estrategias de cierre de lecciones.

CHAPTER I. Introduction

In education as in many areas, there is a process that is the mother of all, and that is planning. It is well known to teachers that lesson planning is an indispensable aspect of teaching. Without it, it would be practically impossible to make sense of the content of the lesson. As Carrizo, Pérez & Gaviria (2020) puts it, "Educating without planning is like building a house without a blueprint or writing a novel without a draft". The normal structure of any lesson plan contemplates three stages: beginning, development and closing. All of these stages are very specific and extremely important. In addition to being just an administrative process, educational planning is the art of anticipating and meticulously designing every detail of teaching. From structuring clear objectives to carefully selecting methods and resources, every decision in lesson planning directly influences the quality of learning. Through this strategic planning, educators not only prepare the ground for knowledge but also cultivate an environment conducive to discovery and academic excellence. However, within this process lies a period that truly is the heart of every class. Beyond the presentation of content and teaching dynamics, this decisive moment that defines learning success exists: the lesson closure. This brief interval is not merely the end of an educational session; it is the conclusion of a learning cycle, where students consolidate what they have learned and teachers lay the groundwork for future explorations. This closure is not just a formality but an essential pedagogical art that can profoundly transform students' educational experience and the effectiveness of the teaching-learning process. Often, the beginning and development of the class are emphasized, overlooking the importance of a structured conclusion. However, the closure of a lesson is crucial for consolidating learning, reinforcing taught concepts, and providing students with the opportunity to reflect on and assimilate acquired information. In this context, considering the teaching of English as a foreign language in the Atacama region, this research, titled "Enhancing Learning: Strategies used by English teachers for effective lesson closure in selected secondary educational institutions in Copiapó," focuses on identifying, evaluating, and categorizing the strategies used by English teachers to effectively conclude their classes, thereby consolidating and reinforcing student learning in selected secondary schools in Copiapó, a city that represents a unique and challenging educational environment.

The motivation for this study arises from the observation of persistent deficiencies in the implementation of class closure strategies in the local educational context. During our teaching

practicum, these researchers detected that the final phases of English lessons do not always receive the necessary attention in the curriculum planning. This lack of attention directly affects learning effectiveness, resulting in missed opportunities to consolidate knowledge acquired during the class. The observed deficiencies in the implementation of these strategies can have significant consequences, not only on students' academic performance but also on their language competence and motivation to learn. The main objective of this research is, thus, to analyze the strategies used by teachers for the closure of English as a foreign language classes in Copiapó, aiming to identify effective methods that can enhance student performance and retention of acquired knowledge. By focusing on pedagogical practices related to class closure, we seek to provide practical recommendations that educators can implement to optimize the learning process in the English classroom. This study aims to fill an existing gap in local literature on this topic, providing empirical data and detailed analysis to guide future pedagogical practices.

Understanding how class closure strategies can influence the educational process, especially in the context of learning English as a foreign language, is crucial. The proper implementation of these strategies can strengthen students' understanding and retention of content, promoting a more dynamic and participatory educational environment. This study seeks to offer a deep understanding of current practices and their effects, using a mixed research approach. Qualitative and quantitative methods will be combined to collect and analyze data, which are complementary as each provides different perspectives that allow for a deeper and more comprehensive understanding of the perceptions and experiences of the educational actors involved, as Hernandez Sampieri (2014) recommends. To achieve this, open interviews and structured questionnaires were conducted with secondary school English teachers and students, as well as with practicum supervisors from the University of Atacama. This approach will allow for a thorough exploration of the perceptions and experiences of the educational stakeholders involved, providing rich qualitative data and quantitative data to support the findings. The content of this work is structured around a review of relevant literature, a detailed analysis of observed closure strategies, and a discussion of the findings obtained through data collection and analysis. An exhaustive interpretation of the results was included to offer practical recommendations that can be implemented in the educational setting.

One of the main limitations of this study is the limited availability of specific previous research in Chile on class closure strategies in English as a foreign language, which has required adaptation of knowledge and experiences from other teaching areas in the national context and also from international studies in foreign language teaching. Additionally, the incomplete response rate from some respondents may affect the generalization of findings. Despite these challenges, this study will provide a solid foundation for future research in this field and contribute to the development of more effective, student-centered pedagogical practices in secondary schools in Copiapó. In sum, this study aims to provide a deep understanding of class closure strategies and their impact on learning English among secondary school students in Copiapó. By addressing this less-explored area of pedagogy, we hope to contribute to improving teaching practices and educational outcomes for students not only in the English as a foreign language area but in the general area of teaching. This work also aims to identify and recommend best practices that promote students' understanding and retention of content, thereby fostering a more effective and satisfactory English learning environment. By enhancing the effectiveness of class closure strategies, we not only optimize the educational experience in Copiapó secondary schools but also promote more effective and satisfying English language learning.

1.1 Justification

This research seeks to understand and improve class closures in the secondary educational context. The main focus is on defining the significance of class closures in English as a foreign language learning, investigating, evaluating, and compiling the strategies used by teachers to conclude their lessons in an impactful and effective manner, together with their influence on learning consolidation and teachers' perceptions of their usefulness and effectiveness. The idea for this study originated during the practicum of these researchers as it was consistently observed that class closures were very often not given much importance or time during the class period, which represents a significant flaw in the educational system. Although closures are planned, they are often not executed in practice. This research is justified by the need to highlight and correct this deficiency.

1.2. Hypothesis

Deficiencies in the implementation of English language class closure strategies prevents significant improvement in student learning and knowledge retention.

1.3. General Objective

- 1) To analyze closure strategies used by teachers in English as a foreign language classes in selected secondary institutions in Copiapó.

1.4. Specific Objectives

- 1) To identify class closing strategies used by English teachers in their classes.
- 2) To assess the effectiveness of class closure activities in reinforcing and consolidating English language learning among students.
- 3) To determine the impact of incorporating reflective practices within class closure activities to enhance student comprehension, engagement, and retention of English language content.

1.5. Research Questions

- 1) How do student teachers in Copiapó perceive their preparedness in designing and applying class conclusion strategies during internships?
- 2) What challenges do high school English teachers in Copiapó face when implementing class closure strategies, and how do they adapt these strategies to meet their students' diverse needs?
- 3) What strategies do teachers usually employ in the closure of their classes in an impactful and effective manner?
- 4) How can class closure strategies be improved to maximize their effectiveness in consolidating English learning?

CHAPTER II. Theoretical Framework

Understanding the multifaceted nature of foreign language acquisition is essential for developing effective educational strategies, particularly in the context of English as a Foreign Language (EFL) in Chile. This section of the study explores various dimensions of EFL learning and teaching, drawing on definitions, pedagogical approaches, and classroom strategies to provide a comprehensive overview of the subject.

2.1 English as a Foreign Language in Chile

The concept of World Englishes, as explained by Kirkpatrick (2007), categorizes English into three primary types: English as a Native Language (ENL), English as a Second Language (ESL), and English as a Foreign Language (EFL). Countries that speak English as a native language belong to the inner circle countries; countries that use the English language as a second language belong to the outer circle countries; and countries that use the English language as a foreign language belong to the expanding circle, to follow Braj Kachru's (1998) classification. Kirkpatrick (2007) clarifies that EFL pertains to countries where English is rarely spoken in everyday life and in which students mainly learn it in elementary, secondary, and tertiary education, with few chances to practice it outside the classroom.

Consequently, understanding how a foreign language is defined and taught is crucial for developing effective educational strategies. Moeller and Catalano (2015), for example, express that "a language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs" (p. 327). Pato and Fantech (2012) define a foreign language as one that is neither the mother tongue (L1) nor the official language of the country where it is studied, meaning it is learned in an environment where it is not commonly spoken. Salazar (2016) explains that the learning of foreign languages is a creative and interactive process, influenced by social, economic, and cultural factors. It facilitates integration and effective communication in a globalized world, promoting intercultural understanding and professional mobility.

In the case of Chile, English is taught as a foreign language as Sliashynskaya (2019) affirms that English is the only foreign language taught in public education. Focuses on the development of the four essential communicative skills, such as oral communication, listening

comprehension, reading comprehension, and written expression. For the Chilean Ministry of Education (Mineduc, 2023), the goal of EFL is for students to learn and use English as a tool to manage simple communicative situations, access new knowledge, and respond to the demands of global communication. In the same vein, Ussa (2011) affirms that foreign language learning is complex as it involves not only linguistic but also contextual elements, it requires a close consideration of the social context and utilizes skills developed with the mother tongue to structure thought and communication in the new language. Moreover, learning strategies in EFL, as described by Mineduc (2016), involve cognitive, social, and affective actions that position students in a mode to optimize the learning of a foreign language. Effective learning strategies, all in all, enhance confidence, motivation, and performance in language learning. These strategies are crucial in the Chilean foreign language context, where English is taught within a formal educational framework.

In the 4th-grade study program, as it appears in Mineduc (2021), it is stated that the design of the subject integrates disciplines with a task-based methodology, emphasizing the idea of learning English as a foreign language in formal contexts, such as the classroom, for better linguistic and communicative outcomes. This educational approach is based on didactic guidelines that include a) the development of communication skills to interact effectively in English, b) the promotion of critical thinking and problem-solving tasks, as well as c) the improvement of oral and written expression and listening and reading comprehension. These skills are interconnected and developed through a communicative approach that also promotes culture and intercultural competence, which are essential aspects for effective communication in a global context. This entire approach should be reflected in lesson plans to ensure coherent and cohesive teaching that comprehensively addresses the needs of students in learning English (Mineduc, 2023). In this context, it is essential to understand how EFL teachers are formed and trained since, as mentioned earlier, the teaching and learning of a foreign language, in this case the English language, is developed mainly in the classroom. An optimal training and education of EFL teachers is a must to guarantee that they will be well-equipped to implement effective strategies and create a learning environment that fosters the achievement of the required language level previously determined.

2.2 The Training of Chileans EFL Teachers

Chilean universities prepare and train English pedagogy students in various ways depending on the study program of each university. Some students start their practicum during the third semester, such as at the University of Atacama (UDA); other students initiate their practicum during the fifth semester, as in the University of Santiago de Chile (USACH). In the case of UDA's English Pedagogy program, theory and practice are integrated, advanced technologies are applied, and research is highly encouraged. The 3rd semester focuses on early childhood education. The 5th semester concentrates on basic education. The 6th semester is dedicated to secondary education, and from that semester onward, internships can be done in early childhood, basic, and/or secondary education. This is how UDA prepares English teachers to attend to students at the early childhood, basic, and secondary levels in various educational institutions. It includes fieldwork and Professional Practicum I and II with activities in local educational centers, requiring communicative and didactic competence in English for effective teaching ("Practicum Manual," 2024). These considerations will be taken into account by these researchers when evaluating the main components of class closure strategies. Specifically, the aim is to assess UDA students' preparedness prior to practicum and the impact of their training and practice on the development of their specific pedagogical skills.

2.3 Planning an English as a Foreign Language Class

Planning is essential to ensure organized and effective teaching, grounded in the careful selection and design of activities that foster meaningful learning in students. This practice of class planning intertwines with educational policies and institutional context, contributing to optimizing time usage and prioritizing pedagogical work (Araujo, 2009). In the specific Chilean context of, educational policies encompass the normative guidelines and objectives outlined by the Ministry of Education (MINEDUC) to regulate the educational system and enhance its quality. It is important to mention that in this particular milieu, a pedagogical hour typically consists of 45 minutes, and that a full class may be structured into one or two blocks with a total time of 90 minutes, sufficient to allow for an adequate development of all the planned activities. According to the document called 'Marco de la Buena Enseñanza' (MINEDUC, 2021), a well-defined class structure is fundamental to the teaching-learning process. This structure

generally includes three main phases: beginning, development, and closure in which each of these phases serves a specific purpose and contributes to effective and significant student learning. In this respect, MINEDUC (2017) outlines the class moments into three phases:

Starting Phase: Students are presented with the class goal, that is, what they are expected to learn and the purpose of that learning. The aim is to capture the group's interest and visualize how the upcoming learning relates to what they already know.

Development Phase: During this stage, the teacher conducts the planned learning activities or situations.

Closing Phase: This moment, though brief (5 to 10 minutes), is central. Its purpose is that students form a vision of what they learned and understand the utility of the strategies and experiences developed to promote their learning (p. 14).

For example, in the case of an English as a Foreign Language (EFL) practicing teacher at the University of Atacama, it is of the utmost importance that their lesson plans follow a well-defined structure that includes different stages: a dynamic warm-up to engage students' interest (Warm up/Lead in), clear presentation of concepts (Presentation), guided activities to practice what has been learned (Practice), freer activities to apply knowledge autonomously (Production), and assessment and feedback to monitor progress and correct errors (Assessment/Feedback). According to the document called "Practicum Coordination" (2024) contained in the "Practicum Manual" of the English Pedagogy study program at UDA, it is also emphasized that each class should culminate with a metacognition activity tailored to the age group of the students, encouraging them to reflect on their learning process and comprehension of the content. In this specific context, English faces the challenge of being a foreign language, limiting its daily use among students and affecting their learning process. Motivation plays a crucial role according to Gardner and Lambert (1972), who distinguish between instrumental motivation, related to practical goals such as employment, and integrative motivation, which focuses on personal growth and cultural experience. Even though the impact of positive attitudes on effective learning is not fully clear yet, teachers can influence motivation by providing relevant and engaging content, setting achievable yet challenging goals, and creating a supportive learning environment. Besides motivating students, Krieger (2012) emphasizes the importance of understanding cultural differences in language teaching. The reason for this is that while in ESL contexts understanding the culture of the target language is crucial due to daily interactions with

native speakers, in an EFL context it is more relevant to explore and compare students' own cultures with that of others to develop intercultural communication skills. This understanding of cultural differences and their impact on motivation can significantly enhance learning outcomes. Additionally, some challenges in foreign language teaching identified by Irimiea (2016), such as lack of student participation and honesty, and the need to create a welcoming and participative classroom environment, should be highly considered when planning classes. To address these challenges, teachers can implement psychological strategies like using games and playful activities to promote active participation and meaningful learning among students.

In this sense, when planning classes, it is important to be aware of the challenges students face and to provide appropriate tools to overcome them. Therefore, aiming for 'meaningful learning' is essential, where students can build new knowledge based on what they have already acquired, driven by their interest in the subject (Osse and Jaramillo, 2008). This approach not only facilitates information retention but also fosters greater engagement and motivation from the students. Therefore, careful and mindful class planning, taking these elements into account, not only helps overcome the challenges inherent in teaching English as a foreign language but also promotes more effective and meaningful learning for the students.

2.4 Class Closures

In Chile, official documents provided by the Ministry of Education regarding class closures are nearly nonexistent. Even though Mineduc acknowledges that class closure is a key moment for students to reflect on what they have learned and understand the usefulness of the strategies used, it does not offer specific guidelines on how to conduct this part of the educational process. This lack of specificity contrasts with other countries like Argentina, where more detailed guidelines exist on this topic. For instance, The Undersecretariat of Educational Planning and Innovation of Buenos Aires City (2018) explains that class closure aims not only to conclude the educational session but also involves key actions to consolidate and make sense of what has been learned, which includes institutionalizing acquired knowledge, reviewing covered concepts, embedding them in long-term memory, and conducting self-assessments to evaluate personal progress. Another example is Paraguay, where the Ministry of Education and Culture (2016) provides a training module that clearly outlines the activities to be conducted and the role of the

teacher. Such activities range from sharing completed work and discussing opposing viewpoints to arguing and reaching conclusions, as well as reflecting on how to apply what has been learned in different situations. The active participation of the teacher is essential for clarifying doubts, adjusting concepts, and ensuring effective integration of content at the class closure, thereby promoting new learning and students' potential development.

On the other hand, the relationship between metacognition and learning in the school environment is crucial since it empowers students through autonomy, control, and regulation of their cognitive processes (Gardini, 2018). Likewise, for Cárdenas et al. (2017), the end of class requires careful planning and the use of effective strategies. In their view, brief and precise summaries, as well as verification questions, are fundamental tools to reinforce learning. Moreover, the use of metacognition, focused on reflecting on the learning process, is essential for the development of cognitive skills in students. These practices align with the need to adopt dynamic, student-centered approaches at the end of classes, further underscoring the importance of metacognition in improving students' learning experiences. However, Benoit (2020) concludes that although questions can stimulate critical thinking and reflection, most teachers use them primarily for students to memorize and confirm information. This highlights the need for educators to use questioning techniques more effectively to foster deeper cognitive engagement and metacognitive skills. Capdevila (N.T.) explains that the end of class is not simply the conclusion of an educational session, but an integral part of the teaching and learning process. This moment is aimed at reinforcing what has been learned, integrating and reviewing class content, and preparing students for future learning. It is an opportunity to consolidate the knowledge acquired during the lesson and to establish meaningful connections between the concepts taught and students' prior experiences. Ganske (2017) also emphasizes the importance of dedicating time to reviewing the what, why, and how of students' learning, helping them to integrate the parts into a whole. The end of the lesson is crucial for students to assimilate and understand the relevance of what they have learned. Nobody can omit this essential part of planning and teaching. This perspective aligns with Lovaton's (2020) approach, who argues that the end of the learning process is used strategically to consolidate acquired knowledge. Lovaton highlights the importance of techniques such as the exit card, where students express what they have learned during the class, and recap, which allows reviewing and reinforcing the key points of the day. These techniques, in addition to making learning visible, foster important

metacognitive processes for students' integral development, such as reflecting on their own learning process and self-regulation. Similarly, Fuentes (2020) conducted a study in Santiago, Chile, focused on evaluating the impact of using the Kahoot application in the teaching of language and literature. The results revealed that using Kahoot significantly facilitated the development of metacognitive thinking in second-year high school students. After each game question, teachers reviewed students' answers and provided immediate feedback. This process allowed students to reflect on their own learning process, while giving teachers the opportunity to improve their class closure strategies.

Consistent with the previous positions on class closure, Barboza et al. (2019) conducted a study about the impact of Information and Communication Technologies (ICT) on class closures. They found that regardless of the type of technology used, all tools helped to use time productively at the end of each session, thereby facilitating the effective and relaxed consolidation of key topics. During the end of the class period, exit activities have a special focus on reinforcing and consolidating the knowledge acquired, especially during the systematization stage. Their main purpose is to clarify, substantiate, and exemplify concepts and skills through brief questions asked by the teacher to the student. These questions are specifically designed to address learning areas that present difficulties (Pacheco & Porrias, 2014). By identifying these weaknesses, the teacher gains valuable guidance on how to proceed in future classes, allowing them to direct their attention and reinforce areas that need more focus. Webster (2011) also puts emphasis on the importance of class closure as it helps students consolidate what they have learned. This is because teachers can select the most relevant information and present it in a way that is easier to remember. Moreover, when teachers establish a friendly and accessible connection with students, they feel more comfortable and enjoy the learning process more. Therefore, class closure contributes to improving the relationship between teachers and students, which facilitates the learning process. Similarly, Wong (1990) describes five effective closure methods, namely 1) lesson summaries, 2) task assignments, 3) quick assessments, 4) extensions, and 5) applications. In a hands-on study, Hawa et al. (2021) evaluated the class closure strategies of two Indonesian language teachers, highlighting effective actions such as lesson reviews and skill demonstrations. However, they also identified areas for improvement, particularly in stimulating enthusiasm and providing positive expectations for students.

In general, authors agree that the closing of classes is a fundamental part of the educational process. The practices and strategies described, from metacognition to the use of technologies, reinforce the importance of a well-planned closure to consolidate learning and promote critical skills in students. Due to its evident importance, this part of a class should not be underestimated. An effective class closure not only reinforces the learned content but also provides a valuable opportunity for metacognitive reflection, where students can evaluate and better understand their own learning process. Careful planning and the use of specific strategies, such as those mentioned by Cárdenas et al., Capdevila, Ganske, and Lovaton, are essential to ensure that students not only retain the information but are also able to apply it meaningfully in future contexts. Technological tools, as highlighted by Fuentes and Barboza et al., can be particularly useful for making the closure process more interactive and engaging, facilitating greater student participation and reflection. On the other hand, in her study, Adaros (2014) analyzes pedagogical supervision during professional practice, highlighting active and passive supervision styles, as well as how practitioners use plenaries and closures with questions about what was learned to promote feedback. Although different activities have been mentioned for the class closure, it is important to note what Maryinic & Villalta (2013) affirm: "The closure is the end of the class and, generally, it is marked by farewell interventions, that is, comments and interventions unrelated to the content covered in class." These investigators believe that a well-designed class closure not only concludes an educational session but also opens doors for deeper and lasting learning. It promotes self-regulation, critical reflection, and knowledge consolidation, preparing students to face new academic and personal challenges with greater confidence and skill.

2.5 EFL Class Closures

In the Chilean educational context, research specifically on class closures in the field of teaching English as a foreign language is limited compared to other subjects that have been more extensively studied. It is important to note that, according to MINEDUC (2017), classes proceed through three phases: the initial phase, the development phase, and the closing phase, regardless of the subject. However, studies such as those conducted in Concepción by Burgos and Escobar (2018) have found that competitive activities are the most useful for concluding a lesson, as they

not only entertain but also effectively consolidate learning. The study closely relates to Narváez's research (2022), which examined the management of English classes, focusing on teaching resources, group interactions, class structure, and teacher roles. It emphasizes the importance of setting clear objectives and effective methods to maintain a suitable pace. Starting with relevant topics and reviewing previously learned material facilitates the contextualization of new content. Varied activities such as videos and debates energize the class, although videos may divert attention. Strategies like surprise activities and role assignments promote student engagement, yet competitive activities like Kahoot can create distractions and management challenges. Introducing new content at the end may impact students' concentration. Şandor's (2019) study examines how two Romanian non-native English teachers connect lesson introductions and conclusions in 10 EFL classes for beginner and lower intermediate students, highlighting the impact of feedback solicitation at lesson closure on fostering a dynamic and reflective learning environment. Comparatively, teachers who abruptly end classes may limit learning potential and student participation, affecting perception and comprehension of the content delivered. These results closely align with Farmer's (2010) assertions describing class closure as a crucial moment acting as a "cooling down" period, providing teachers with a final opportunity to solidify students' understanding of the target language. This final phase can be pivotal in reinforcing key concepts and providing a cohesive conclusion to the educational experience, thus paving the way for future advancements in learning. The study by Tajeddin and Ghanbar (2016) investigated how teachers initiate and conclude EFL classroom sessions, emphasizing interactional strategies and employing an ecological perspective that prioritizes learner-teacher interactions over internal cognitive processes. They identified that assigning tasks was the most prevalent action at the end of class, followed by reminders about the tasks and an overview of the next session plan. In sum, both Şandor's (2019) and Tajeddin and Ghanbar's (2016) studies underscore the importance of planning and implementing effective closure strategies to maximize educational impact.

Based on the review of current studies on class closures in English as a Foreign Language teaching, it is considered that closure methods should not only serve as a formal conclusion to the educational session but should also be strategically designed to effectively consolidate learning. It is crucial to adopt dynamic practices that not only reinforce key concepts but also foster active student participation and enable them to reflect on what has been learned. Likewise, the reviewed studies highlight the importance of planning and implementing class closure strategies that foster

an enriching and reflective educational environment in the teaching of English as a foreign language. Integrating competitive activities and soliciting feedback provides students with significant opportunities to consolidate their language comprehension and express their opinions. Moreover, an effective closure not only aids students in long-term retention of learning but also facilitates a cohesive transition to future learning sessions.

Finally, for these researchers a working definition on this topic is that class closure refers to the final phase of an English lesson, which aims to consolidate learning, promote reflection, and prepare students for future lessons. Effective class closure strategies include activities that help students review and summarize what they have learned, reflect on their learning process, and understand the relevance and application of the lesson's content. These strategies can involve summarizing key points, conducting brief assessments, providing feedback, and encouraging metacognitive activities that foster students' self-regulation and critical thinking skills.

CHAPTER III. Methodological Framework

In this section, these researchers will delve into the motivations behind the investigation, describe the scope of it and provide a rationale of the approach that will be utilized with the purpose of explaining what led us to make these choices and why they were considered the most appropriate. They will also present the data collection methods that were designed and used, the target population, and provide an overview of the importance of this together with the objectives and research questions that will be answered in the analysis of the data obtained.

Within the educational community, it is essential to understand how the lesson plan for each class impacts on and influences the learning outcomes of students, namely the beginning, the development and the closing phases of any class period. The structure of this lesson planning is common to all classes in almost any teaching area in schools and each phase should be used effectively to ensure optimal student learning. In this particular case, this research focuses on the last phase of the lesson plan, that is, the closing stage of English as a foreign language classes in selected schools in Copiapó, where the efficiency with which this phase is carried on is thought of as a decisive moment in the assimilation and retention of the knowledge students acquire during their classes, which directly impacts on their English language proficiency. The task, then, is to investigate the strategies used in class closures and offer ideas to refine pedagogical practices, allowing the identification of effective methods that could improve not only student performance but also student participation in English classes.

This study will include information collected from 4 selected secondary schools in Copiapó (Escuela Técnico Profesional, Scuola Italiana di Copiapó, Liceo el Palomar and Colegio Adventista), as well as from the English department of the University of Atacama. To conduct this research, the experiences, perceptions and perspectives of both teachers who currently teach English in secondary schools, students of the English Department at University of Atacama who are completing their practicum process to become future teachers, and English professors of the University of Atacama who are educating the teachers-to-be were considered as an appropriate pool to obtain the desired information to provide a deeper and broader understanding of the topic in question. With a focus on a specific local context, the final goal is to contribute in the area of relevant teaching practices by adapting and sharing the knowledge acquired through a wide spectrum of students and educators. In this sense, by comparing different class-closing strategies, the study seeks to identify the most and least effective approaches and determine the best

practices that educators can adopt as a reference to carry out more impactful English class closures. In sum, this investigation seeks to close the gap in understanding the importance of effective English class closure, paving the way toward more effective teaching practices and enriching learning experiences for students of English as a foreign language in Copiapó.

This study falls into the sequential exploratory category, given that the impact that a closure of English classes has on student learning and the perception that exists on the part of teachers has been a very little explored topic in this country. According to Ramos (2020), to carry out this type of research, both the qualitative and quantitative methods can be used and it is appropriate to analyze a topic that has been little studied, as is the case here. Thus, a mixed research approach is used based on the description provided by Hernández Sampieri (2014) to, in this way, collect data on the strategies used by English teachers for an effective closure of English as a foreign language class. Initially it was thought that a qualitative approach was the most appropriate for this study because, as Patton (2011) puts it, qualitative data provides a detailed picture of situations, events, people, interactions, observed behaviors and their manifestations, which is necessary to this investigation given that we must delve into the different perspectives of educators and future English language educators regarding the conclusion of classes, but, on the other hand, it was also thought that the use of numerical data collection instruments also allows us to find trends in the class closures strategies used in the educational institutions that were selected. In this way, we can obtain useful quantitative data to create graphs and perform a more detailed data analysis. Using a mixed approach, with instruments such as open interviews, allows us a deeper exploration and understanding of the different points of view, preferences and experiences of teachers and future teachers related to class closure strategies in English as a foreign language classes.

The motivation to carry out this research arose from some deficiencies detected in the teaching activity in English classes in secondary education. Thanks to the experience gained in the practicum process as students in secondary schools in Copiapó, where we had to conduct classes as English language student-teachers, we observed that there was a consistent problem in class planning, particularly in the portion allotted to class closure activities. As a group, it was decided that it was a relevant topic for investigation and that it was possible to contribute to the solution of this problem by studying the closing strategies used in English classes in selected schools in Copiapó.

To begin this research, a significant number of various articles, books and sources of information related to the topic were searched and analyzed according to their usefulness in this endeavor. This task was carried out by searching for documents written both in the country and abroad and that have been published mainly in recent years with the proviso that were considered as appropriate and relevant to the current educational situation described in this investigation. After a careful scrutiny, 30 articles and sources of information that were related to the research topic were collected and selected. This material was then organized into an “item table” specially designed for this study in order to properly order the material to have easy access to it at any time during the research process. This table, initially comprising 30 items, expanded to include a total of 39 articles as the research progressed.

To obtain the necessary information, three questionnaires were designed as data collection instruments, which can be found attached at the end of the study; these include open questions and answers using the Likert scale. These instruments were validated by three professors from the University of Atacama, Copiapó. To create these instruments, a teaching guide by Monje (2011) was consulted. Regarding the questionnaire for student teachers, a quantitative instrument was created using the "structured interview" modality that uses the Likert scale, which consists of several questions, and the respondents are asked to indicate the degree to which they agree with respect to the statements presented. As for the questionnaire for Teachers Supervisors and High School English Teachers, a mainly qualitative instrument was used in the form of a "semi-structured interview" for each group, seeking to provide flexibility in their responses. These instruments were applied to professors and students of the English Department of the University of Atacama, and to English teachers in selected secondary schools in the city of Copiapó. In the questionnaire for student teachers, the target population consists of students in teacher training programs, specifically those who are in their internship period. The sample will include all available students in this group who are in levels 400 and 500, with an expected sample size of 20 students. In the questionnaire addressed to supervising teacher student teachers, the target population is made up of professors from the English Department of the University of Atacama. The sample includes all available professors who supervise the practices of students who are at the 400 and 500 levels, with an expected sample size of 6 professors. In the questionnaire addressed to High School English Teachers, the target population is made up of English teachers, specifically those who are teaching English classes in secondary education. The

sample includes teachers from 4 different high school institutions, with an expected sample size of 8 teachers (to view the questionnaires, please consult the annex section).

With respect to the data collection procedure, the three instruments were created using Google Forms and were distributed via email specifically to the participants. It is important to note that only student teachers can respond using their institutional email, whereas university professors and high school teachers were not restricted to institutional emails. For the data analysis of the questionnaire aimed at student teachers, Excel was used as this tool makes it possible to carry out precise calculations and create graphs that facilitate the visualization of the results. The analysis and discussion of results was carried out in accordance with the objectives of the research, evaluating how internship experiences impact the skills and satisfaction of students regarding class completion strategies in English. Finally, with regards to ethical considerations, confidentiality and anonymity of participants have been ensured. Data will be used solely for research purposes. Likewise, informed consent was obtained from all participants.

CHAPTER IV. Analysis of results

This section presents the results from questionnaires directed at practicum supervisors, student teachers, and secondary English teachers, aiming to evaluate perceptions, competencies, and challenges related to English class closure strategies and to provide recommendations for

improving their effectiveness in Copiapó. Specific questionnaires were used for each group of participants, highlighting positive aspects and areas for improvement in the class closure strategies implemented by the student teachers. The analysis indicates that while student teachers show strengths, there are areas that require improvement, particularly in time management and the use of metacognitive strategies. In addition, this section discusses the findings in detail, providing an empirical basis for future recommendations and improvements in pedagogical practices, with the goal of optimizing the teaching-learning process in English as a foreign language in Copiapó.

4.1. Questionnaire for supervising teachers

The first questionnaire was specifically directed to supervising teachers, who are professors of the English Department. All nine participants provided the information that was required, which means that there was a 100% of answers collected. The first question that was answered was: “On a rating scale from 1 to 7 in which 1 is poorly prepared and 7 highly prepared, how would you evaluate the level of preparation and competence of the student teachers that you have supervised in the design and application of class concluding strategies in English classes?”

None of the participants evaluated the level of preparation and competence with number 1, 2 or 7. One participant evaluated this item with number 3, two with number 4, four with number 5, and two with number 6. It is evident that while none of the students doing their practicum is poorly prepared to conduct classes, no one is highly prepared either.

The answers to the second question, “What observations or comments do you have about the class concluding strategies implemented by students during their practices? Have you noticed any common trends or specific areas to be improved? were as follows:

Regarding the positive side of the first part of the question, one participant answered that “some students adjust their time and remember to start planned activities”; another participant said that there is “effectiveness in recapitulation and closing questions”; a third participant

expressed that “puppets were used for metacognition”; and a fourth participant reported that there was a “frequent use of questions to relate what has been learned to students' lives.”

On the negative side, one participant said that student teachers present a weakness regarding class closure activities, mainly in two aspects, time management difficulties, and no use of metacognitive strategies. Another participant pointed out that there was an “abrupt class closure”; a third participant reported that “closing activities are not always implemented”; and a fourth participant indicated that “half of the student teachers do not leave enough time to close the lessons.”

Only one respondent answered the second part of the question, which was intended to obtain information about common trends or specific areas to be improved. The answer was that student teachers “summarized content and asked questions about what has been learned.”

Another participant responded that “not enough time is considered or left for the consolidation and metacognitive stage, missing out on opportunities to deliver and receive effective feedback.”

Lastly, one respondent said that half of the practicum students “don’t leave enough time to close their lessons properly, and that others “tend to repeat the tedious routine” questions of “What did we learn today?” or “Did we accomplish today’s objective?” And that “just a few apply different strategies to end their lessons the way that promotes deep learning.”

With respect to the third question, “From your experience as an internship supervisor, what recommendations or suggestions would you offer to student teachers to improve their ability to design and apply class concluding strategies in their teaching practices?,” the most repeated suggestions were:

- Use summary techniques.
- Incorporate metacognitive strategies.
- Divide lesson closure in sub stages that include summary, checking the achievement of the lesson aim, make a short reinforcement activity, and asking metacognitive questions.
- Incorporate more interactive closing techniques.
- Avoid yes/no questions.

- Make a list of several closing activities and monitor their use.
- Use jigsaw puzzles, trivias, make connections such as cluster diagrams or other graphic organizers.
- Reflection questions and use checklists to verify if concepts and learning outcomes were achieved.

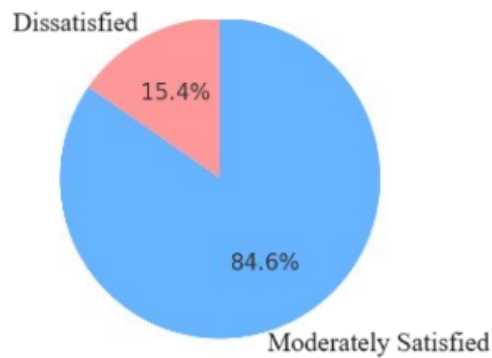
Regarding the fourth question, “During your class supervision, do you consider that student teachers respect the established class concluding time? And how much time do you believe should be allotted to the class conclusion?,” received varied responses. Some supervisors noted that student teachers often do not respect the established class concluding time, potentially due to a focus on developing the class being observed and assessed, causing them to lose track of time. Others observed that while a couple of students do respect the allotted time, in general, it is not consistently adhered to.

Recommendations regarding the appropriate duration for class conclusions varied widely: suggestions ranged from as little as 5 minutes, recommended by one professor, to as much as 20 minutes, proposed by another. However, most supervisors recommend allocating between 10 to 15 minutes for effectively summarizing key points, addressing final questions, and giving clear instructions for follow-up activities or homework.

4.2. Questionnaire for student teachers

The majority of students (85%) reported a low level of knowledge (rated 1) about class conclusion strategies before starting their internship.

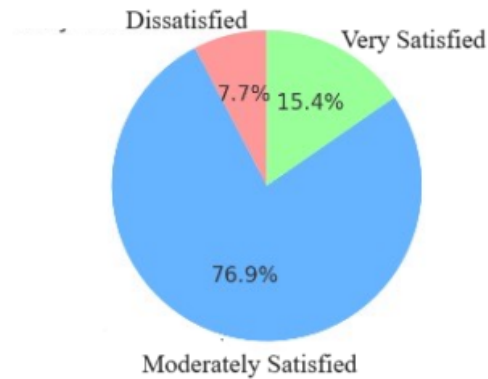
Figure 4.2.1 Level of Knowledge Before Internship



Graphic made by the research team

During their internships, most students (77%) felt dissatisfied with their ability to design and implement effective class conclusion strategies.

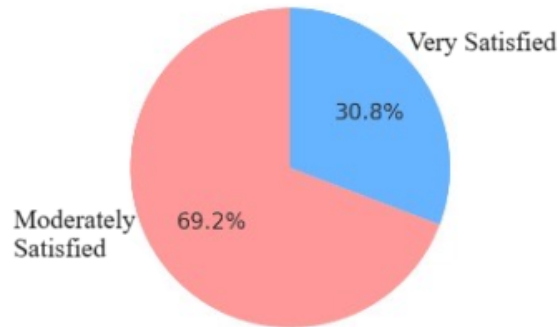
Figure 4.2.2 Ability to Design and Implement Effective Strategies



Graphic made by the research team

Regarding the contribution of the internship to their understanding and skills, 69% of students rated it as moderately satisfied (2), while 31% found the contribution very satisfactory (3).

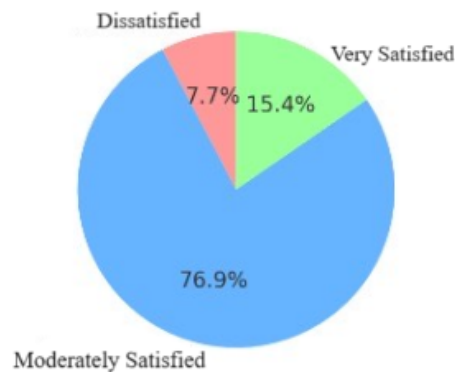
Figure 4.2.3 Contribution of Internship Experience



Graphic made by the research team

In terms of satisfaction with the integration of theory and practice, the majority of students (77%) were moderately satisfied (2), indicating a disconnection between what they learn in their coursework and what they apply in practice.

Figure 4.2.4 Satisfaction with Integration of Theory and Practice



Graphic made by the research team

4.3. Questionnaire for High School English Teacher

In response to the question regarding the importance attributed to the closure of English classes compared to other stages of the lesson plan, all teachers emphasized the critical role of class closure. They agreed on its significance, citing various reasons. One teacher stressed that

this stage is crucial for ensuring students effectively internalize the lesson content and for pinpointing any weaknesses in teaching. Another highlighted that class closure holds equal importance to other lesson phases, providing valuable opportunities for assessment and reflection. The third teacher underscored its pivotal role in gauging students' comprehension levels effectively.

Regarding the strategies usually employed in the closure of classes in an impactful and effective manner, teachers commonly use methods that engage students and ensure understanding. These strategies include:

- Using exit tickets.
- Implementing small questionnaires and metacognitive questions.
- Utilizing online games from websites like Wordwall, where students answer questions in a game-like format and earn points for correct answers.

However, classes do not always operate as teachers expect, prompting the question 'Have teachers experienced any class closure strategy that did not have the expected impact, and what could have been the reasons?' One teacher noted that student behavior significantly influences the effectiveness of class closure. Another challenge is ensuring sufficient time for these activities. It was observed that relying solely on end-of-class questioning often resulted in limited student participation, hindering broader engagement.

Furthermore, suggestions were solicited regarding improvements to the implementation of class closure strategies in English classes. Recommendations included enhancing time management, devising engaging and interactive activities, and tailoring methods to meet individual student needs. For example, one suggestion was to shorten closure activities or allow students to finish them after class. Another proposal involved integrating reward systems to boost student motivation.

When developing specific strategies for class closure, teachers were asked what factors they consider relevant. They highlighted the importance of time management, student motivation, and effective group management. Adapting materials to suit the diverse needs within large class sizes presents a significant challenge. To overcome this, teachers advocate for collaborative work

as an effective strategy to accommodate varying student needs. Furthermore, the integration of 'wildcards' in online games has been identified as a creative method to enhance student motivation and ensure active participation, particularly benefiting those who may struggle with correct answers.

In response to the question about 'adapting English class conclusion strategies to address the individual needs of students, including those with different learning styles or language proficiency levels', teachers consider various factors including time management, student motivation, and effective group management. Adapting materials to suit the diverse needs within large class sizes presents a significant challenge. To overcome this, teachers advocate for collaborative work as an effective strategy to accommodate varying student needs. Furthermore, the integration of 'wildcards' in online games has been identified as a creative method to enhance student motivation and ensure active participation, particularly benefiting those who may struggle with correct answers.

Teachers were also queried about their views on the significance of final reflection as a component of concluding English classes and whether they integrate it into their teaching practices. They regard final reflection as pivotal for both students and teachers, fostering self-awareness and metacognitive skills. Reflection enables students to comprehend their learning processes and grasp the relevance of the content studied. Teachers integrate final reflection into their teaching by posing reflective questions to students, such as what they have learned, its significance, and practical applications. This can be achieved through various methods like exit tickets, written reflections, or group discussions.

In addition, teachers explained how they incorporate final reflection in their teaching practices to promote students' self-knowledge and metacognition. The objective is to aid students in internalizing their learning, recognizing their progress, and pinpointing areas for improvement. Moreover, teachers use this opportunity to collect feedback on their teaching methods and make necessary adjustments.

CHAPTER V. Discussion of results

The discussion of results presents a comprehensive examination of the effectiveness and challenges associated with class closure strategies in high school English lessons. By aligning these findings with the working definition of class closure, this discussion aims to illuminate the practical implications for teaching practices and offer insights into enhancing educational outcomes through more effective class conclusion strategies.

5.1. Results of Questionnaire for supervising teachers

Supervisors provided a mix of positive and negative observations regarding class concluding strategies. Positively, students showed effectiveness in time management, recapitulation, and engaging activities such as using puppets for metacognition and asking questions that relate learning to students' lives. However, there were significant concerns about time management difficulties, abrupt closures, and a lack of metacognitive strategies. These findings highlight a critical area for development, emphasizing the importance of both managing the time allocated for class conclusions and integrating strategies that encourage deeper cognitive processing.

Recommendations from the supervisors align with the working definition of class closure, emphasizing the need for strategies that help students review and summarize what they have learned, reflect on their learning process, and understand the relevance and application of the lesson's content. Implementing these recommendations can enhance the effectiveness of class conclusions, promoting deeper learning and better preparation for future lessons.

Overall, the supervisors' feedback paints a picture of student teachers who are on the right track but need more targeted support and training in specific areas. By addressing the identified weaknesses and implementing the supervisors' recommendations, student teachers can significantly enhance their effectiveness in class conclusion strategies.

5.2. Results of Questionnaire student teachers

The responses from student teachers highlight significant gaps in their preparation for implementing class conclusion strategies. The majority (85%) reported a low level of knowledge about these strategies before their internships, indicating a critical need for improved theoretical preparation. During their internships, most students expressed dissatisfaction with their ability to design and implement effective class conclusions. This dissatisfaction is likely due to their initial lack of knowledge and indicates the need for more hands-on practice and feedback. While 31% found the internship contribution very satisfactory, 69% were only moderately satisfied, suggesting that the practical experience, though beneficial, could be improved. Students also reported moderate satisfaction (77%) with the integration of theory and practice, pointing to a disconnect that needs addressing. This indicates that it is needed to better link theoretical knowledge with practical application. Enhancing practical activities within the academic program could help students feel more confident and prepared for their teaching roles.

To encapsulate, the feedback from students accentuates the need for improvements to provide a stronger theoretical foundation, better integration of theory and practice, and more opportunities for practical training. These changes will help future teachers develop the skills and confidence required for effective class conclusions.

The agreement among teachers on the critical role of class closure emphasizes its essential function in the learning process. Teachers recognize that this phase is not merely a formality but a vital component for consolidating learning, promoting reflection, and preparing students for future lessons. This aligns with the working definition that effective class closure strategies help students review and summarize their learning, fostering metacognition and critical thinking.

5.3. Results of Questionnaire for High School English Teacher

The results from this questionnaire highlight the significant emphasis that high school English teachers place on the closure phase of their lessons. This discussion delves into the

practical implications of these findings and their alignment with the working definition of class closure.

The agreement among teachers on the critical role of class closure draws attention to its essential function in the learning process. Teachers recognize that this phase is not merely a formality but a vital component for consolidating learning, promoting reflection, and preparing students for future lessons. This aligns with the working definition that effective class closure strategies help students review and summarize their learning, fostering metacognition and critical thinking. The emphasis on the importance of class closure being equal to other lesson phases suggests that educators are aware of the need for a holistic approach to lesson planning. Effective class closure provides opportunities for assessment and reflection, allowing both teachers and students to gauge comprehension and identify areas needing further attention. This insight is crucial for continuous improvement in teaching practices and student learning outcomes.

The teachers' strategies for effective class closure reflect a diverse and dynamic approach to engaging students. The use of exit tickets, small questionnaires, metacognitive questions, and interactive online games like Wordwall illustrates a commitment to making learning both enjoyable and meaningful. These strategies help ensure that students leave the classroom with a clear understanding of what they have learned and how it applies to broader contexts.

However, the effectiveness of these strategies can be influenced by various factors, such as student behavior and time constraints. The observation that end-of-class questioning often results in limited student participation highlights a potential area for improvement. Teachers need to find ways to ensure that all students are actively engaged and that the closure activities are completed within the allotted time.

The challenges identified, such as managing student behavior and ensuring sufficient time for closure activities, are common in educational settings. The suggestion to enhance time management, create engaging activities, and tailor methods to individual student needs reflects a proactive approach to overcoming these hurdles. For instance, shortening closure activities or allowing students to finish them after class can help manage time more effectively. The integration of reward systems to boost student motivation is a practical recommendation that aligns with motivational theories in education. By recognizing and rewarding students' efforts,

teachers can foster a positive learning environment that encourages active participation and continuous engagement.

Adapting class closure strategies to meet the diverse needs of students is a recurring theme in the teachers' responses. The emphasis on time management, student motivation, and group management highlights the complexities of teaching large and heterogeneous classes. Collaborative work and creative methods like using 'wildcards' in online games can address these challenges by promoting inclusivity and active participation among all students. The significance of final reflection as a component of class closure is strongly supported by the teachers. Incorporating reflective practices, such as posing questions about what students have learned and its practical applications, helps develop self-awareness and metacognitive skills. These practices are essential for students to internalize their learning, recognize their progress, and identify areas for improvement. Teachers' use of final reflection not only benefits students but also provides valuable feedback for educators. By understanding how students perceive their learning and identifying teaching methods that work well or need adjustment, teachers can continuously refine their instructional strategies.

The findings from the questionnaire reveal a comprehensive understanding among high school English teachers of the importance of class closure. Their strategies and recommendations align well with the working definition, emphasizing the need for effective closure activities that promote reflection, consolidation of learning, and preparation for future lessons. By addressing challenges such as time constraints and student behavior, and by adapting methods to meet diverse needs, teachers can enhance the effectiveness of their class closures and, consequently, improve their students' learning experiences.

5.4. Concluding Discussion of Results

The discussion has highlighted key insights into the effectiveness and challenges of class closure strategies in high school English lessons. Feedback from supervisor teachers and student teachers stress the importance of effective time management and the integration of metacognitive strategies. These areas need improvement to enhance learning outcomes.

The results indicate a critical need for better theoretical preparation and more practical training for student teachers. Improved integration of theory and practice will help future teachers design and implement effective class conclusions.

Teachers' strategies, including exit tickets, questionnaires, and interactive online games, show a commitment to engaging students and making learning meaningful. Addressing challenges such as student behavior, time constraints, and diverse student needs is essential for improving class closure effectiveness.

By focusing on enhancing practical training, integrating reflective practices, and tailoring strategies to individual needs, educators can significantly improve class closure effectiveness and student learning outcomes.

CHAPTER VI. Conclusion

This study has highlighted the critical importance of lesson closure strategies in teaching English as a foreign language in selected secondary educational institutions of Copiapó. Through a mixed-methods approach involving three questionnaires, it has been demonstrated that a well-structured lesson closure not only reinforces student learning but also significantly enhances their knowledge retention and preparedness for future lessons.

Findings reveal that while some student teachers effectively manage time and use interactive strategies, many face challenges in implementing effective metacognitive strategies and tend to rush class closures. This emphasizes the need for better theoretical preparation and practical training in lesson closure techniques. Incorporating more interactive and reflective practices, along with appropriate time management for closure activities, is recommended. By enhancing practical training and tailoring strategies to individual student needs, educators can significantly increase the effectiveness of lesson closures and consequently improve student learning outcomes.

This study also faced limitations, such as the incomplete response rate from the surveyed students. Despite efforts to solicit feedback from a representative sample, not all students participated, which could impact the reliability and generalizability of the findings. The perspectives and experiences of those who did not respond may differ, potentially influencing the reported levels of satisfaction and perceived benefits of internships and coursework integration. Additionally, the refusal of a high school teacher to participate further restricted the breadth of input for the study. Nevertheless, future research could benefit from strategies to enhance response rates to ensure a more comprehensive understanding of student experiences and perceptions.

It is expected that the working definition developed in this investigation serves as a guideline for both curriculum developers and educators to design and implement more effective lesson closure strategies. By integrating this definition into teacher training programs, educators can be better equipped to execute lesson closures that are reflective and impactful. This definition can also be used as a framework for creating professional development workshops focused on enhancing teachers' skills in this area.

The researchers of this study hope to have provided empirical data to guide future pedagogical practices. By emphasizing the importance of well-executed lesson closures, it aims to enhance the effectiveness of English language teaching and student learning outcomes in Copiapó. Future research could delve into the long-term impact of these strategies across different educational contexts and grade levels, thereby providing a stronger foundation for the implementation of effective pedagogical practices.

Lastly, through this study these researchers hope to contribute to the educational development of the Atacama region, fostering more effective and confident educators equipped with the skills to enhance student learning through strategic lesson closures.

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ANNEX

1.1 Questionnaire for supervising teachers

2/7/24, 11:19

Questionnaire for Teachers Supervisor

Questionnaire for Teachers Supervisor

You are requested to collaborate to support our research of the degree work entitled "Enhancing Learning: Strategies Used by English Teachers for an Effective Closure of English as a Foreign Language Classes in Selected Secondary Educational Institutions in Copiapó"

This questionnaire aims to collect valuable information regarding class closing strategies in English language teaching based on their effectiveness in consolidating and reinforcing student learning. We ask that you answer the following questions based on your personal experiences as a teacher supervisor.

The data collected in this questionnaire will be treated with absolute confidentiality and will be used solely for academic purposes.; the results of the research will be shared with you.

We sincerely appreciate your participation in this research.

Please complete the questionnaire by **June 11th**.

Siéntase en la libertad de responder en inglés o español.

** Indica que la pregunta es obligatoria*

1. Correo *

2. Do you agree to participate in the research? *

Marca solo un óvalo.

Yes, I agree to participate.

No, I do not agree to participate.

Please answer the following questions:

- 3. 1. On a rating scale, how would you evaluate the level of preparation and competence of the student teachers that you have supervised in the design and application of class concluding strategies in English classes? *

Marca solo un óvalo.

1 2 3 4 5 6 7

Poo Highly prepared

- 4. 2. What observations or comments do you have about the class concluding strategies implemented by students during their practices? Have you noticed any common trends or specific areas to be improved? *

- 5. 3. From your experience as an internship supervisor, what recommendations or suggestions would you offer to student teachers to improve their ability to design and apply class concluding strategies in their teaching practices? *

6. 4. During your class supervision, do you consider that student teachers respect the established class concluding time? And how much time do you believe should be allotted to the class conclusion? *

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Google Formularios

1.2 Questionnaire for student teachers

2/7/24, 11:18

Questionnaire for English Teaching Students

Questionnaire for English Teaching Students

We would like to invite you to participate in an important research project for a degree titled "Enhancing Learning: Strategies Used by English Teachers for an Effective Closure of English as a Foreign Language Classes in Selected Secondary Educational Institutions in Copiapó."

This questionnaire aims to gather valuable insights about class closing strategies in English language teaching and their effectiveness in consolidating and reinforcing student learning. We kindly ask you to answer the following questions honestly, drawing from your personal experiences as a student teacher.

Rest assured, all information provided in this questionnaire will be kept strictly confidential and used solely for academic purposes. The findings of the research will be shared with you.

We sincerely appreciate your participation in this research.

Please complete the questionnaire by **June 11th**.

* Indica que la pregunta es obligatoria

1. Correo *

2. What cohort do you belong to? *

Marca solo un óvalo.

301

401

501

3. Do you agree to participate in the research? *

Marca solo un óvalo.

- Yes, I agree to participate.
 No, I do not agree to participate.

Please answer the following questions using a scale of 1 to 3.

- 1 = Dissatisfied.
2 = Moderately Satisfied.
3 = Very Satisfied.

4. 1. How would you rate your level of knowledge about class conclusion strategies in English before starting your internship? *

Marca solo un óvalo.

1 2 3

5. 2. During your internship, how satisfied are you with your ability to design and implement effective class conclusion strategies? *

Marca solo un óvalo.

1 2 3

6. 3. Do you think that your internship experience has contributed to your understanding and skills to carry out effective class conclusion strategies? *

Marca solo un óvalo.

1 2 3

7. 4. Considering your experience so far, how satisfied are you with the integration of theory and practice related to English class conclusion in your training as a future teacher? *

Marca solo un óvalo.

1 2 3

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Google Formularios

1.3 Questionnaire for High School English Teacher

2/7/24, 11:11

Questionnaire for High School English Teacher

Questionnaire for High School English Teacher

We would like to invite you to collaborate in supporting our research for the degree project entitled "Enhancing Learning: Strategies Used by English Teachers for an Effective Closure of English as a Foreign Language Classes in Selected Secondary Educational Institutions in Copiapó."

This questionnaire aims to gather valuable information about class closing strategies in English language teaching, focusing on their effectiveness in consolidating and reinforcing student learning.

All data collected through this questionnaire will be treated with the utmost confidentiality and will be used solely for academic purposes. The results of the research will be shared with you.

We sincerely appreciate your participation in this research.
Please complete the questionnaire by **June 23th**.

Siéntase en la libertad de responder en inglés o español.

** Indica que la pregunta es obligatoria*

1. Do you agree to participate in the research? *

Marca solo un óvalo.

- Yes, I agree to participate.
 No, I do not agree to participate.

2. Please, provide the name of the school where you teach: *

Please answer the following questions:

3. 1. What importance do you attribute to the closure of English classes compared to other stages of the lesson plan? *

4. 2. What strategies do you usually employ in the closure of your classes in an impactful and effective manner? *

5. 3. Could you elaborate on a class closure strategy that you have recently used and considered successful? *

6. 4. Have you experienced any class closure strategy that did not have the impact that you expected? What could have been the reasons? *

7. 5. Do you have any suggestions or recommendations to improve the implementation of class conclusion strategies in your English classes? *

8. 6. What factors do you consider relevant when developing specific strategies for concluding English classes? *

This thesis entitled:
**Enhancing Learning: Strategies Used by English Teachers for an
Effective Closure of English as a Foreign Language Classes
in Selected Secondary Educational Institutions in Copiapó.**

Written by

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has been approved for the Department of Languages

(Thesis Advisor: Pedro Melendez)

(Thesis Evaluator: Rosana Seguel)

(Thesis Evaluator: Renee Schreiber)

Date: _____

**The final copy of this thesis has been examined by the signatories, who ascertain
that both the content and the form meet acceptable presentations standards of scholarly
work in the above-mentioned discipline**