



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA
EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS

DEPARTAMENTO DE INGLÉS

DESCRIBING PRE-SERVICE TEACHER CRITICAL EPISODES TOWARDS THE
GROWTH OF SOCIALLY AWARE INDIVIDUALS

SEMINARIO PARA OPTAR AL TÍTULO DE PROFESOR/A DE INGLÉS

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Kamila Isperguertt Barra

To my loved ones who gave me the strength to carry on. My dogs who were with me during those endless nights, Joan and her unconditional love and support, my friends that encouraged me every step of the way and my family for making me who I am.

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To my friends and loved ones, thank you for the trust, support, laugh and every single moment of joy during this process.

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TABLE OF CONTENTS:

Abstract.....	11
I. Introduction.....	12
II. Paradigm.....	13
III. Research Objectives & Research Question.....	15
IV. Theoretical Framework.....	16
1. The English Language.....	16
1.1 The role of English in Today's Society.....	17
1.2 The Teaching of English: How has English been taught around the world?.....	18
1.3 Approaches to the teaching of languages.....	19
1.3.1 Grammar Translation method.....	20
1.3.2 The Communicative Approach.....	20
2. English in South America.....	22
2.1 Brazil.....	23
2.2 Argentina.....	23
2.3 Chile.....	25
2.3.1 English language teaching in Chile.....	25
2.3.2 English language teaching in Chile nowadays.....	27
3. Social Awareness.....	29
3.1 Socially aware education.....	29
3.2 The importance of being a socially aware English teacher.....	30
4. Pre-service teachers and the educators involved in the practicum process.....	32
4.1 Factors that affect the pre-service teachers' practicum process.....	33
4.2 Points of complexity pre-service teacher face during their practicum.....	34
4.2.1 Anxiety.....	34
4.2.2 Authority.....	35
4.2.3 Identity.....	36

4.2.4 Teacher qualifications.....	38
V. Methodology.....	40
1. Hevia et al. Protagonist Research.....	40
1.1 Background and objective.....	40
1.2 Procedures.....	40
2. Describing pre-service teachers' critical episodes towards the growth of socially aware individuals.....	41
2.1 Sample.....	41
3. Description of the modified methodology.....	41
3.1 Background.....	41
3.2 Workshop procedures.....	42
3.2.1 Phase one: Introduction.....	43
3.2.2 Phase two: Description.....	44
3.2.3 Phase three: Interpretation.....	44
3.2.4 Phase four: Alternatives.....	44
3.2.5 Phase five: Conclusions.....	45
4. Instrument.....	45
4.1 Workshop 1: Anxiety.....	47
4.2 Workshop2: Authority.....	48
4.3 Workshop 3: Identity.....	49
4.4 Workshop 4: Didactics.....	50
4.5 Workshop 5: Teacher Training.....	51
5. Data collection & analysis.....	52
6. Coding for data analysis.....	53
VI. Results and Discussion.....	53
1. Results.....	55

1.1 Phase 1.....	55
1.2 Phase 2.....	57
1.3 Phase 3.....	58
1.4 Phase 4.....	60
1.5 Phase 5.....	61
2. Categories.....	63
2.1 Category 1: Anxiety (AX).....	63
2.1.1 Subcategory AX1: Relationships with teacher educator.....	63
2.1.2 Subcategory AX2: Lack of experience.....	64
2.1.3 Subcategory AX3: Classroom Management.....	65
2.1.4 Subcategory AX4: Other types of Anxiety.....	66
2.2 Category 2: Authority (AT).....	67
2.2.1 Subcategory AT1: Traditional Authority.....	67
2.2.2 Subcategory AT2: Charismatic Authority.....	68
2.2.3 Subcategory AT3: Other Types of Authority issues.....	70
2.3 Category 3: Identity (ID).....	71
2.3.1 Subcategory ID1: Inner Negotiation.....	71
2.3.2 Subcategory ID2: External Negotiation.....	72
2.3.3 Subcategory ID3: Identity: Others.....	74
2.4 Category 4: Teacher Qualifications (TQ).....	76
2.4.1 Subcategory TQ1: Language Proficiency.....	76
2.4.2 Subcategory TQ2: Resourcefulness.....	77
2.4.3 Subcategory TQ3: Adaptability.....	78
2.4.4 Subcategory TQ4: Others.....	80
2.5 Category 5: Miscellaneous (MS).....	80
2.5.1 Subcategory MS1: Limitations of the teaching practice	

context.....	80
2.5.2 Subcategory MS2: Emotional factors of the teaching practice...	82
3. Discussion: How could an English teacher in Chile be socially aware?.....	83
4. Limitations of the study.....	88
4.1 Sample.....	88
4.2 Participation.....	89
4.3 Analysis of the narrative.....	90
VII. Conclusions & Projection.....	91
VIII. References.....	93
IX Appendix.....	98
1. Transcription Workshop 1: Anxiety.....	98
2. Transcription Workshop 2: Authority.....	134
3. Transcription Workshop 3: Authority.....	160
4. Transcription Workshop 4: Didactics.....	189
5. Transcription Workshop 5: Teacher Training.....	214
6. Results for Coding.....	244
7. Instrument's Validation.....	286
8. Participants' forms.....	287

Abstract

The objective of the following research is to describe the critical moments that pre-service teachers experience during their practicum process and how they are related to the development of socially aware individuals. In order to achieve this, the participants were invited to share their experiences regarding different critical areas or points of complexity that pre-service teachers commonly face during the said period. These areas were selected based on previous research and varied bibliographical sources, and each one of them was developed in a different workshop. The methodology was based on the *investigación protagónica* method proposed by Hevia et al. (1990). It was adapted according to the context and the nature of the participants but maintaining its core by analysing a critical episode or *episodio protagónico* in a conversational group. The preconceptions that emerged and led to a particular behaviour of the protagonist and the people involved provided the data to be analysed in this research.

Keywords: Points of Complexity, Critical Episode, Socially Aware.

Resumen

El objetivo de la presente investigación es describir los momentos críticos que los practicantes viven durante su proceso de práctica profesional y cómo se relacionan con el desarrollo de individuos socialmente conscientes. Para lograrlo, los participantes fueron invitados a compartir sus experiencias en torno a diferentes áreas críticas o puntos complejos que los practicantes enfrentan generalmente en este periodo. Estas áreas fueron seleccionadas basándose en investigaciones previas y variada bibliografía, las que fueron desarrolladas en los distintos talleres. La metodología desarrollada fue basada en el método *investigación protagónica* propuesto por Hevia et al. (1990). Esta fue adaptada de acuerdo al contexto y la naturaleza de los participantes, pero manteniendo su esencia al centrar el análisis en los episodios críticos o protagónicos del grupo de conversación. Las pre-concepciones que surgieron y guiaron el comportamiento de los protagonistas y la gente involucrada en los episodios entregaron los datos que serán analizados en esta investigación. Keywords: Puntos de Complejidad, Episodios críticos, Consciencia Social

I. Introduction

The teaching of English has been subject of investigation in Chilean education since the last couple of decades, motivated by the objective of achieving higher levels of bilingualism among the citizens. Many of the studies carried out during this period encloses the policies or the issues that arise during the formation and early stages of the teacher's development, such as the work of Barahona (2016) and Abrahams and Silva (2017).

The social area of the teaching experience remains vaguely researched, social abilities remains as one of the most important skills to newly graduated teachers, as the heavily focused grammar-oriented lessons alienate student from achieving meaningful learning of the English subject. Other topic that is disregarded in terms of education, is the emotional formation of students, who usually suffer from abandonment at an institutional level, leaving teachers with the responsibility of dealing with students who have several emotional needs, for what pre-service teachers are not adequately prepared to face during their training programs

This study aims to provide insight to the personal perception and acknowledgements of pre-service teachers during their last placement instance, through the analysis of critical episodes as proposed by Hevia et al (1990). The participants of this research were encouraged to share episodes which caused high amounts of distress to their pedagogical practices, these episodes were in turn analysed and reflected upon, in order to have better insight on the perceptions and social attitudes of pre-service teacher that are prompt to graduate from UMCE's EFL program.

II. Paradigm

The concept of education and what it entitles varies depending on several factors, the economic and cultural factors being the main ones. Moreover, the process of teaching and learning has been a relevant topic analysed and developed by several researchers throughout the years, at many times, contrasting. Hence, the variety of factors involved in the field, as well as the differences existing between the relevant areas, might cause disagreements that are difficult to handle. Therefore, for the purpose of this research, pre-service teachers became an interesting subject to study due to their bridging nature that connects what universities want them to be and what the education system requires from them. It is through the involvement and later analysis of pre-service teachers' experiences during their practicum that these inconsistencies become apparent. According to Barahona (2016), there are apparent contradictions between said experiences, the SLTE programmes and the sociocultural context.

Since the purpose of this study is to describe the perceptions that pre-service teachers have and how they disclose how socially aware they are, it is necessary to use an approach that, instead of proving a thesis, attempts to describe human nature. Denzin and Lincoln (as cited in Jackson, Drummond & Camara, 2007) support this idea by stating that the qualitative approach aims “to understand the meaning of human action by describing the inherent or essential characteristics of social objects or human experience” (p.23). Additionally, Sampieri (2010) expands this delineation, adding that this type of research intends to describe and interpret the participants' reality, understanding it as the result of interactions between themselves and the researcher. The use of the methodology by Hevia et al. (1990) adopted in this research allowed different realities to converge through the interpretations of all the people involved. In this case, this did not only involve the protagonist who shared his or her episode, but also the other participants as well as the research team.

The qualitative approach understands that every individual, social group and social system has different conceptions, interpretations and world views, which were built from unconscious conceptions and experiences (Sampieri, 2010). Since understanding this context

is key to the purpose of this research, it is crucial to apply an approach that allows exploring different views on reality, drawing from personal experiences, regarding them as relevant and valid in terms of their individuality, which brought Hermeneutic Constructivism (Peck and Mummery, 2017) into consideration. This approach is based on the assumption that the entirety of the world could be understood through the use of language; thus, it is through language and its application that everything exists. In simple words, if something can be verbalised, it could, in turn, be understood through the questioning of the prejudices of the *Person the languager* (p. 5), who is the person that emits the message.

Prejudices are the previously understood events that a person experienced in the past, which were interiorised and acquired as new knowledge. These ideas have the capacity of being modified through the questioning of the previous knowledge in a process named *I - Thou* (Peck and Mummery, 2017). *I* represents the person who is questioning a thing which, by being questioned, relates to the person (*I*) and then becomes *Thou*, which ultimately provides the answers necessary for the person (*I*) to understand the thing. Things are also interpreted as *events*. This notion of events is portrayed in the following research in the form of *critical episodes*, experiences that affect pre-service teachers during their practicum, and developed through the Hermeneutic Constructivist perspective.

III. Research Objectives & Research Questions

Main objective

To describe the perceptions of pre-service teachers of English at UMCE during their practicum process throughout the methodology of *investigación protagónica* regarding the development of reflective and socially aware individuals.

Specific objectives

To identify the perceptions and experiences of pre-service teachers of English at UMCE regarding their practicum process through the methodology of *investigación protagónica* (in their oral discourse), relating these aspects with the development of reflective and socially aware individuals.

To describe the perceptions and experiences of pre-service teachers of English at UMCE regarding their practicum process through the methodology of *investigación protagónica* (using semantic discourse criteria), relating these aspects with the development of reflective and socially aware individuals.

To categorise the perceptions and experiences of pre-service teachers of English at UMCE regarding their practicum process through the methodology of *investigación protagónica*.

Research questions

What are the perceptions and experiences that English pedagogy students have regarding their practicum process?

What are the characteristics of the perceptions and experiences that English pedagogy students have regarding their practicum process?

How are these experiences and perceptions related to the development of reflective and socially aware individuals by English teachers?

IV. Theoretical Framework

1. The English language

English has had a lengthy history with several periods in which it has been influenced by different cultures and their languages. The natives from the land formerly known as Britannia encountered a new language when the Romans in 597 AD brought Latin and their culture to the island. Afterwards, the Scandinavians came to give a considerable blend to the language which was intensified later in 1066 with the Norman invasion and French. While the latter was the language of the Royals and aristocracy, the English of the time was spoken by the common citizens who, wishing to be part of the upper classes, used words from Anglo-French to fit into the society of those days (Baugh & Cable, 2002). English has gone through many changes, and it seems as though it will still evolve and change as long as there exist people who speak it (Baugh and Cable, 2002).

As a result of Colonial imperialism and subsequent Anglo-Saxon domination, the English language became the new Global language. This follows what was predicted over 200 years ago, when in 1780 the future president of USA John Adams stated: “English is destined to be, in the next and succeeding centuries, more generally the language of the world than Latin was in the last or French in the present age” (Adams, 1780). Crystal (2009) expands this idea by stating that there is no inherent grammatical or phonetic feature that could position English above all other languages and when thought even deeper, English spelling and pronunciation could even detain people from learning it. Consequently, the expansion of English is more related to power than with the endeavours of the language itself.

It is explained that the importance of English as a global language comes from its historical position of power during the last two centuries. It was the language of the British Empire during the seventeenth and eighteenth century and was widely spread because of its use in the colonies of Africa, America, and Western Asia. This geographical expansion, in addition to its use in scientific speech due to the industrial revolution, helped it achieve the status of international language (Crystal, 2003). Later in time, during the nineteenth and twentieth centuries an independent British colony, the United States of America, rose to the position of a

global superpower during the aftermath of the two World Wars, pushing the language to a genuinely global status and then a lingua franca (Baugh and Cable, 2002). Ultimately, the adoption of English as a universal language for discussion by international entities such as The United Nations (UN), UNICEF, International Monetary Fund, and the World Bank, established it as the language to use in international speech across all nations of the globe (Crystal, 2003).

Nowadays, according to Lyons (2017), English is spread worldwide and is part of the lives of approximately 20% of the world's population, including Latin America. According to Crystal (2003), we can see it being used in general for products names, services, speeches, and in the public media. One critical example is the use of newspapers, not only internationally but also locally, to spread the influence of English. The hegemony of English, though clearly a fact of the modern world, is hard to measure. Baugh and Cable (2002), for example, state that it is impossible to gain a final impression of the influence of English on media based on bare statistics.

1.1. The role of English in today's society

The magnitude of the expansion of the English language has been identified in what Braj B. Kachru (1984) named the Three Concentric Circles. Firstly, the Inner Circle is composed of the countries where English is the primary language, such as the USA, Canada, and Australia. These are categorised as norm-providing speech fellowships, as they are considered as models in terms of language use. The second one involves the institutionalisation of the English language in non-native contexts and is called the Outer Circle. In other words, these are the countries that were colonised at any time in history by native English speakers, belonging to the inner circle, embedding the colonisers' language into their own cultures; English was incorporated either as a significant linguistic component of communication in a bilingual or multilingual manner, or it became part of the central policies of the country. As a result, these countries are considered as part of the norm-developing fellowship. Finally, the Expanding Circle comprises all the other countries where English has been placed as an international language, regarded as the norm-dependant fellowship. Kachru (1984) states that

its abrupt and rapid expansion has produced varied forms or varieties of English, and every country addresses the teaching of English as a foreign language in a different way.

As for the language policies in the different non-native countries, from both the outer and expanding circle, they are continually changing and include other purposes, such as the spread of political or religious ideas. Its use for political reasons does not involve a specific preference; on the contrary, it can be observed in different political groups. Although these groups were varied, they seemed to “recognise the value of English in fostering their respective political ends, though ideologically some of them seem to oppose the Western systems of education and Western values” (p. 14). As Kachru points out, since the English language reaches a large number of people, it should be used to produce any critical message to be expressed and spread across the globe.

Nowadays, the members of the norm-developing speech fellowship also transmit the language norms they have created to the third circle. This leads to the problem of defining what kind of competence is sought by institutionalised varieties of English and what contexts it addresses (Kachru, 1985). Also, it is of note that, as stated by Schmitz (2014), due to globalisation and constant diasporas, the borders between the three circles have become blurred. It means that cultural aspects, including language use, get transferred from one circle to the others while also being influenced by them. Consequently, the correspondence between ENL, ESL, and EFL to each of the three circles does not persist as strongly today.

1.2. The teaching of English: How has English been taught around the world?

The adoption of English by international entities and the addition to the thrust into becoming a Lingua Franca (Crystal, 2003), has increased its number of speakers around the world, which *muddled* the once clear divisions between ESL - EFL. According to Brown (2000), ESL can be understood as “learning English within a culture where English is spoken natively” (pg. 193) and takes place in contexts where, even though English lacks an official status in the local government, virtually every educated person is capable of competent communication with a native speaker. EFL, in contrast, is recognised as learning English in

“one’s own culture” (pg. 193), lacking opportunities within that same culture to use the language. The problem that arises from these views of different statuses of English is that this created a vision that native speakers of English have an unquestionable competence in both the use and teaching of English to non-native speakers (Brown, 2000. p. 194). This duality has been modified into what is currently known as EIL, which is defined as a model in which people from different nations use English as a common language to be able to communicate on the same grounds (Talebinezhad and Aliakbari, 2002).

These geographical and contextual varieties of English teaching have resulted in changes in how it is taught. According to Brown (2001), the beginning of the teaching profession was carried out by the search of an efficient method or approach to teach a new language in all contexts and realities. This train of thought led scholars to develop different alternatives, such as the Audiolingual and the Grammar-Translation Method, among others, which emerged as a means to carrying out the task of English Language Teaching (Richards and Renandya, 2002).

As Brown states (2001), every method was a response to the reality of their time and, thus, they addressed the teaching practice in different ways. According to Nunan (1991), nowadays, this concept of an ideal method has been replaced by activities that deal not only with the gathered information about second language acquisition but also with the classroom reality. It means that the focus of language teaching has shifted from the static methodical ideal to a dynamic one that is continuously changing and responds to several realities. Furthermore, Brown (2002) states that this evolving process involves new and changing studies that answer to the real world, where no teacher knows "everything that needs to be known about language and language learning" (p. 11).

1.3. Approaches to the teaching of languages

Different approaches and methods to address the difficult task of teaching a language, especially a foreign one, have been used throughout the years. This variety of methods and approaches started with the Grammar-Translation method, that was “the offspring of German

scholarship” (Richards and Rodgers, 2001 p.5), and was also known as the Classical Method (Brown, 2000). During the 1800s, Francois Gouin developed the Series Method; nonetheless, Gouin’s influence was overshadowed by Charles Berlitz, founder of the Direct method, which was used until World War II, when the Army Method or Audiolingual Method was developed (Brown, 2000).

Moving forward, from the 1970s through the 1980s, language teaching experienced a shift striving to adopt less rigid perspectives as new methods appeared, such as Total Physical Response, the Silent Way, Communicative Language Learning (or Counseling-Learning), Suggestopedia, the Natural Approach, Neuro-linguistic Programming and Multiple Intelligences (Richards and Rodgers, 2001). At the beginning of the 1980s, the Communicative Approach was born, “as we better and better understand the functions that must be incorporated into a classroom” (Brown, 2000 p. 42). According to Brown (2000), it involves going beyond grammar and gives the learners the tools to develop linguistic fluency and not just accuracy to generate conversations out of the safety of a classroom. Since this study is enclosed in the Chilean reality, the Communicative Approach will be thoroughly developed along with its predecessor, the Grammar-Translation Method (Barahona, 2016).

1.3.1 Grammar Translation Method

During the 19th century, what was once known as the Classical Method came to be termed the Grammar Translation Method. It had a focus on grammatical rules, memorisation of vocabulary, written exercises, and translation from texts to achieve a proficient level of English. The lessons were mainly taught in the learners' mother tongue, and the target language was not used actively. The vocabulary was approached as isolated words on a list, with little or no contextual information. The grammatical rules were the core of the lesson, which focused mainly on the inflexion of words. Its most important characteristic is the lack of attention that the teaching method gave to pronunciation and oral production (Brown, 2001).

1.3.2 The Communicative Approach

In the course of the 1980s and 1990s, the approaches developed highlighted the importance of communication in classrooms. Hence, Communicative Language Teaching or CLT used pragmatic, social and natural features of language; in other words, authentic communication in classes as a means to “develop linguistic fluency, not just the accuracy that so consumed our historical journey” (Brown, 2001 p.42). CLT seeks meaningful learning for the students and the use of the target language outside the classroom environment (Brown, 2001).

Brown (2001) gathered six characteristics of CLT based on works from the past and more recent ones. To begin with, communicative competence, along with all its components (grammatical, discourse, functional, sociolinguistics and strategic), should be set as the priorities of the classroom goals, considering both the organisational and pragmatic aspects of language. It is essential to keep in mind that organisational language forms should be taken as enabling aspects rather than as the focus of learning activities. Whatever techniques are applied should provide learners with meaningful purposes, as well as the possibility to participate in practical, authentic tasks. Similarly, fluency and accuracy are not the goal but supporting tools in achieving effective communication. However, if the choice has to be made, fluency should prime over the accuracy so that learners can focus more on the content of the message rather than the form. Since authentic communication happens without chances for rehearsal, a communicative class must aid students participating in such contexts, both receptively and productively.

Additionally, given that students are the protagonists of any learning endeavours, they should be provided with opportunities to assess their learning process and experiences, understanding as well as developing the styles and strategies that they deem effective. Finally, teachers in a CLT setting are not to be seen as holders of knowledge, but rather as guides and facilitators, so that, through genuine interaction, students are allowed to negotiate and construct meaning on their own. Teachers in this model do not have the complete control of their students or the class; on the contrary, they are encouraged to deal with spontaneous situations, giving

learners an important and participative role. Nonetheless, due to the importance that this approach lays on communication, various of the characteristics of CLT might be challenging to put into practice for a non-native speaking teacher lacking a proficient level in the second language.

2. English in South America

As seen in the previous section, the role and teaching of English changes according to the context in which it takes place. In order to undertake the objectives of this research, it is necessary to first depict the environment in which Chilean pre-service teachers carry out their placements. Given the similarities that South American countries share, two central countries will be described along with the Chilean characteristics.

For decades, English has been established as the primary foreign language in South America. The fall of the Berlin Wall and the emergence of the United States as a powerful Western nation positioned English as the dominant language. Since this region is part of the Expanding Circle (Kachru, 1985), English does not have a historical or governmental role. However, it is used as an international communicative tool due to economic factors, such as trade arrangements (Rajagopalan, 2009). It created an increase in the demand of English Language Learning in South America since it was perceived as a means to achieve success and career advancement (Alm, 2003; Bohn, 2003; Friedrich, 2003; Nino-Murcia, 2003; Velez-Rendon, 2003 in Rajagopalan, 2009). This diffusion positioned the United States of America as the most prominent economic influence of the English language during the twentieth century.

In South America, the expansion of the language varied from country to country. In Colombia, Ecuador and Peru, among others, the presence of English is "still considerably restricted" (Rajagopalan, 2009 p. 151), even though it is part of their teaching curriculum and is used as a means to stimulate economic growth and increase job opportunities (British Council, 2015). In contrast, Argentina, Brazil, and Chile established a closer relationship with the language in their cultures, due to the bilateral relations such as trades and financial

arrangements with the global economic powers (Rajagopalan, 2009). As a consequence, English overshadowed Spanish (in the case of Brazil) and Portuguese (in the case of Argentina and Chile) as a Second Language, which were expected to be the most predominant second languages due to geographical closeness. Moreover, these three sovereign states have had a deeper relationship with the English language, as all three of them have been directly influenced by English speaking countries in different but closely related historical events during the 20th century (Rajagopalan, 2009).

2.1. Brazil

In the 1930s, Brazil was incorporated to the select group of countries that contributed to the research on English Language Learning and Teaching (Rajagopalan, 2009), but it was not until a period of military dictatorship from 1964 to 1985 that the language became relevant to government officials. Due to the close economic relationship that Brazil had with the USA (Barahona, 2016), the Brazilian national curriculum includes the teaching of English as compulsory for both primary and secondary schooling.

Even though the access to the English language has been guaranteed for decades, English teachers, experts and even government officials recognise that English teaching programmes are not capable of providing students with the necessary tools to be proficient or competent in the language. The main reasons behind it are lack of funding, overfilled classrooms, insufficient lesson hours granted for the subject, underqualified teachers and a lack of language labs (British Council, 2014). Therefore, only five per cent of the population acknowledges some degree of proficiency in the English language (British Council, 2014; Barahona, 2016.). Nowadays, English language teaching is reduced to the basic notions of grammar, reading of short texts and preparations to approve multiple choice exams for university admittance purposes (British Council, 2014).

2.2 Argentina

During the twentieth century, the massive European immigration after World War II turned Argentina into a European-centric state (British Council, 2015), which helped it achieve a multilingual status. The perception and feelings towards the English Language in the South American country have evolved from keeping hard feelings after the Falklands War in 1982 to the appreciation of the current international value and positive impact on the lives of its citizens that the language provides (Porto, 2016; British Council, 2015). To complement this idea, Eayrs states that “there would appear to be no residue of anti-British feelings as a result of the 1982 conflict, although one is aware that the wounds are still raw and it is wise to be sensitive” (2000 in Rajagopalan, 2009 p.149). Even though the teaching of the language in the country must be carried out with sensitivity, Argentinians have acknowledged that the use of English as an international language has a real significance on their lives, as it is seen in utilitarian rather than hegemonizing terms (Porto, 2016).

Historically, the teaching of English in Argentina was dedicated to the upper class, until 1960, when it became part of the curriculum of secondary schools as the “only compulsory foreign language in the national curriculum, leaving French and other European languages in decline” (Barahona, 2016 p.4). Furthermore, during 1998, the “Federal Agreement A-15 (*Acuerdo Marco para la enseñanza de Lenguas*) made the foreign language subject compulsory in all schools” (British Council, 2015 p.14). Still, it was up to each Argentinian province to select one of five foreign languages (English, French, Portuguese, Italian and German), although most of them chose English (British Council, 2015).

Regarding English as a Second Language, the Argentinian national curriculum is based on the improvement of students’ proficiency, as it is perceived as a contributor in breaking the poverty cycle while empowering citizens (Barahona, 2016). Nonetheless, Argentina lacks a specific policy of English language teaching, since the foreign language curriculum applies to all languages and does not address each one individually. This lack of policy has affected the proficiency levels that students reach during their educational process (British Council, 2015).

This issue and the incommensurable efforts to rebuild the Argentinian economy affected the training process of future English teachers, since inexperienced trainee teachers

were inserted in the work-life "without completing their training, perpetuating the cycle of low-quality teaching and weak learning outcomes" (British Council, 2015 p. 58).

Consequently, it was demonstrated in 2015 when the quality of language training became evident by comparing younger and older groups, showing that older generations "may have received better-quality English language training than young Argentines today" (British Council, 2015 p. 26).

2.3 Chile

In the 1800s English, Irish and Scottish immigrants came to Valparaíso, a recently opened and promising port in the city's coast, under prospects of wealth (Edmundson, 2009 in Barahona, 2016). Consequently, private bilingual English-Spanish schools were established during the first half of the twentieth century, to educate the descendants of those immigrants. These schools began to gradually move to Santiago when the city became relevant among the foreign population due to the establishment of the Chamber of Commerce in 1932 (Barahona, 2016).

Moving forward to the end of World War II and the middle of the 20th century, Chilean media began to be influenced by English-speaking means of communication, which caused the adoption of English phrases and words. These became evident in every-day conversations regarding several topics such as business, music, and technology, among others (Glas, 2013 in Barahona, 2016).

Similarly to Argentina, Chile experienced a negative encounter with the English language when, in 1973, a coup d'état overthrew Salvador Allende's Government with the alleged participation of the CIA (Rajagopalan, 2009). However, Chileans' attitude did not translate into rejection; on the contrary, they have demonstrated to have a positive attitude towards English, proving that those memories did not lead to resentment of any type (Angoy, 2000 in Rajagopalan 2009), unlike Argentina, where the hard feelings against English "resurface from time to time" (British Council, 2015 p.17).

2.3.1 English language teaching in Chile

The current curricular calendar for English language teaching in Chile is based on the 1990s educational reform, but its roots could be traced back to the end of the 18th century when a leading German educator, Dr Rodolfo Lenz, gave the first lecture on ELT in Santiago. Lenz was subsequently hired by the government to teach foreign languages at the *Instituto Pedagógico*, which was dedicated to the preparation of future teachers and had recently become part of *Universidad de Chile* (Abrahams and Silva, 2017).

The 1920's law of compulsory primary schooling created a need for professionalisation of primary school teachers, which was achieved by *Escuelas normales*. These schools were supervised by the *Instituto Pedagógico* and were created as a means to align the work of the schools with the program of the University. Those who enrolled in *Escuelas normales* were rigorously selected and obtained a robust pedagogical ground.

By the end of the 1920s, every teacher had to approve a test to obtain a diploma accrediting their professional capability (Barahona, 2016). The *Escuelas normales* played a vital role in a great extent of the 20th century. However, it is not until over a century after that first lecture on ELT that the Ministry of Education designated English as a mandatory subject in every school from 5th grade to 12th grade (Barahona, 2016, Mckay, 2003).

Regarding the English curriculum, the 1998's educational reform aimed at the development of receptive skills (reading and listening) rather than productive skills (speaking and writing). According to the English curriculum, 80 percent of the programmes are devoted to reading and listening skills, and only 20 per cent to speaking and writing. This distribution was based on the assumption that English would be used to access different sources of information, mainly of a technical nature, presented in that language (Mckay, 2003).

The importance of the English language in the Chilean society did not become apparent until the mid-2000s when the government required trained citizens who could be competent in

the international markets by using the language properly. According to the Ministry of Education, the main idea behind this change was to “improve national economic competitiveness and promote equity by extending English language learning to all students in publicly funded schools” (Matear, 2008, in Barahona, 2016 pg. 23). As a consequence, the focus of the teaching of English gradually shifted from a receptive to a productive one.

In 2004, the Ministry of Education introduced the “English Opens Doors Programme” (EODP, also known as *Programa Inglés Abre Puertas*, *PIAP* in Spanish) to support the previous reform of the English curriculum. Its main objective was to improve ELT by implementing standard based instructions in primary and secondary schools, along with providing professional development opportunities for classroom teachers. EODP supported teachers through English language courses, workshops, and seminars with native speakers and foreign experts, internships in English speaking countries, winter retreats and summer activities programmes and, finally, methodology courses (Abrahams and Silva, 2017).

2.3.2 English language teaching in Chile nowadays

The Ministry of Education, in the curricular calendars from 1st to 6th and from 7th to 10th grade (*Bases Curriculares 1° a 6° y 7° a 2° medio*), states that the current technologies, social and cultural changes of the last century created the need for a common language, promoting English as an International Language of Communication (Ministerio de Educación, 2012). As a consequence, teaching and learning English has become an elemental feature in the education of students, both in Chile and abroad. Moreover, the learning of a different language and the comprehension of its speakers’ culture are essential for students’ success in a globalised world (Ministerio de Educación, 2012).

The curricular calendars from 7th to 10th grade (Ministry of Education, 2012) also state that learning another language does not only help students to develop cognitively and professionally but also to respect and have a thorough comprehension and vision of other cultures, to appreciate one’s own culture and generate global awareness. Additionally, knowing

a different language is indispensable to interact effectively with the rest of the world and to access new knowledge through the use of social networks and current technologies. Furthermore, the curricular calendars from 1st to 6th grade (Ministerio de Educación, 2012) establish that the objective of EFL is to develop competent English speakers that can communicate in different situations; they should be capable of accessing new knowledge and of accurately responding to the global demands of communications through the use of the media and current technologies.

In order to achieve these goals, it is expected that students develop the four main abilities of the English language: listening and reading comprehension along with speaking and writing, which purpose is to shape students who can both understand oral and written information and produce it in the same forms (Ministerio de Educación, 2012). To develop these skills, English lessons in Chile are based on the Communicative Language Teaching Approach, which states that language is considered as a means to convey meaning as well as a tool for interaction, instead of merely a list of grammatical content. The activities developed for the lessons are contextualised, promote interaction between the participants and create an environment that promotes practical and real use of the language in the classroom (Ministerio de Educación, 2012).

In addition to CLT, the curriculum adopts ideas from different approaches that help to develop the communicative aspects of the lessons. It includes various approaches at different levels. It comprises the focus on comprehension and significant communication of the Natural Approach; the interactive nature of language of the Cooperative Language Learning; the vision of language as a means of conveying meaning and acquiring information of the Content-based Instruction and, finally; the contextualised tasks that imply the use of significant language of the Task-Based Language Teaching (Ministerio de Educación, 2012).

In accordance to the curricular calendars of 7th to 11th grade, students within these grades are developing a broader and more critical vision of the world, abstract thinking and focusing capacity and, therefore, their motivation and self-image are fundamental during their learning process. During this process, students have to keep developing their skills to communicate in

situations similar to those of real life. By the end of it, students must "demonstrate a confident and positive attitude towards the language" (*demuestran una actitud confiada y positiva frente al idioma*) (Ministerio de Educación, 2012 p. 216).

In addition to this, students must be able to use English to communicate their own ideas and opinions, in a level near to B1 according to the Common European Framework (*Marco Común Europeo*), in simple and varied situations, such as maintaining a conversation, obtaining general information from texts in the target language or through written communication about daily topics. Additionally, the curricular calendars of 7th to 11th grade promotes a list of attitudes that are expected from students. These attitudes are related to the subject, and the main objective is to develop the social and moral abilities of the students.

3. Social awareness

The concept of social awareness is analysed and understood by several authors in different ways; therefore, there is no specific definition of it. The Collaborative for Academic, Social, and Emotional Learning defines it as "the ability to take the perspective of and empathise with others, including those from diverse backgrounds and cultures and also to understand social and ethical norms for behaviour" (CASEL, 2017 p.2). Moreover, a socially aware individual is considered an integral and committed member of society, bound to use his or her knowledge to provide solutions to different social issues that arise in the communities in which they currently operate (Rueda & Rincon, 2014). As a consequence, an attempt to define what being socially aware means should take into account the emotional intelligence of the individuals concerning their role as social beings who contribute to the construction of culture.

3.1 Socially aware education

Due to the nature of what being a socially aware individual entails, education plays a vital role in their development. For this reason, universities have embraced the mission to contribute to the development of citizens with an essential social role in a globalised world. Rueda & Rincon (2014) referred to this aspect of education as *responsabilidad social* or social

responsibility, which leads the teaching process towards the development of future citizens that contribute positively to transform their communities. Moreover, universities are institutions that influence the values their students embrace as their own and the way they see and behave in a changing society having the common good main goal.

In relation to this idea, Freire (see Freire 1970a, 1970b, 1974, 1985) coins the term “*conscientizacao*” or Critical Consciousness, which is the core of the development of critical pedagogy. This process begins with the acceptance of oppressive relations in society and one's position in them. The task of critical pedagogy for Freire is to bring groups of oppressed individuals to a critical consciousness of their position and, from that point via *praxis*, liberate themselves from the inadequacies of their environment. For Critical Pedagogy it is not enough to reform the thought habits of the thinkers, it also needs to challenge the institutions which create and promote distorted and oppressive thinking through ideologies and oppressive relations.

Moreover, social awareness contributes to creating propitious contexts for learning. When analysing the teaching practices, social awareness should be considered as a goal skill to be developed by every teacher who wants to provide a productive environment for learning, since in their classroom every single student offers a different social background, differences in class, race, gender and social status, among others. During active teaching practices, a socially aware teacher must modify his or her lessons in order to address the immediate learners' educational needs, either through meaningful communicative instances for the students to practice their language skills or through contextualised readings and grammatical exercises that integrate the learners' background into the lesson (Obando, Obando & Sanchez, 1997).

3.2 The importance of being a socially aware English teacher

Since being socially aware requires a vast knowledge of the culture teachers are immersed in, the teaching of a second language will also imply that teachers include another culture within the mother tongue's culture of their students. As Obando, Obando & Sanchez

state, “the main goal of teaching English, or another language, is not only to exchange words with others but to understand what they mean” (1997 p.1) (Obando, Obando & Sanchez, 1997). Moreover, language socialisation seeks to explain and examine not only linguistic development but also culture and social knowledge (such as hierarchy, ideologies, gender and identities, epistemologies, status marking, among others) of the chosen second language. Additionally, learners are not seen just as individuals to fill in with knowledge, but also as socioculturally, socio-politically and sociohistorical individuals who are “inculcated, enacted, and co-constructed through social experience in everyday life” (Atkinson, 2011).

Another important aspect related to English language teaching is the consideration of affective factors which, in the early days of its practice were deemed unimportant. It was not until the ascend of the Humanistic Approach (Pishghadam, Zabetipour & Aminzadeh, 2016) that emotions were granted the recognition they have nowadays as hugely influential, both in the decision of learning a new language and in how willing someone is to complete a certain task in the classroom (Mendez Lopez & Pea Aguilar, 2013).

Ismail (2015 in Pishghadam, Zabetipour & Aminzadeh, 2016) realised that negative and positive emotions impact the learning process of a foreign language. One remarkable emotion that is continuously seen in the classroom is boredom. According to Pekrun et al. (2007 in Pishghadam, Zabetipour & Aminzadeh, 2016), when the students do not find anything positive or negative to feel towards the task they are doing, they get bored. Furthermore, Pekrun states that these undesirable feelings do not respond to the inner emotions of the students, but to the guidance they receive. This idea implies that what needs to change to motivate students to learn a second language is the methodology used by teachers (Pishghadam, Zabetipour & Aminzadeh, 2016).

Motivation is one of the main factors that influence the process of a second language learner. Zoltán Dörnyei (2014) defined it as a fundamental question of why people behave as they do. Moreover, motivation is also responsible for the human will to engage in an activity, as well as the persistence and effort put in said activity. Therefore, it is crucial to promote it not just in language learning, but also in every learning process.

According to Pishghadam (in Pishghadam, Zabetipour & Aminzadeh, 2016), by taking emotions into the classroom, there can be more improvement than just an academic one; it can affect students in a deeper level and improve essential human abilities. Based on this idea, it can be assumed that the role of EFL teachers goes beyond the mere delivery of the linguistic components of the language and, as a consequence, they need to be prepared to develop students' social and emotional abilities.

4. Pre-service teachers and the educators involved in the practicum process

The final practicum process of SLTE programmes is a necessary process in the professional training of every future teacher. During this period, they take the name of pre-service teachers or student teacher (ST), since they have finished their academic preparation but have not fully completed their training process. In order to accomplish this task, each pre-service teacher requires two guiding educators, that is, a Tutor and a Cooperating teacher, who will accompany and support the learning process. While the university provides the first one, the other welcomes the ST into his or her classroom. These two actors equally contribute to the professional and personal development of the student teacher, even though they may have conflicting or contradictory views regarding teaching and learning (Barahona, 2016).

According to Barahona (2016), the Cooperating teacher (also known as In-service teacher, Mentor or Co-teacher) accompanies the pre-service teacher during the practicum process by assessing their performance, reviewing their lesson plans and providing support, among others. In Chile, Mentors either are assigned by the headmaster of the school or volunteer themselves and do not receive appropriate training (Peña-Sandoval, 2015) or monetary incentive to carry out this task. As a consequence, the number of teachers who willingly train student teachers is limited and might lead to adverse outcomes, such as the mentoring of inadequate role models (Barahona, 2016). The supportive role of in-service teachers is predominant and must go beyond "simply ceding space and providing an evaluation at the end of the process" (Peña-Sandoval, 2015 p. 189).

The Tutor (also known as Teacher Educator or University Supervisor) is a representative of the university's community who accompanies and assesses the practicum process. Their role is to support the student teachers and to provide feedback on their performance along with theoretical and practical knowledge (Barahona, 2016). Tutoring is mentioned as one key aspect that could endanger or strengthen the practicum process. It requires a professional with the ability to provide pedagogical solutions to the problems that arise from the teaching practice of pre-service teachers (Peña-Sandoval, 2015).

The relationship between each educator and the student teacher cannot be seen in isolation since both of them influence how pre-service teachers carry out their training. However, in most cases, this interaction leads to conflict, as the views of what teaching should be like differ from one educator to the other. According to Barahona (2016) "the school community and the university community have different epistemic objects, and sometimes their views of teaching and learning contradict each other" (p.62). It is within that contradiction that pre-service teachers face several problems to accomplish their training process.

4.1. Factors that affect the pre-service teachers' practicum process

Pre-service teachers experience complex situations that characterise their first encounter with the teaching practice in the Chilean reality. Barahona (2016) identifies critical problems such as "harsh working conditions, lack of resources, negative school culture and unsupportive school teachers" (p. 115). Furthermore, she states that the interaction between the members of the learning-teaching process produces several conflicts that affect the student teacher. Even though these issues cause distress in pre-service teachers, they demonstrate an understanding of the complexity that the teaching practice implies and show resilience while facing them (Barahona, 2016).

4.2. Points of complexity pre-service teachers face during their practicum

Based on the issues that emerged from the experiences described by the authors in the previous section, four points of complexity were identified to narrow down the themes to be approached in this research. Since the practicum process involves interaction between pre-service teachers and the different people involved in the educational context, the difficulties they face are varied.

4.2.1 Anxiety

For this research, the definition of anxiety has been developed based on the different ideas proposed by Merç (2004; 2011), Agustiana (2014) and Barahona (2016). Among the several situations that cause anxiety in pre-service teachers during the practicum process, three major categories were identified, namely: the relationships between a pre-service teacher and their mentor and supervising teacher; lack of experience and; classroom management.

First, we will address anxiety that arises from the relationships with mentors and supervisors from university, Barahona (2016) demonstrated that the type of relationship pre-service teacher establishes with their mentor teachers is one of the primary sources of anxiety, due to the expectation that these teachers will present a source of improvement for the pre-service teachers. Nonetheless, in reality, student-teachers indicate that interruptions and lack of support from these mentor teachers, apart from being observed by them during the lessons, produce high levels of anxiety during the practicum process. In addition to this, both Agustiana (2014) and Merç (2004; 2011) have identified that being observed during lessons is one of the primary sources of anxiety for prospective teachers of English.

The lack of teaching experience arises as a second major area that Student-teachers indicate a source of anxiety during their practicum process, Agustiana (2014) identifies the first day of classes as a major source of anxiety in most pre-service teachers, many reported that

having previous experiences with teaching but on informal situations: Private lessons or assistantships to their classmates. Merç (2004; 2011) identified the reputation of different classes may produce anxiety on pre-service teachers who are not familiarised with school contexts, this aligns with the previous point on the influence that in-service and mentor teachers have over student-teachers who are beginning their practicum process.

As a consequence of the lack of teaching experience, the area of classroom management is presented. Agustiana (2014) relates the lack of experience to poor management of the dynamics of a classroom in terms of student motivation. Having crowded classrooms hinders the pedagogical practices of pre-service teachers. Besides, poor time management of the lessons and being worried about disruptive situations are further sources of anxiety, as pre-service teachers may not have the tools and experience to deal with these type of issues, which may ultimately make the lesson fail (Merç 2004, 2011). Finally, problems related to the use of technological devices is also included in this area, as pre-service teachers indicate that faulty equipment is another source of anxiety as student teachers tend to relate heavily on them to maintain student motivation and positive attitude towards the lesson.

4.2.2 Authority

Regarding authority, in the twentieth century, Weber (1947) defined three different types of authority. Traditional, usually linked to people who inherit the position from their predecessors; Charismatic, related to people who can evoke strong emotional dependency and attachment on those who follow them and; Legal, linked to those who establish their position based on logical-rational conventions, usually seen in office environments. In addition to this, sociologists who added to the work of Weber identified a fourth type of authority, defined as Professional authority, bonded to people who legitimised their position through mastery or expertise on their field of work (Pace & Hemmings, 2007).

During the practicum process, student teachers prefer to rely on charismatic authority, due to the small difference of age between them and their students. It is often perceivable that pre-service teachers establish their authority by relating to their students through similar music tastes, a liking for videogames or shared interests in general (Pellegrino, 2010). Nevertheless, student teachers who rely only on this particular authority face an obstacle when their charisma diminishes, and they have to accomplish their goals and duties (Pellegrino, 2010). Moreover, this is seen as a cover-up for lack of preparation of pre-service teachers, regarding their gain of knowledge during their university programme; therefore, student teachers hope that their students will respect them based on likeability (Pellegrino, 2010).

Nonetheless, as seen in Pellegrino's (2010) research, pre-service teachers tend to shift from charismatic authority to traditional, or rely only on the latter. It is due to the fact that students will follow their teachers' lead based on cultural conventions or the belief that the teachers' authority is absolute, in contrast to likeability. An example of this learned behaviour can be seen when a new teacher comes into a classroom, greets and requests students to stand up or sit down and the students answer to that request without questioning or knowing the person who asked it (Hansen, 2006 in Pellegrino, 2010). However, the use of traditional authority is bound to the deference that students have for teachers, which "has not been the norm for a generation or more" (Haywood-Meltz, 2006 in Pellegrino, 2010). Moreover, pre-service teachers might abuse this type of authority, since they have all the power in their hands (Bushman, 1985 in Pellegrino, 2010).

4.2.3 Identity

The process of identity construction begins at university where prospective teachers begin to develop their identity traits based on the contents seen in classes and the role-model of their teachers at those institutions (Barahona, 2016). As a whole, the identity construction process of pre-service teachers deals with three areas: Self-image (self-appreciation of the pre-service teacher in terms of proficiency, classroom management and self-awareness); Learning environment (related to the different spaces that student-teachers share with peers and other

agents of their educational communities) and; Practicum experience (the actual teaching role that the pre-service teacher must fulfil during their final placement) (Salinas y Ayala, 2018). In addition to that, there is a strong orientation in the curriculum to the development of future teachers as social agents, to educate "good and responsible Chilean citizens" (Barahona, 2016 p.146). Despite having this strong orientation in the curriculum, it is also perceivable that its main focus relies on the acquisition of the English language (Barahona, 2016). It is important to remark that, during this process, both the mastery of knowledge and skills and the behaviour and values of pre-service teachers are tested and modified through negotiation (Barahona, 2016). With that in mind, two different negotiation categories were established for the sake of this research, Inner negotiation and External negotiation. The first comprises the modifications to the pre-service teachers' identities concerning their behaviour out of necessity, while the second relates to the adjustments they had to make to fit the school or the mentor's criteria

Pre-service teachers' identities are composed of social and personal perspectives involving agency, emotions, self-awareness, social traditions and interactions, and position among the educational community (Salinas & Ayala, 2018). The multiple interconnections between these perspectives allow student-teachers maintaining a state of constant modifications of their identities (Pace & Hemmings, 2007). This process of adjustment is achieved through negotiation, during which student-teachers, through trial and error, may identify and adopt the approaches and pedagogical tools that prove to be useful or successful at maintaining engagement with their students. Student-teachers undergo this course of reconstruction of their identities according to the needs of their classroom, or to their relationships with their students and teacher mentors during the practicum (Barahona, 2016).

Additionally, student-teachers' professional identity is constantly evolving due to the several contradictions they face between what they were taught as future EFL teachers at university and what the school curricula request from them. On the one hand, many of the university programmes are focused on more progressive, constructive pedagogies, embracing the methodology proposed by the communicative approach (Barahona, 2016). On the other hand, school reality tends to rely more on traditional practices; primary and secondary education curricula are prone to rely on grammar oriented methodologies, alienating both

students and pre-service teachers who need to adapt their identity in order to fulfil the school curricula (Clarke, 2008 in Barahona, 2016).

4.2.4 Teacher Qualifications

It is during the practicum that student teachers confront the context of their students and the school in which the learning process takes place. Said context, as explained by Peña-Sandoval (2015), includes "the students' sociocultural backgrounds, abilities, learning styles, interests, and needs" (p.98). It has been noted that during this process, pre-service teachers encounter inconsistencies between what they have been taught and what the context requires of them in terms of knowledge and skills (Barahona, 2016). These discrepancies derive in part from the gap between theory and practice and, in cases, the lack of tools to adequately observe and evaluate the context, and to plan and act accordingly (Kumaravadivelu, 2012). In order to address these issues, the following categories have been set: Language proficiency, Resourcefulness and Adaptability. The first category, Language proficiency, addresses what university programmes expect from their graduates in terms of the mastery of the English language; Resourcefulness relates to how knowledgeable pre-service teachers are in terms of teaching material, practices and theory; Adaptability deals with how creative pre-service teachers are, and how well they can adjust their practices to the context they are in.

According to the agenda of the Ministry of Education, in relation to Language proficiency, UMCE's EFL programme graduates should demonstrate a C1 proficiency level according to the CERF (UMCE, 2018). Moreover, the Ministry establishes a series of standardised qualifications that every new graduate teacher must have to guarantee the adequate professional development of the graduates from EFL programmes. Some of these qualifications comprehend a knowledge of the different elements that constitute the accurate functioning of the English language; the importance of developing oral and writing skills that allow students to understand and produce meaningful text using the English language and the capacity of adapting their classes to cover the different needs of their students (CPEIP, 2014). However, it has been noted that upon enrolling in English programmes students struggle due

to their low language proficiency level, as well as having to learn it at the same time as learning how to teach it (Barahona, 2016).

Resourcefulness relates to how efficiently pre-service teachers can apply their knowledge to diagnose students' needs and plan accordingly, choose the resources that will allow them to close the gap between prior and new knowledge, and stimulate learning in a given context. Regarding this aspect, how well pre-service teachers perform will vastly depend on how resourceful, and knowledgeable they are, or how effectively they can connect with students via the activities and materials proposed.

Finally, adaptability refers to how innovative student-teachers can be, especially when pre-existing resources are insufficient for the context in which the learning takes place. As valuable as this skill is, however, it is noted that this is also the less developed one among pre-service teachers, or, when it is present, it is not always put to practice due to the heavy influence of standardised tests and traditional teaching strategies. Another important factor is pre-service teachers' capability to translate their knowledge to their students in ways that allow them to link the prior and new knowledge without necessarily lowering learning expectations. Doing so might be challenging for some student teachers, as they possess some degree of expertise in their fields and may find difficulties when reconstructing their knowledge to make it understandable and attainable for students in the context in which they are teaching.

V. Methodology

1. Hevia et al. Protagonist Research (*Investigación Protagonística*)

1.1 Background and objective

In 1990, Hevia et al. proposed a research method named *Investigación Protagonística*, or protagonist investigation, which they published on *Talleres de Educación Democrática* (1990). Their main objective was to collectively identify and analyse several pedagogical practices, as well as the ideas subconsciously embedded in teachers' minds. This analysis was accomplished through the narration of situations that caused distress to the mental, emotional or professional stability of teachers. Such incidents were coined as critical episodes (*Episodios Protagonísticos* or *Incidentes Críticos*). It was commonly expected that these situations had caused an impact on teachers, affected their behaviour, and prompted them to question their practice and actions.

1.2 Procedures

In order to ensure a reliable methodology, Hevia et al. separated the procedure of the research in four different phases, which were established as follows:

a) Problematisation (*Problematización*): Each member of the group shares their experiences according to the definition of *Episodio Protagonístico*. Then, one of the experiences presented is selected to be identified, retraced and analysed collectively by the group. The focus should not be on finding solutions to an issue, but rather on presenting it as a set of concrete and understandable components.

b) Objectivation (*Objetivación*): At this phase, the participants reconstruct the episode previously narrated, considering the external factors implied as well as the internal ones, striving to be as objective as possible and avoiding partial judgements.

c) Interpretation (*Interpretación*): To interpret the reason behind the episode, the group approaches it in two different levels: Firstly, they question the psycho-socio-pedagogical conceptions behind the teacher's behaviour during that particular episode. Afterwards, they analyse how that situation reflected the conceptions that constructed and defined the teachers' role.

d) Elaboration of alternatives (*Elaboración de alternativas*): Based on the ideas

elaborated in the previous phases, the group develops new conceptions and alternative actions that could be used in similar episodes.

2. Describing pre-service teachers' critical episodes towards the growth of socially aware individuals

2.1 Sample

The research presented in this document was accomplished by adopting a *convenience sampling* of seven pre-service teachers who entered the English pedagogy programme at UMCE after 2013 and are doing their practicum during the first semester of 2018. The two main reasons behind the selection of this type of sample are: (1) the proximity between the research team and the subject of study could be asserted, and (2) the nature of the analysis needed participants who could reflect on their pedagogical practices. Accordingly, UMCE's website description of the English pedagogy programme graduate was also taken into consideration, as it defines the graduate as “someone who had a strong commitment with society and possessed the capacity to critically reflect about his or her teacher role” (Perfil de egreso pedagogía en Inglés UMCE, 2018). Therefore, they are the most suitable subjects to share, discuss and analyse their experiences as pre-service teachers in their placements.

3. Description of the modified methodology

3.1 Background

The original method proposed by Hevia et al. in 1990 presents a procedure which allows participants to freely share ideas while analysing real-life experiences during their teaching career. Even though its phases are well-organised and coherent with the purpose of this research, the context in which the study occurs made it infeasible to implement it as it was initially proposed. Since the objective of this research was to describe the problems that pre-service teachers face during pedagogical practice, modifications were introduced to guide the dialogue of the pre-service teachers towards the specific topic of each workshop.

3.2 Workshop procedures

Each workshop was developed following the structure proposed by Hevia et al. and focused on a different critical aspect that pre-service teachers face during their final placement. These were mainly retrieved from Barahona (2016) who described the difficulties that student teachers face in their practicum, along with several bibliographic sources for each specific area. From these aspects, four points of complexity were constructed to develop this research; namely: Anxiety, Authority, Identity and Teacher Qualifications. Each point has its criteria, which were built from the different sources presented in the theoretical framework, as is shown next.

1. Anxiety: During the practicum, several events or situations could cause anxiety in pre-service teachers. These were narrowed down to three main sources described by Barahona (2016), Merç (2004, 2011) and Agustiana (2014), which are explained below.

- 1.1 Relationship with the educators: this involves the complicated relationship between the student teacher and the educator (mentor and supervisor). This can be seen in the form of interruptions, lack of support from the mentor teacher, and being observed by the supervisor during the lessons.
- 1.2 Lack of experience: the practicum process is known as the first encounter of pre-service teachers with a regular classroom. This can be seen to cause anxiety on the first day of classes or while approaching a class with a bad reputation.
- 1.3 Classroom management: along with the previous aspects, the relationship between preservice teachers and their students cause anxiety. This can be evidenced by poor handling of classroom dynamics in terms of student motivation and poor time management of the lessons, as well as worrying about disruptive situations. Classroom management anxiety can also be influenced by having a crowded classroom and facing technical difficulties caused by faulty equipment.

2. Authority: The type of authority that student teachers exert in the classroom emerges from Weber's definitions (1947) as analysed by Pellegrino (2010).

2.1 Charismatic: pre-service teachers in this category usually establish their authority by relating to their students through different things they have in common, such as music tastes, a liking for videogames or shared interests in general.

2.2 Traditional: student teachers adopt a traditional authority either when the charismatic authority fails, or when they could not apply it altogether. This kind of authority is based on the common belief that a teacher must be respected because of his or her role in the educational system and society.

3. Identity: the construction of the teacher identity of pre-service teachers is highly developed and confronted during the practicum process. Based on the work of Barahona (2016) and Salinas y Ayala (2018), it can be analysed from two different perspectives:

3.1 Inner negotiation: it relates to how, when needed, pre-service teachers modify their identities in terms of their behaviour and values.

3.2 External negotiation: it relates to any adjustments pre-service teachers make so that their practices coincide with what the school or mentor requires of them.

4. Teacher qualifications: It refers to the set of skills and abilities that pre-service teachers ought to have once they finish their courses at university. However, the adeptness that student teachers acquire in theory sometimes fails when is put to the test in the reality of the classroom. This problem is approached by Peña-Sandoval (2015) and Barahona (2016, 2014), and is divided, for the sake of this research, in three subcategories.

4.1 Language proficiency: it deals with the requirements university programmes set in terms of their expertise in the English language.

4.2 Resourcefulness: it addresses how knowledgeable pre-service teachers are regarding pedagogical practices, material and theory.

4.3 Adaptability: it relates to how efficiently pre-service teachers can adjust their pedagogical practice to the context of both the students and the school, and how creatively they can address their lessons.

Following the previous criteria, the workshops were structured in 5 phases that will be described below.

3.2.1 Phase one: Introduction

In this phase, the research group presented the goal and procedures of the workshop, illustrated what a critical episode (*episodio protagónico*) is with an example and briefly described the theme and criteria to take into account while selecting an episode. Then, the moderator presented a few questions to guide the thinking process of each participant while selecting their particular episode. Afterwards, each person briefly narrated theirs in the third person. Once everybody had shared their experience, the group voted and picked one to be analysed in the next phase.

3.2.2 Phase two: Description

The protagonist of the episode was invited to describe in detail the chosen situation, and the rest of the participants received a checklist to guide the narration. The main idea was to analyse the episode at two different levels collectively:

1. External: The group asked questions about the external factors that took place in the situation. They referred to all the physical elements that were present during the episode, such as the school, city, people involved, or any other elements that affected the pre-service teacher's attitude at a certain level.
2. Internal: The group asked about the internal factors that were present in the situation, such as the teacher's mood, prejudices, logic, morals, ethics, or any other element that affected their behaviour emotionally.

3.2.3 Phase three: Interpretation

The group used the information extracted in the description phase and analysed the reasons behind the issue in question. To achieve this, they were invited to reflect on the social and pedagogical practices presented by answering different questions to guide their process.

Following the conceptions that arose in the previous phase, the group discussed various alternatives to the behaviour that a Chilean English teacher could or should exhibit in similar situations.

3.2.4 Phase four: Alternatives

After reflecting on the episode, the participants developed new conceptions to face the different pedagogical practices to be used in the future. To test how that may occur, they had to enact a fictitious episode after selecting two members of the group. While one of them acted as the pre-service teacher, the other member performed the role of the originator of the critical episode (student, in-service teacher, among others). The dramatisation is followed by an in-depth analysis of the behaviour that the teacher exhibited in the situation and how it portrayed the new conceptions in the given context.

3.2.5 Phase five: Conclusions

The final part of the workshop aimed to provide closure to the pre-service teachers' reflecting process. It began with a review of the conceptions developed by the participants on the previous dialogues and an open conversation about how they identified them. Afterwards, they talked about what were the hardest and the easiest conceptions to develop through the analysis of the critical episode. Finally, they addressed the question "What does being a socially aware teacher mean?" from two different perspectives. On the one hand, they reflected on their role as future teachers and, on the other hand, they analysed what it means to be a socially aware teacher in the Chilean society.

4. Instrument

In order to understand how the instrument is structured, it is necessary to keep in mind that the parts of this workshop provide answers to the three research questions, which are:

- What are the perceptions and experiences that English pedagogy students have regarding their practicum process?

- What are the characteristics of the perceptions and experiences that English pedagogy students have regarding their practicum process?
- How are these experiences and perceptions related to the development of reflective and socially aware individuals by English teachers?

Therefore, parts 1 and 2 correspond to the first and second research question. Sections 3 and 4 correspond to the third research question, and the last part, the dramatisation, corresponds to the perceptions and experiences of the pre-service teachers, and the definition of *What being a socially aware teacher means* to those who participated in the workshops.

4.1 Workshop 1: Anxiety

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Guiding questions - Have you ever felt a scantiness of your skills while teaching? - Have you ever felt anxiety due to loss of confidence in your proficiency when teaching English? - Have you ever felt that your abilities are under the judgement of either your students or your in-service guide teacher?	Checklist External Factors 1. The physical location of the establishment 2. The location where the episode took place 3. Number and characteristics of the people involved 4. Other aspects that may have caught your attention Internal Factors 1. Preconceptions of the pre-service teacher about him/herself 2. Preconceptions of the pre-service teacher about the people involved. 3. The mood of the pre-service teacher before, during and after the episode 4. Other aspects that may have caught your attention	Guiding questions 1. What would you have done differently? Why? How? 2. What would you have done similarly? Why? 3. What type of teacher was being represented in the episode? 4. What characteristics does he or she have? 5. How do they reflect the Chilean reality? 6. Could teachers in this context be socially aware?	Fictitious episode Participant 1: You are a pre-service teacher who is unsure about the lesson planning and makes a mistake in front of the class while explaining grammatical content. Participant 2: You are a guiding teacher who, in the light of this event, points out the mistake.	Guiding questions 1. What was the hardest and the easiest conceptions to develop through the analysis of the episode? 2. What does it mean to be a socially aware teacher in Chile?

4.2 Workshop 2: Authority

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Guiding questions - Have you ever experienced a situation in which your authority as a teacher has been compromised during your lessons? - Have you ever felt the consequences of yielding the power of authority during lessons? - Have you ever felt the need to put on a mask so that students respect you? - Have you ever felt the pressure of your in-service guide teacher or the school community to act in a certain way so that students respect you?	Checklist External Factors 1. The physical location of the establishment 2. The location where the episode took place 3. Number and characteristics of the people involved 4. Other aspects that may have caught your attention Internal Factors 1. Preconceptions of the pre-service teacher about him/herself 2. Preconceptions of the pre-service teacher about the people involved. 3. The mood of the pre-service teacher before, during and after the episode 4. Other aspects that may have caught your attention	Guiding questions 1. What would you have done differently? Why? How? 2. What would you have done similarly? Why? 3. What type of teacher was being represented in the episode? 4. What characteristics does he or she have? 5. How do they reflect the Chilean reality? 6. Could teachers in this context be socially aware?	Fictitious episode Participant 1: You're a pre-service teacher whose authority is being called into question. Participant 2: You are a student who questions the authority of the pre-service teacher during a lesson	Guiding questions 1. What was the hardest and the easiest conceptions to develop through the analysis of the episode? 2. What does it mean to be a socially aware teacher in Chile?

4.3 Workshop 3: Identity

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Guiding questions - Have you ever experienced an episode with your students that changed your behaviour in a positive or negative manner? - Have you ever felt the need to change your way of teaching because the school community questioned it? - Have you ever felt that your preconceptions developed during university about what being a teacher entails were modified when facing the school reality?	Checklist External Factors 1. The physical location of the establishment 2. The location where the episode took place 3. Number and characteristics of the people involved 4. Other aspects that may have caught your attention Internal Factors 1. Preconceptions of the pre-service teacher about him/herself 2. Preconceptions of the pre-service teacher about the people involved. 3. The mood of the pre-service teacher before, during and after the episode 4. Other aspects that may have caught your attention	Guiding questions 1. What would you have done differently? Why? How? 2. What would you have done similarly? Why? 3. What type of teacher was being represented in the episode? 4. What characteristics does he or she have? 5. How do they reflect the Chilean reality? 6. Could teachers in this context be socially aware?	Fictitious episode Participant 1: You are a pre-service teacher who wants to use the communicative approach creatively in the lessons. Participant 2: You are a guiding teacher that has a traditional approach to teaching.	Guiding questions 1. What was the hardest and the easiest conceptions to develop through the analysis of the episode? 2. What does it mean to be a socially aware teacher in Chile?

4.4 Workshop 4: Didactics

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Guiding questions - During your practicum process, did you feel there were incongruences between what the national curriculum expects you to teach, and the different (sociocultural) contexts of your classroom? - Have you ever felt at ease using only English in the classroom? Have you felt that speaking only English is not enough? Why?	Checklist External Factors 1. The physical location of the establishment 2. The location where the episode took place 3. Number and characteristics of the people involved 4. Other aspects that may have caught your attention Internal Factors 1. Preconceptions of the pre-service teacher about him/herself 2. Preconceptions of the pre-service teacher about the people involved. 3. The mood of the pre-service teacher before, during and after the episode 4. Other aspects that may have caught your attention	Guiding questions 1. What would you have done differently? Why? How? 2. What would you have done similarly? Why? 3. What type of teacher was being represented in the episode? 4. What characteristics does he or she have? 5. How do they reflect the Chilean reality? 6. Could teachers in this context be socially aware?	Fictitious episode Participant 1: You are a pre-service teacher who wants to apply the TPR method during classes. Participant 2: You are a guiding teacher, who does not believe that TPR lessons are possible, due to the number of students, so you strongly disagree with its practice	Guiding questions 1. What was the hardest and the easiest conceptions to develop through the analysis of the episode? 2. What does it mean to be a socially aware teacher in Chile?

4.5 Workshop 5: Teacher Training

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Guiding questions - Have you ever faced inconsistencies between what you have learned at university and the actual work done during classes? - Have you found yourself failing at applying certain techniques taught at university?	Checklist External Factors 1. The physical location of the establishment 2. The location where the episode took place 3. Number and characteristics of the people involved 4. Other aspects that may have caught your attention Internal Factors 1. Preconceptions of the pre-service teacher about him/herself 2. Preconceptions of the pre-service teacher about the people involved. 3. The mood of the pre-service teacher before, during and after the episode 4. Other aspects that may have caught your attention	Guiding questions 1. What would you have done differently? Why? How? 2. What would you have done similarly? Why? 3. What type of teacher was being represented in the episode? 4. What characteristics does he or she have? 5. How do they reflect the Chilean reality? 6. Could teachers in this context be socially aware?	Fictitious episode Participant 1: After UTP instructions, you prepare a rubric in Spanish for an evaluation. Participant 2: You are a supervisor to whom the rubric presented does not meet your academic requirements.	Guiding questions 1. What was the hardest and the easiest conceptions to develop through the analysis of the episode? 2. What does it mean to be a socially aware teacher in Chile?

5. Data collection & analysis

As was mentioned above, the selected methodology was developed through 5 workshops with different topics that emerged from the consulted bibliography. They were all conducted by two members of the research team, one main speaker and an assistant who helped with technical issues and intervened if necessary.

The participants were asked to speak in English at all times, but some Spanish words and conversations emerged. The transcriptions respected the language in which the participants decided to communicate their ideas and will be only translated if needed in the analysis. The transcription process was also carried out by two members of the group and checked by a third member to ensure accuracy. The selected type of transcription was smart verbatim, where non-lexical conversations are left aside, which allowed the research team to get a cleaner transcription in terms of content.

The data itself was recorded using two mobile phones. Each workshop had a length of sixty to seventy-five minutes. The participants signed a consent form in which they permitted to record, transcribe, quote and analyse their ideas during the research process.

6. Coding for Data analysis

Concerning the data analysis process, the original categories emerged from the points of complexity developed in the theoretical framework. By following the criteria presented in the methodology, the first step was to carry out an incident-by-incident analysis applying the Grounded theory. The main idea was to determine which episodes are in agreement with the definition provided by the authors presented in each area, and which do not appear but are somehow related to one of the four areas. Additionally, a new category was developed to include all the information that was relevant but could not be enclosed in either of the categories. These are coded as follows:

Point of complexity	Sub-categories	Code
Anxiety	Relationship between the pre-service teacher and their educators	AX1
	Lack of experience/preparation	AX2
	Classroom management	AX3
	Others	AX4
Authority	Charismatic	AT1
	Traditional	AT2
	Others	AT3
Identity	Inner negotiation	ID1
	External negotiation	ID2

	Others	ID3
Teacher qualifications	Language proficiency	TQ1
	Resourcefulness	TQ2
	Adaptability	TQ3
	Others	TQ4
Miscellaneous	Limitations of the teaching practice context	MS1
	Emotional factors of the teaching practice	MS2

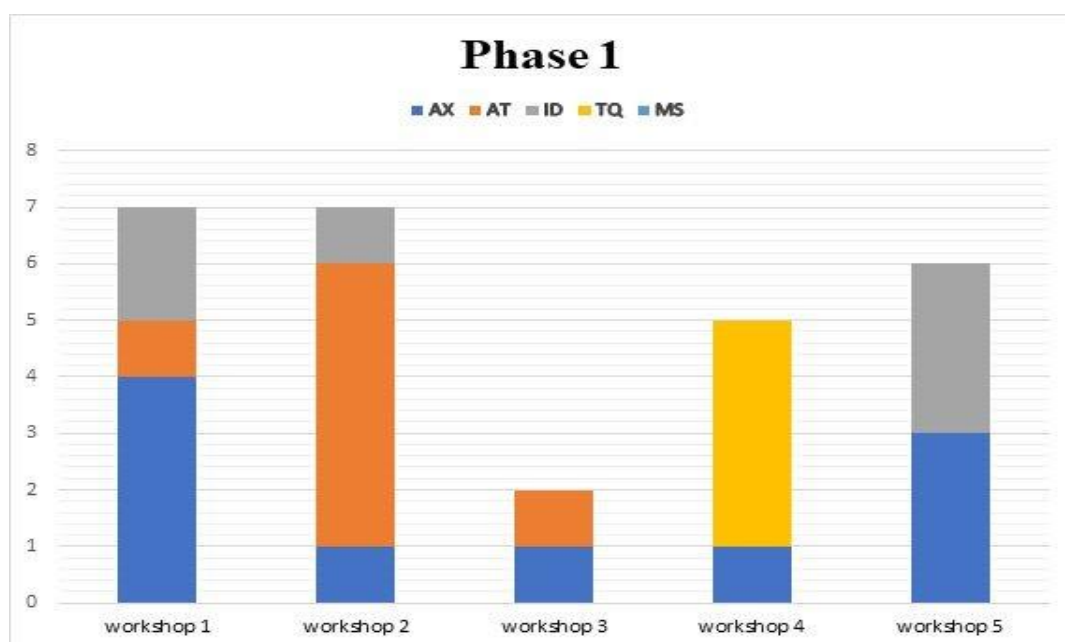
VI. Results and Discussion

1. Results

The workshops were divided into five topics: Anxiety, Authority, Identity, Didactics and Teacher Training. This structure was designed based on the areas in which, according to the research team's experience, cause distress in pre-service teachers. However, after a thorough analysis of the bibliography, four points of complexity were developed in the theoretical framework and used to analyse each workshop, despite the specific topic each one addressed. The main change was the merge between Didactics and Teacher Training, which was renamed as Teacher Qualifications. As a consequence, the results will be presented phase by phase, explaining if the specific objectives were achieved and how each workshop was carried out.

1.1 Phase 1

During the first phase of each workshop, the topic was introduced, and the research team provided guiding questions to narrow the narration of the synopses down. Each synopsis corresponded to the participants' critical episodes that would later put to the vote.



Each speech act delivered by the participants was analysed based on the four points of complexity, their corresponding subcategories and the results per workshop:

Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5
AX1 AX2 AX4 = 3 AT1 ID1 = 2	AX3 AT2 AT3 = 4 ID2	AX4 AT1	AX2 TQ1 TQ2 TQ3 = 2	AX3 = 2 AX4 ID2 ID3 = 2

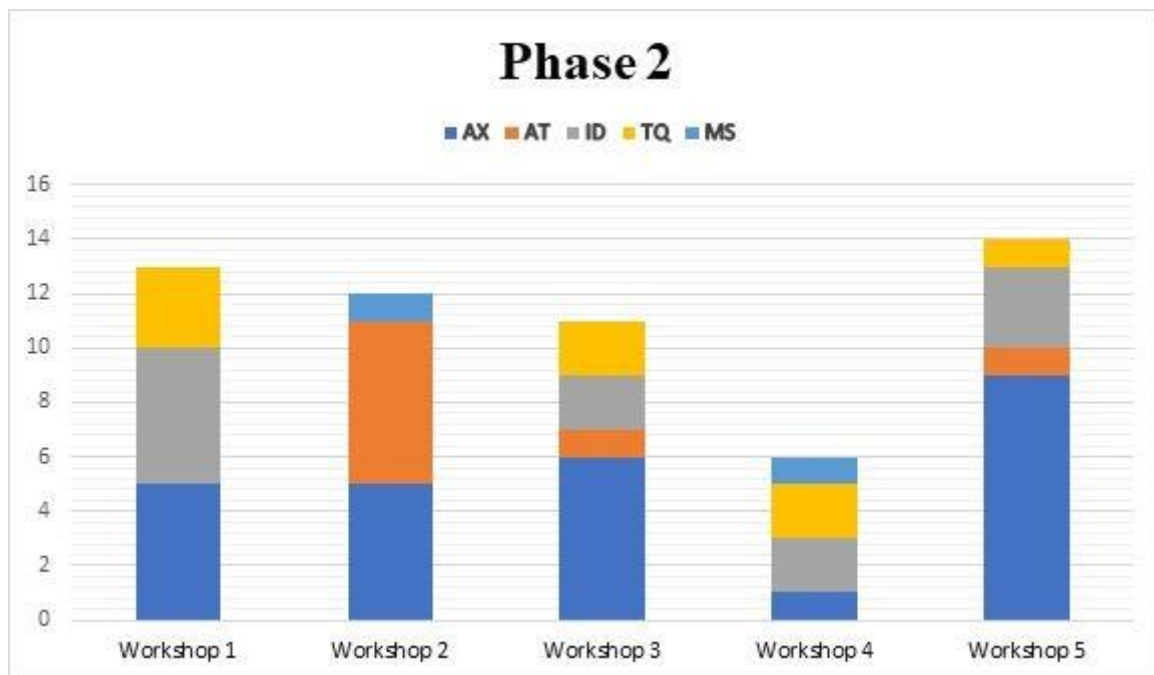
The overall results show that Anxiety is the most predominant point of complexity, and it appears in every workshop. Furthermore, almost half of the episodes of Anxiety were categorised as AX4, which includes all the episodes that had an anxiety component in them but could not be enclosed in one of the established subcategories. By comparing each workshop with its corresponding topic, it can be observed that, while workshops one, two and four presented episodes of their corresponding theme, three and five did not show an example.

In terms of execution, the objective of the phase was fully achieved in workshops one, two, four and five, since all the participants shared a critical episode; however, workshop 3 lacked the narration of two of the four participants. The main reason was that both stated that their identity did not change during the practicum process and, therefore, they could not think of an event that responded to any of the presented questions.

In general terms, the main objective of phase 1 was achieved, since the participants understood what a critical episode was, every workshop had at least two synopses of the episodes, and valuable information was obtained.

1.2 Phase 2

The second phase attempted to evoke a deeper description of the critical episode selected by the participants of each workshop. To achieve this, they were provided with a checklist that helped the free flow of questions from the rest of the group to the protagonist of the episode, while focusing on the internal and external factors that took place during the episode.



Each speech act delivered by the participants was analysed based on the four points of complexity, their corresponding subcategories and the results per workshop, and were the following:

Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5
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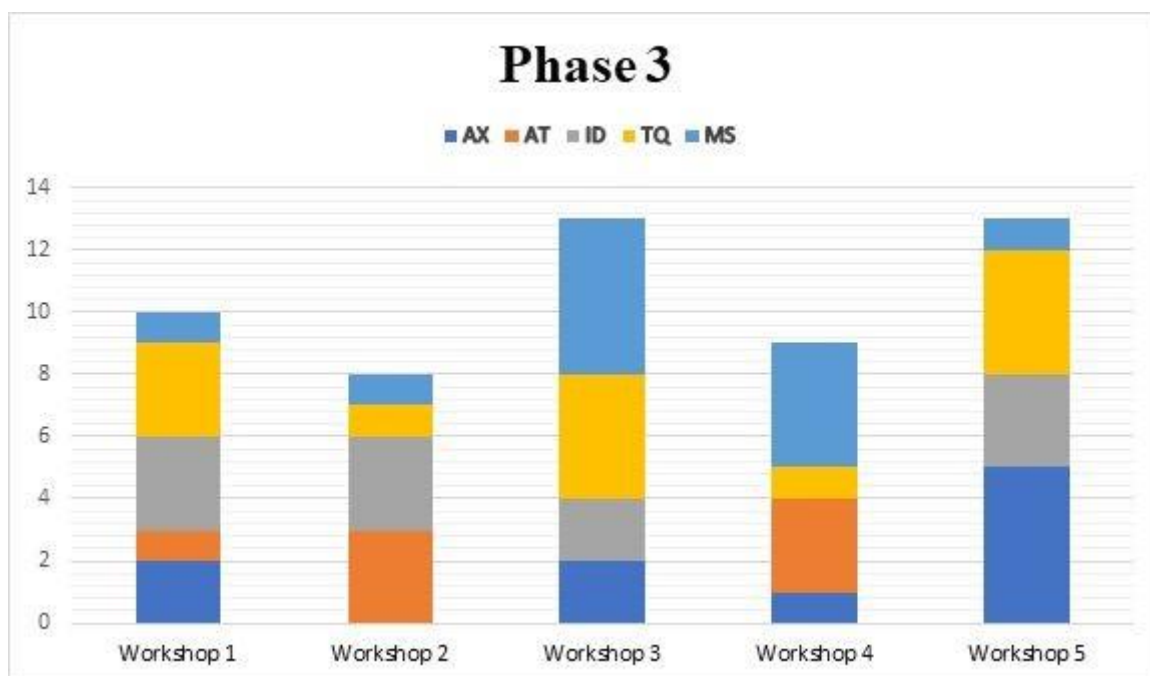
AX1= 5 ID1= 3 ID2 ID3 TQ1 TQ3 = 2	AX3 = 4 AX4 AT1 = 3 AT3 = 3	AX3 = 6 AT1 ID1 = 2 TQ2 TQ3	AX3 ID1 = 2 TQ3 = 2 MS2	AX1 = 2 AX2 = 2 AX3 = 5 AT1 ID2 = 2 ID3 TQ2
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Anxiety remains as the most predominant point of complexity, and the majority belongs to the category AX3, which includes episodes regarding classroom management. The description of the selected critical episode in each workshop addressed at least one subcategory of the definitions provided in the theoretical framework. That is to say, each workshop dealt in a certain manner with the topic that led the conversation.

In terms of execution, the participants understood the requirement of narrating their episode in detail, and the rest of the group successfully used the checklist to help the protagonist with the description of internal and external aspects of the episode. Since all the requirements of the phase were fulfilled, the objective was completed.

1.3 Phase 3

The main objective of this phase was to analyse in a deeper level the episode narrated by the protagonist. In order to achieve this, the participants were given different questions to reflect upon their social and pedagogical practices taking the Chilean reality into account.



Each speech act delivered by the participants was analysed based on the four points of complexity, their corresponding subcategories and the results per workshop, and were the following:

Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5
AX1 = 2 AT3 ID1 ID2 ID3 TQ3 = 3 MS1	AT3 = 3 ID2 = 2 ID3 TQ2 MS2	AX1 AX2 ID2 ID3 TQ2 = 4 MS1 = 3 MS2 = 2	AX2 AT1= 3 TQ3 MS1 = 3 MS2=1	AX1 = 2 AX3 = 3 ID2 = 3 TQ2 = 3 TQ3 MS2

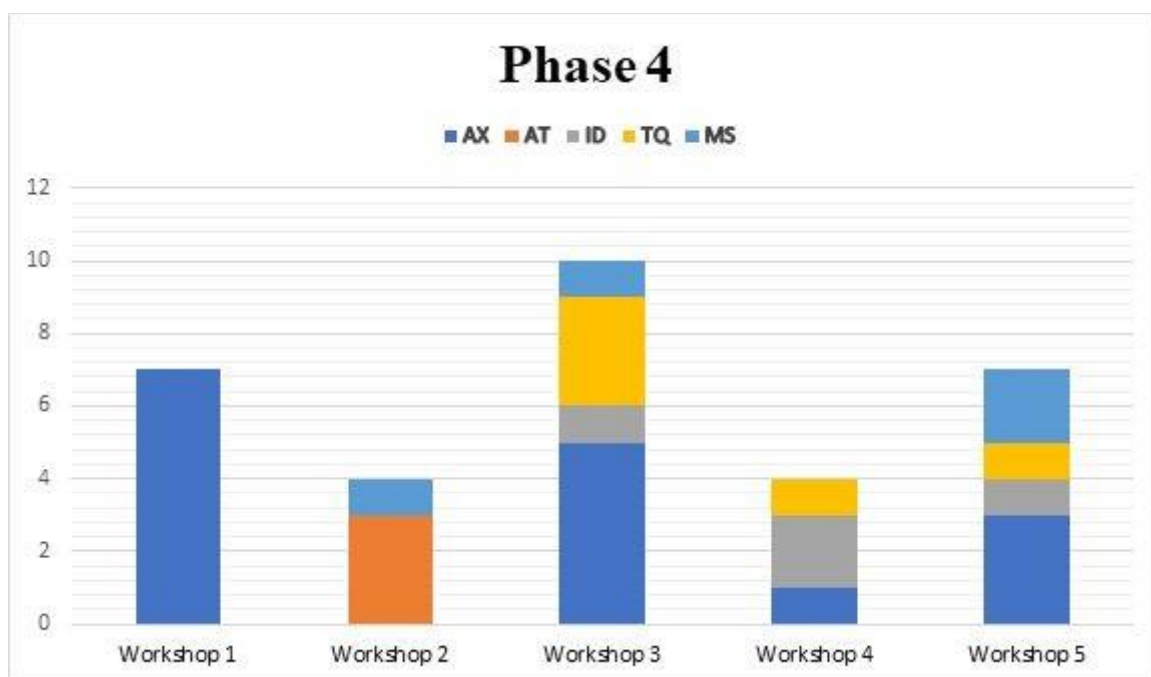
The overall results showed a change from the previous phases, and the most predominant point of complexity was Teacher Qualifications, which also appeared in all the workshops. Additionally, there was an increase in Identity and Miscellaneous, while the first one appeared in four of five workshops, the other one was present in all of them. In terms of

the relation between the topic and the results, each workshop contained at least one example of its corresponding theme.

In terms of execution, the questions presented to the group allowed them to analyse the episode without criticising its protagonist but expanding the ideas around that specific event. Furthermore, they felt comfortable with sharing similar experiences they had to endure during their practicum. This exchange of opinions and perceptions caused a more in-depth analysis of the Chilean teaching reality.

1.4 Phase 4

This phase aimed to analyse the change in the participants' perceptions after the analysis and discussion of a hypothetical episode. The central hypothesis was that, based on the conclusions they had reached, they would be able to enact the fictitious episode following their new preconceptions.



Each speech act delivered by the participants was analysed based on the four points of complexity, their corresponding subcategories and the results per workshop, were the following:

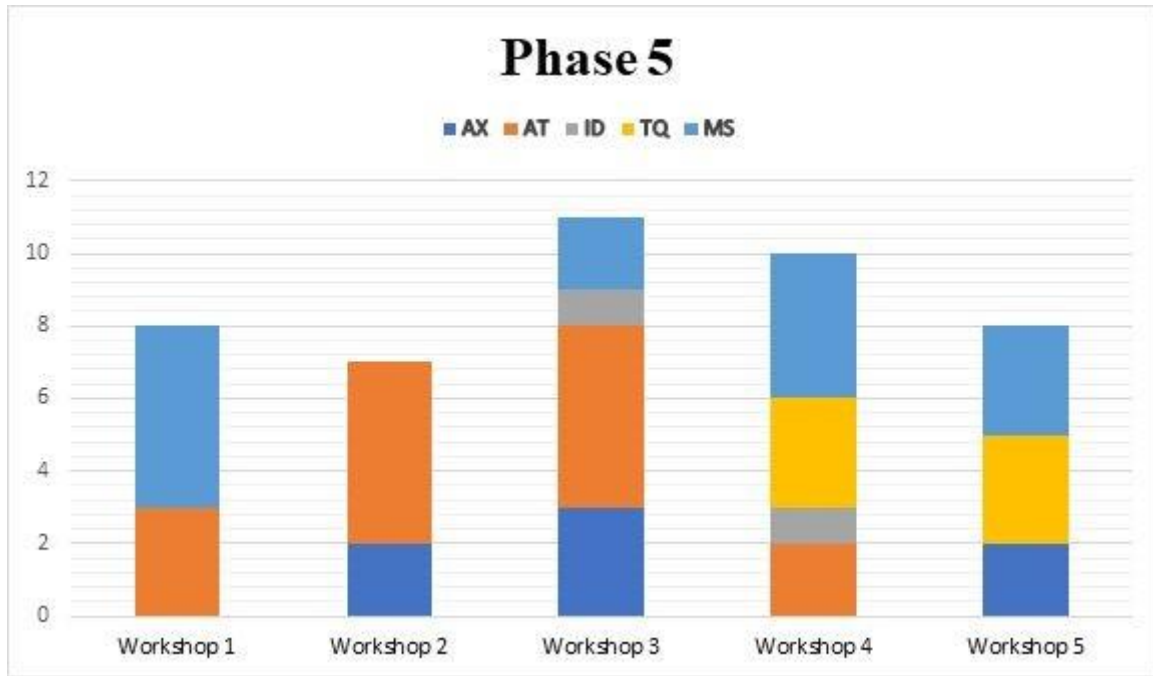
Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5
AX1 = 5 AX3 = 2	AT1 = 2 AT3 MS2	AX1= 5 ID3 TQ2 = 2 TQ3 MS1	AX1 ID1 ID3 TQ2	AX1 = 3 ID2 TQ4 MS2 = 2

The results of the analysis show that Anxiety is the most predominant point of complexity, although it is not present in the second workshop. The most recurrent type is AX1, which was related to the relationship between pre-service teachers and mentors. Furthermore, each workshop presented at least one example where the category met its central topic.

In terms of execution, the dramatisation of the hypothetical scenarios did not reflect what was intended in the objective of the phase. The participants decided to enact the episodes in a negative manner, embodying the role of a preservice teacher, student or educator who reacts against their beliefs. However, as an exception, this pattern was not displayed during the second workshop, and the teacher acted in a way that was following the modified preconceptions after the discussion period.

1.5 Phase 5

The final phase of each workshop attempted to provide closure to the ideas shared during the sessions. The participants were invited to do a metacognitive exercise and identify the hardest and the easiest parts of the workshop. Finally, they discuss and try to answer the question ¿*What does it mean to be a socially aware teacher in Chile?*



Each speech act delivered by the participants was analysed based on the four points of complexity, their corresponding subcategories and the results per workshop, were the following:

Workshop 1	Workshop 2	Workshop 3	Workshop 4	Workshop 5
AT1 = 2 AT3 MS1 = 2 MS2 = 3	AX4 = 2 AT2 = 2 AT3 = 3	AX1 AX4 = 2 AT1= 2 AT3 = 3 ID3 = 1 MS1 = 1 MS2 = 1	AT1= 2 ID3 TQ1 TQ3 = 2 MS1 = 1 MS2 = 3	AX1 AX3 TQ2 TQ3 TQ4 MS1 = 1 MS2 = 2

After the analysis of the phase, the category MS was the most recurrent and appeared in every workshop at least once. In terms of the topics that guided the discussion, every workshop included at least one example of its corresponding theme.

In terms of execution, all the participants shared their ideas about the Chilean reality of teachers and the importance of being socially aware. Therefore, the main objective of the last phase was achieved.

2. Categories

2.1 Category 1: Anxiety (AX)

In regards to Anxiety, through the narrations provided by the participants, it can be seen that the relationships pre-service teachers develop with their educators is a universal source for anxiety on the former. As Barahona (2016) stated, interruptions and lack of support from educators during the practicum process, creates anxiety on high levels, often disrupting the personal process of pre-service teachers.

2.1.1 Subcategory AX1: Relationships with teacher educator

The next episode was extracted from phases 2 and 3 of the workshops, and are related to the sparse nature of the relationship between the pre-service teacher, named here as "Phoebe", and her teacher educator:

"Phoebe: Ever, like we should- [Janice interrupts her: Ever like after class or before-?] Never, like- she just sent me the PowerPoints-once a month and then she said "Ok, do it just like this, we have the test this day" and then when the class was finished, she left. Like she was running to her office.

"Phoebe: I talked to-about it with Daniel Ortiz, because he knew that my situation was difficult because we had a lot of fights with her during the whole process, because she was always judging the way I was doing things but by using what I was taught like closure and warm-ups, and the activities I decided to use. He told me to find a like a middle point about it-using warm-ups but very very short warm-ups and using their activities as warm-ups so it wouldn't take too much time. That was the person that I could talk about it and of course, I realized that she

wasn't happy because of the final grade. She gave me a 4 and the other teacher gave me a 6.8 so it was like very different."

On the first extract, the lack of continued support from the teacher educator is appreciable. By avoiding to discuss issues related to the class, this educator is harming not only the practicum process of the pre-service teacher but also the adequate transmission of the contents to the class. On the second extract, an actively hostile attitude towards the pre-service teacher appears, not allowing "Phoebe" to put the different resources learned during university into practice, diminishing the room for experimentation and construction of the personal identity of the pre-service teacher.

"Phoebe: So, I just did that and then I was [Unintelligible] "she doesn't want to see me ever again so she will give me the four-" she will make me pass because she won't make me be here because I will be with her again. And that was what happened".

Here, the poor state of the relationship that the pre-service teacher had with her educator is easily recognisable, to the point that it becomes clear that these issues produced high levels of anxiety on the former.

2.1.2 Subcategory AX2: Lack of Experience

Other sources of anxiety during pre-service teachers' final placement are related to lack of teaching experience in school contexts. Agustiana (2014) identified the first day of classes as a source of anxiety in pre-service teachers. On a related note, Merç (2004; 2011) identified that the reputation of some classes could be sources of anxiety for pre-service teachers who are not used to school dynamics during the early stages of their placement. Moreover, these issues are common among pre-service teachers due to the lack of opportunities for formal teaching and the differences between what is taught during SLTE programmes and the reality of Chilean classrooms.

The following excerpt was extracted from phase 3 of workshop number 3, and it relates to the idealisation that pre-service teachers have during their preparation period at university, and the clash of those ideas and perceptions with the current reality of the teaching practice.

“Monica: I’m thinking of a word and just-like when you have-when you’re coming from university and you have like all these ideal-ideals that everything’s gonna work out and you’re gonna put into practice everything like you have learnt all those years and then you are exposed to the reality and then you felt like-disappointed. I don’t know-”

This type of statements is common between pre-service teachers who face the reality of the final practicum, where they have to comply and obey commands from either their teacher educators or higher authorities within the school community of the placement centres.

2.1.3 Subcategory AX3: Classroom Management

As it was previously stated, the area denominated as lack of teaching practice conjoined to classroom management. During the workshops, it was perceivable that, as Merç (2004; 2011) stated, maintaining students' motivation, working with SEN type students without previous preparation, poor time management and disruptive situations affect the development of the class and, of course, may increase the likeliness of developing significant anxiety on pre-service teachers.

The following episodes were extracted from phase 2 of workshop number 3, and are related to how the pre-service teacher named “Joey” faced demotivated students and disruptive situations in his final placement with his assigned class.

“Joey: ...We don’t I-I they don’t care what you’re doing in front the-they were still quiet, so it was horrible ‘cause you don’t know if they’re enjoying, if they’re suffering, they’re like nothing.”

“Joey: Before I thought-they were not like interested in the themes or the topics that I was-bringing so I felt that maybe I should get to know them a-little bit well and then try to adapt to them but when I did it-they als-as they-still with that attitude like no answer.”

The participant first revealed that, during his observation period, the class acted extremely quiet and attentive to the subject or, at least, what he thought was attentive and quiet.

However, while teaching, "Joey" realised that the students had an indifferent attitude to the class and its contents. Despite applying different pedagogical techniques and trying a sort of charismatic approach, the class continued with the same uninterested posture towards the content. It generated a considerable amount of anxiety on him because he did not know what as the source of that behaviour, or whether he was or not the cause of such a lack of motivation.

2.1.4 Subcategory AX4: Others types of Anxiety

Aside from the areas that have been previously considered, new sources of anxiety were identified during the workshops. These situations were elicited by the requirements and questioning from the administration of the schools of pre-service teachers' final placements, as well as the relationships involved during said process. Some other considerable sources of anxiety include situations in which the authority and competence of pre-service teachers were questioned by students based on their gender.

The next episode was extracted from phase 5 of workshop number 2 and is related to how "Janice", the pre-service teacher, reflects on the *Episodio Protagonico* presented earlier:

"Janice: I think the hardest idea is the--when you're the pre-service teacher and you're bound to fail-- like- there is no space for kind of flexibility like that, trying to innovate, you came up with- you had just learned many theory and you want to put into practice but it's [slams the table] not possible like-- and it's-- harder because you also have to deal with a lot of problems that you weren't prepared during your years of studying so- what to do with a chauvinist student? what to do when you have to follow a textbook? what to do--? like, I have to concealed like-- I think that's the hardest".

Here "Janice" reflects upon how, despite all the pedagogical knowledge that the university gave her, there were still real-life situations that she did not feel ready to face. It gave her a feeling of uneasiness and inner conflict during her practicum process; the rest of the participants agreed with her.

2.2 Category 2: Authority (AT)

Pre-service teachers experience a variety of issues related to their role as an authority figure during their placements. In this regard, Weber (1947) defined three different types of authority: charismatic, traditional and legal. Throughout the workshops the types of authority were discussed, as well as how different factors (such as the school community, university tutors, among others) affect how pre-service teachers present themselves, causing them to change their authority style or to establish ground rules in order to be respected. The types of authority previously mentioned are described below.

2.2.1 Subcategory AT1: Charismatic Authority

As was aforementioned in Pellegrino's (2010) research, pre-service teachers tend to rely on charismatic authority during the early stages of their placement, as it is easier to evoke positive emotional responses on the students due to the shorter difference in ages and shared interests. The issues related to this area derive from the eventual diminishing of the pre-service teacher's charisma and, hence, the shift to a more traditional authority role in order to achieve objectives in terms of contents or grades within the classroom.

The following episodes were extracted from the second phase of workshop number two, and both deal with a pre-service teacher trying to apply a charismatic approach with one student.

"Monica: Like- yes, I think so- [thinking] yes. I don't know what [the participant laughs and the rest too] I would have done actually, but I think that I would' ve tried to gain like his confidence and his-

Monica: His trust, yes, his confidence- [chuckles] Yes, his trust [chuckles] because he wanted to talked to William and he told him what was the matter to him and not to me, so I think that

if the teacher- like the head teacher could do something about it all of those years ago then maybe I could do something as well- and maybe we would change his- way of thinking or maybe not, you never know”

During this episode, "Monica" tried to bond with a disruptive student who did not respond to her role as a teacher, not only due to fact of being a pre-service teacher but also because she was female. The student from this episode only answered to the authority of their head teacher, who was male. Given the chauvinistic aspects of this episode, the charismatic approach applied by "Monica" proved to be unsuccessful.

A different but related episode occurred to another pre-service teacher from the workshops. In the following extract, “Joey” tried to use his close age difference with his students in order to draw their attention and respect, as well as control over the class:

“Joey: I’m sorry because of my age, thank you [Laughs] ‘Cause I felt that we could be, we could have the same topics to conversate, to have [unintelligible] chat of but they wouldn’t [Laughs] I had like a connection with three or four-maybe “el grupito ese ruidoso” the loudest group) [Laughs] I had like a conversation with them it once...”

In this episode "Joey" tried to relate to the class using a charismatic approach. Ultimately, he was only able to relate to a particular group of students rather than the majority of the class. The extracts presented in this section show how pre-service teachers tend to rely on charismatic aspects rather than establishing their authority role from the beginning of the placement.

2.2.2 Subcategory AT2: Traditional Authority

Traditional authority was perceivable in relatively few cases. In cases when it was displayed, it was mainly because the pre-service teachers were encouraged by the school community in which they taught for doing so, or as part of the pre-service teachers' initiative as a means to be respected by the students. As has been mentioned before, pre-service teachers,

and teachers in general who use traditional authority do it because they feel that students must respect them due to their position. It was demonstrated during the workshops related to authority.

The following example, extracted from the second phase of workshop number two, evidences the previously described behaviour when "Janice", the pre-service teacher, entered the classroom and made a statement to establish herself as an authority in front of the class.

"Janice: I remember when I start teaching in the placement, I said Ok, I said "you can see me- - I'm- I'm not a- in-service- [stutters] pre-service teacher, I'm a teacher like be clear of that, i am not any person like "is it clear? Ok. We can continue" like- so It's- it's- I think it's harsh but also I think it's established some ground rules that maybe should be established because some students can't see-- that there's a difference."

During this episode, the attitude described by "Janice" fitted the description provided above. When she faced the class for the first time, she established herself as an authority to whom the students must show respect and obedience, without even allowing them to question it.

The following extract from a reflection made by "Ross" during the second phase of workshop number two, shows an imposed modification of the authority type of the pre-service teacher to a traditional one.

"Ross: ...and below whatever the school tells you, you should do--[Phoebe: Yeah] and you are also are being-- observed by the university and there are a lot of factors that-- take your role of an authority away, like you have your own values, you have your own approaches but you can't put them into practice, at least not all of them. Depends on the situation of course, but you can't just go your way."

In his reflection, “Ross” described how the different people involved in the practicum process force a switch in the pre-service teacher chosen type of authority, usually to a traditional one, limiting the pedagogical options and the performance of a pre-service teacher.

2.2.3 Subcategory AT3: Other types of Authority issues

Despite the delineations proposed by charismatic and traditional authority types, different sources of issues were encountered during the development of the workshops. These issues arose from the inner perceptions that the pre-service teachers had about themselves in positions of authority. Other difficulties emerged from not knowing how to approach students while being in charge of the class accurately.

The following excerpt was extracted from the first phase of workshop number two, based on Authority. It relates to a personal experience from the practicum process, during which the pre-service teacher's beliefs clashed with the already established ideas of the educator.

“Chandler: Because the pre-service teacher has never been like that strict or something and that’s it. He is in a clash between the class his own beliefs and the beliefs of the teacher and the methodologies of the teacher that are based mostly on being an authority but- an authority in terms of-...Yes, authoritarian and- different understand-understandings about respect.”

In this extract, “Chandler” reflects upon the differences between the authority projected by the pre-service teacher during class and the one established by their educator, explaining that educators tend to rely upon more authoritarian structures due to their position being established among the school community.

The following was extracted from the fourth phase of workshop number two. It relates to a reflection regarding how to approach students from a position of authority.

“Ross: Yeah, I think there was some social awareness there but--, I don’t know, probably could have been different like giving her more space to reflect about it and approaching her in a different situation not in the class. It all depends on the context, on the kind of relationship they had its kind of hard to say- but yeah like Chandler said one of the most important thing is being or at least trying to be empathetic, and trying to be in the position of the student, not just standing in your place of authority [others agree] and-- [the rest laugh] and trying to think or trying to understand how students perceive you- [participants agree] and why of course.”

In this extract, “Ross” reflects upon how difficult it is for pre-service teachers to accurately approach students through empathy while remaining in a position of authority. Ultimately, he states that empathy is “one of the most important things” for a teacher in order to bond with students.

2.3 Category 3: Identity (ID)

Identity and its evolution are crucial in individual development. In the case of pre-service teachers, their identity is moulded with the help of the university, their teachers and the content seen in classes (Barahona, 2016). Throughout the workshops, the conflicts between the already constructed identity of the pre-service teachers and the demands of the school community were made evident. To the former, such contrasts were identified as an argument for them to act in disagreement with their ideas and put their beliefs into questioning.

2.3.1 Subcategory ID1: Inner Negotiation

The episodes comprised under this area arose from the pre-service teachers' change, the necessity of change or consistency in their behaviour, despite the pressure from the school community or the university tutor. It was deemed that, in such cases, they realised that a certain approach was the right choice to maintain the order of the classroom or teach the content. However, pre-service teachers also face a shift in their identity when facing a class that does not respond to any of their teaching techniques.

The following cases were extracted from the second phase of workshop number one, and the second phase of workshop number three, respectively. In these episodes, it is possible to appreciate the decisions that pre-service teachers took regarding their class, which affected their identity.

In these two cases, “Phoebe” explains why she refused to use the examples provided by her mentor teacher or change her beliefs regarding pedagogical techniques.

“Phoebe: ...and this teacher, this guide teacher told me not to do warm-ups because it was a waste of time. But, I decided to do it anyways because they needed that in order to contextualise what I was doing. So, she brought an example and told me to do everything exactly as the way she used to do it, using the same PowerPoint presentation, everything and if possible using the same exact words, but I didn’t [chuckles]...

...So she brought me a very chauvinistic example. It was against my beliefs and I didn’t want to teach the students that so I was thinking about how can I do this using these examples so I can be great with my teacher but not affecting my students. Because I don’t wanna teach them to be like this. I want (?;for) them to decide if they are ok with this or not.”

During this episode, the participant "Phoebe" decided to use warm-ups not only because she believed that they are essential to provide a ground for the lessons, but also because her mentor teacher was imposing their ideas and material on her without leaving her actual room to teach and grow as a teacher. As "Phoebe" continued with her narration, she mentioned that the relationship with her mentor teacher broke at an early stage, when she decided not to use an example provided to her because the nature of it was chauvinistic, which was against her beliefs. Moreover, the pre-service teacher felt that using that sort of example was inappropriate for her students because they were young and that could affect the students' identity too.

In the next episode, the pre-service teacher "Joey" narrated how he switched his identity, as a trial, in order to deliver the content of his class.

“Joey: ...I realised that my guide teacher was doing that along years, along the years, so she tend to give them like a reward if they participate and if they don’t she-she wouldn’t so they were used to that. So once, I tried to-to-I don’t know-to bring a reward there was a chocolate [laughs] so it was like a game where you could-the row that-wins could take home-this piece of chocolate, but anyway I brought-chocolate for every row so at the end of the game, at the end of the class they participated all of them and I had to give them the reward, the next or following classes I wouldn’t bring them and they asked me for that like “Profe, are you going to bring the-”

“Profe are we going to get an extra point-?””

“Are we going to get a [unintelligible] grade-? Are we going to get a chocolate?” and I was like- “no, it was just once.”

In this episode, the pre-service teacher changed his identity after noticing that the class only responded to behaviouristic techniques, which were used by the head teacher of the class. Even though it was against his beliefs, "Joey" decided to use rewards in a lesson, experiencing a change of identity out of necessity. However, as he mentioned, he did not continue with this approach since it was a major change in his identity, not only regarding pedagogical techniques but also compromising his moral values.

2.3.2 Subcategory ID2: External negotiation

As was aforementioned, this area comprises the modifications that pre-service teachers have to make to their teacher identity in order to fit with either the school curricula or their mentor’s strategies and methodologies.

The following were extracted from the second phase of workshop number five. In this episode, the pre-service teacher named "Rachel" faced dramatically changes from what she expected of the placement and the reality of the school where she worked.

“Rachel: She was the jefe de UTP, [laughs] so I was like “What can I do?” so I say: “Ok” and then I kept on trying activities, I kept on trying like ways to do it, I talked to my-tutor here in the university, sh-she suggested some things but they never, never worked and as the time went

by, I developed like a very-like a wall I would say-I just didn't get along with them, they were never in the mood, some of them were sometimes, but it was super difficult to keep that mood the entire lesson, so I-I had lots lots of problems and yeah-the day I left the room I was like "Ok guys, this is my last class, bye" and that was it, [chuckles] like...

Rachel: She didn't know them too well because they were mostly new-so-she would always give me this advice of like "just giv- just-just teach like very simply, just teach grammar" she told me like: "They are not gonna behave the same way that 4th medio do" so I was like "Of course" but I still didn't want to teach grammar. However, I did. At last that was my only resource, I-I taught them like vocabulary, very isolated, like everything that you don't want to do when you go out of university, that's what I did-with that class"

In this episode, it was clear that the pre-service teacher had to inhibit her beliefs on education and the classes she wanted to develop in order to fulfil the requirements of her mentor teacher. Moreover, she faced an unresponsive class, which further hindered her ideas about lesson planning, ultimately forcing her to carry out classes based on grammar and isolated vocabulary, far from what she expected of her placement procedure.

2.3.3 Subcategory ID3: Identity Others:

Regardless of the established areas of inner and external negotiation, other issues related to identity arose during the workshops. These issues ranged from situations that profoundly disrupted the pre-service teachers' beliefs on how to approach their educators when identity traits were not well established.

The following was extracted from the second phase of workshop number five. It relates to a disruptive situation suffered by a pre-service teacher that produced a deep inner conflict between her beliefs and the perception of the class.

"Rachel: I think that-I don't know, I always thought that I was going to be very pa-patience with everything that was going on but at some point, I just, I just couldn't, couldn't because they kind of-I felt that they interfered with my own personal boundaries so for example, when they did this-to their classmate, like when they started saying "fat" and all that, I felt like personally attacked, I felt like in any other situation I would've probably shout at the kids and

all that, and I kind of did but like I couldn't-like-I couldn't stand it, that was just-against all my values in a way, so-I started saying: "Ok-".

In this example, "Rachel" was affected by the behaviour of their students towards another student. Ultimately, this situation almost led to her losing control of her temper and reprimanding her students. Finally, however, she decided to calm down and analyse the situation from a different perspective.

The following was extracted from the fifth phase of workshop number five, and it relates to how much teachers and pre-service teachers care about the well-being of their students, to the point of making concessions in their personal life.

"Monica:... you can be the kind of teacher that comes here and does her job and then goes home and forgets about everything or the kind of teacher that worries about kids and like their families and like their mental health and their health in general and those kind of teachers-- are very involved in the school and you're probably going to have many problems with your family but right now this is the time in which you choose, so what kind of teacher do you want to be?" and I think that's the kind of socially aware teacher that Chilean society needs because. I understand I mean- it's a lot of work but I mean what is the value of teaching only English? Ok, you can speak in English when you finish school but then you're going to be a crappy person [Laughter] but if they teach like values and other things and they understand that you're worried about them that you care about like every aspect of their lives, then they're going to be better persons; I mean better people, sorry better people to the society and that's like the most important thing I think that- [thinks] the society needs right now."

In this episode "Monica" explains that through a conversation with her educator she must decide between being a teacher who only does her classes and then forgets about the lives of her students or a teacher who cares about them to the point of putting her personal and family life on hold in order to care for their well-being. It is further explained that the second type of teacher is the most needed in the present Chilean reality, as the lack of family support towards students creates emotional voids in them, which ultimately hinders their adequate development.

The following case was extracted from the third phase of workshop number one, and it relates to issues on how to approach the mentor when there is no established identity from the pre-service teacher.

“Ross: Personally I would- tried to-talk with her like even if she didn’t want to, even if she ran away from me I don’t know- I think that it’s the only way I can fix things, talking. [Rachel: “yeah, right”] Even if it led me to know like for certain that she thought what I was doing was wrong and why-because I don’t like being left with that sensation of uncertainty- uncertainty, sorry.

Ross: ...but it’s hard to do it’s hard to realise but especially when you’re new and when you don’t know the kids- and when you’re still trying to find out what kind of teacher you are yourself. I think”

Here “Ross” tried to deal with how to approach the head teacher who did not respond to the pre-service teacher’s input. He was keen on interacting with the educator to avoid the feeling of uncertainty, even though his own identity and the nature of the relationship may not have been well established yet.

2.4 Category 4: Teacher Qualifications (TQ)

As stated before, the area of Teacher Qualifications is comprised by the skills that pre-service teachers acquire during their time at university programmes. The research made by Barahona (2014; 2016) and Peña-Sandoval (2015) show that the theoretical knowledge of pre-service teachers fails by the time it is adapted to the school reality.

2.4.1 Subcategory TQ1: Language proficiency

The category of Language proficiency, as was aforementioned, deals with the expectations held by university programmes regarding the mastery of the English language of their graduates. The following extract belongs to the fourth phase of workshop number four, and it demonstrates the preparation of pre-service teachers and their use of the English language.

"Monica: I did but in the previous-practicum like practicum four- I think so-and-but the school was very well off. It was a private school, and all students spoke English, so I spoke English and everyone was like, "we understand"-It was like the easiest practicum in the whole world-"

In this extract "Monica" expressed how comfortable she felt during her previous practicum since she was able to use the target language at all times, demonstrating with this her dominion of the content and ability to transmit the knowledge.

2.4.2 Subcategory TQ2: Resourcefulness

This category relates to the knowledgeable quality of the pre-service teachers who participated in SLTE programmes at university, with regards to pedagogical practices, materials and theoretical knowledge about contents and strategies.

The following was extracted from the third phase of workshop number two, and it relates to the variety of options that can be used to engage with students during a class.

"Chandler: maybe like I don't know- any kind of video or any kind of activity to deal with the issue or problem, whatever you want to call it, not directly because maybe you're going to expose the students if you do it directly of course but- I don't know; trying to use things from their own interests for example games or I don't know things like with technology because they are accustomed to that- and related to the second question, I think [stutters] you-you-- what you did was the correct thing to do you talked with, not only with William but also with the head teacher of the- of the class and-- I would've done the same I think so yeah similarly everything because you're perfect, I don't know."

In this episode "Chandler" reflects upon the different resources available to the teacher in order to encourage motivation among students. He explains that resorting to the interests of the students is a useful method to engage and maintain their attention during the lessons.

The following was extracted from the third phase of workshop number three, and it relates to resources that can be occupied to address issues on classroom management.

“Rachel: Related to the questions it’s very hard to say because of course the situations-vary from context to context but like a good idea I think something that I’ve tried in the past is having class meetings so whenever something is not working all right you just-set like a little space in your class and say-like “ok let’s talk about it” and you just-you can establish like a set of agreements between the participants so they can get to tell you “well I feel that If I don’t get a reward for this then is not worth it, because I don’t care about English” for example. And so, then you have the chance to tell “ok, so what would make English interesting for you?” and they can get to, to talk, obviously a class meetings need a little bit of training in the class because the first time, they can be very like-lost-anyone-you can be very lost in that matter but then as you get to know them a little better they start-like having more confidence and know how to-how to talk and a good idea of that is that you don’t precede the whole class meeting but you have someone like a secretary that’s part of the group so he or she, she can lead the session and I don’t know I think it’s like-is not a waste of time, you see? it’s like-time-well invested. In a way.”

In this episode “Rachel” explained how through a class meeting teachers could facilitate the possibility of establishing ground rules for the class or providing insight on the interests of the students which, in turn, can be translated into classes that are more engaging and entertaining for both the students and the pre-service teacher.

2.4.3 Subcategory TQ3: Adaptability

This category is concerned with the efficiency that pre-service teachers have at the time of adjusting their pedagogical practices to the context of the class and each student. It also deals with how successful they are in transpositioning the contents they teach in order to make the majority of the class understand the contents and objectives of the subject.

The following was extracted from the second phase of workshop number three. It relates to an example imposed by the educator, which the pre-service chose to modify in order to create a friendlier lesson for the class.

*“Phoebe: so, her idea was to say “The father **must** sit there”. So I asked them if that was the reality at their homes and a student said: “Yes, that’s what happens in my home because my father says that”. “So in your home, your father must sit there but in her house, it doesn’t matter. So you have to sit there but it doesn’t matter” and then they realised what was the difference between must and have, and don’t have to. But, I didn’t use the chauvinistic example...”*

In this episode, “Phoebe” made use of the chauvinistic example of the predetermined position of a father sitting on a table, but only to introduce the contents of *must* and *have to* to the class. She then proceeded to ask the rest of the class how this situation is organised in their homes and developed through that, avoiding using the rare example provided by her educator.

The following was extracted from the fifth phase of workshop number four. It relates to how the pre-service teacher adapted her lessons in order to obtain better results with the class.

“Monica: I tried to do like lessons very varied like with many steps and-well my-when I began I thought that I would everything with the communicative approach that I’ll speak all the lessons in English but then you know it didn’t work that well. But not grammar translation I tried not to make them write so much only a few exercises for them to know like-how to do it like how to speak because that’s what they need like they need the input even though it’s written so they can produce something in English because they don’t know. They know nothing so-I didn’t have like an approach, I tried to do like the lessons very varied but I used-TPR for games and things like that, I tried to use videos and audios and writing in the board and make them speak-everything that could be used.”

In this episode, "Monica" had to adapt her lessons to meet the needs and abilities of her class in order to make them produce something in English. Additionally, she used a variety of resources like TPR games, videos and audios to engage with the class.

2.4.4 Subcategory TQ4: Others

Despite the established categories of language proficiency, resourcefulness and adaptability, a final one arose from an extract from the fifth phase of workshop number five that did not fall into any of those categories but was still valuable to analyse.

“Ross: Probably one of the hardest would be like-measuring the gap between what you feel that you need and what you know. Like you know that there’s a gap but you don’t know what to fill it with--probably the easiest other than what she said--would be like--keep trying. Like, don’t give up.”

This reflection showed how pre-service teachers notice a breach between their knowledge and the context in which they are working. This gap can arise from issues related to pedagogical knowledge or teaching techniques dominion, among others. As the participant “Ross” stated, it is difficult to frame that breach. However, pre-service teachers should never stop engaging with their students, learning or trying new techniques to teach content.

2.5 Category 5: Miscellaneous (MS)

Regardless of the different areas that were proposed, the following extracts were considered relevant to the development of socially aware individuals on education. Most of these extracts are reflections that took place during phase 5 of the workshops. Therefore, most of them provide insight into the perceptions that these pre-service teachers have about different topics that affect education.

2.5.1 Subcategory MS1: limitations of the teaching practice context

The following extracts are correlated with restrictions and limitations that pre-service teachers face during their teaching practice.

The following excerpt belongs to the third phase of workshop number four. In here, "Chandler" reflects about the Chilean system.

“Chandler: I think, I think this has to be with [thinks] it has to do with something like-beyond education this is like something political I think because they were excluded for one reason because the system is like wrong-I don’t know I’m sounding like anarquista-[laughter] and the same happens with university, and the same happens with the different schools, like technical schools, like common schools I don’t know how to say but it’s something that goes beyond, beyond education and-we are-we are not like-we-we are not like-we-we as teachers are capable of-of doing things like-like Monica like the teacher did but we can-we cannot do more than that I mean we can only create bonds, we can only make like-safe places for the students but is something that goes beyond, we need to change like-I don’t know.”

In this episode, the pre-service teacher reflected on the role of the system with students who are rejected from schools. He tried to express how limited student teachers are when dealing with these so-called excluded students during the process of their final practicum. Additionally, “Chandler” mentioned that most of the times pre-service teachers are bound to the commands of the school community, teacher mentors or tutors’ requests, and the changes they want to apply are not always possible. However, he mentioned that creating safe places for these students is crucial to help them.

In the following extract from the fifth phase of workshop number five, the participant “Joey” reflected on being socially aware and the importance of emotional education.

“Joey: I think one of the points of being socially aware ‘cause--we already know that we have to consider or maybe the curriculum, the programme has to consider more things than just the considered ones [chuckles] like the emotional education, all those things and that makes us socially aware ‘cause we already know that we should have those classes and we don’t.”

During this reflection, "Joey" provided insight on what he considered an essential characteristic of social awareness, which is emotional education. He claimed that this part of education should be not only for school students but also for pre-service teachers during their training programme, in addition to the already existing topics in the curriculum.

2.5.2 Subcategory MS2: Emotional factors of the teaching practice

The following was extracted from phase 4 of the second workshop, and it relates to the emotional aspects of teaching.

“Chandler: Yes, [Laughs] he was socially aware, because- one of the main characteristics at least for me about this, about being socially aware is to be empathetic-- empathetic- and of course he was because he asked you, he asked the student, many times why she wasn't working- what happened he also told the student that-- that-- [stutters] he knew about the good relation that she has with the teacher, but he couldn't do anything, maybe they could talk after the class or- I don't know so--he tried in more than one way to speak with the-- to talk with the student and to be empathetic, yes?- so that made him, at least for me, socially aware.”

In this extract, "Chandler" explained how being empathetic with students can possibly help in creating a more propitious environment for learning. From this extract we can see characteristic of a teacher who care for the situation of this chauvinistic student on his class, despite the negative attitude of the student, the pre-service teacher tries to connect with this student in order to bond and try to create a better environment for his learning.

The following was extracted from the fourth phase of workshop number five:

“Joey: caring about our students' emotions and feeling I think that this is being aware, socially aware. At least what they-how may they feel, I think-so-we try to create a-not to create, we try to-to guide our following society or future society to a-happier society 'cause being happy is what we-we think like is the point of this 'cause-teaching is not just content, teaching is how to feel good with-with yourself and with the rest.”

Here, "Joey" reflected upon the importance of teaching students about emotions, since it has been historically a neglected topic during the formation of individuals in Chile. He finally argued that in order to achieve a happier society, it is needed to teach not only content but how to feel good with oneself and others.

The following was extracted from the second phase of workshop number four:

“Monica: I think-that’s a good question [chuckles] I felt like in school you don’t care that much, maybe you’re like dehumanised because there are so many students that you can’t focus on all the issues that they have because I don’t know maybe there are thirty students, that’s a low number but let’s say thirty students and thirty different backgrounds thirty different problems that they carry, so when you’re teaching like-a small number of students and you know that they have problems and you focus on them and you’re like interested on make them-like understand and learn I think it’s easier, it’s easier because you-you can like create that bond instantly and when you create that bond, they want to learn”

Here, “Monica” pondered over the importance of bonding to prompt motivation on students, explaining that due to the massive number of people in each classroom it is virtually impossible to keep track of everyone’s issues and backgrounds. According to her statements, this barrier hinders real meaningful relationships between the pre-service or in-service teacher and their students. Then, she continued explaining that this type of bonding is easily perceptible in smaller groups, which leads to higher levels of interest on the students, making learning easier for them.

3. Discussion: How could an English teacher in Chile be socially aware?

The results of the research provided a thorough description of the perceptions that pre-service English teachers at UMCE had during their practicum process. The phases presented in the methodology as an adaptation of Hevia et al.'s work, constructed a scenario where the participants could freely talk about their particular experiences while analysing those of their peers. Additionally, since the workshops addressed at different times what being socially aware is, the discussions had a critical and reflective approach to the reality of Chilean English teachers.

By evaluating the overall results of the analysis, it became evident that the point of complexity denominated Anxiety comprised a substantial majority in the different phases of the workshops. After an exhaustive revision of the episodes, it could be concluded that the

nature of the applied methodology that analysed critical episodes produced an increase in the Anxiety category. The main reason was that since the scope of this research involved conflicts, a certain level of anxiety could be expected in the pre-service teachers during those episodes, and therefore a predominance in that category.

The consistency of the predominance of Anxiety during the first phases shifted towards an increase in MS and the subcategories of the points of complexity that escaped the scope of what was defined in the theoretical framework (AX4, AT3, ID3 and TQ4). This change could be observed as a progression from the mere description of episodes to a more analytical discussion following the structure of the phases of the workshops. Moreover, the change in the questions and the inclusion of the concept of social awareness as a central point allowed the participants to expand their narrations towards a definition of what being socially aware means in the Chilean reality.

The subcategories that emerged from the experiences and reflections of the participants, especially the ones related to the Miscellaneous category, contained similar elements included in the definition of socially aware in the theoretical framework. As Rueda and Rincon (2014) stated, in order for a person to be considered socially aware, they must show commitment with the community around them and contribute in solving the social problems that trouble them. In that matter, the participants shared the importance of *“being responsible, with your role and always respect your students, no matter what”* (“Rachel”, fifth phase, workshop five). That responsibility entitles understanding that each student has a different background, and teachers are supposed to help them without taking into consideration whether they agree with their worldview or not. The participants stated along the process of the workshops at different phases that universities usually focus on teaching methodologies or theoretical knowledge, but fail at providing scenarios to put them into practice.

Along the same lines, the authors mentioned above addressed educational establishments, especially universities, as institutions whose goal is transmitting the social responsibility to their students and future working citizens. About this idea, the participants

were critical of their learning process at university, as we can see in the words of "Ross" in the third phase of workshop one, when he stated that *"In University-they teach you many new [laughs] new kind of theories, new approaches, things you should do, and you shouldn't do; things that are done and things you want to avoid but then when you go into practicum you see the reality and see how it-clashes, right?"*. Being aware of what happens in society, implies having a Critical Consciousness (see Freire 1970a, 1970b, 1974, 1985) and adopting such political role was relevant to some of the participants. While talking about a group of students who were excluded from the formal education system due to different special needs, "Chandler" stated in the third phase of workshop four that this problem *"has to do with something like-beyond education this is like something political I think because they were excluded for one reason because the system is like wrong"*. This idea was complemented with how in the Chilean educational system, some problems go beyond the control of teachers and should be dealt with on a more macro level.

As a means to talk about social awareness, as CASEL (2017) defined, we have to consider concepts such as empathy, diversity and the understanding of different norms, social and ethical, of behaviour. According to the participants of the workshops, in order to have empathy, teachers have to overcome inner conflicts and overwhelming contexts. As "Joey" in the fifth phase of workshop four stated, *"you have to be like mentally prepared like said in a mental environment to-to be able to face this 'cause it-it's really agotador? [Monica: Exhausting] Exhausting, it's harsh to keep on the track and not lose-the control of yourself 'cause you sometimes you empathise too much"*. The more significant challenge for every teacher, as reported by the participants, is being able to draw a line and not being overly involved in the students' problems without neglecting them. However, the context and the student's reality should be taken into account, since *"external factors affect deeply what happens inside the students you can't just ignore that, for instance like family, drugs, I mean violence-[Monitor1 interrupts: Like taking into consideration-?] health issues"* ("Ross" fifth phase of workshop two).

While trying to establish empathy in the educational process, pre-service teachers identified several issues that hinder it. "Monica", in the second phase of workshop four, identified that the reality of the Chilean schools, where there commonly exist overcrowded classrooms, is an obstacle in the development of empathy. *"I felt like in school you don't care that much, maybe you're like dehumanised because there are so many students that you can't focus on all the issues that they have"*. This scenario added to their lack of experience produced a wrong interpretation of students' behaviour. The process is long and requires commitment from the pre-service teachers, along with assistance of their in-service teacher. *"I'm working and it happens that sometimes-I-I happened to find disruptive behaviour and then I talk to the head teacher and she explains "Oh please, be patient with him, because he has many troubles at home" and-and you see things differently but maybe there are more students that have the same problems, but I don't-ask about their stories, so-I'm not socially aware of them"* ("Janice", fifth phase, workshop one). Receiving positive guidance during the teaching process is essential, but most of the participants reflected upon how their perception about their behaviour and the capacity to change any wrongdoing is even more relevant.

This capacity to adapt the teaching process along the way is materialised by Obando, Obando & Sanchez's work (1997) as the teachers' ability to criticise their own lesson planning and modify it to address the educational needs and context of the learners. This is expanded by "Ross's intervention in the fifth phase of workshop five when he stated that *"everything that we may know or feel that we may know--will never be enough to cover every case and--every pre-service teacher should be like-willing to expand their-like tool kit? And-also to like being ready to face like different situations emotionally also, like not taking things personally"*. This set of skills or tools that help to deal with different aspects of the classroom experience should be present during the whole teaching practice. One of the processes that take place in regular classrooms is evaluation, as *"when you evaluate, you can-cannot only focus your attention on vocabulary, grammar-pronunciation or whatever-You need to-you need to take into consideration the other aspects, like the emotional aspect. If the student is Ok with the presentation-if the methodology you choo-you chose is like fits with the students"* ("Chandler", fourth phase, workshop five). This example contains one of the most discussed

issues that emerge while teaching in Chile, that is, the lack of resources, capacity or training to mix emotional aspects with a rigid curriculum.

When talking about the importance of emotions in teaching and learning a language, Mendez Lopez & Pea Aguilar (2013) argue that they are remarkably significant in the willingness to learn and engage in activities in the classroom. When reflecting on the Chilean reality, the system was widely criticised by the participants and defined as focused on “*behaviourism*” (“Phoebe”, phase three, workshop three). If the system moved towards a more emotional education approach, students “*would feel less-threatened or pushed out by the lessons*” (“Ross”, third phase, workshop five). While discussing this topic, “Joey” embraced the ideas of Rueda and Rincon (2014) in the fourth phase of workshop five by stating that “*caring about our students’ emotions and feelings I think that this is being aware, socially aware. At least what they-how may they feel, I think-so-we try to create a-not to create, we try to-to guide our following society or future society to a-happier society ‘cause being happy is what we-we think like is the point of this ‘cause-teaching is not just content, teaching is how to feel good with-with yourself and with the rest’*”.

Following the same ideas, motivation appears as a critical point in learning a language and. As Pishghadam, Zabetipour & Aminzadeh (2016) stated, the used methodology should change in order to motivate the students to learn a second language. For the pre-service teachers of the workshops, effectively tackling the difficulties derived from this was hard to achieve and required much effort. Nevertheless, it was also deemed as one of the responsibilities that being a teacher should comprise, since “*a socially aware teacher has to be-willing to give the first step. Like-a teacher can’t expect students to-like-to boost their own motivation by themselves or to try to connect with the teacher because that’s not going to happen*” (“Ross”, fifth phase, workshop four). This responsibility comes with a lot of research work in terms of new techniques or activities, and getting to know students. However, as “Ross” suggested in the third phase of workshop three, the Chilean culture presents difficulties as “*It’s a cultural thing, I think we’re kind of not taught but we learn to dislike learning*”. Besides, the participants criticised the Chilean educational system and the learning process as something that is imposed and has a reward and punishment dynamic.

In conclusion, the learning process, as Atkinson (2011) said, should not consider students to be individuals that simply accumulate knowledge; they should construct it cooperatively while facing everyday experiences. It can be seen in "Ross's intervention in the third phase of workshop two, when he stated that *"the school paid more attention to teaching content rather than teaching values [Monica agrees]"*. The importance of being a socially aware teacher to contribute to the development of the students is something in which all the participants agreed on, although *"we already know that we should have those classes and we don't"* ("Joey", fifth phase, workshop five). Apparently, pre-service teachers and teachers, in general, may understand and embrace the positive implications of social awareness, but lack the formal preparation and support to promote and apply such ideas in the classroom. Therefore, it could be advocated that such implications should be taken into consideration for the preparation of future professionals since.

4. Limitations of the study

The following research suffered several changes from the original scope and objectives to the final outcomes. In the beginning, the main idea was to analyse how socially aware pre-service teachers were while encountering their first experience as formal teachers. While collecting data and information about what it means to be a socially aware teacher, the research team faced the first problem: the lack of sufficient bibliography to provide an accurate definition of what being a socially aware pre-service teacher in Chile is. However, a definition of the term was proposed and included four areas: Pedagogical self-esteem, Education in Chile, Perceptions of authority, and Contents. These areas shifted, however, since the later analyses were centred on the critical incidents that student teachers face during their practicum.

Since the workshops were organised following the most recurring critical episodes and the bibliography that analysed and described these areas was sufficient, the scope of research moved from the communicative approach to the analysis of those episodes which were renamed as points of complexity.

4.1 Sample

In order to conduct this research in accord with its objective, five workshops were developed with expected attendance of 5 people per workshop. The main reason behind this decision was to narrow down the variety of narrations and questions in each workshop to make an in-depth analysis of the five episodes. The participants of these workshops were students who had completed their final practicum process in the first semester of 2018 at UMCE. As a consequence, the number of participants was reduced and did not include students who were in the process of completing their practicum or students who had completed it in the past years. The rationale for this selection of the sample was that students who had finished their practicum in the first semester would have a wide variety of episodes to share and they could reflect through them in a more precise and closer manner. Additionally, this particular sample would include students who had finished their bachelor's degree and, therefore, their theoretical teacher training. Finally, since the objective of this research is to describe and analyse the experiences of pre-service teachers, working with in-service teachers would not be possible nor authentic.

4.2 Participation

The process of gathering the participants for the workshops proved to be a difficult task due to the possible candidates' unwillingness to participate and, later, given the time constraints of the volunteers. For this reason, there were workshops with less than five assistants. However, the nature of the process of *investigación protagónica* (having a single narration to be shared which subsequently was analysed by the participants) allowed us to do the workshops with less than the expected number of people. In spite of the above, the low attendance in some workshops did prove to be a problem, as it limited the interaction between the participants and the development of a more in-depth analysis of each narration. Since it was mandatory that each participant shared their perspectives on what being a socially aware teacher in Chile means, having fewer people in a session meant, in some cases, less satisfactory results.

4.3 Analysis of the narrative

Through the development of the workshops, several themes came into focus. This variety of narratives usually derailed the main topic of each of the workshops (Anxiety, Identity, Authority, Didactics and Teacher's Training), leading the participants to reflect on different aspects of the teaching spectrum simultaneously. Even though this caused the discussions to diverge from the topics that the participants were expected to reflect upon, this was a common phenomenon throughout the development of the five sessions.

VII. Conclusions & Projection

Based on the results and the data obtained through the workshops, the research team was able to successfully identify, describe and categorise the events that caused different types of distress during pre-service teachers' practicum process, in addition to the four points of complexity proposed before the workshops, new categories that could not be enclosed were identified. These new areas brought a light on how the present educational system in Chile fails to address the needs of the students accurately. The heavy focus on content and grades rather than on the integral formation of the students has resulted in enormous emotional voids in the formation of the students. This has produced issues that every pre-service teacher during placement is likely to encounter, forcing them to face challenges that go beyond the original expected or assigned ones. In consequence, the amount of emotional and academic responsibility put upon pre-service teacher creates many instances for episodes of anxiety to develop during the process of practicum, which in some cases may produce a decrement in the motivation and quality of the pre-service teacher performance as a teacher.

Nonetheless, the participants on this study were able to surpass these challenges rather than only identify the episodes that were more impactful for the development of their practicum, but these instances were also reflected, analysed and shared with the rest of the participants, who discussed and produced conclusions and different ways to improve their pedagogical practices.

It is worth noticing that the majority of the issues related to the participants' episodes were not directly linked to their formation period at university, or to a lack of experience to appropriately teach the contents proposed in the school curricula. Instead, the episodes dealt with the relationships that pre-service teachers have with their educators; lack of support, abandonment and overall critiques comprise the majority of issues reported by the participants.

Other issues arise from embracing the role of the teacher as a figure of authority in connection to the formation of a professional identity. As expressed in "Monica" and "Rachel"'s narrations, students may not respect the authority of the pre-service teachers during

practicum, due to them being not being the teacher in charge of the class yet. In such cases, pre-service teachers had to overcome a multitude of difficulties while fulfilling all the requirements that the placement involves.

These workshops prove to be an excellent instance for the pre-service teachers to share and learn from their experience during the final placement, with regards to the participants, they manifest how more instances of this type during their formation could have significantly improved their performance and quality of teaching if they were included in the program of UMCE:

"Monica: I think it was an instance of growth for us as teachers, as professionals because we have other perspectives to our like you know to our experiences and that's always helpful because when you see the things from other views-viewpoints, it changes your perspectives and it added-adds things that you would do."

As a research team, we encourage UMCE to add instances for their students to reflect, discuss and improve their pedagogical practices before graduating from university, as it could benefit all generations of teachers to come, as proven by the aforementioned testimony. Such opportunities would be favorable for the development of teachers, and pre-service teachers especially, who have still not acquired enough experience to know how to deal with the multiple issues that related to the teaching practice.

Further research about the topic of social awareness could comprised of the emotional burden that pre-service teachers face during the practicum, during the development of this research, all the participants expressed concern towards the feelings they experience during their placements, as this topic is usually not analysed on the formative instances of pre-service teachers, focused investigation with regards on emotionality and its effects on the teaching process could massively benefit the formation of future teachers.

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Transcription Workshop 1: Anxiety

Monitor1: Alright guys, this workshop is for our seminar project, Ok. In order to do that, we have to explain to you what is to be socially aware, which my- for-my personal-definition is someone who is aware of the social economic position of his students and can adjust his way of teaching accordingly, Ok? So, this workshop will be based on what Hevia called Episodio Protagonico. What is an Episodio Protagonico? An Episodio Protagonico is any-anything that happens during your practicum process that caught your attention that made you doubt about your perceptions as a teacher, your perceptions as a-a user of the language or anything that might have just caused an impact on you. Ok, for this, this workshop, the-this first session will be based on Anxiety. Can someone give me a definition of what is anxiety for him or her?

[Subtle chuckles]

Joey: Anxiety I think that would be, like a- lack of control in a situation, maybe?

Monitor1: Ok-Anyone else?-

Janice: When you feel kind of eager to do something, but-but in a negative way, you are like: yay! (Happy sound) I want to do this, but you are like (frightened sound).

[Laughter]

Monitor1: Ah! Ok! [laughs] Like you are afraid of doing something.

Janice: [Laughs] I wanna see how you transcribe that.

[Laughter]

Monitor1: Ok. [Janice: I'm sorry] For that we prepared the following questions-for you to-check out.

[Unintelligible whispers and silence 4:15/4:41]

Joey: The idea is to read both?

Janice: [Whispers] a lack?

Monitor1: -The idea, yeah-

[Laughter]

Joey: Are you done with those questions?

Rachel: They are the same

Janice and Joey: Are they the same?

Janice: Ah, they are the same.

Rachel: Yes.

Joey: Yes?

Ross: No.

Phoebe: No

Monitor1: No, they are not.

Joey: No?

Rachel: (In surprise) No?!

[Whispers in Spanish 5:14/5:20]

Monitor1: Is the first one, everything can go wrong.

Phoebe: [low voice] I have no idea.

Rachel: What's the meaning of scantiness?

Monitor2: A lack of.

[Mocking sounds]

Chandler: Oh, mister scantiness.

[Laughter]

Chandler: So we have to choose what question [Monitor1: no, no, this is just to give you a guideline It's based on your experiences] we want to share first or what-?

Participants: Ah, ok.

Monitor1: [Continues] So what I want you to do now is, If you wanna you can close your eyes and think about an episode that fills some of that questions or is something according to the topic that you can provide. Now I want you to reflect upon it and I want you to raise your hand because we-I want you to give a title to that experience and we are going to write it down, then we are gonna select one in order to be shared.

[Whispers in English and Spanish: 6:16/6:25]

Joey: Not used to this.

[The participants re-read the questions]

Janice: *Ay! Quiero la otra.*

[Silence 6:32/6:53]

Janice: this is more related with content? [Rachel: Yes] non-like disruptive behaviour, like-

Monitor1: I think we-we didn't narrow them

Monitor2k: Yeah, it's more. It's kind of related to content but is more related with what English teachers face during their like-first practicum.

Phoebe: ok, so-first-before all that, we need to give a title.

Monitor1: [agrees]-before, [Interrupted by Phoebe saying: we are gonna-]

Phoebe: So we give the title, and we raise our hand, we give it to you and then you write it on the board and we move on.

Monitor1: then you move on.

Phoebe: Ok, thank you.

[Phoebe to Rachel: you want a piece of paper?

Rachel: No.

Phoebe: I have terrible memory

[Whispers 7:42/7:55]

Monitor2: So try to think about what you faced, like when you taught there-and you faced the students and you had to teach.

[Silence 8:5/8:10]

Chandler: Yeah, I think I have one.

Monitor2: Ok.

Chandler: I like, like narrative titles so, like a book. [Monitor1: Go on] “The eyes”, the eyes volume one.

[Laughter]

[Jokes]

[Monitor writes down “the ice” instead of “the eyes”, the participant corrects him]

Chandler: No, no, “The eyes” of here [points to his face] not “the ice”- my pronunciation is awful, sorry. [Laughs] [Other participants repeat the word “eyes”]. Eyes-eyes-eyes-the eyes of the face-volume two. [Laughs] Yes, thank you.

Monitor1: Ok. We have one. Someone else?

Janice: Supervision [doubtful].

Monitor: [Doubtful voice] It's kind of non-creative but-but

Janice: I'm not creative [laughs] but is not the supervision you think [Laughs]

[Whispers 8:58/9:12]

Ross: Mismatched.

Monitor: Mismatched?

Rachel: [Gasps] *Ross, tenemos la misma, ya no puedo usarla*

[Laughter]

Ross: *Pero mejor otra cosa. Volume two* [Laughs]

Joey: *Parafrasea, parafrasea.*

Janice: Not matched.

Rachel: Volume two [Laughs]

Joey: match missed [laughs]

Ross, Joey and Rachel (in that order): Matchless.

[Laughter]

Phoebe: The worst warm-up.

Monitor1: Warm-up-?

Phoebe: The worst warm-up.

[Rachel's voice in the back: Disconnection]

Phoebe: Sinonimos. Thesaurus [Laughter]

Joey: Bonding.

Monitor1: Bonding.

Joey: Bonding.

Monitor1: [Points to the board] It's gonna be horrible the order but-[Interrupted by Joey]

Joey: No worry. [High pitched voice] Never mind.

Monitor1: This has a "G"?

Joey: Yes.

[Participants: Yes]

[Subtle chuckles]

Monitor1: And-?[addresses Rachel]

Rachel: *Era lo mismo pero*--mismatched volume two [laughs]

Joey: by Rachel [Laughs]

Rachel: Disconnection! any synonym with mismatched, anything [laughs]

Joey: Try to think about another on or-

Chandler: Mismatched.

[Laughter]

Joey: Many mismatches--What do you mean by mismatched?

Ross: Mismatched is like--

Rachel: It's like-*como-not a match* [laughs] yeah, yeah.

Joey: Like, you don't match with your students?

Ross: No, no, no, no.

[Interrupted by Phoebe shushing them and saying: Spoilers. The rest repeat the same]

Joey: [chuckles] What a title.

Rachel: Distance! maybe-

Joey: *Si, si*. I like it.

Monitor1: Ok, so before we go, I want you to ask what did you understand without previous knowledge about being socially aware. I want your statements on what is to be socially aware before we begin to reflect and come to conclusions.

Joey: Sorry, can you repeat?

Monitor1: What is for you to be socially aware?.

Joey: Socially aware.

Janice: Like, to be conscious of your--of the context of the school, I think.

Monitor1: Ok. How so?

Janice: That there are things that you can and can't do due to the students' experiences. Something like that [Rachel agrees].

Monitor1: Ok, anyone else?

Rachel: I think it is related to like being aware of the role that you occupy in the society, in general, as a teacher and therefore the role that you have at school. So it's like related with that but like from a perspective of who I am for these people and who-is-who are these people for me.

Ross: Taken from that, I think you can also take it to a wider vision like what is school for children [Rachel agrees] What's the role of school [participants agree with him] and how the people that go to school are going to face the world after they finish it and how the school itself prepares them or doesn't prepare them [coughs] or- to fulfil their lives.

Monitor1: Ok, ok.

Chandler: I don't know what to say because they-

Joey: They said everything [Chuckles]

Chandler: They were like Gods.

Janice: [Joking] I agree-[Laughs] I agree with that [Laughs]

Phoebe: [Joking] I strongly agree with your point of view.

Monitor1: Ok, so. Ok, yeah, before voting you have to give me like the synopsis of your title [Janice: Ok] for anyone to be interested in.

Janice: Ok, the eyes!

Ross: yeah, the eyes.

Monitor1: Ok, the eyes.

Chandler: It was raining. No [Laughs] the eyes like a synopsis?

Monitor2: Or what happened. Like in a nutshell

Monitor1: Yeah bt-but--really not on the first person, try to do it as objective as possible, from third person like "*el practicante-*" [Chandler: Ok] *Esas cosas*.

Chandler: The pre-service teacher like was thinking about the first day in school as a student and he started to think about how much noise he-he made when he was a student and how fun-how funny was for-for them-for himself and the other classmates that the had and--now he was

on the other side and that-that made him-made him think about how difficult could be to control someone like himself.

[Interrupted by laughter and Monitor1 saying: Ok]

And how many people like himself was-it was going to be in that classroom so that's why.

Monitor1: Ok, the next one. Supervision.

Janice: During your practicum you have ma-many supervisions but you never think that *UTP* is going to supervise you.

[Laughter]

Joey: Damn.

Monitor1: That's-?

Janice: That's the synopsis!

[Laughter]

Phoebe: You have to watch the movie.

Ross: [Jocking] Two teachers, many students-

[Laughter]

Ross: Sometimes, when preservice teachers are at their practicum they may feel there is like a disconnection between what they know or what they think they know, and what they want to do, or what they feel they should do and what the school and the whole system and the programme, be local or national (?-wide)-pre-service teachers might feel there's a strong difference between those areas and you have-they have to like make adjustments to their beliefs-be-be like a real adjustments like they change it for real or just a temporal adjustment as while they stay in their practicum and that may cause like inner conflicts in them [Monitor1 and Rachel agree]

Monitor1: Worst warm-up?

Phoebe: Ok, so every pre-service teacher are taught that they have to work a lot on their warm-ups and closure with the classes. But what happens when your guide teacher asks you no to do

that. And if you do that you are helping your students, but if you don't-you affect them but your teacher will be happy with you. So what would you do in that case?

[Laughter]

Rachel: Coming soon.

Monitor1: It's like a book, it's the first part of the prologue of a book.

Phoebe: [Joking] What would you do with-?

Ross: [Joking] Next summer.

Joey: Chapter one.

[Laughter]

Monitor1: Ok, so.

Joey: I was thinking about a word that comes along with bonding (?:and) that was empathy 'cause we are not trying to control students but we are trying to create an empathy with them. We have-we-we try that-they empathise with us because we didn't when we were students so I think that the main problem with this practicum was that. 'Cause you can bond with one course and what about the other course. If you don't get to bond with them, they will not empathise with you and then you may fail or may not.

Monitor1: Ok, and the last one.

Chandler: Stay tuned [laughs]

Rachel: Well my story deals with the inner conflicts of a pre-service teacher who just won't match with the students in any way so she knows that she wants to do the best for the class but she can't stand the class. So what do you do when you have that conflict?

Monitor1: Ok, [unintelligible] Let's vote.

Monitor2: You have to pick one that has to do with the questions. That's the tricky part. So which one is closest to the-

Chandler: To any-to any of those questions.

Monitor1: Yes.

Phoebe: I mean the fact that you asked us to think about socially awareness-had a lot to do with
[Unintelligible]

[Silence and background noise 18:44/19:10]

Ross: We have to choose one?

Monitor2: Yes, now you have to vote which one has more to do with the questions. [Ross: Ok]
Or which one do you think, 'cause we don't know yet [chuckles]

[whispers 19:25/19:32]

Rachel: Can I vote already?

Monitor2m: Yes.

Rachel: Ok, I'm gonna vote for number four, worst warm-up.

[Background noise 19:38/19:48]

Chandler: Number three.

Ross: Four.

Janice: Three.

Joey: Ok, so it's my decision now-[laughs] I'm gonna go for number four. That's it.

[Laughs]

Phoebe: Number 5

[Joey skipped Phoebe]

Phoebe: Thank you [Ironically but still laughing]

Rachel and Joey: That's it [Chuckles]

Monitor1: Ok. So, I think we go with number four.

Ok, so Worst warm-up. Ok. So, what Phoebe has to do now is to re-tale the experience but taking into the account all of this. Could you pass it on (?:this)?

[Monitor: delivers the checklist to the participants]

Monitor2: Everybody b-but except Phoebe.

Rachel: Ok.

Phoebe: I shouldn't

Joey: *Pero igual poh o no?* shall we give (?:one) to her? [points Phoebe]

Monitor2: No, no, no.

Joey: (?:ok).

Monitor1: Ok, so-Phoebe, you have to aim at two different things one-while you are re-telling. You have to focus on the external factors: the physical location of the school, where the episode took place, the people who witnessed the episode all of that and an internal factor: the preconceptions that you had, the attitudes, the moods that happened during the episode and everything that could have affected you, Ok?

Monitor2: And the rest has to-you have to see if all the points in the checklist are covered by Phoebe's narration. So, if one isn't, you have to ask her what about [Rachel: ok] I do not know the people involved.

Chandler: And we have to write the answer?

Monitor2: No no, it's just to guide your analysis of Phoebe's

Monitor1: No, it's just a checklist

Phoebe: checklist [laughs]

Monitor: Ok so, whenever you are ready

Phoebe: Ok, so. This was with a 10th grade, just girls and they were all between 15-16 years in *Maipú*. This was a-a public school and it was known for-the results in the standardised test so they had very good results in *PSU* and *SIMCE*. The girls were also very reflective and-they really liked to discuss social things, social elements so they were really aware of the problems with this society and under this situation is that.

I had the 10th grade and the 11th grade, this was with the 10th grade, I am sorry I made a small mistake. And what happened here was with 11th grade that they were just two grades before that but they were really becoming aware of what was happening because as the school helps them to do that they were really like in a *limbo* about what was right and was wrong and this teacher, this guide teacher told me not to do warm-ups because it was a waste of time. But, I decided to do it anyways because they needed that in order to contextualise what I was doing. So, she brought an example and told me to do everything exactly as the way she used to do it, using the same PowerPoint presentation, everything and if possible using the same exact words, but I didn't [chuckles]. So she brought me a very chauvinistic example. It was against my beliefs and I didn't want to teach the students that so I was thinking about how can I do this using these examples so I can be great with my teacher but not affecting my students. Because I don't wanna teach them to be like this. I want (?:for) them to decide if they are ok with this or not. So I used the warm-up as an opportunity, even though I shouldn't have done that, I used it as an opportunity to taught

them-to-criticise if what the teacher was teaching them was right or wrong. It was just an example (?:like): “This is our table and this is the father, and the father sits right here, always, because he is the father, and he is the strong person in the house and he decides where he sits” and then I asked them: “How is it at your home? how do you do it in your home?” and they said “no, my father sits here, I sit there-” and then they started to see that the realities were different, but the teacher wasn’t happy about it because we were teaching modal verbs like must and have to, so, her idea was to say “The father **must** sit there”. So I asked them if that was the reality at their homes and a student said: “Yes, that’s what happens in my home because my father says that”. “So in your home, your father must sit there but in her house, it doesn’t matter. So you have to sit there but it doesn’t matter” and then they realised what was the difference between must and have, and don’t have to. But, I didn’t use the chauvinistic example; it was very simple but as they are too young to decide by themselves I didn’t want to teach them that that was the right thing to do I wanted for them to decide by their own experiences and then they started talking, they had five minutes to discuss about that but the teacher was looking me like “what’ve you done”. And-so I look in the other way and decided: “ Ok, I don’t care about that, I am not gonna do this”.

Janice: After class, did he or she talk to you?

Phoebe: No, she never talked to me. Ever.

Joey: Ever? [chuckles]

Phoebe: Ever, like we should-[Janice interrupts her: Ever like after class or before-?] Never, like- she just sent me the PowerPoints-once a month and then she said “Ok, do it just like this, we have the test this day” and then when the class was finished, she left. Like she was running to her office.

Joey: [Mumbles] Jesus.

Phoebe: Yes, it was amazing.

Ross: So, if you didn’t talk after the class did you had like any way to-

Phoebe: Final grade.

Ross: No no, but I mean like analyse what you did like to talk about it with someone else.

Phoebe: I talked to about it with Daniel Ortiz, because he knew that my situation was difficult because we had a lot of fights with her during the whole process, because she was always judging the way I was doing things but by using what I was taught like closure and warm-ups, and the activities I decided to use. He told me to find a like a middle point about it-using warm-ups but very very short warm-ups and using their activities as warm-ups so it wouldn't take too much time. That was the person that I could talk about it and of course, I realised that she wasn't happy because of the final grade. She gave me a 4 and the other teacher gave me a 6.8 so it was like very different.

Rest of the participants [one after another]: Biased.

Rachel: Do you think that the warm-up was effective for the class?

Phoebe: Actually it was. Because first of all, that was the first class that they saw must, mustn't, have and don't have to and they realised what was like an obligation and what wasn't. The content of the-of the-of the warm-up I couldn't choose it. That was, it was where [Unintelligible] as I was forced to do that I decided to just do it, I just did it.

Rachel: And then why did you call it like "The Worst Warm-up"?

Phoebe: Because probably that was the first time that started to-it was like the breaking point within the relationship with the teacher because after that like she wouldn't talk to me ever again. It was like "you are not doing what I am telling you" with that exact words "you are not doing what I am telling you to" and I was like "I know".

Rachel: That like ruined the relationship.

Phoebe: Yes, definitely.

Joey: [Sighs] What a bitch [Chuckles]

Phoebe: I said that.

Janice: And did you feel like-Ok? I feel like kind of bad because I am having problems with her but in a way, I'm doing what I know I have to do. How did you feel?

Phoebe: At the very beginning I related to that, I was anxious because I didn't know what to do but then I had to talk with a lot of people about it and said: "What should I do? What I think is right or not?" and they told me to-to follow my feelings, to do just what I thought it was right because actually, it was the right thing to do and not only for me but also for my students. So, I just did that and then I was [Unintelligible] "she doesn't want to see me ever again so she will give me the four-" she will make me pass because she won't make me be here because I will be with her again. And that was what happened.

Ross: And did knowing all that make you like feel more comfortable with what you are doing?

Phoebe: Not actually because I don't like doing things in a bad way like doing things when I can't talk about it but if that was the situation, I didn't want to just do what someone else wanted me to do and that would have made me feel bad because at the beginning I was doing what she told me and I couldn't sleep well [the rest agrees in understanding] because I knew what I was doing was wrong so I just stopped doing (? :it)

Monitor2: Any other questions?

Monitor1: [Low voice] Ok, so. We move to interpretation.

Monitor1: Ok so, now the part of interpretation is the part with all the questions that you made and all the insight that you have acquired about the--about the episode following these questions[points to the board] you have to analyse and think about what you would have done

differently, what you have done similarly, what type of teacher was being represented in the episode. What characteristic does he or she have, the teacher and how they reflect the Chilean reality.

Phoebe: The in-service teacher or pre-service teacher?

Monitor1: The pre-service teacher.

Janice: Ok.

Monitor1: And there is a sixth one that we didn't write down which is: "Could teacher in this context be socially aware?" and that I wanna leave it to the last part because that will be reflected upon in the-in the conclusions.

Rachel: Can you refer to the type-types of teachers that you want us to talk about?

Monitor1: [Doubts for a moment]

Monitor2: It's up to you. If you can like give some characteristics to the-[Janice interrupts: When you say "they" here, who's they?]

Ross: pre-service?

Monitor1: It, sorry, it, how does it-

Rachel and Ross: Oh, like the situation?

Monitor1: Yes, yes

[Laughter]

Monitor1: Try to answer number one like what would you have done differently? Why and how.

Joey: I would've kicked (?:her) [Laughs] the teacher-

[Laughter]

Phoebe: I would've completely understand that.

Joey: [Unintelligible] I agree with her [laughs]

Ross: I think it's really hard to tell because I wasn't there so I don't know like the whole situation. I don't know like the relationship that you had with the in-service teacher.

Phoebe: It wasn't

Monitor1: There wasn't.

Phoebe: There wasn't.

[Laughter]

Ross: Personally I would- tried to-talk with her like even if she didn't want to, even if she ran away from me I don't know- I think that it's the only way I can fix things, talking. [Rache: "yeah, right"]

Even if it led me to know like for certain that she thought what I was doing was wrong and why- because I don't like being left with that sensation of uncertainness- uncertainty, sorry.

Phoebe: [Unintelligible] I try to talk with her. I followed her, I sent her emails, she wouldn't read she was like: "Everything was Ok, everything was Ok" [Ross: So, passive aggressive] I tried I really tried.

Ross: Jesus.

Janice: One of my in-service teacher was similar and I think in a moment; I-I just let her do what she said. Like I said “Ok, I’m not going to fight anymore”--and I was in my practicum with Monica at the same school and we talked; and it was like “Ok, let’s talk with Vania”, our in-service teacher, and explain that we’re going to do what she wants us to do here. But when the university comes to assess us-we’re going to change and Vania agreed with us, and it was like Ok. In that we feel like, because Vania wanted us to work with her book and in a way there was kind of warm-ups on the book and so we, like Phoebe said we-we tried to use what Phoebe the warm-ups that were written like “Ok, we’re going to do this!” and we changed the form but it was exactly what to do; what the books say to do, so Vania never had problems with that. So, in a way-it’s different because at the beginning we just said “Ok, we’re going to do what you want us to do” but in the end, we changed.

Joey: You manage to change that [unintelligible] .

Janice: Yes. Yes, it was according with the relationship at the beginning Vania was very like [unintelligible], I remember when Lery went and she wanted to introduce herself to the teacher and the teacher ran! like-and Lery was like “[makes sounds of surprise] and we said [Whispers] Vania is like this [chuckles] sorry” [the rest laughs]. So it was kind of a difficult but at the end we felt like very connected with Vania it was very weird, but yes, so-our relationship progress not in the way that Phoebe’s-relation.

Monitor1: Ok, shall we move to the next one? Any of you would have done something similar?

[Silence 36:13/36:20]

Joey: I think that we always try to do our best, right? So, we always try to-to change things that we think or that we believe that are not right we think that they are wrong. In this case chauvinistic approach is really wrong for us ‘cause we try to-to advance in the topics of violence and all that is being like--[Phoebe: been pre-established] pre-established that, what Phoebe said. I think that I would’ve tried that. To-try to fight like with minimum details because we can’t like change too much the format that is pre-established cause we’re in a practicum you are just trying to get well-we are being graded, we’ve been evaluated. From my point of view, is difficult to do something

that is (? :like) really impressive or like-that turns all the way- all the things around ‘cause we can get a bad grade as Phoebe has said-so.

Janice: (? :that) was really courageous.

Joey: Yeah.

Phoebe: I was really afraid! [Unintelligible] she hates me so much that she is gonna make me fail. I was at the very end, I was like “Ok”.

Joey: So, I think that she did well trying to do little-fix-like little changes not too many ‘cause it would be a bad grade anyway so-

Monitor1: Ok, so, what type of teacher does Phoebe represent for you?

Ross: Sorry, what are-we are talking about the pre-service teacher?

Monitor1: Yeah, what type of teacher-in the episode.

[Whispers 38:10/38:16]

Joey: No, no, no, the idea is that we think about it-

Chandler: (? :They) have to say something technical or-

[Laughs and unintelligible speech due to the fact that all the participants are talking at the same time]

Joey: A brave teacher, I think.

[The rest agree]

Chandler: Like the movie-

[Laughter]

Rachel: A teacher who's aware about the context.

Ross: A critical teacher.

[The rest agree]

Monitor1: How so, a critical teacher?

Monitor2: How so?

Ross: Critical?

Joey: Yeah, what do you mean by critical?

[Laughter]

Ross: Because she analysed what the in-service teacher was telling her to do and how to provide the contents to the students and she didn't agree with the form, so she changed it-that so that she wanted her students to think and analyse about what they were being told-and applied to their own lives.

Janice: A creative teacher; she managed to take this example and to use the same sample but in a completely different way.

Monitor1: Yeah, in a way that it doesn't mean.

Chandler: persistent? Is that a word?.

Per- sis- tant----per- sis-tent. [In a fake foreign accent] *Persistente ya. Me entienden, no hablo español.*

Rachel: Knowledgeable? is that a word or not?

[The rest say “yes”]

Chandler: Are we teachers?

[Laughs]

[Other participants say yes]

Monitor1: Ok, Now I want you to explain this.

Rachel: If Phoebe wouldn't have known as the basis, maybe of pedagogy, like for example being able to adapt things or knowing theory even because you know in order to adapt something you need the theory to do that so I think that she showed as a knowledgeable teacher because she could manage the situation, and someone who-for example-haven't studied pedagogy wouldn't know how to do that.

Monitor1: Ah-[interrupted by Janice]

Janice: And--related with that could be like-she-I don't know how to say-that-she--in a way defend her beliefs like “No!-warm ups are good!” We need warm-ups! but I think that it happens to many of the pre-service teachers and I don't know if it's in any other universities but here at UMCE are like “No, warm-ups we need to defend them!” and I know that they could be seen as a waste of time, because you plan for five minutes and students take like fifteen, thirty and it's like “Oh my God, no”, but they are necessary like and so I say like-this teacher is a defender of their beliefs like--

Monitor1: Ok. So [Joey: An avenger] the episode does reflect Chilean reality?

[Silence 40:05/40:11]

Joey: We jumped to the--

Monitor1: Yeah, because we are kind of mixed so-

Joey: Ok, I wasn't sure [chuckles] I was trying to think about an attitude to answer that question that comes to-that final question it was like an under pressure teacher because we live like that because it was just the practicum instance, but what about the reality we're still under pressure all time because we're always being judged, being evaluated by our superiors. So I think that the practicum is like an opportunity to adapt or adjust to what is going to come up next, I think that it's not too different from what we are going to live like in the-in the following years I think.

Phoebe: And in a way even though I hate her with all my heart like [growls] I actually kind of understood why she was doing that, because as the school had really good results in standardised tests obviously she wanted to obtain good results in English too, and that it is side by side by teaching all the content and deciding on paying attention to that rather than warm ups and closures and everything so obviously that's what she wanted to do but then I was also afraid because I didn't want to become that, like too worried about everything everyone else wanted to do and not focusing on what my students actually needed to as a part of a-their, their basis as a human being so I thought like I don't wanna be like that.

Janice: And that I think is to be socially aware of not only students but our role as teachers.

Rachel: I think it also has to do with like the conception of older teachers not being longer useful for the System. I think that is a very-strong issue nowadays and of course we go to a school and think that we know it all and everything but I think that older teachers might feel affected with that you know-like you know emotionally damaged maybe like they are triggered! or something with our presence.

Janice: They feel like in a way attacked or in danger-like-

Joey: Because they know they are doing wrong. They are no longer available.

Rachel: Yeah, but the thing is that, everything is so-so instant, like we're maybe in some years we are not going to be longer useful for the system as well and maybe we have to think about- that something like positive or not you know in all kind of scenarios not only at schools.

Ross: I think there is also another side of the coin 'cause all teachers are also like really useful to the system because the system wants them to be in a certain way. So new ideas are disruptive so they are not useful to like-what is already established, right? so I think in relation to that-the story is really connected to Chilean reality because-in University-they teach you many new [laughs] **new** kind of theories, new approaches, things you should do and you shouldn't do; things that are done and things you want to avoid but then when you going to practicum you see the reality and see how it-clashes, right? And that's what happened in the story now the point is, what do you do with that?, how do tackle that?, do you adapt entirely?. Do you do small changes that are meaningful like Phoebe did.

Joey: Surrender-

Ross: Surrender and die.

[Laughter]

Monitor1: I'm sorry to cut the conversations but for the sake of time, we have to move up. So the next part is called "alternatives", so-you'll basically will have to act, so between you, you'll have to select two people who are going to represent the case that we're going to give you so which one of you wants to act.

Janice: ¿Qué?!

Monitor1: You have to do a dramatisation about a case.

[Jokes and laughs, the participants selected Chandler to act]

Monitor1: We need a second one who is not Chandler.

[Jokes]

Monitor1: Ok, guys come here you'll have to select one of the two episodes A or B. Which one do you wanna-?

[Dramatisation]

[Janice and Chandler discuss between them who is going to act which part, they decide to improvise]

Rachel: Action!

Chandler: Hello guys how are you? [Since nobody answer the monitor tells them they are supposed to act as a class] You are supposed to act as a class

[The participants imitate a messy class]

Chandler: Ok. So, today we're going to see some content related to present simple, do you know present simple?

[Participants say "no"]

Chandler: No? so remember that in English we have pronouns, right? For example; I and You and in present simple we are talking about present and we are talking about for example "I was and you were" ok yes?

Joey: *No, no entiendo.*

Chandler: This is present simple right?

[Participants say: *no*]

Chandler: No? Why not?

Rachel: *No sé, se ve feo.*

Janice: Are you sure Mr. Chandler?

Chandler: Yes, this was in the lesson plan, this was in the lesson plan so I'm doing what the lesson planning said.

Janice: Are you really sure that you read well?

Various voices: [Participants mock] *el profe no sabe.*

Chandler: Yes, I read well.

Janice: So you said that this is present simple?

Chandler: Yes- And why not?

Janice: No, this is past... "I was" not "I am" do you remember? did they teach you that at university?

Chandler: I think I need to talk with Pichihueche but I am more or less sure.

Janice: I think you should, because I don't know how you passed grammar. I really don't know how you do that [Chandler: Me neither] but I should talk to your guide teacher, from university 'cause you kind of teach-in this way to my students.

Joey: *Profe no pesque, está loca*

[Dramatisation is over]

[Laughter]

Ross: *anda a buscar a Pichihueche mejor.*

Joey: *y reta a Pichihueche.*

[Jokes]

Monitor1: Ok, so now, what the group has to do is to--once that you have listened- witnessed the dramatisation. First, before doing the analysis, I want you to point out which role-was doing each one so which role was doing Chandler.

Joey and Chandler: Pre-service

Ross: And the witch [Laughs]

[Laughter]

Monitor1: Ok, so now you have to deeply analysed but actually-reflecting on this dramatization to your own experiences. so try to-

Monitor2: You need to try to put back and recreated what you just saw in a way that is- portraying a socially aware teacher.

Monitor1: Yes, that was the idea, but what we can do is to do with the whole group.

Monitor2: Yes- yes

Monitor1: So, so [Interrupted by Janice: Can I say like “the pre-service teacher should have, instead of-] Exactly.

Rachel: Based on the dramatisation

Monitor1: [Repeats] Based on the dramatisation.

Janice: The pre-service teacher and the in-service teacher must be socially aware teachers.

Monitor1: Like, yeah, like if you have a teacher who has all the characteristics-[Janice interrupts: Only the pre-service teacher?]

Monitor2: Yeah, no. I mean you can analyse the situation as a whole but-

Monitor1: But we are focusing on the pre-service teacher.

Janice: Ok.

Monitor1: So you can point out wrongdoings and highlight the aspects that could potentially give room for improvements in regards-to be socially aware.

Joey: I forgot to raise my hand-

[Laughter]

[Jokes]

Joey: Ok, I think that one of the most important aspects that I think that are not the pre-service teacher but the in-service teachers could improve is--a like-how do you say, like when she stopped so suddenly? The disruption of the class? ‘cause that could be--

Phoebe: It is a way of doing, how do you call it? feedback, but you are trying not to humiliate the pre-service teacher.

Joey: Because that happened to me, and that-[Janice interrupts: you had a teacher like me?]
[Laughter]

Joey: No, kind of but you lost like control or the respect because students would think that you don't know enough and then you're not like-someone that knows something, you're like just like them, you don't know enough, so that-did you, Oh! I forgot the word [thinks]

Phoebe: You are not being respected anymore-

Joey: Yeah, kind of that.

Phoebe: [Unintelligible]

Joey: Help me, help me to construct this [Chuckles]

Janice: In a way I diminished Chandler, you're not worthy to be a teacher.

Phoebe: I think that the pre-service teacher-definitely that-not because something is in a lesson plan you must trust it, like you are not completely sure you need to check it by yourself. And not just trust whatever the book says, you should do it by yourself and then once you know that and you are not completely sure, then check it again and then you can move on.

Janice: Yeah, and I was thinking like maybe is this present simple or past simple because is P, ok? so it's kind of easy to confuse-when you read it or when you are writing-but-but-yes, I think you should be more like critical, like "ok, what's this" no "I can't only guide through this I must know if this is like this or-'cause we never know if the in-service teacher is going to make a mistake.

Phoebe: And then again, we are supposed to show the lesson plan to the teacher-and then once they accept or agree on the lesson planning you can do the class, supposedly.

[Participants say: supposedly]

Phoebe: Or at least your teacher at university, right?

[Participants say: Supposedly]

Rachel: I think in terms of feedback, it's important that maybe that the in-service teacher then corrects the mistake right away but not in front of the class because I was thinking about, maybe leaving that for the end of the class but then students would have been left with misconceptions so maybe correcting the mistakes right away but like in private.

Joey: Yeah like you could come and just for one second and then to the ear of that person-

Rachel: And then the in-service teacher tries you know like accept the mistake and correct it but more lightly not like-

Janice: And and-It could be used the same example that Chandler present could be used as "No, that's wrong, [Rachel: Yeah, exactly] that's not"

Rachel: Actually at the beginning, I thought that was the idea.

.

Janice: So the in-service teacher who's more aware-could be talked like-[whispering]"don't use it-that is past."

[Jokes and laughter]

Phoebe: Like using it as an opportunity, it can be like an advantage-disadvantage for you something [unintelligible]

Janice: But also-and also when you're teaching and they said: "are you sure?" you are like [with panic in the voice] "I don't know"-so it's worse day of my life".

Rachel: The way that-the way that the in-service teacher in this case like managed the whole situation also students believed that mistakes were terrible, it was a terrible thing to do at school, and that's what we don't want to communicate.

Joey: Nowadays an error can be an opportunity.

Rachel: Yeah! Right.

[Jokes]

Joey: Vote for me [Chuckles].

[Laughter]

Ross: Now that we are reading the characteristics again we have persistent which is sometimes good as we saw in the example-but in this case being persistent like could be wrong because Chandler didn't know what he was doing and the teacher even though [Unintelligible]-but if Chandler but if Chandler didn't keep going with his idea maybe he would have-changed what he was saying or he would have asked about the mistake, even though [Unintelligible].

[Jokes]

Monitor1: Ok, so-we moved to the last part? Ok, so conclusion, now I want you to go back to the question that we didn't write down which is "could teachers in this context be socially aware?"

How do you think, with this case, someone could be socially aware?

This part is a hard one, it's a long shot.

Ross: Try to rephrase that-

Monitor1: Ok, based on the episode that we gave you that was dramatised could the pre-service or the in-service teacher be socially aware, or how they could be socially aware in this particular situation?

Ross: I think one of the many ideas, at least for me, related to what one of you said, the thing about mistakes-you can take this opportunity to-make sure that your students in the future don't feel-the way you did in that situation. Make them feel that it is ok to make mistakes, it's not a terrible thing, it's not the end world.

Joey: Even the teacher can make a mistake-

Ross: Everybody makes mistakes even the teacher, [Singsonging] Everybody makes mistakes, everybody has those days. Sometimes especially the teacher

[Laughter]

Joey: I think that is an important issue for us-future teachers we have to teach them that we also make mistakes, and they are able to correct us.

Ross: Like there are no perfect authorities and I think that goes way up school-[Joey interrupts: Just not only for teachers, right?]

Ross: That's not only for teachers it also goes for parents, politicians and so on

Joey: For all authorities, less my mom.

[Laughter]

Monitor1: Ok, so now I'm gonna give you the following question that you have to answer and based on this we're gonna construct the conclusion. The third question is: What was the hardest

and the easiest concept to develop through the analysis of the episode? The episode of Phoebe not the episode [Unintelligible]

Joey: The hardest and the easiest conceptions-what?

Monitor1: The hardest and the easiest conceptions.

Rachel: Based on the questions?

[Conversations]

Monitor2: It is like how difficult it is for you to reflect and to analyse that situation-more than the concept itself.

Janice: I think that the concept of social awareness, or aware-it's-it was more clear in Phoebe's experience [unintelligible] has to be with chauvinism and-but if it wouldn't be I don't know, I don't know how to-

Phoebe: It was a very specific moment and so I didn't have [unintelligible] teaching concepts to develop in the story so that wasn't that hard but-[Janice interrupts: But for instance in the other experience like I was like completely lost so I would need to-re-read about social awareness to try to find an example-but I think it's a tricky concept]

Phoebe: Yeah because it's based on the perspectives we are talking about at the beginning was like social awareness related to the economical content-context of the students and maybe in the last part it didn't have much to do with story but also had to do with the story because the students didn't really know much about present simple for example, or didn't know past simple, so that tells us that maybe it wasn't a very good school but (?that) like after a deep analysis of the situation we are gonna realise that but takes a lot of time to do that-so maybe its because the concept is [unintelligible]

Monitor1: Ok, so in order to finish I'm gonna give you one last question, which is: "What does it mean to be a socially aware teacher in Chile?" but you have to consider two aspects or two perspectives. One-taking consideration your future as a teacher, what does it mean to be socially aware for you as a teacher in the future and the other, what it means to be socially aware in the Chilean society?

[Silence 1:01:52/1:02:00]

Phoebe: It's funny because i think they are gonna say, can I say it in Spanish? "*¡Mira esa izquierdista, feminista, antifascista esa es la profe de mis hijos*"! That's it, that's it, that's what it means to be socially aware that's what it means to be critical about the society so yes- because our students' parents have a different education, their beliefs are different, what is taken for granted for them it isn't for us, we're different generations and we're teaching their sons and daughters to be different so they would be like some of them will be very mad at us it will be challenging-for us to do that-but there it comes the power we want to be true to ourselves-like this is what I believe and I am very stubborn. I am really stubborn--I there's something that is not correct for me, like morally speaking, I just don't do it, I just avoid it, anyway and I fight against it, even though it kicks [unintelligible and laughs] but I think that's what it means to be like in a-for, like in the context itself-but-

Monitor1: Could you [Phoebe interrupts: Yes] narrow it? Narrow it down.

Phoebe: Yes, I can do it again. It means to take into account all the aspects that are being developed in the current moment of time for example, not being chauvinistic anymore-being critical about the political, economical and I don't know other adjective that is related to our society or what is happening in the Chilean reality-[Rachel interrupts: Being up to date] Yes. Because maybe talking about feminism movements ten years ago wasn't a thing but it is a thing at schools right now and we're teaching them that; we're teaching girls and boys so-about it.

Janice: And we found boys in sixth grade that don't understand why there's a feminist movement

Rachel: Right.

Phoebe: So we're being against everything that is already established, so that's why they say we are like revolutionaries-if that's a word but-but it's kind of Ok, as long as we don't tell students how they must, what they must do we just give them the space to decide what they want and didn't want to do.

Rachel: I think it's also to accept that we have a political responsibility- inside the classroom.

Joey: That's it explains itself.

Phoebe: No! you have to say what is to be socially aware for you.

[Laughter]

Janice: I'm thinking in an example-but-it leads me-to say that it means to be socially aware it means to know that sometimes you are not going to be able to help or to do sometimes

Rachel: Like limits?

Janice: That even though you really want you-

Phoebe: Sometimes you can't

Rachel: That your role has limitations

Janice: Yes.

Phoebe: Not your role has limits but like the educational system limits. Like what you can and cannot do because even if it's our limits maybe we are-we can do everything.

Janice: Yeah, It depends on the person.

Phoebe: and the school-

Rachel: But sometimes you have cases where I don't know, the problem starts at home and you cannot do anything about it-

Ross: Yeah, like knowing there's a whole context around the school that makes things change, like inside school, like external factors affect deeply what happens inside the students you can't just ignore that, for instance like family, drugs, I mean violence-[Monitor1 interrupts: Like taking into consideration-?] health issues.

Ross: You have to take them into consideration.

Phoebe: Or at least to have in mind them, you cannot do something about it but you can remember that-

Ross: Right! like perhaps you cannot change it.

Janice: And also-like try to-know what happens to students. I'm working and it happens that sometimes-I-I happened to find disruptive behaviour and then I talk to the head teacher and she explains "Oh please, be patient with him, because he has many troubles at home" and-and you see things differently but maybe there are more students that have the same problems, but I don't-ask about their stories, so-I'm not socially aware of them-and so you need to-I don't know how to say like-be conscious that you need to-really know-like I don't know how to say it-

Rachel: Say it in Spanish

Janice: *Como que hay que preocuparse de informarse, ¿cachai?*

Rachel: I think that being socially requires to be aware of ourselves as teachers and as persons.

Phoebe: I think it also means to always that remember we're people and our students are people too and there are human beings besides just the number they represent.

Janice: Which is a huge responsibility.

Monitor1: I think that's about it-that was the last part. We, as a seminar we want to thank you all for taking the time to come here, even though last night it was raining and we were unsure if any of you would show up but now we've sun and I completely miss rest for the weather.

Thank you everyone for participating. We hope to see you again in the following sessions

Transcription Workshop 2: Authority

Monitor1: All right, first of all thank you guys for coming and welcome to our second workshop based on authority, this workshop is gonna be based on authority - these workshops are I don't know If to say targeted or directed by our project of seminar which is investigating how socially aware teachers are developed here at UMCE.

Ok, this workshop is based on the theory of "*investigación protagónica*" which was proposed by Hevia in 1990, which is also based in what he called "Episodio Protagonico".

What is an "*episodio protagonico*"?

An *episodio protagónico* is any episode that creates a huge impact on your belief on your -- stances on your way of teaching during your final practicum process.

Ok, so I'm gonna giv- I'm gonna provide you an example of a critical episode based on authority, - the example is the following: "I found myself having a lot of- one special problem with authority, which was one of my students- which I'm gonna name just James*

He was reprimanded because he was not doing the activity that was proposed by the teacher, so when he was being interpellated he answered with "*me importa un metro*" o "*ni al metro con voh*" (Finger Slap)

He made that sign to the teacher.

So, I didn't know how to act, because it was like the second week of the practicum. [Laughter] And the teacher decided to call for the inspector -and, he was, -his parents were cited for a meeting and all the nasty stuff that we as teachers usually see.

So Monitor 2 is writing down the questions that you should have into consideration.

-- [Laughter] So-when that's done I need you to before or while she's writing I want you to think about of one episode during your practicum process that corresponds to that-pseudo criteria that we're giving you and something that question-make you question your authority on your perception as teachers during your practicum process.

First, I don't want you to say that aloud, I want you to give it a title to this episode.

Monica: A what?

Monitor1: A title.

Monica: Ah, Ok-

[Laughter]

Ross: *¡Se imprime!*

[Laughter]

Monitor1: Tú-

[Laughter]

Monitor2: *No, fue el A****-*

Monitor1: Yielding the power of authority.

Monitor1: - *Mientras piensan, pueden hablar en Español, vale.*

Monitor2: *Todos los días... todos los workshops les vamos a traer una palabra nueva y extraña, la semana pasada fue “scantiness” hoy día es yielding [laughter] somos como wordreference.*
[Laughter]

Monitor1: (Whispering to himself) The consequences and the power of authority-

Have you ever been in a-[Unintelligible]

Ross: *tener, así como poseer*

[Laughter and jokes]

Monitor1: *Me imagino como una espada*

Ross: *¡Yo tengo la autoridad!*

Monitor1: I yield you !

[Laughter and off-topic Spanish conversation from 4:19/4:25]

[Silence 4:25/4:31]

Monitor1: Ok, befor-before that-[laughter]

Janice: *Me avisan por interno [chuckles]*

[Laughter]

Monitor1: *Me avisan por interno que tengo que hacer una pregunta.*

What do you understand for authority based on teacher's perspective?

Monitor1: What is authority for you?.

Janice: As it comes from author, I think it is related with having the I am the author of this book can do- anything I want in a way with this book.

Monitor1: Ok-

Janice: And take it from that, I think it's kind of related with having the power to set like, a frame maybe? In which you can or can't move.

Monitor1: OK-

Ross: So-in a way-it's like having the power and the responsibility of leading others in a certain frame of action in a certain context, but it also entails that you have the ability and the knowledge to do so otherwise, because one thing is like actual authority or like factual authority and the other one is like [Janice (in the background): being authoritarian?] perceived authority and if- if the people under your authority don't perceive you as having it- it will not work. Maybe.

Monitor1: Ok, so in 1947, Weber actually proposed what he defined as ideal types of authorities and he-- I'm gonna name three:

Traditional authority, charismatic authority and the last one is legal authority.

Traditional authority is that one which is related to kings and monarchy which is basically he's an authority because he is elected by God or he inherits that position of authority from his parents or someone else who gave them-the authority.

Charismatic authority is the second type and-- which evokes a strong emotional dependency on the students, on the people that is following the person who yields the authority [laughs] Ok, I really wanted to use "yield".

And the third type is legal authority, which is based on rules and policies which are internally based on logical, rational conventions.

Janice: Can you explain it again? I got lost.

Monitor1: Ok.

Janice: The third one

Monitor1: The third one is the type of authority that is defined or is based in rules and policies which are in turn based on logical-rational conventions.

For example, a policeman or the President of the Republic or-[Janice: The judge] The judge, exactly. Ok, so there's another type, which is actually being related to ours, to our type of authority which is professional authority, which to give an example Ortiz, Ortiz is a type of professional authority because he wrote his own book and he is doing classes based on that type of book. And you can not- [laughter] you cannot confront him about the things that are in his book because he wrote it.

[Subtle laugh]

Basically is someone who is an authority because of his expertise and his mastery on the topic that is being treated.

Ok, so with that- three descriptions I want you to read the questions that are on the board and come out with one of- with titles for your own experiences.

[Silence 9:00/9:54]

Monitor1: Ok.

Janice: Which one was the question?

[Chuckles]

Monitor1: You have to provide your own [Janice: the title?] episode, yeah the title for your episode-

Janice: Ok! [whispering] I am sorry, I slept bad!

[Silence 10:20/10:27]

Monitor1: Ok, you got your episodes.

[Silence 10:28/10:52]

Monitor1: Do I have to ask each one of you or you are gonna volunteer to provide the title?

Janice: Let me think, I'm thinking.

Chandler: Mine is "Clash" only "Clash", no "Clash Royal", no [Laughter]

Monitor1: The Clash [laugh].

Janice: The clash-room!

Various voices: The clash-room [Laughter].

Chandler: Or, the clash of yielding [Laughter].

Monitor1: Ok.

Monica: Ok, I have, mine will be 'The Chauvinist Kid.'
[Laughter]

[Silence 11:57 / 12:04]

Monitor1: Ok, *esta es la segunda vez que sale esta palabra en esto, interesante.*

Janice: It's the year

Chandler: The year of Chauvinist

[Laughter]

Janice: "Who is authority."

Monitor1: whose authority?

Monica: It's like a game

Janice: Guess who! [Laugh]

Monitor1: or who's- *de*?

Various voices: who's?

Janice: who, who is the authority?.

[Unintelligible mumbling]

Ross: “Unruled.”

Monitor1: Unruled?

Chandler: [Laughter] “The Unruled.”

Monitor1: Ok, so now, what I want you to do- is to provide somewhat of a synopsis of your episode so- we begin with “Clash”. Remember, it has to be in an objective point of view. Try to be a third person point of view, for example: “the practicum, the student, the teacher did that”

Chandler: The pre-service teacher has been forced to be some kind of authority, even when, this teacher has several problems with being an authority because he doesn't know; ¿*dije* he?- dije he! [Laughter] Because the pre-service teacher has never been like that strict or something, and that's it. He is in a clash between the class his own beliefs and the beliefs of the teacher and the methodologies of the teacher that are based mostly on being an authority but- an authority in terms of- [Janice: authoritarian?] Yes, authoritarian and- different understand-understandings about respect.

Monitor1: Ok, the second one, the chauvinistic kid- the chauvinist kid-

Monica [Corrects the monitor]“The Chauvinist Kid”. Ok so, “The Chauvinist Kid” is a fifth-year kid that questions all the authority that comes from women, from female teachers, so he's had a long history on questioning authority and the knowledge of female teachers, that's it.

Monitor1: I think we've got a winner

[Other participants: yes]

Monitor1: And the third?

Janice: [Thinking] The pre-service teacher was too flexible; so that, created a problem- among the students that almost lead to a -physical fight.

Monitor1: Ok and the unruled?

Ross: It was a class that was really strict because the in-service teacher was very loud and firm, and the pre-service teacher thought that he might try something new with the students. The

students were not used to that kind of situations a certain kind of to get manage to it and to chaos, to fire and destruction.

[Jokes and laughter 16:22/16:31]

Monitor1: Now, that you all have shared your synopsis, I want you to vote for one of the four options.

Ross: I go for two.

Monitor1: Ok.

Chandler: Two.

Monica: I vote for three.

Janice: I vote for one.

Monitor1: Ok, right now you all have this if you can pass this around [Monitor2 passes the checklists]

[Unintelligible whispers]

Monitor1: Ok, so- I want you to do now is to-- re-estate or re-narrate your episode but focusing on the external points that are written there and the internal points. You don't have to write down anything on the sheet of paper. You just have to take into consideration the physical location, th- where the episode took place, the people who witnessed the episode, the internal way of your preconceptions the attitudes or the mood behind the episode so I want you to take a few moments to rethink how you are going to re-narrate and then when you are ready-[unintelligible speech]

Janice: If you don't mention something we're going to ask you, so, don't worry.

[Laughter]

[Silence 18:10/18:20]

Monica: Ok- what is that? The physical location of the establishment? What do you mean?

Monitor1: *Comuna*

Monica: (intonation of realization) Ok.

[Silence 18:36/18:41]

Monitor1: *Como la posición social del colegio todas esas cosas que* [unintelligible]

Monica: Do I have to mention the school?

Monitor1: No, it's not necessary; just give us a description.

[Laughter]

Janice: (Whispering) We don't know.

Monitor1: Try to not give names, just-

Chandler: You can say a nickname: the hell or something.

Janice: The yield.

[Laughter]

Monica: In third person, right?

Monitor1: No, in first person, it's your episode.

Monica: Shall I begin? So last semester I was doing my professional placement at a school placed on Ñuñoa--the kids over there are like-I would say-well off-yes? Semi- semi-well off? And I was in- the classroom of the fifth grade students taking like a quiz, a quiz that I made and I approached a kid that was doing nothing, and he was- like very pissed, and I asked him "what's wrong?" and he said he didn't understand a thing and he wasn't going to do the quiz and that I should go and put a one in the book, because he would do anything- he wouldn't do anything, I asked him why? And he said because, he didn't understand that I wasn't the teacher that he that knew that William- - the other teacher was the teacher- and I wasn't a teacher yet, so I couldn't like take a quiz or a test or put a mark on the book because I wasn't a teacher, and I asked him: but what's wrong? I mean I'm doing this and all your- all your other classmates are taking the quiz, and they don't have a problem, apparently- and then he refused to talk to me and the other teacher approached him, and he told him- [Janice: The male teacher] the teacher; the guide teacher and the kid told him that he didn't want to take the quiz because I was a girl [nervous laugh] and that he thought that I wasn't like-able to do like a quiz or anything- and then after that there were like two other kids that were like "No, I don't want to take the quiz" I think because of the confrontation that happened because they were very close to him and then after I talked to them, they kind of you

know solved the quiz and then handed out but this kid just was like impossible to work with, and he only respond to the authority of the guide teacher. So, yes. Any questions?

Ross: Yeah, did you have any type of confrontation with him before that because you already knew that he was like-chauvinistic?

Monica: I had no idea. I never had any kind of confrontation before the quiz, I -because he was always like very, I thought that he was like-that he was like always playing and doing other things and not paying attention but you know he wasn't like a real problem because he wasn't like -like confrontative? Is that a word?

Ross: Confrontational?

Monica: Confrontational, thank you.

[Laughter]

Chandler: It doesn't matter.

Monica: So he wasn't like confrontational, and he was like very passive but very like to himself, so before that-

Janice: [Interrupts] But very stubborn! Like I am not going to do anything, and I don't care

Monica: Yes! Very stubborn and he said he wouldn't and he did not do it and then I talked to the like the- head teacher of the- you know the-[Janice: Grade!] Grade, yes, and she told me: "Yes, he has problem with female teachers- he's- she's been with-[Janice: She was a female teacher?] Yes, she was a female teacher, she was aware of that, she's been working with that kid like from first grade, so she knew about him and she was like kind of able to control him but very like not that close you know- kind of hard to work with kids like that-

Janice: Does the school has an ideology behind?

[Laughter]

Monica: Yeah, yes, they are like very, and they are like laic /like/? Laic /lake/?

[Laughter]

Monica: I don't know how to pronounce that word.

[Writes down and shows the word laic, the participants struggle to pronounce it]

Monica: So they are laic- and all of the kids are I don't know if all but most of the kids were like-raised by parents that were laic or laic.

[Other participants interrupt by laughing]

Ross: Like non-religious

Chandler: Non-religious

Monica: Ok, thank you. So non-religious parents so- I don't think there is like an ideology behind of this, for the kids or maybe it is-you never know-[chuckles]

[Silence 25:05/25:13]

Janice: How many students were in the classroom?

Monica: I think that there were all of the students, 24 or 25, more or less.

Janice: And when William talked to you, as he was a man he said that the kid used to work on his classes?

Monica: Yes!

Janice: And you have watched the kid working.

Monica: I have watched the kid working when I was like observing the lessons and yes- I thought that was strange like the first time I did my interventions but I didn't pay many attention to it because he- he told me that this kid is like "he's been through a rough path, and they are like full of problems" so that I shouldn't like- carry that weight on my own because they were like-trouble kids [laughter] and that was it. So, I didn't like pay too many attention to that kid. Much attention to that kid.

Ross: And how did you feel afterwards like when you knew that what was the reason that was behind his behaviour?

Monica: you know I- wasn't like that kind of affected, because I understood that it was like a problem of the kid with all women, and all teachers in the school have felt that way before.

So I wasn't like isolated that way and and it wasn't like my problem like I felt like "it is not about me, it's about like the conception of these kids so-

[Silence 27:02/27:08]

Ross: And he was the only kid with that issue?

Monica: Yeah, yes at least in that grade he was

Ross: At least in that grade?

Janice: At least- [chuckles] you never know-

Monica: But I felt like we've failed as a society, he's a ten-year-old kid that's chauvinist. What's going on in the world?

Janice: Yeah, sounds troubling.

Monitor1: Do you have any more questions, guys?

Ross: Just the last, did you feel like prepared- after having been at university- to face that kind of situations?

Monica: [whispering and sigh] that question

Janice: NO! (Strong vociferation)

[Laughters]

Monica: Are you ever ready to face like those kinds of situations?

[Laughter and jokes]

Monica: No-I'm like serious like are you ever ready to face like hatred?

Janice: [Interrupts] but, but if this wasn't the final placement if it was in your classroom, what would you do? Would you do something different?

Monica: Like- yes, I think so- [thinking] yes. I don't know what [the participant laughs and the rest too] I would have done actually, but I think that I would've tried to gain like his confidence and his-

Janice: Trust?

Monica: His trust, yes, his confidence- [chuckles] Yes, his trust [chuckles] because he wanted to talk to William and he told him what was the matter to him and not to me, so I think that if the teacher, like the head teacher could do something about it all of those years ago then maybe I could do something as well- and maybe we would change his- way of thinking or maybe not, you never know.

[Brief silence]

Monitor1: Ok, no more questions? You didn't do- you didn't ask anything.

Chandler: No, because she said everything.

[Unintelligible]

Monitor1: Ok, so

Janice: She is perfect. Ok.

Monitor1: OK, so- we're gonna move to the third part which is interpretation, now you have different questions in the board, and I want you to reflect, based on your own perceptions and ideas based on the narration that Monica provided-- sorry the participant provided us. We're gonna erase that on the-

[Jokes and laughter]

Janice: Participant number five.

Monitor1: Ok, l-la-last session this didn't work as intended because we kind of mixed everything up all the questions and I think that is the correct way of facing this type of question because they're all kind of inter-related. So- we should begin with the first one, but don't feel limited to only that kind of questions if you can reflect upon the other questions, that's completely fine. So- what would you have you done differently?

Monica: Any ideas?

Monitor1: or similarly- si-mi-lar-ly- similarly--

Janice: I think it's really difficult, because it's just fifth grade; fifth grade are the worst and it's very difficult to make them reflect- they have their beliefs- but they don't reflect on their beliefs- They've never criticized anything like- so I think it's very hard but maybe I would' ve-- I feel the first I'm gonna-- it would be very different because I would feel like-

"No, it's gonna be like this! like no, no"- Yes, and I would feel like it's personal, not, not, not with me but with women, so it's personal to me like [Laughs and the rest of participants too]

So, come on. So, I think I would've created maybe lessons related with the topic- maybe make him work with a female classmate- that she knew very much English [Laughter]

So, maybe like present, for instance, I don't know a text written by a famous and powerful woman.

[Voice whispering: Jesus]

Janice: I don't know- try to not to change his mind, but to show him different realities, that are not the same as his reality, I think.

Ross: I think that's like for me it would be like pretty much the same as Janice except that for me and for Chandler too. It's kind of different because we don't have that issue, we don't have to face that kind of problems- I never had anyone tell me "No, I don't believe you because you're a man" like "what?" [Chandler: It's even the opposite] Yeah it's usually like the opposite; even If I'm lying or even If I'm wrong people don't usually tell it- tell you that- but I think like the way to go it's like- should be very subtle like what Janice said, working on the subject without going like.[Janice: Explicitly-] Explicitly, right-[thinking] I think it's also harder when you're in the practicum because you don't have all the authority but if you are like the in-service teacher maybe you could talk with other teachers and explain the problem that they're facing- so that they could all work with that problem, right?

[Participants agree]

Chandler: I think it's difficult to answer the question number one because we're talking about of one specific situation at one specific moment in our practicum, right? We don't know what happens before or after that specific moment, right? So--maybe, of course, I agree with Ross overall with the thing that he said that we're men and we're not accustomed to be questioned or something, I don't know why-I'm sorry for that, I'm sorry for being man

[Laughter]

Janice: You should.

Chandler: But yes, thinking about [stutters]the-the- kind of class that was that fifth grade, of course, I would use like some different methodology or approach or I don't know-I don't even know the difference-[Laughter] I don't even remember, sorry Mauro [Laughter] but- maybe like I don't know- any kind of video or any kind of activity to deal with the issue or problem, whatever you want to call it, not directly because maybe you're going to expose the students if you do it directly of course but- I don't know; trying to use things from their own interests for example games or I don't know things like with technology because they are accustomed to that- and related to the second question, I think [stutters] you-you-- what you did was the correct thing to do you talked with, not only with William but also with the head teacher of the- of the class and-- I would've done the same I think so yeah similarly everything because you're perfect, I don't know.

[Laughter]

Janice: Yeah, I was thinking that we shared the same guide teacher with Monica, so I know what William think-- he was very chauvinistic himself and also this school worked based on a textbook [Monica: Yes] so, now I was thinking "yes, we should have used different things and approaches" [chuckles] but no because you had a- text!

Monica: Everything was kind of so scheduled like "you have to do this but this week then the next week this-and then the next week this" and they all follow the same programme, so it wasn't like a thing that we could do freely I mean we could change activities and some things like that but we weren't like able to change the subject of the lesson in itself, so it was kind of difficult.

Ross: I was thinking what, you weren't here last week, but what Phoebe said about her lesson- she had a similar problem- I mean the problem wasn't with the student but with the teacher- and the teacher wanted her to explain to kids that the father must sit at the head of the table because they were-

Monica: [Whispering] What?

Janice: [Interrupts] There were using must! And have to!

Ross: Must and have to, so the example was that the father must sit at the head of the table- [Janice: 'cause it's the only example you can use] Yeah, of course, there's no other example [Monica: Oh my god] and Phoebe like- changed it like a little bit to teach must and have but according to the examples that the kids provided from their own reality like "Ok, in your family maybe the father must sit at the head of the table but in their family-- it doesn't have to be like that-" I don't know [Janice: So it's different like that-] So, it's like yeah it's slightly different with the same content in the same context even- but with a more critical approach, [others agree to say yes] but it's hard to do it's hard to realize but especially when you're new and when you

don't know the kids- and when you're still trying to find out what kind of teacher you are yourself. I think.

Monitor1: Can we move to the last bit of questions?

Chandler: Jesus

Monitor1: What kind of teacher is being represented? What characteristics- are present?

Janice: It's a female teacher!

[Laughter]

Ross: A powerful female teacher!

[Silence 39:44/39:50]

Ross: I would say a cautious teacher cause she wasn't confrontational?

Monica: Confrontative

[Laughter]

[Silence 40:05/40:15]

Janice: I think it's very respectful [chuckles] teacher like "Ok, you have your ideas they're wrong but ok" [chuckles] "let's work" [chuckles]

Chandler: And I think I don't know how to say this, is patient or patience?

Ross: Patient.

Chandler: Patient teacher because another teacher could have been I don't know exploded with this reaction of the kid.

Ross: Yeah, maybe like Janice.

[Laughter]

Chandler: Yes. Maybe like Janice maybe like that kid would be dead by now, I don't know [Laughs]

Janice: Probably! [Laughs]

[Laughter]

Chandler: So, I think it's a mixture of respectful, patient, and what you say confrontational-- confrontative or whatever.

Ross: I'm trying to find a word to say that-- she didn't take it personally, I think that's really important.

Monitor1: I think the word you are looking for is professional.

Ross: Yeah! Probably.

Janice: I don't know-

Monitor1: Ok, because I think someone professional is someone who can--

Janice: But this is not your workshop

[The rest of the participants' laugh]

Monitor1: I didn't want to talk, but someone who is professional is someone who doesn't take things personally.

[Laughter, jokes and soft-spoken talk in which the word objective come out. It's asked whether the participant wants to use the word objective or professional]

Chandler: In this workshop, it's going to be seen that we don't know much about adjectives so-

Janice: Sorry [chuckles]

Monitor1: Ok. So we've got [having difficulties pronouncing cautious] Cautious- I am really rough- on the English--Ok so- respectful, patient, confrontational and objective/professional-- Ok. So, how the episode reflects the Chilean society? And this is a question I that really want you to answer.

Janice: I think there are two important aspects of Chilean society that are represented like the chauvinism and also this idea of like "Ok, it's what it is" like-- because of course Monica was the

pre-service teacher, she would be with the students like five months and that's it- four months I think? [the rest agrees on four] four! and that's it, but the head teacher was working with the students for like many years, and there was no change in a way.

Monica: Not much progress.

Janice: Yeah, there was no much progress and-- and the same problem with William [chuckles] once again [chuckles]

Monica: Yeah, that's true.

Janice: That he didn't do anything like "yeah-Ok, yeah he had a problem with that, but they have problems, Ok? Ok" and that was it like this idea of not doing anything and "it is what it is and take care, bye."

[Laughter]

Monitor1: [soft spoken] thank you for your participation

Janice: Yes.

Monica: Yes, he didn't give a damn about it.

Chandler: I was thinking about how one kid from fifth-year represents the entire movement of Chilean society now because from one side this kid represents mostly the Chilean society like the chauvinist men and even women-- and as Janice said how we do nothing to change that even if we try somehow but we still do nothing and at the same time-- like- he represents the entity that we want to change that we want to forget somehow and avoid of course- so it's really difficult to think- about a kid being like this because is something you want to change [other participants agree] and if you think even like more critically, is something that comes from I don't know, maybe from her-his family or-his-[stutters], or he saw something on TV, or he read something, and that shows that the society isn't changing at least for now.

Janice: But if it's only ten years old! Like- come on-

Monitor1: Anyone has something to add?

Ross: I was just thinking about- how the school paid more attention to teaching content rather than teaching values [Monica agrees] I'm not sure if it was the case because this is just one example, but I think it's one strong example, at least one-- very important issue that we're facing today and everyone's talking about it either on one side or in the other but it's on the table so you

can't just ignore it, you can't just say like just Janice says "Ok, it's just like that, that's the way it is" you have to have a stance [another participant agrees], and I think that's very Chilean like not having a stance or trying to avoid having a stance [other participants agree] like staying yellow [Laughter and other participants agree]

Chandler: Friend of everybody

Ross: Friend of everybody [agrees]

Monitor1: Nothing else?

Ross: Matters? [Chuckles]

Janice: I remember that-- this school had, later on, I think it was like in-- we start in April?

Monica: No, in March-

Ross: March?

Monica: Yes.

Janice: So it must be May- they had a- the first workshop of- [thinking] *¿cómo se llama? prácticas no machistas*

Monica: Yes.

Janice: The teachers--but this was in March- I think this episode

Monica: I think it was like in April.

Janice: April? Ok so-- so-- the teachers were not aware of, we hope they were, but probably they weren't.

Monitor1: Ok. Is Ok if we move to the final part? [Participants: Yup] So- the part four is called alternatives and here we do a dramatisation. You between the four of you guys have to select two persons which represent an episode that we are gonna give you. So, choose. In the last session, these two persons right here (Pointing Chandler and Janice) represented the episode so I don't know if you wanna repeat.

Janice: Noo! We want to see more people acting!

[Laughter and jokes]

Monica: It is what it is.

[Laughter]

Monitor1: Ok, so these are the two roles decide on which one.

Monica: But this is like the episode you have to choose which character you want to be-

Monitor1: Exactly.

Monica: [Soft spoken] I want to be the student

Ross: Really? You wanna be on the other side.

Monitor1: So, I'm gonna give you a couple of minutes to come up with something, and when you are ready, just represent.

[Unintelligible whispers]

Janice: Should we be part of this?

Monitor1: but then- [unintelligible]

Janice: Last workshop, we were students.

Monitor1: Ok, Ok. if you wanna play Kena's part, it's totally fine.

[Laughter]

[Unintelligible whispers]

[Silence 49:34/50:21]

[Jokes]

[Laughter]

Monitor1: Are you ready?

Monica: Yeah.

Monitor1: Ok, teacher, go

[Dramatisation starts]

Ross [representing a teacher]: Monica, I see you haven't finished your worksheet- what- what are you doing? Are you waiting for me to help you? Do you need help? Maybe you can work with your partners.

Monica: [representing a student]: [Sighs]

Ross: Monica, I'm talking to you, what's wrong?

Monica: Nothing.

Ross: You sure? I mean you look like something bothers you.

Monica: I just-I don't wanna do anything today, Ok?

Ross: Are you feeling Ok? or is there something about the class?

Monica: Yes- yes! I don't want to work with you.

Ross: Have I done anything wrong to you?

Monica: No, I just miss my other teacher, Ok? That's it- I don't like work with you.

Ross: Yes, ok you know I know I'm aware of that, you all get along with your other teacher, but I'm here now I'm trying to do my best and I--

Monica: Well, you're not trying enough.

Ross: Ok, so can we talk about this after the lesson because I think it's important for us to get along.

Monica: Ok, here it is.

Ross: Ok, thank you [crying]

[Laughter]

Janice: I feel so represented! Oh my God [Laughs]

Monitor1: I think we all feel a little bit represented [Laughs]

[Laughter]

Monitor1: Ok, basically, Ok now with this because I didn't give you the definition of what is being socially aware-- I don't wanna repeat myself, so I wanna ask my other part of the host-

Monitor2: No- no

[Laughter]

Monitor1: Host- host number 1.5 can you give you definition of-what is- [stutters] what is being socially aware?

Monitor2: In this context?

Monitor1: No, no, just in general because I'm gonna move to the next question.

Monitor2: It's someone who is aware-I mean-A teacher is aware of its social and political like position as a teacher. It's someone who addresses like topics that are current and are necessary for us to live in society in a good society, not in today's society.

[Laughter]

Monitor2: A different society maybe-I think it's also someone who encourage critical thinking basically [Soft spoken unintelligible]

Monitor1: Ok so, how can a teacher in this particular context, in this episode, that the guys represented, be socially aware?

[Brief pause]

Monitor1: Based on your own perceptions of what is being socially aware-

Monitor2: Maybe can you answer like-was she socially aware?

Janice: In this situation?

Monitor1: Yes, in the representation-- o sea he, I'm sorry.

[Laughter and jokes]

Monica: I think he was socially aware because he tried to speak to the student, he made an approach, he wasn't like- "Ok, do whatever the hell you want, bye"[chuckles] It's like-he tried something-he tried to like- you know, talk to her even when she was like so confrontational.

Janice: The word of the day [chuckles] and also, even though it didn't work-he said like "please! like-- in other moment can we talk because it's important, we need to talk about this" so yes.

Chandler: Yes, [Laughs] he was socially aware, because- one of the main characteristics at least for me about this, about being socially aware is to be empathetic-- empathetic- and of course he was because he asked you, he asked the student, many times why she wasn't working- what happened he also told the student that-- that-- [stutters] he knew about the good relation that she has with the teacher, but he couldn't do anything, maybe they could talk after the class or- I don't know so--he tried in more than one way to speak with the-- to talk with the student and to be empathetic, yes?- so that made him, at least for me, socially aware.

Monica: Yeah.

Monitor1: What does the teacher has to say-[unintelligible]

Janice: Yes, I was very socially aware.

Ross: Very socially aware very, very [Laughter]

[Jokes]

Ross: Yeah, I think there was some social awareness there but--, I don't know, probably could have been different like giving her more space to reflect about it and approaching her in a different situation, not in the class. It all depends on the context, on the kind of relationship they had its kind of hard to say- but yeah like Chandler said one of the most important thing is being or at least trying to be empathetic, and trying to be in the position of the student, not just standing in your place of authority [others agree] and-- [the rest laugh] and trying to think or trying to understand how students perceive you- [participants agree] and why of course.

Janice: That's the difficult part

Monitor1: Ok so, conclusions? Ok, so I want you to answer two questions; the first one is: what were the hardest and the easiest conceptions to develop through the analysis of the episode. The episode provided by the participant, not the dramatisation.

Monica: Ok.

Monitor1: The chauvinist kid

[Jokes]

Janice: The easiest- it was chauvinist

[Laughter]

[Silence 58:14/58:51]

Monica: I don't fully understand the first one.

Chandler: When you talk about conceptions; are you talking about conceptions, are you talking about any situation?

Monitor1: Ideas, things anything that caught your attention, things that were hard to develop or to talk-- [slutters] to talk about-

Chandler: That word sounds fancy- I was thinking about an author to quote because

[Jokes and laughter]

Chandler: In that respect, I think I agree with Janice, I think the easiest conception was the kid being chauvinist and the hardest is how to deal with to deal with that how to manage that behaviour. How to manage being the pre-service teacher and being female from that boy in particular.

Janice: I think the hardest idea is the-- when you're the pre-service teacher and your bound to fail-- like- there is no space for kind of flexibility like that, trying to innovate, you came up with- you had just learned many theory, and you want to put into practice, but it's [slams the table] not possible like-- and it' s-- harder because you also have to deal with a lot of problems that you weren't prepared during your years of studying so- what to do with a chauvinist student? What to do when you have to follow a textbook? What to do--? like, I have to concealed like-- I think that's the hardest

Ross: I agree with that-also I think one of the most difficult things is again, in the role of the pre-service teacher like you have-like some kind of mild authority. Like you're supposed to have some authority, because you are trying-[Janice: kind of a teacher!] Yes, kind of- you're on your way of becoming a teacher but then you are below the in-service teacher, and below whatever the school tells you, you should do--[Janice: Yeah] and you are also are being-- observed by the university and there are a lot of factors that-- take your role of an authority away, like you have your own values, you have your own approaches but you can't put them into practice, at least not all of them. Depends on the situation of course, but you can't just go your way.

Janice: I think I was reflecting about my experience and-- I have but-- I have struggles with authority because I moved to the other extreme like being authoritarian in a way and I remember when I start teaching in the placement, I said Ok, I said "you can see me-- I'm- I'm not a- in-service- [stutters] pre-service teacher, I'm a teacher like be clear of that, I am not Any person like "is it clear? Ok. We can continue" like- so It's- it's- I think it's harsh but also I think it's established some ground rules that maybe should be established because some students can't see-- that there's a difference like- I remember a friend- told me like "the students didn't work, and I was very mad at them, and they said "I don't care" because you can not like *anotarnos en el libro* like you can't so I don't care", and it's like "[Growls] I hate you!" [With rage]

[Laughter]

Monitor1: *Que real*

Janice: But yes! It's true! Like- and you have to get use to it.

Monitor1: Alright so-

Monica: Oh yes, I was thinking about something, I was thinking there maybe there aren't- maybe there aren't many kids that are chauvinistic but there are kids that just don't think authority is a thing in any sense-like for example you can be I don't know some kids maybe don't have like- an authority like a teacher or like a figure that can- like- I don't know for fear you have authority now not like that figure but maybe you are someone that is knowledgeable so yes they- they respect you for that but there are kids that just don't follow any kind of authority so, how do you deal with those kinds of kids? Because I understand Ok, there's a chauvinistic kid that just hate women Ok, I understand him I mean I don't [Janice: unintelligible] I know that exists but there are kids just don't follow any kind of authority in any way; so how do you deal with those kinds of kid? I mean that's the hard thing to do.

Janice: I- the other day I was talking about the same- due to the "aula segura algo" [other participant agrees] and- [Monica: Exactly] I said these kids aren't respectful in any way because they don't have-How can a teacher ask for some respect if they don't respect their parents? If they

don't even know their parents sometimes. So it-it's [stutters] super difficult to--try to earn respect, you need to do it in a charismatic way, in a different way- like being like just because like just because I'm the teacher they are never going to respect me for that, some kids yes, but many kids don't.

Monitor1: Ok, so to wrap up because we have four minutes left. Ok, so for you: What does it mean to be socially aware in Chile regarding authority? You have to take into consideration the Chilean reality and your future self as a teacher.

Janice: I think I said it-

[Participants agree]

Janice: That's my opinion-[Laughs]

Monitor1: The rest?

Monica: Well, I was thinking when we finished our placement with Janice and the other teacher approached us like Vania and she told us like "you have to choose now", you can be the kind of teacher that comes here and does her job and then goes home and forgets about everything or the kind of teacher that worries about kids and like their families and like their mental health and their health in general and those kinds of teachers--are very involved in the school and you're probably going to have many problems with your family but right now this is the time in which you choose, so what kind of teacher do you want to be?" and I think that's the kind of socially aware teacher that Chilean society needs because. I understand I mean- it's a lot of work, but I mean what is the value of teaching only English? Ok, you can speak in English when you finish school but then you're going to be a crappy person [Laughter] but if they teach like values and other things and they understand that you're worried about them that you care about like every aspect of their lives, then they're going to be better persons; I mean better people, sorry better people to the society and that's like the most important thing I think that- [thinks] the society needs right now.

Chandler: What a speech-

[Jokes and Laughter]

Janice: She's perfect!

Chandler: How can you follow up that?

[Jokes and Laughter]

Monitor1: Anyone else?

Ross: I was going to but-

[Laughter]

Monitor1: Ok, guys thank you all for coming I know it's-- really rough to be here at this time of the morning, [stutters] during, at this time of the year during this time. It's kind of a hard just look at us-We really really appreciate you all were able to come and we have to ask you because we have that session on Thursday and we want to ask about your availability.

[Spanish conversation]

Trancription Workshop 3: Authority

Monitor1: Alright guys-thank you for coming-first of all-we appreciate-we appreciate your assistance-and today's workshop is gonna be about identity, you all are familiarised with-what is an *episodio protagónico*, right?

Joey: No-

Monitor1: What is an *episodio protagónico*, do-[Joey: Can you explain?]

Monitor1: Ok, an *episodio protagónico* is-was presented under the research made by Hevia in 1990 about *investigación protagónica*-and basically an *episodio protagónico* is anything that creates an impact on your beliefs, on your way of teaching, on your perceptions as a teacher on-in this case, for this workshop, your identity. So, taking that into consideration I want you to give me a description of what do you understand as identity.

[Silence 00:55/01:07]

Joey: I think that Identity is like a construct, that you have inside your mind and what you project maybe if that is the word, what you project to others.

Monitor1: Ok-anyone else has a different or similar definition?

Rachel: I think it's a set of characteristics that basically makes you who you are.

Ross: -Adding to that it's also what's helps you define who you are, what you believe in and what you don't believe in, what you want to do and what you don't-and how do you differentiate from others-

Monitor1: Ok, anyone else?

Monica: I think they're unique features of your personality that-that-they are unique and they don't repeat to anyone else-

Monitor1: Ok, so a study made in 2017 by Shu-fen Yeh; she's Chinese I guess [laughs] that sounds like Chinese.

Joey: Could be.

[Laughter]

Monitor1: Ok, the study states that pre-service teacher modify their conduct in order to provide a suitable role model for students this process of behaviour modification affects the perception of a self-Identity that every pre-service teacher has about their own proficiency in the language teaching-and moreover according to Maota and Ruohotie-Lyhty also in 2017, the construction of the ideal-language two self is hindered by the under appreciation held by teachers community in regards to the ideals and motivation of pre-service teachers. So-based on that we have several questions here right on the board and I want you to think about an episode that could have affected your identity taking in consideration all of this [Points to the board]. Now, the three-in blue are based more-not that actually the last two are based on the political role of that teacher has, so that is a bit more-complicated to the state maybe? For you to take into consideration, so whenever you have your-your episode selected I want you to make a title and raise your hand and share it.

[Silence 03:56/04:50]

Monitor1: Ok, while you're thinking, we're gonna provide you an example of Identity which is gonna be provided by Monitor2 here, Monitor2 say hello.

[chuckles]

Monitor2: So, my example is related to the second question in red, it wasn't-it's not personal, it happened to an in-service teacher, at the school where I was doing my practicum-not long ago-the students found out their Facebook, his old Facebook-account and-he had this sort of naked but not naked pictures of himself like really artistic but the students used to mock him and they spread the word and everybody knew about it and he was called to-the-the principal's office and he was "admonested" "admonished", "*amonestado*" [Laughs]

Monitor1: Reprimanded

Monitor2: Reprimanded [chuckles] and he almost loses his job-just for it. Therefore, he had to change his account, close it, privatise everything and the rest of the teachers had to do it too as a sort-of-like [Rachel: to avoid] to avoid misunderstanding [Phoebe: future situations like that one] yeah, it was hard. I don't think that the students did it-like on purpose or to be bad at him but it was the effect and that was horrible for him.

Phoebe: [unintelligible] we cannot be who we truly are in front of our students-basically-

Monitor2: (?That's) the example, now-

Phoebe: I'm really struggling with the-with the episode-an episode with your students because I don't know what kind of episode could feel like-does any situation which they did anything and I had to behave differently-can you be more like- [interrupted by Monitor1]

Monitor1: We are thinking that-something that make you change your identity towards your students like, like the case that Monitor2 presented where I think that, that kind of teacher was maybe really nice to their students before [Monitor2: Yeah, and then he changed]

Monitor2: He became like really "paranoic" and he was like really mean and had like a whole different attitude towards all the students. He didn't discriminate between them like all them-all of them were bad that's a change. Or maybe you have like an a-bad opinion on some-on some students and then it changed to a positive one after knowing something maybe.

Rachel: (?In) my case, the school I had my practicum was very like similar to my beliefs so-I-I don't think that I can relate to any of that because I never changed.

Monitor1: You felt protected during your practicum process?

Rachel: A lot! because even like I don't know for example, the clothes that I had to wear which is my regular clothes now a little bit more formal but If I wanted to wear a short skirt, for example, they wouldn't tell me anything because they-they had this idea that students needed to learn how to behave on that and not the teacher to cover herself so-

Monitor1: It was a mixed school or just only girls?

Rachel: No, boys and girls. So it's like [Makes a gesture to exemplify that she can't relate to the topic] I can't-[subtle chuckle]

Joey: Maybe I had an episode. It was an opportunity where-[Monitor1: title, title! Save it for yourself-]

Joey: Conductism.

Monitor1: Conductivism or conductism??

Joey: Help me-you help me-

Phoebe: Is in it behaviourism?

[The rest agree]

Joey: Oh right! Behaviourism!

[Chuckles]

Monitor2: Mauro is very disappointed- [Joey: Shame on me! Behaviourism? well-]

Monitor1: No, no, no, wait. then-[Joey: Ok] you are gonna provide-

Joey: Ok. I thought we had to-right away-it's like last time.

Monitor1: Actually because I think this is the hardest theme of all the workshops because it's really personal-because one usually does-does not-[thinking] rationali-*racionaliza*? rationalises the process of-very-very-[Rachel: yeah, right] or write when the moment happens, so really make an effort, please.

[Chuckles]

Phoebe: I can't think of only one and I think that my full experiences in practicum was like that being someone that I wasn't so-

Monitor1: But try to make a little tale [Joey: Narrow] or try to narrow down to the most impactful one.

[Silence 10:14/10:33]

Joey: Anyone else?

Monitor1: Ross? Monica? Anyone?

Monica: To me the same as Rachel, my school was like-very free in which-I did my placement so, mine is the episode that I told you already.

Monitor1: [Mumbling] We can use that. Ok, actually that covers three or four of the workshops. Anything. Anything!-[Laugh]

Ross: I'm really struggling with this because of the same reasons.

Monitor1: But-but I think that I-I'm doing my practicum as we-are speaking and I think that even though I have noticed little changes on my behaviour on my identity as a teacher I think all of them are meaningful in some way and I think that there's no change that is that is not important enough to be considered [Points to the board]-to complete this criterion.

[Silence 11:52/12:00]

Phoebe: Ok, ok what about principal's rules?

Monitor1: Principal's rules?

Phoebe: From like the principals-

[Laughter]

Phoebe: Rules of the principal, thank you so much.

Rachel: Rules belonging to principals.

Monitor1: Ok-Ok-We need three more-anything, shoot away.

Joey: *Ya po!*

Rachel: *Pero si no tengo te dije*-We can-

Phoebe: We can make sure that we don't choose yours, what about that-?

Rachel: So-we can add to the conversation I think from our perspective like to contrast or-do we have to-? [Monitor2: Because we already have like two episodes so they have to narrate them and then the rest chooses and then all they have to participate anyway]

Joey: You'll have to transcribe [Unintelligible]

Monitor1: Ok, so no one else is gonna add anything else, right? Ok? Ok-Synop- synopsis.

Joey: Ok, so I was like-with the mindset of being-I don't know-

Rachel: [In the background] *Solo la sinopsis*

Monitor1: Third person, as objective as you can, try not to name names, not use pronouns, like personal pronouns, yeah try-like a synopsis should be-

Joey: Ok, so the teacher [Monitor1: try not to spoil] the teacher thought that he could be friendly and playful.

Monitor1: The teacher or the pre-service teacher?

Joey: The pre-service teacher, sorry! Though he could be playful and whatever but he realised that the students were not used to that-that's it.

Monitor1: Ok, Principal's rules.

Phoebe: Ok, ok-she goes to introduces, I'm sorry-to introduce herself to the school and trying to explain that she's gonna be the pre-service teacher in that school, but she's not welcome-[Joey: wow] so-it's the story of-very typical relationship [Unintelligible] I'm very good at this shit-thing-at this thing sorry.

Monitor1: Ok, Let's vote!

Ross: *Quiero ver la película*

Phoebe: No, you don't. I definitely vote for Joey.

[Laughter]

Joey: Vote for Phoebe!

Ross: Joey.

Monica: Phoebe.

Rachel: Joey.

[Laughter]

Monitor1: Ok, so now what we need you to do now is to re-narrate but taking into consideration all the aspects that are presented there, I need you to provide the physical location where the episode took place-the location-the number of characteristics of the people involved-or other aspects that you may consider important and internal factors, the preconceptions that you had, the attitudes, the moods behind the episode and all of the psychological-spectrum of the episode.

Rachel: This is workshop number three, right?

Monitor1: Yeah, this is workshop number three.

Joey: Ok so, the school was at, the school was at Maipu-was in-[laughs] I forgot the-ok, whatever it was a-how that can you say it's not *municipal*, particular? [Monica: Semi-private] Ok, let's make sure-

Monitor1: Just say it in Spanish if you don't know

Joey: Ok [laughs] thank you it was *particular subvencionado* and-we were-with the eleventh year if I'm not wrong, third medio. Ok eleventh, eleventh year-there were like thirty five students more or less was boys and girls and what happened was that; I was trying to create play games and be playful with them, but they would they wouldn't answer to that they would be always like passive aggressive with me and with all the other teachers, so I thought what I'm going to do with-with them 'cause it's not working but I didn't want to be behaviouristic so, I realised that my guide teacher was doing that along years, along the years, so she tends to give them like a reward if they participate and if they don't she-she wouldn't so they were used to that. So once, I tried to-to-I don't know to bring a reward there was a chocolate [laughs] so it was like a game where you could-the row that-wins could take home-this piece of chocolate, but anyway I brought-chocolate for every row so at the end of the game, at the end of the class they participated in all of them and I had to give them the reward, the next or following classes I wouldn't bring them and they asked me for that like "*Profe*, are you going to bring the-"
"*Profe* are we going to get an extra point-?"
"Are we going to get a [unintelligible] grade-? Are we going to get chocolate?" and I was like-"no, it was just once." [Laughter] So-they wouldn't answer again, it was that time they would-that they played with me.

[Laughter]

Monitor1: Yeah, don't you that phrase again-

Joey: Uh?

Monitor1: Don't use that last phrase again.

[Laughter]

Joey: Ok! They wouldn't participate in the classes.

[Laughter]

Joey: Can you edit that?

[Laughter]

Joey: Could you? please?

Monitor1: Ok, Now regarding the interpretation-but was the final part.

Rachel: Can I read the questions?

Monitro1: Yeah-[Unintelligible]

Monitor2: The questions that they have to complete the narration-

Monitor1: Anything that you took noticed that he didn't speak about or that caught your interest now is the time to ask away.

Rachel: What was your mood like before the episode during and after?

Joey: Before I thought they were not like interested in the themes or the topics that I was bringing so I felt that maybe I should get to know them a little bit well and then try to adapt to them but when I did it-they also-as they-still with that attitude like no answer.

Rachel: How did that make you feel?

Joey: Terrible, 'cause I felt that I was like the worst teacher [Laughs] 'cause I didn't talk with the other teachers until that episode happened that I talked with the other teachers they told me that they were the same with all the rest of the teachers so I felt ok, it's not me it's them-

Rachel: -Ok.

Joey: So it was like "*tira y afloja*" all the time and at the end, the relationship between us didn't like-get well.

Monitor1: Anything else that you wanna [unintelligible] or to ask?

[Silence 20:14/20:35]

Monica: I wanna ask you something, they were like that with all the teachers no matter what the subject they were, like that with every teacher for example maths? They were like that?

Joey: Yeah, they wouldn't participate 'cause-no matter what you tried to do with them they were always being like-like-I don't know "*la edad del pavo*" así-

Phoebe: But you didn't know that before you did your class, right?

Joey: No, when I saw that, when it was observation period I-I observe them [Laughs] and they were like the same, I thought and they were just like "*ordenados*" [Laughs] really quiet but they were like that in all the classes. We don't I-I they don't care what you're doing in front the-they were still quiet, so it was horrible 'cause you don't know if they're enjoying, if they're suffering, they're like nothing.

Ross: Dying inside[chuckles]

Joey: Dying inside.

Monica: Do you know if the other teachers took it personally like they thought that maybe-

Joey: Sorry?

Monica: Do you know if the other teachers took it personally like they thought that they were like they were bad teachers as well as you thought you were a teacher.

Joey: One colleague told me that he thought it from the beginning like he was the problem, but when it-it happened the same with me, so he talked with the other teachers and they told him that the class was kind of trouble (?:difficult).

Ross: Did you get to know what kind of approach the other teachers had-[Joey: in the-]

Ross: [Unintelligible] that worked?

Joey: The guide teacher

Ross: I mean, yeah-

Joey: Like "costume"? ¿*acostumbrados*?

Monica: used to-?

Joey: Got them used to-to that behaviouristic approach so, they respond really well to that but to the other techniques, they wouldn't-

Ross: But do you know if the other teachers were also like behav-behaviouristic?

Joey: Yeah-they would trying to do the same 'cause it was the only thing that worked-

Ross: [Unintelligible] Chocolate

Joey: There were only fat kids [Laughs] at the end of the year.

[Laughter]

Monitor1: Anything else you guys want to ask?

Phoebe: I don't know how to ask-pre- conceptions of the pre-service teacher? I don't know how to ask that. How were your preconceptions of yourself before that?

Joey: I thought that I would be-like related to them 'cause-because of my year-

Rachel: Age!

Joey: I'm sorry because of my age, thank you [Laughs] 'Cause I felt that we could be, we could have the same topics to conversate, to have [unintelligible] chat of but they wouldn't [Laughs] I had like a connection with three or four-maybe "*el grupito ese ruidoso*" [Laughs] I had like a conversation with them it once, once I had an opportunity where I try to make a girl to say something in English and she answered to me "*no te voy a responder*" with that voice like-defying me to say something I didn't did-do anything so I just moved away 'cause I didn't want to fight.

Phoebe: Mental health first.

Rachel: Yeah.

Joey: Mental health-

Monitor1: Ok anything else you guys need to ask? Ok, so we're gonna move to-interpretation- so here in the cardboards there are several questions there are two-sided because they're stuck to each other with "scotch" [Laughter] and I cannot separate them so, you're gonna have to read it.

Ross: So, they were not supposed to be like that-

Rachel: Yeah, it was an accident [Laughs]

Monitor2: Well we actually used the board last workshop, but right now the board is used.

Monitor1: Read it-share it and then we are gonna begin with the first.

[Silence 24:25/24:35]

Monica: What do you mean wha-by what type of teacher? like the-

Monitor1: Characteristics that relate to-

Monica: Like-psychological, professional-? Any? Ok-

[Participants talk all at the same time 24:50/25:18]

Monitor1: Ok, so-Ok, so how this has worked in the past workshops is that we start with one question and then everything got mixed up, so I don't think we're gonna change that.

Rachel: Ok.

Monitor1: So we're gonna be-we're gonna go with the first one: What would you have done differently, why and how and also what you have done similarly?

[Laughter]

Monitor1: I'm gonna be writing down as fast as I can what you have done differently and similarly, simi-lar-ly. I'm really rusty [unintelligible] well that's what happens when you teach-angry-

[Laughter]

Joey: You don't care about your English anymore.

Monitor1: [Unintelligible] they'll understand.

Monitor2: That's a change of identity.

Monitor1: Yeah but I'm not participating-I'm the host.

Rachel: Related to the questions it's very hard to say because of course the situations-vary from context to context but like a good idea I think something that I've tried in the past is having class meetings so whenever something is not working all right you just-set like a little space in your class and say-like "ok let's talk about it" and you just-you can establish like a set of

agreements between the participants so they can get to tell you “well I feel that If I don’t get a reward for this then is not worth it, because I don’t care about English” for example. And so, then you have the chance to tell “ok, so what would make English interesting for you?” and they can get to, to talk, obviously a class meetings need a little bit of training in the class because the first time, they can be very like-lost-anyone-you can be very lost in that matter but then as you get to know them a little better they start-like having more confidence and know how to-how to talk and a good idea of that is that you don’t precede the whole class meeting but you have someone like a secretary that’s part of the group so he or she, she can lead the session and I don’t know I think it’s like-is not a waste of time, you see? it’s like-time-well invested. In a way.

Phoebe: I think that similarly maybe I would have tried to do the-like-try with the conductist or behaviourist activity but maybe in no-just to see if it works because he didn’t know so the only way to prove if that was the way they were learning is first doing the same then (?to) try something different, so I would’ve done that too but if that doesn’t work I don’t-I don’t know the frustration would’ve been like-like-would’ve a lot [rumbling]-I don’t know what I would’ve done-So I (?said) I would’ve definitely done what Joey did.

Ross: Yeah, probably I would’ve done the same at the beginning just like Phoebe said-but then I didn’t think about the class meetings but that’s actually a good idea.

Phoebe: There is always-

Ross: I didn’t think about the possibility, but-

Monitor1: *bajala 2 cambios-*

[Laughter]

Ross: I was thinking to myself aloud, sorry.

Rachel: *No es su respuesta-*

Ross: That’s not my answer yet-

[Laughter]

Ross: Yeah I would probably try to find a way to get to know what they are interested in. The class meeting is a very good option another one would be like a survey, exit slip, any kind of tool that allows-allows you to find a way to connect with the students, so they participate more, I don’t know-

Phoebe: Maybe also talking with the teacher it's like all of them like first with your guide teacher, so he can maybe talk with all of them so because they are internalising this idea "I need a reward for doing something" but what happens if there isn't something for you? What are you gonna do? Like-do nothing? So maybe that idea should be taken away from them or the only way of doing that if all of the other teachers stop doing that, made it little by little maybe do activities with only one with a reward and the rest without it and then until they get used to the idea of not getting rewards.

Ross: Right It's a really long term-

Phoebe: it's a very long term I think but they are already in eleventh-year so-it's very difficult to take that sort of-[Unintelligible]

Rachel: I think that sometimes as a pre-service teacher you have to know like your limitations as to-for example, you cannot change maybe a-a habit that's been done for the past ten years, so it's-it's very I mean it happens to me too that I had a class didn't respond to anything and I try a lot of things and afterwards I just surrender I was like-it's not gonna change and I have to finish my placement and I have to get a grade and then I started thinking like that, so it's like-"ok-I'm just gonna teach them", and that's it.

Phoebe: And that's why I said maybe talk with the guide teacher because we are leaving the placement [Rachel: Yeah, right.] we will never be back but like as a responsibility for-with education, it would be a good thing to say-"You know what this is not only you it's all of them" and don't do it for you, do it for them-if you want [laughs] and then just get rid of that like act "*te la tire*".

Rachel: Exactly.

[Laughter]

Monitor1: Ok, anyone else?

[Laughter]

Monica: I would've spoken with the head teacher as well, like the head teacher of the class because maybe the guide teacher, the English teacher isn't like an authority to the students so they wouldn't listen to him or her I don't know, but the head teacher may have a connection with students that-I don't know, I don't know. Teachers supposedly have a connection with their class.

Joey: She was the head teacher [chuckles]

Monica: (In shock) She was the head teacher! Ok, erase that-

Joey: Sorry, I forgot that.

Monitor1: Ok so, is fine by you if we move to the next question? Ok, so next question-what type of teacher was being represented in the episode? and the characteristics, try to use the characteristics to represent the type of teacher I think it's gonna be easier in that way.

[Silence 32:42/32:55]

Joey: Chara-characteristics??

Monitor1: They gonna thrash you in this part.

Joey: [Fake sounds of crying]

Monitor1: Trash him up-

Phoebe: But before we do this after the activity happens and then you went with another activity with a reward what happen after that like you just kept doing activities with a reward or not?

Joey: No, I kept real-You know what I'm saying?

[Laughter]

Joey: No, I still tried [Phoebe: Ok] 'Cause I knew that they wouldn't' answer-but I still tried it-

[Laughter]

Phoebe: Ok.

Rachel: But without rewards

Joey: Without rewards cause like-no-it's not my identity-was-compromised in that aspect.

Phoebe: Ok, so I think we've got a persistent teacher, first of all.

Monitor1: *No estoy seguro si persistence o-persistent-*

Phoebe, Monica, Rachel [At the same time]: Persistent

Monitor1: Because it's a characteristic.

Rachel: Yeah, persistent

Ross: without the "c".

Joey: Tant or tent?

Monitor1: Let's say tent

[Laughter]

Joey: Let's leave it there.

Phoebe: You know what we mean.

Rachel: Consequent?

Ross: Yeah, consequent!

Rachel: *Ross siempre aquí*-[Laughs]

Monitor1: This is with Q, right?

Ross: Yeah.

Phoebe: *Cuando uno cree que olvida las cosas*-[Unintelligible]

Monitor1: When you're not talking entirely in English for the whole day, this type of things happens.

Monitor2: You see Ortiz was right you have to read a dictionary.

Monitor1: Every day you have to read the dictionary

Phoebe: He would be so proud of you-[Unintelligible] I-I-I-can't find the word but I was looking for a characteristic for saying that he at least try to like like-like-ok is the (?;part) when

you, when you are trying to know if that thing works and then-like if the activity with a reward works and then you give it a reward for everyone-But you try to do that.

Joey: Like flexible, I don't-

Phoebe: I don't know maybe I don't know maybe I don't know if that would be because that would've been if you had done with an activity-one with a reward one without a-and-or one again an activity with a reward something that I least like you tried to do what they did.

Joey: At least he tried.

Monitor1: Copycat

Phoebe: It wasn't that easy-[laughs]

Joey: Like *arriesgado*

[Laughter]

Phoebe: Yeah that would be that, risky would be with persistent too because you were trying to do what you wanted to do.

Rachel: I think respectful-because he didn't like impose something he tried to-to give and take.

Phoebe: And also if the student didn't want to participate he would've pushed them to do that so-

Monica: I'm thinking of a word and just like when you have-when you're coming from university and you have like all these ideal-ideals that everything's gonna work out and you're gonna put into practice everything like you have learnt all those years and then you are exposed to the reality and then you felt like-disappointed. I don't know-

Ross: And what is the point?

Monica: Says and that's the way he felt because he said that he gave up.

Phoebe: Like idealistic?

[The rest of the participants agreeing on the word idealistic]

Rachel: Like a new teacher [laughs]

Monitor1: *Como pollo nuevo.*

[Laughter]

Monica: Been there done that-

Phoebe: I don't know if that's the word but I think it's that that's work [Unintelligible]

Monitor1: One, two, three, four, five-anyone-anything else-?

Before we move to start reflecting on the Chilean reality-Ok so, how does this episode reflects the Chilean reality? Of-school teachers

Ross: Very, very much.

[Laughter]

Monitor1: Ok, so how does this reflect on Chilean reality?

Phoebe: I think definitely people are used to the idea of getting a reward for doing anything so that definitely reflects what we do currently.

Joey: Or the idea of getting punished after doing something wrong.

Phoebe: But that's what's behaviourism consists of. As we stated is definitely-It definitely-It definitely-represents represents the Chilean reality.

Monitor1: Anything else that [Phoebe interrupts: Yeah, we try to develop that] Yeah, I was thinking about the phenomenon of behaviourism, behavioural students, behavioural teachers maybe something about burn out effect and I was thinking a lot of things I thought it about Chilean reality. Anything else that you want to [Phoebe interrupts: That's actually what we were saying that in general, you want a reward if you do something and if not then you're punished, like in every other aspect of your life] So-we can say that Chilean students are accustomed to being rewarded to do their job?

[The participants agree on what the monitor said and add or punished]

Joey: We have two points, rewarded when doing something right and punished when wrong.

Phoebe: And you can apply that to high school, university [Joey and Rachel: To life itself] job, life itself, with your parents.

Ross: If they don't have a law against something people will do it even though they know it's wrong.

Joey: If it's not punished-

Monitor1: Can you reflect on-can you reflect on why the students are like this-

Phoebe: It just like an easy way of thinking like if I do something I do deserve something in return but I don't know if people [unintelligible]

Monitor2: Where does this mentality come from?

[Unintelligible]

Phoebe: Maybe the way that you were raised by your parents.

Joey: And the way that our parents were raised.

Phoebe: Because that was we just do all over again what we're told. Our parents begin that and then the school gives that and then it never ends.

Monitor1: So, it's like a cycle.

Ross: Like a what?

Monitor1: Cycle it's with y?

Ross: Yeah, It's a cultural thing, I think we're kind of not taught but we learn to dislike learning.

Monica: Yes.

Monitor1: That's beautiful.

Phoebe: By Ross.

[Laughter and jokes]

Ross: I remember at school everyone I know didn't like studying in school kind of because it was imposed and they didn't feel they got-a reward from it-like a personal reward like it wasn't that they had to do 'cause they had to do.

Joey: (?:Good) point

Phoebe: And also because maybe if it would've been just English you also would accept that this is about the instrumental.

Joey: -school?

Phoebe: No no, -like how students see they're gonna use this the utilitarian [Ross: utilitarian yes.] use of English because it that's the idea they have in their minds like this is not gonna useful or just good for use but we're not gonna learn it and that's like something that is in the school currently it's the idea of masses. That's what I heard.

[Laughter]

Rachel: Because it's decontextualized. The reality.

Phoebe: So they're like, "why do I have to speak English If I'm not gonna speak English?"

Rachel: Right?

Phoebe: Or why do I have to learn math if I'm not gonna used maths.

Monica: I think the whole system, the school the system is based on this idea reward and punishment by the marks [Rachel: yeah] like if you do something right then you'll have a seven and you're a good student and everyone talks about you and then you're like-respected inside of the class.

Phoebe: And If you have bad grades then they tell your parents.

Monitor1: That's acades... academi...academicism?

[Participants agree]

Rachel: And it's also always punishes is not ever consequences.

Phoebe: And also PSU is a very good consequence of what happens when you-that you study your whole life then you are going to get good results [Unintelligible]

[Participants talk at the same time]

Phoebe: It's gonna be just like one word to translate and we are speaking all, and at least it is not in Spanish and you have to translate everything.

Monitor1: Ok, you're gonna add anything else to Chilean reality or we move on?

Phoebe: I think we should move on otherwise we're gonna talk about it until the next session.

Monitor1: I think actually that's the-no If I say this I'm gonna spoil the last bit [Phoebe: No, don't do that] Ok, so we're gonna move to the dramatisation. So, the same thing as the previous workshops, you have to choose two people to reenact an episode that we're going to provide you.

[Participants talk about who did the role play last workshop]

[The participants talk about how they are going to organise the dramatisation]

Monitor1: So select [Unintelligible]. You can you repeat it if you like [Ross: If]-If you really like [Unintelligible]

Monica: I made him cry.

[Laughter]

Joey: Realistic as f-

[Jokes and laughs]

Phoebe: It's ok, you should go big or go home!

[Laughter]

Monitor1: Ok which one is the one that-

Monica: We have to give other people the chance.

[Break to go to the bathroom, discussion about what to do in the dramatisation]

[The participants try to organize the following part and they joke and laugh, English and Spanish conversation]

Monitor1: This are the parts, A and B.

[Silence 46:45/46:46]

Ross: *Alcanzo a ir al baño?*

Monitor2: They have like 5 minutes, so yeah, run.

Joey: We have to choose A or B?

Monitro1: No no, one is A the other is B-there are 2 sides of the same episode, two parts!

Rachel: [Sound of understanding] mind blowing [Laughs]

Joey: English right?

Monitor1: Well if you can do japanese-

Joey: I can [Talks in Japanese]

[Laughter]

Phoebe: Hi, Mr. Joey

Joey: Hi come in-

Phoebe: Ok so-

Joey: Tell me-

Phoebe: Ok, so-you know that I have classes on Wednesdays with [unintelligible]-Ok, so I was thinking I brought you my lesson planning so you can check out the activities, so we have to see reported speech with them and I was thinking that maybe we could use an activity where there's a party and then there's music and they have to talk with each other and then they report the sentences they are saying.

Joey: No, I don't think that is going to work. I think that maybe-something that-you could use-maybe I don't know-maybe give them, give them extra points for something but making a party I think that they will be all disordered, all over the place.

Phoebe: And what If I bring them-I don't know a material that I prepared that-uses-

Joey: You prepared?

Phoebe: Yes-

Joey: Ok, No-I don't think so 'cause we have the book, the workbook and we have to use that cause it's already set up and that's going to work it's proved you know by the Ministry, the Ministry of Education says that it's the best tool to educate our children.

[Laughter]

Phoebe: But-but-but the activities they use there they're really like super grammar.

Joey: No, but it's-it's what works ok, darling? It's only that what is going to work.

Phoebe: What about a warm-up that maybe they have to talk use the telephone activity like a warm up and it would be like five minutes and they shouldn't even been able to-to stand up
[Unintelligible]

Joey: I don't know I don't want them to, to be like so active I want them to be like-kind of passive so that they hear you. Ok? they listen you 'cause they would not work if they are all over talking around and all that stuff, ok? so go back to your university-

Phoebe: Do you think that I should just do it again-?

Joey: Do it again, do it- all over again and bring me something good. Ok, bye.

Phoebe: Ok, so do you have time later?

Joey: No, maybe next week-

Phoebe: The class is tomorrow-

[Laughter]

Monitor1: Jesus Christ.

Phoebe: Ok, that was it.

Monitor1: Ok, so, regarding that identity-

[Jokes about the recent performance]

Monitor1: Ok, so, regarding identity-how the scene that-

[Laughter]

Monitor1: Ok so, how do the actions of Joey affect the teacher identity of Phoebe, in this case.

Monica: What?, Sorry, come again?

Monitor1: How do the actions of Joey affected-Phoebe's-teacher identity.

Monica: Well she, he, sorry [Chuckles] he rejected-

Joey: [In a fake female voice and British accent] I'm sorry, darling?[Laughter] *Es que yo intentaba ser mi profe guía poh, cachai?* [Unintelligible] *Me sentí identificado con la descripción, entonces-ella era como así.*

Phoebe: *Y yo era el Joey poh.*

[Laughter]

Phoebe: So, he rejected her lesson plan and the way she wanted to present the lesson so he kind of pushed all over ideals like "No, you can't do that you have to do what you're told to do and only that."

Phoebe: I think he should talk because he was the shocked one [Points Ross]

Monitor1: Ok, anything else that we can reflect about the episode?

[Silence 53:42/53:53]

[Laughter]

Joey: I think that- that what happened is that the guide teacher disapproved the-pre-service teacher, so when she disapproved or he disapproved-I am still thinking about my guide teacher,

my Leo guide teacher-when he or she disapproved, the guide teacher, makes him feel-unconfident 'cause it's not going to work in words of a person that knows more than-than this young person not necessarily younger but-

Phoebe: But like new at the-

Joey: The newbie.

Phoebe: Yes.

Monitor1: Ok, so-

Phoebe: They also make you question everything you know when you try to be-question yourself

Joey: Exactly that.

Monitor1: Anything else?

Rachel: *Eso poh*-question-

Phoebe: [Unintelligible] that makes you question like-yourself completely

Monitor1: Your proficiency.

Phoebe: Not necessarily proficiency as a person too because those are your ideals like "you wanna be different, and you wanna be [unintelligible] and joyful, yay!"

Joey: How competent you can be as a person to teach that-

Phoebe: Like you-like-related to the proficiency like-you gonna be like-good as a teacher as long as you do, what I say-so.

Ross: I feel there is a strong political factor there involved as well because of what we were talking about before-in the-in sense that you may choose to follow-a behaviourist approach that is like-pervasive in all society or you can-you can try-try to change it so that students may want to I don't know like learn for themselves and develop their skills and want to be something more than that-what they can see-but that requires like having a strong stance like-

Phoebe: I strongly agree with you.

Ross: And I lost the track of what I was saying but that was the idea-

Phoebe: [Unintelligible] you-you get disrupted-by yourself.

[Laughter]

Monitor1: Ok is it ok for you if we move to the last part?, Ok, so conclusions.
What were the hardest and the easiest conceptions to develop through the analysis of the episode of Joey--or Joey's episode?

Phoebe: Today is the-apostrophe "s" is gonna be the struggle of today.

Joey: Apostrophe 's' is going to be the struggle--Today's struggle

[Laughter]

Ross: Hardest-?

Monitor1: Hardest and easiest.

Ross: Easiest-Easiest from-related the story?

Phoebe: It is about the first part, right?

Rachel: Yes.

Monitor1: Yes

Phoebe: Sorry, Sorry, *es que también actuó en la segunda poh.*

[Laughter]

Monica: What was the question again?

[Laughter]

Monitor1: What were the easiest and hardest conceptions or concepts that--were hard to develop through the analysis of the first steps.

Phoebe: Could it be-like-how-how difficult was for us to relate with the Chilean reality because I was like there're so many things that where do I begin? and at the very end-it was-like [Makes a noise to state her state]

[gesture] but at the beginning-[Ross: You open the door and-] And then they- you know there's no way back, that was like the es-hardest and the easiest.

Ross: Like-channeling it-narrowing it down-? Yeah-[Monitor1: That' was hard?] That was hard [Chuckles]

Monica: What do you mean by narrow it down?

Monitor1: To the Chilean reality because the way that you presented it was hard because to relate exactly to identity and the Chilean reality because he has a lot of factors or fronts-

Phoebe: There are so many things we could relate between the behaviourist and the Chilean reality not only in school but in-in life itself, that is was like where do we begin and like-this and that and that and that and then we couldn't stop.

Monitor1: And the easiest?

[Silence 59:54/1:00:04]

Phoebe: Well Ross said that was relating to the experience- was one of the easiest thing.

Monitor1: That should be translated as-as-somewhat empathy maybe-?

Phoebe: To empathise with the students-

[Silence: 1:00:17/1:00:31]

Monitor1: Anything else?

Rachel: Maybe to-provide ideas to improve the situation then also-say what we would've done-similarly-

Phoebe: That would be with empathising-

Rachel: Yeah, empathise.

Monitor1: Ok, so the really, really last part. Ok, so based on what we have talked about identity try to narrow it down to identity. What does it mean to be a socially aware teacher?

Joey: Knowing that all behaviourist approach isn't like the best for our future generations I think. You can not based a society on punishments and reward-that's what I get.

Phoebe: That maybe- yeah reward-I'm sorry I was thinking aloud

[Laughter]

Phoebe: That maybe the ideals of a already existing generation of teachers affects our own identity that we're just leaving university and that affects how-we-we are struggling to who we are who are gonna be according to what it's already there.

[Silence 1:01:56/1:02:06]

Rachel: I believe it's also like knowing that staying true to your identity-it's important like has an impact on your students-whatever your identity is but staying true it's important so they know they can also be true to their identity.

Ross: I also feel that in the [unintelligible] it may also have an impact on your mental health [Rachel: Right] in the involvement with your job like and related to burnout-and-

Monitor1: I'm trying to-

Ross: Narrow it down?

Monitor1: Because I don't wanna write mental health because it's a (?:general] and a really big topic. Ok, so [Unintelligible] Taking into consideration your mental health-maybe?

Ross: And fulfilment also.

Monitor1: Mental health and-?

Ross: Fulfillment? [Rachel: Yes]

Monitor1: Ok-

Monica: I think that-it's important to establish a relationship with your students[Monitor1: Louder] establish a relationship with your students because If they maybe-only respect the authority when they are punished or when they are rewarded then you can teach them something by-like being an authority because they like you, because they respect you, for who you are (?:and) for what you're learning so-as I mean they are learning.

Phoebe: Or maybe not respecting people by their authority but by they're people[Monica: only because they are people, yes] like I don't need to respect the pre-service teacher because he is the pre-service teacher like he's a person and he is here to help us to be better and that this idea that comes from our mom and grownups-

Monica: And I think that that relates a lot with staying real like if you put on a persona and then-I don't know you're like teacher only inside the classroom and then outside the classroom you are like someone different they won't like take you seriously because then you are like a two-faced person [Unintelligible]

Joey: Adding to that I would like to-question the last one, 'cause I don't know if we have to be a role model 'cause we are like-public figures anything, whatever but I don't know if have to base on role model but on an empathy maybe-[Monica: Yes] 'cause we try to-make them empathise with us 'cause we-we try to understand them and we want them to understand us and we are both somehow trapped in that[Monica: yes] 'cause we cannot change the system how it's made but we can do something to make it like easier or funnier, I don't know-

Rachel: I think also knowing like that love inside the classroom is not how you say it like obligatory but respect is-so maybe even when you don't-get along well with your class or you don't have a bond you need to be respectful to them and they need to be respectful to you.

Joey: That happens when-that-because love is not a concept that-that is teach so much 'cause it's romanticised somehow and love is like-caring about others, that's it so it's kind of the same ah like empathy.

Monica: I think that when the students noticed that they're listened to and that they're taken into account then they feel loved.

Joey: Yeah, exactly.

[Laughter]

Rachel: It's (?like) message of caring basically-

Monitor1: I think that-that is the end-? Ok, guys, thank you thank you for your participation, we really appreciate it, I know I say this every workshop but I know that it's really hard to be here at this time of the morning-

Joey: You know I don't

[Off-topic conversation]

Transcription Workshop 4: Didactics

Monitor1: Ok. Hi, guys!-thank you for your attendance to the fourth workshop of this--is--process of seminar. This workshop will be aimed-to didactics so, What is your definition of didactics?

Joey: Maybe methodologies that could bring a new vision or like something-more than just like-like an academic approach maybe something that you can use I-I don't know-physical movement or maybe cutters or games or different things than just-what I said like academic approach-anyone else? [Chuckles] help me-

Chandler: I don't really remember what didactic-I don't even remember the pronunciation, yes. I think it's really like similar to methodology like I don't know I'm using a specific methodology and that specific methodology has an specific didactics in order to be applied-so yeah.

Monitor1: The definition that we have on our methodological framework goes like this: Didactics; this area was based on how English is taught as a foreign language in the Chilean context, Barahona remarks-remarks deal with the Chilean attempts during the last twenty-five years to become a bilingual, a bilingual country by improving the approaches of, for both learning as well as teaching English as a consequence the communicative approach was adopted in 2003. Nevertheless, according to Mckay, Vera and Girard, the main problem for teachers dealing with these didactics-di-da-ctic strategies is their inapplicability in the Chilean context mainly the number of students in the classroom rang-ranges as an average from forty to forty-five students this usually occurs in a socio-economically vulnerable, [Ross: Vulnerable] vulnerable, in which traditional methods and approaches are apare-applied to deal with English in the classroom. A different but also important issue that both the pre-service and the in-service teachers have to endure is "jornada escolar completa"-although it was initially thought to faci-faci facilitates-facilitates education it turned into a hindrance due to the overcommitment of in-class hours, relinquishing time for proper-for proper lesson planning in primary and secondary schools' language teaching.

So didactics is a whole spectrum of problematics that we as teachers face. So in order to give you the context for your cases, we-Monitor2 wrote down a huge number of questions. The first one is really, really long. So, if you have any-wait-she's gonna give an example [laughs] before this.

Monitor2: Ok, I have an example regarding question number three-my first experience using the board-it happened on the other practicum-no one actually really taught us how to use the board, I think I don't remember-so the first time I used it was a huge board, there were like-two boards combined and I started on first one then I moved to the other one and then I got back to the first one and everything was so scrumble and it was a mess-so-my guide teacher told me like "you need to practice this, you need to work on this because-students are gonna get

lost they are not understanding and the board is a huge part of the classroom" so yeah then I had to start working, I practised in my home-with my notebook [Laughs]

Monitor1: Do you have a board in your home?

Monitor2: No, in my notebook! Nononono, in my notebook, I started like, so If I'm talking about this then I have to write here then I had to move on to this and in that way I started to have more order regarding my board and I had to practice the size of my handwriting because it was too small so I had to practice all that-and I felt-so awful the first time when the teacher told me- "You need to practice this because it was a mess" Oh! I wanted to cry, but I didn't [laughs] [Phoebe: strong woman] Strong [Chuckles], And I felt awful because no one prepared me for that-and it-it's an awful feeling like you feel kind of naked in a way like unprotected. That's it

Monitor1: Can I [unintelligible] apart from the tape-Did you all were told that your handwriting would be the size of your palm?

[All participants: No]

Monitor1: Because my guide teacher that was the first like advice that she told me that my handwriting on the board should be the size of-my hand [Joey: palm] my palm-then the last student in the class will be able to see properly if it is the size of your palm.

Joey: What If I have a small hand?

[Laughter]

Monitor1: Ok, so-returning to our workshop, you have take into consideration the-questions and see if you have a case that would fill the criteria or some of it.

Joey: I'm sorry could anyone of you like-summarise what is didactics- I didn't' get it.

Monitor1: It's kind of shaky grounds because we don't-we don't have a definition that "this is didactics" I understand that as-as a whole spectrum of problematics that we as teachers face-could be the methods that you were trying to teach--the thematics of the classes, the way that you teach, the way that you prepare your lesson planning-a whole spectrum of-I would say that--the bunch of things that affects before and during the classes-for me is didactics-

Joey: Ok. Good

Chandler: Do we have to read only number one?

Monitor1: No, You have to read all of them!

Monitor2: You have to keep these questions in mind when you are thinking of your Episodio protagonista.

Monitor1: That's your criteria.

[Silence 7:33/8:29]

Monitor1: Ok, anyone has thought on a title?

Monica: Do we have to think of an episode? Like previously, previous times?

Monitor1: Yeah, exactly it's the same, you think about a title-well the episode and give a title.

Joey: The idea is to answer the four questions or just one?

Monitor1: No, is to use the four questions as a-guideline, it doesn't have to-to fill the four questions, but if you fill one-that's fine.

[Silence 9:02/9:50]

Monitor1: Ok, who's ready? Joey? Not ready?

Joey: I guess, yes-

Monitor1: Ross? Monica?

Ross: Not yet.

Monica: I'm thinking of a name-I can't. It's the worst part of it.

[Laughter]

Chandler: You can use the name of [Chuckles], yeah you know, you know what I'm thinking-

[Laughter]

[Silence 10:15/10:33]

Joey: So, now I have to give a title?

Monitor1: Yeah. Ok.

Joey:-My title is “Teaching Sexism.”

Monitor1: Ok

Chandler: Fresher.

Joey: tan tan tan ta ta tan [humming Pressure by Queen]

Chandler and Joey: [sing a bit of the song]

[Laughter]

Monitor1: Ross? Monica?

[Silence 11:32/11:54]

[Laughter]

Monica: Ok-mine is “Teaching the excluded.”

Monitor1: Teaching the excluded

Joey: It’s like a book.

Monica: It’s the best seller.

[Laughter]

Chandler: Like a Ted Talk. -No, it’s like fresher. Fresher the fresher fresher year student [On the board was written Pressure, so Chandler corrects it]

Monitor1: Fresher? Like Freshman?

Ross: Fresh Prince-

Monitor1: Like first-year student?

Monica: Like the Fresh Prince of Bel-air [Laughs]

Chandler: Like the what?

Ross: Fresh Prince of Bel-Air.

Monitor1: The Fresh Prince of Bel-Air.

Ross: Will Smith.

Monitor1: Will Smith.

Joey: Ahora soy el Principe de todo Bel-Air [Singing the main song of the show]

Monitor1: Monica, like that?

Monica: Yes

Ross: Skill barrier.

Monitor1: Skill? Like that?

Ross: Yeah. Two R's, yeah.

Monitor1: Ok, Now I want you to give me a synopsis-of each case-will-we will begin with "Sexism".

Joey: Ok, so [Monitor1: In third person, not to give any details, try to be as subjective as possible and blah, blah, blah, blah-

Joey: Ok, so the teacher had the idea of teaching-content related to the context and-when he faced the book-the book tried to teach money language but-also teaching sexism the book was full of sexists approach, so the teacher has to decide what to do, follow the book or to do something else.

Monitor1: Ok, I kinda wanna know what was (?:written) in the book-Ok Fresher.

Chandler: For one reason, I don't know what reason is-we are going to know in the second book.

[Laughter]

Chandler: The teacher felt like he was prepared to because he liked it to teach, but once he entered this school he forgot something really simple that is that there is not only one type of school, so he forgot that-there are different realities in every school and different context-contexts and he-from the moment he entered he realised that he was in a different context that-he-[Monica: the previous] like what he thought he wanted to be once-[Monica: teaching?] No-once he was going to teach-I, I don't know, I don't know how to conjugate-well, that's the thing-

[Laughter]

Monitor1: You can do it in Spanish if you don't know how to-

Chandler: I'm an English student. I'm supposed to know.

[Laughter]

Monitor1: Ok "the excluded."

Monica: Ok, so the teacher--has like-the opportunity to work in a different kind of school in which students don't go to school actually they are taught--like homeschooling, but they group together-so-they all are excluded from the system and-when the teacher realises like the difficulties-difficulties of teaching such different kind of students with so many problems-she can't-like-decide what is the best way to-to tackle like the whole subject and teach them something meaningful and-that would be useful as well for like the-you know the educational curriculum-that's it

Monitor1: Skill barrier.

Ross: Students at-at the level that they were in, were supposed to be able to-make oral presentations proficiently-and-the teacher realised that-some groups of students-might be able to do that, but others were not and-even if they were pushed and they would not be prepared in time-so he had to-manage to find a way to evaluate them according to their-to their-skills and to their possibilities.

Monitor1: Ok, Now, we vote! Try not to be a tie, please. Try not to tie-

Joey: I wanna hear the three of them-I don't know-

Monica: I vote one

Chandler: Four

Ross: Three

Chandler: Oh-come on-

Joey: I vote three

Chandler: Ted Talk!

Joey: Ted Talk!

Monitor1: Ok, same as the last time, you provided the case. Try to focus on the narrative and have the external factors-physical location where the episode took place, the witnesses and number of students--and internal factors, preconceptions, attitudes, moods behind the episode-

Monica: Ok, so now it can be in-first person, right? [Monitor1: yeah] Ok so-my sister has a-like the staying in which she teaches-like homeschooling but with groups of kids that are excluded from schools-so-she has I think eight students from age, ten to fourteen-and they-they were excluded for different reasons-they had you know-mental health-problems and-are Asperger things like that-or-bullying and-Well this-this place is located, I forgot to say that, in Lonquen, so it's out of Santiago, outside Santiago, it's actually like a farm where my sister lives so-all students like come together because they lived over there, like in a very-what are you doing? [Joey: Please go on. Laughs]

Monica: Ok-[Unintelligible]

Ross: The farm-

Monitor1: They all live together [Unintelligible]

Monica: Yes and they have lessons every day from like-eleven AM to five PM and they have like big breaks so they can go out and they can you know-run and play everything, and the preconceptions that I had well my sister told me like they were trouble kids and they-that-I should be very patient-and-that they don't have a good-like--how can I say this? [Joey: like-] like a ground [Monitor1: basis] Ok, ground. They don't have like a ground-yes they don't have like a good English ground. They know like barely-almost-nothing that was the thing-and-well I was I felt ready to face them for all-like everything that I was taught in university but when I faced them actually it was like-"this is a big challenge because they knew nothing" so-my-I had to switch between English and Spanish the whole time so they could follow-even a little bit of the lesson itself because they were like totally lost and-yes but-anyway they had like a good-like-they were in a good mood-like they wanted to-to know more like they were willing to learn

English despite like everything that they've been suffering with the English-their whole-you know-educational life-so that was, that was nice-anything that I forgot?

Monitor1: Now, they have to ask.

Monica: [To Joey] You want my sheet?

Joey: No [Chuckles], no es necesario.

[Laughter]

Joey: Can-I deliver the-?

Monitor1: You draw sad faces.

Joey: Yeah, 'cause-I made myself being punished.

Monitor1: you are gonna be expelled from that-Ok, [unintelligible] ask about the narration.

Joey: Ok, so-I think like this one- How did you feel when doing classes? How was it?

Monica: It was nice anyway, I like it even though I had to switch all the time and couldn't be that fluid, the lesson wasn't fluid and I couldn't do all the activities that I wanted to do because you know when you're like constantly switching then your classes are shorter and-but anyway I felt-I felt good and I felt like they were like genuinely trying to learn and that was like very-you know-[sighs with relief and express confort]

Joey: Comforting?

Monica: Yes-

Joey: You said that some of them had mental illness or something like that-[Monica: Yes] like what did they have like-schizophrenia or something like this--

Monica: Like severe depression, [Joey: [understanding sound] depression] and all they had to take pills, so they were excluded their-in their-like [Joey: former school?] environment, yes in schools and they suffered a lot of bullying, they had to move. They switched school like a lot so-the things that they learnt were like-completely grounded, you know because when you switch school, then those kinds of things happen.

Ross: How did you feel about the difference between that-episode or that environment and--the school like the regular school context?

Monica: I think-that's a good question [chuckles] I felt like in school you don't care that much, maybe you're like dehumanised because there are so many students that you can't focus on all the issues that they have because I don't know maybe there are thirty students, that's a low number but let's say thirty students and thirty different backgrounds thirty different problems that they carry, so when you're teaching like-a small number of students, and you know that they have problems and you focus on them, and you're like interested on make them-like understand and learn I think it's easier, it's easier because you-you can like create that bond instantly and when you create that bond, they want to learn.

Joey: It's true.

Monica: It was a challenge, but it was easier and sweeter.

Monitor1: Any more questions? [Laughter] Ok, so I think this analysis in particular-is gonna be quite harder for everyone because of the nature of the-of the narration but nonetheless we're gonna try to do in anyway. So here are the questions written for you to analyse-- we're gonna do it in the same fashion that we did last week, you're gonna mix the first ones the first and second one and the third and four. I think it's simpler in that way, so things that you would have done differently and simi-lar-ly similarly, why and how.

[Silence 26:38/26:51]

Ross: I think the first two are a bit hard to say because--in the narration there weren't like there wasn't like a specific moment-it was more like a general context-but I think one thing that I would've done similarly would be like-contrasting both contexts like that spe-specific context with the regular school context and I think it's hard not to do that with the situation.

Monica: Can I say something that I forgot to say? I well, I was given like the-I don't know how to say this like the objectives of what they should know and what they should learn-like for every--grade of students so I like kind of mixed them and I didn't follow any book. I made the lessons on my own, and I provided the material, so they can-like practice-that was it. Ok?

Ross: Ok, that's (? :it) [Laughter] yeah because-if-they're all come from different grades-I don't think there's any like already made material available to cover all that spectrum-I don't know what I've done differently.

Monitor1: I really wanna ask something about the narration.

Ross: Can't you?

Monitor1: I don't know If I can-can I? Ok-[unintelligible] What were the ages ranging from?

Monica: Ten to fourteen [Monitor1: Ten to fourteen] they were like from fourth grade I think-to second medio-No! Ten to fifteen.

Monitor1: Jesus! That's hard!

Joey: To plan a lesson-

Monica: But the-like the younger kids had a better English than-

Joey: The older ones?

Monica: Yes, the older ones.

Joey: Wow.

[Silence 29:26/29:40]

Joey: Don't look at me [Laughs]

Chandler: I think it's really difficult to think about things that I would've done different because it's a difficult context-I mean is a difficult, but it's possible of course doing things and I think you-you-you did it you-you created that bond as you said--so, in that case, I cannot think in something that I would have done differently but similarly I think get to know them get to know their problems the same as you create a bond like a safe place a safe zone for them and that's it I think it's the best you can do I think.

Joey: Thinking about something different, I think that maybe in my position, from my point of view I would've-I would have used-what-was pre-set, pre-established just t-to try to experiment-to see if it works or not and then try to give it a different approach or maybe use it or maybe-I don't know-Botarlo? [Monica: discard it] Discard it, yes, thank, you I couldn't find the word [Monica: it's Ok] but something similarly I think that the same to try to-to bond with them that's really important 'cause that's I want them to-the idea is that they know that I worried about them so I'm not here to make money or to spend time or just to have my title is something that I want to do that I'm really-concerned about. So it's about them-it's not about me [Monica: Yes], so I think that you did you managed to give that impression. Very well.

Monica: Thank you.

Monitor1: Ok, so-what kind of teacher-and the characteristics? Ok, can I go on and say--Ok, can I go on and say resourceful?

Chandler: Resour-?

Monitor1: Resourceful, because he had to make the whole material [Monica: He?] -She, sorry she [laughs] I'm so sorry.

Joey: He? It was a he? My God! [Laughs]

Monica: [following with the joke] You didn't know?

Monitor1: She adapted the whole material out of the blue-so-if that's not resourceful-

Chandler: Yeah, I think committed could be? Yes?

Ross: Yes.

Monitor1: Committed-

[Silence 32:18/32:34]

Joey: How can I say "*atshrevia*"?

Chandler: *Como?*

Joey: *Ashtrevia'*

Monitor2: like-bold?

Joey: Bold?

Monitor1: Bold? But bold is not-negative?

Joey: No, I'm trying to be positive.

Monitor1: Then courageous right?

Joey: Courageous.

Monitor1: Because when say bold is [Unintelligible] someone does a bold-is move-he is reckless-

Monica: I think only with an "e."

Chandler: Yes, just not the "a."

Monica: Not just the "e"- Co-ra?

Joey: Courageous?

Monitor1: Co-ra-ge-ous with a "u."

Chandler: Nice transcription of that part.

Monior1: This is not scantiness!

Monitor2: Scantiness.

Chandler: Spelling bee contest!

[Laughter]

Monitor1: I remember once I lost a Spelling Bee contest in secondary school because they throw at me traffic lights and they're two ff.

[Laughter]

Monitor2: And you said PH [laughs]

Joey: Professor

[Laughter]

Chandler: Ph [imitates the sound of a buzzer]

[Laughter]

Monitor1: And I was like-God damn it!

Ross: Caring

Monica: Ok now, say a bad thing [Laughs]

Chandler: *Ah?*

Monica: Say a bad thing.

Monitor1: Say bad things about her.
[Jokes]

Ross: mean.

Joey: Awful teacher.

[Laughter]

Monitor1: Ok, you 'don't have-you 'don't' have to say bad things.

Joey: No, I 'can't find any bad thing to say-

Monica: Because 'you're criticising something-

Chandler: But critiques are not only bad things. These are constructive-

Joey: in this case maybe I-I think-there are no words-words

Ross: to describe-

[Laughter]

Monitor1: Ok so, how does this narration reflects the Chilean reality? If it does-

Joey: Yes it does [chuckles] A really important point I think is that they were excluded from the previous school-there is not-it-it doesn't exist-it does exist like a suitable curriculum for all these 'cases 'cause-- 'it's difficult to manage for any personal teacher--those specific cases "cause they have problems, really serious problems, physiological problems that they had from their homes probably "cause every context is different from every person [Monica: yeah] so-ther-there-there 'isn't anything that could help us as adults I think to manage these 'kids' problems-so there 'isn't a guide and so--I 'don't know-

Ross: Yeah I think-our educational system is not being responsible for these kinds of students-and also our universities are not preparing us to-face this kind of challenge--

Monitor1: Why?

Ross: I 'don't know why maybe-I mean they should-

Monitor1: They should, but I really want you to reflect on the why we are not-

Ross: Yeah-I think that one of the reason is because they are seen as-how can I-say a “descartable” like?

Monica: “Disposable”?

Ross: Disposable-

Monitor1: I-I-yeah I was thinking about that I was also thinking about this case is quite extreme, it's not the norm-so-

Ross: Yeah, yeah they're out of the norm and-our system tries to make everyone fit the norm [all the participants: yeah] and--those who can't are immediately excluded-and no-one is being responsible for that-it's not formally, not like-according to the Ministry or something-I was going to say something more but I forgot-so-

Monitor1: Sorry-

Ross: Nono-

Chandler: I think, I think this has to be with [thinks] it has to do with something like-beyond education this is like something political I think because they were excluded for one reason because the system is like wrong-I don't know I'm sounding like anarquista-[laughter] and the same happens with university, and the same happens with the different schools, like technical schools, like common schools I don't know how to say but it's something that goes beyond, beyond education and-we are-we are not like-we-we are not like-we-we as teachers are capable of-of doing things like-like Monica like the teacher did, but we can-we cannot do more than that I mean we can only create bonds, we can only make like-safe places for the students but is something that goes beyond, we need to change like-I don't know.

Monitor2: The core

Chandler: The core-the core and that's it! Courageous.

Monitor1: With that [unintelligible] I'm sorry I'm getting really really involved on this, but I cannot-could not recall the case with "Catrillanca" because the school where he studied is now a command center for-- "*comando jungla*."

Joey: you're kidding, right?

Monitor1: I'm gonna say it in Spanish: *El liceo donde él estudió, los pacos lo consideraron como un centro ideológico de la causa Mapuche y los locos llegaron al liceo, lo cerraron los sacaron a todos cagando y ahora lo están usando de comando.*

Joey: Wow

Monitor1: And I think that's a pretty pretty rough and quite clear interpretation of the excluding students just because they are Mapuche.

Joey: What a shitty news.

Monitor1: Yeah, what a shitty, shitty country- Before we move on the alternatives we--you didn't provide the reasons for the characteristics, and I think that should be stated. So please I-I say resourceful because she-made all the materials for the classes, she didn't follow any book, anything--Committed!

Chandler: I said committed is connected to resourceful-he-he knew she sorry! he-she [Monitor1: he-she? And laughs] I don't know why I said that. [Monitor1: It]

[Laughter]

Chandler: It knew that it knew [Laughs] [Ross: sometimes] the teacher knew that [Joey: Golden Boy] has to do something with the situation and-she didn't-stop until-she didn't.

Monitor1: Courageous.

Joey: Courageous 'cause-she knew beforehand that was what was she facing the teacher and-she did it anyway so I think you-you need a lot of courage to-to accept that is not going to be easy and you do it anyway 'cause is what we're here for [chuckles]-for the *desafios* [Ross: Challenges?] For the challenges, yes-my English is pretty rusty-

Monitor1: Caaaring?

Ross: Caring because she tried to make a bond with the students a-not only [whispers sorry] not only thinking about their issues like she didn't put like-like a barrier between her and their students because they were excluded it was quite the opposite actually--all like their situation

made her care more about them and-it was easier for her to--connect with the students. I think that's important and like-like she said-it was probably easier in that context to demonstrate-her concern-because of the low among of students-

Monitor1: Before we move on, do you have anything to reflect upon Chilean reality based on this?

Monica: I think it's kind of same m-my classmates had said. I think that--it's so-we're so used to-students that are being excluded that we don't pay attention to that-those cases anymore like if I think like-when-I was in school and all the students that were excluded and all students who abandoned the education. It's kind of-- I mean it's overwhelming because there's a lot I mean a big amount of students and-who's like taking care of them? I mean if they don't have a family like that-can-care and it's worry for their education they're out of the system, and that's it. They won't do anything else-like they need someone to trust in them I think-and well we are here to do it, but I don't know if all the other teachers care that much for the excluded and there're so many, I don't know-It's overwhelming-that's it.

[Nervous laughter]

Monitor1: Ok, so dramatisation? If it's fine by you-Ok, select-

[Laughter]

Monitor1: You need to move-you need to move because I'm gonna show the case-

[Sound of chairs and tables moving]

Joey: Me too? You too? Or-

Monica: Noo-you too!

Joey: You too?

Chandler: Yeah!

[laughter]

Monitor1: Sit closer, it's your case. You are familiarised with TPR?

Chandler: Total physical response-yeah-

Monitor1: Total physical response; thank you.

Monica: You remember something [chuckles]

Ross: Pasapalabra

[Whispers]

Monitor1: Ok, you guys are ready? [Unintelligible] your cases, your papers-your roles sorry, not papers-[laughter] Ok, you've got five minutes so now- So I'm gonna [unintelligible] in your leisure time ACTION! [claps]

Chandler: Ok, I need you to stand up, please stand up, I need you to go there please and make a line altogether. Ok, remember that I'm the teacher. Ok you stand up too-you're part of the class so stand up, make the line and do this please! [Makes a specific movement]

[Monica whispering: *vamos a jugar al fusilado*]

Chandler: No, it's not that game! So this game has no name.

Joey: Is this *fusilado*?

Chandler: No! But once I say-once, I say, for example, orange! You move one step forward-so orange [moves one step forwards] you repeat orange and move one step forward, right?

Monitor2: *Pero usted no dijo eso poh profe-*

Chandler: Now I'm saying it-now I'm saying that ok?

Ross: Sorry--

Chandler: What?

Ross: What's this? Are you sure you've done this?

Chandler: Yes, I'm sure-this is the warm up.

Ross: Excuse me, kids, this is just nothing-

Chandler: I need to activate like the mind, the soul, the body-everything. It's before the class-

Ross: Yeah, I mean this sounds nice, but there's like thirty, forty, and we don't have a big classroom.

Chandler: But it's working, I think it's working-

Ross: Look yeah, sure but go ahead we can talk about this later but listen to me this is not gonna work.

Chandler: Ok-

Ross: Ok, continue. I-I-I'll be-I'll be watching-

Chandler: I don't want to continue-

Ross: Yeah?

Chandler: Do whatever you want-

[Joey: You've ruined it!]

Chandler: I think that's it.

[Claps]

Chandler: maybe? Not-

Ross: this is not going to be in the PSU, SIMCE; this is not really useful-this is gonna be fun, but you can do it in the break.

Joey: But this is beyond-beyond like classes beyond topics, beyond writing, beyond reading. This is like make them move because they need movement in the classroom, they're like I don't know how many hours, seis hours, six hours in the classroom. They need to move; they need to activate their minds.

Ross: So, that they can be like you, right?

[Laughter]

Monica: Bitch!

[Laughter]

Chandler: Let's go outside if you want.

[Laughter]

Chandler: And play, and dance-who's the best dancer-

[Laughter]

Ross: Lip sync-

Chandler: Lip sync battle-

Joey: Lip sync for your life-

Monitor1: Ok. How any of them was socially aware?

Monica: What?

Monitor1: How any of them was socially aware?

Joey: That's bullying-wasn't going to work-

Monitor1: How he was socially aware?

Monitor1: Naah! You're kidding-

[Laughs and whispers]

Joey: Socially aware-

Monitor1: Yeah, it's kind a long shot; that's why I really want you to reflect upon how they can be socially aware.

Monica: I think obviously Chandler.

Chandler: (?Do) we have to say names

Monica: I think obviously the teacher "she" [chuckles] because he was more concerned for like-their health and their-you know to activate their minds-and to, I'm sorry-to do different things

besides only being sitting and, writing, and reading-so I think-I don't know if it's socially aware is that-what it is?

Monitor1: I think it can connect with the resourcefulness that our-socially aware teacher has to have in order to be a good teacher because I think that our lessons are not only the content [Monica: Yeah] but also the outside-things that could help students-relation in instructions or words in English to actions [Monica: Yes-] and that's how TPR works.

Monica: Yes.

Chandler: Didactic-

Monitor1: You can also [Unintelligible]

[Silence 50:26/50:38]

Ross: I think he-"she"-was-the pre-service teacher was more socially aware or the other one wasn't actually-[Monitor1: You] Me--because she cared about about the students' motivation-it wasn't-all about that you said all about content and-also developing other skills that were not related necessarily to reading or writing all of that they're not included in standardised tests which go way beyond school-and I think that-

Monitor1: Anything else to add? Ok, so we move to a wrap conclusions.

Monitor2: Can I add something? Because this not recording on video but what she was doing [chuckles] was gestualise. He, he-was doing the gestures of what the students had to do and that' s-that--not every teacher does that, and that's a really a conscious person and as we have said in the previous workshop: "a socially aware teacher is someone who is conscious too" that's it-let's move on to the wrap up-

Ross: In relation to that I wanna add [Monitor2: Ahora poh] yeah sorry, I want to add that she was (?:roaming) in the classroom-along with the students so-[laughs]-so she could give like the example instead of sitting in at her desk or standing still like in a-traditional classrooms, so it was like-it's like a statement, it's like trying to change the way-English is taught in schools.

Monica: Yes-

Chandler: Miss Sepulveda was one of them.

Chandler: Miss Sepulveda [Laughs]

Monitor1: Ok, so-going back to the original narration provided by-the teacher- What were the hardest and the easiest conceptions to develop through the analysis of the episode?

Chandler: The episode of-

[Laughter]

Monitor1: Yeah-narration provided by "he."

Joey: Can't believe it [Laughs]

[Silence 53:38/53:48]

Joey: Pardon-what was the question?

Monitor1: The hardest and the easiest conceptions to develop through the analysis of the narration-

Chandler: I think that the hardest and the easiest at the same time is just [moves closer to the mic] again, I think the hardest and the easiest like these conceptions or I don't remember the exact word-is only the word exclusion because the hardest point of view of that work is that of course the students were excluded because of their issues and backgrounds, I don't know but the easiest thing is the same word because you can-you can use that exclusion and those feelings to create bonds and to create a safe place and to-to lead the class to their backgrounds-so maybe it's just one word for hardest and the easiest at least for me-

Ross: Thank you [Chuckles]

Chandler: Thank you, Miss Sepulveda, 2018

Joey: 2018 [Laughs]

[Silence 55:01/55:11]

Monitor1: [Talking to Joey] You breathe air, you gotta say something.

[Laughter]

Joey: I'm trying to live.

[Laughter]

Joey: No, It's difficult to answer that question. It's really difficult because I cannot recall a specific concept to develop like "Oh, it was really difficult"-Chandler said already-he-he managed-

Chandler: I'm not Chandler, I am Chandlera.

Joey: Chandler-I'm sorry-Chandlera-

Monica: She-

Monica: I actually think that this episode in particular since it didn't provide-I- a problem like the chauvinistic kid, but I don't remember-the other one that presented a particular problem. This one didn't provide a problem in that regard, and with that in mind, I think the analysis was quite more difficult because needed more insight and a deeper understanding of our-maybe our loss or our-process of teaching and the educational system. I think actually that was the harder-the hardest part, the harder part. Not a conception but the analysis as a whole I do not know if you agree, with that-

[All participants: yes]

Ross: And I think that's why we can't come up with something-

Monitor1: Yeah-

Ross: Probably the easiest other than what Chandler said (?:will) be like empathy. It's really easy to-to connect with the story but really hard to come up with a more specific-

Monitor1: Because probably we never had the experience that the teacher he-he had and since we didn't that kind of experience, we can try to empathise, but we cannot provide insight of our own.

Ross: Right-

Monitor1: It's ok by you if we move to the last questions. Ok-in regards to didactics: What does it mean to be a socially aware teacher in Chile?

[Silence 57:32/57:43]

Chandler: To plan according to the reality, to the context-

Monitor1: Can you-?

Chandler: To plan a lesson according to the reality of your context, for example the context of the previous teacher or the teacher of the episode is different from-from mine so I had to plan different things even the curriculum-says one thing I have a specific context and maybe that lesson planning of the Mineduc is not the the-is, not an accurate one.

Monitor1: So the social aware teacher-has-I don't wanna say the balls-

Joey: But you already said it.

Monica: The guts?

Monitor1: He has the guts to get away from the curriculum in order to provide a class that is a-helpful?

Chandler: Maybe not completely-maybe you can-you can maintain, you can keep like with the objectives you can reach the objectives with a different methodology-

Joey: True-

[Laughter]

Joey: I agree, I think that being socially aware according to didactics, didactics-it's to be aware beforehand that you are going to face this, these issues, these contexts and different realities. So, I think that you have to be like mentally prepared like said in a mental environment to-to be able to face this 'cause it-it's really agotador? [Monica: Exhausting] Exhausting, it's harsh to keep on the track and not lose-the control of yourself 'cause you sometimes you empathize too much with them and then you want to be like in control of their problems and you cannot do that 'cause you are not like [Monitor1: you are not their moms] you're not their family, you-you are somehow the-their family 'cause they see see you every day but you cannot take charge of their lives, you can just help when you are in classes.

Monitor1: That goes way back to when we can talk about role models in the previous sessions because we, I think, we as role models can only do so much, but we cannot get into the lives of the students-Do you have anything to reflect upon?

Monica: I was thinking maybe being the socially aware teacher besides everything that you've say that it's correct I think-it's like creating this bond that is so difficult to create because when you have a big classroom and you have different personalities, not every person is the same, and you can't connect the same way with everyone but once you create that bond even though

it's maybe shallow or maybe very deep, you-begin to understand what they like, what they don't like-what they're interested in a discussing maybe, and ahhm they know that you care and when they know that you care, they can be like-you know-not that-bad-[chuckles]

Ross: Not, that bad. I wanna take from-I think a socially aware teacher has to be-willing to give the first step. Like-a teacher can't expect students to-like-to boost their own motivation by themselves or to try to connect with the teacher because that's not going to happen like automatically, unless like maybe in some really specific cases but not as a general rule. During the whole teaching experience that goes others like the whole year or the whole time, I don't know; the teacher should be able to-research like not academically but to be able to notice like what others said-to notice what their interests are, what kind of skills and difficulties they have. Not only within school not only in the subject but also-I think you have to be like empathetic enough to understand that if a kid didn't bring the homework it's because they had problems, it's because they lived far away, it's because their family has issues or-

Joey: Don't support him-

Ross: Yes, so I think you have to be able to adapt over time to create more meaningful and more-inviting environments in school. It's hard, and it takes a lot-a lot-a lot of time and effort but-

Monitor1: But that's why we signed up for this-I think-anyone else has anything to add to the-? I'm inviting you to- [laughter]

Monitor2: Not to the socially aware thing but I wanted to ask you, Monica, if you used anything like any approach to teach them, we saw in the dramatisation TPR. You used anything like grammar translation, TPR, communicative approach, did you use any of that or-all of them?

Monica: I tried to do like lessons very varied like with many steps and-well my-when I began I thought that I would everything with the communicative approach that I'll speak all the lessons in English but then you know it didn't work that well. But not grammar translation I tried not to make them write so much only a few exercises for them to know like-how to do it like how to speak because that's what they need like they need the input even though it's written so they can produce something in English because they don't know. They know nothing so-I didn't have like an approach, I tried to do like the lessons very varied but I used-TPR for games and things like that, I tried to use videos and audios and writing in the board and make them speak-everything that could be used.

Monitor2: Did any of you when you were on your practicum used only communicative approach or did it work for you the communicative approach?

Ross: Supposedly-

Monitor2: Because supposedly according to the Ministry and the *bases curriculares*, you are supposed to use communicative approach.

Monica: I did but in the previous-practicum like practicum four- I think so-and-but the school was very well off. It was a private school, and all students spoke English, so I spoke English, and everyone was like, “we understand”-It was like the easiest practicum in the whole world-

Ross: Easy peasy-

Monitor1: What a lovely place-Shall we?

Monitor2: Yes, thanks for your participation

Monitor1: Thanks for your participation guys-

Transcription Workshop 5: Teacher Training

Monitor1: Ok, hello guys, than-- thank you for your participation and coming here this morning. This is our last session, thi-- this is workshop workshop five, teacher training. First of all, you are all familiar with the term of “*episodio protagónico*” do you know what it is, can you tell me what it is?

[Silence 0:39/0:49]

Monitor1: So, *episodio protagónico* is based on the research made by Hevia in 1990, where [chuckles] he stated that *episodio protagónico* is anything that-created a huge impact during your practicum process or your teaching process-that affected or make you change some of the viewpoints, preconception and thoughts that you had regarding of pedagogy. So, for this workshop which its thematic is teacher training I want you to tell me what do you understand by teacher training.

[Silence 1:29/1:43]

Chandler: Maybe it could be like the act of being teaching-

Monitor1: Ok

Chandler: Itself, like the action-I don't know.

Ross: I think it's more- I'm not sure but I think it's both related to teacher preparation [Rachel: Yeah] like in university and the process of actually becoming a teacher.

Monitor1: Yeah

Rachel: I think it's just the teacher preparation that you receive-

Joey: I see it like an instance to fail, to make mistakes in order to improve as teachers so, it's that instance 'cause, when-then when you're teaching, you're already teaching, it's not like you have a space to make those mistakes,

Monica: [Unintelligible] What we've been doing in university all these years I think-

Monitor1: Ok, so we explained it in this way. We take into consideration all the dynamics that involve the relationship between the universities in Chile, the additional context and the students that get into the programmes of teacher training. Here- we have a list of the skill that should be mandatory for everyone who is training him or herself to be a teacher, which is the adequate and coherent development of oral and written skills, the capacity to communicate in the second language, the domain of learning theories, quantitative analysis knowledge among others. These are stated in the-by the Chilean Ministry of Education in 2014--I think that's about it, that's-that is the explanation that we have. Ok so, in the board you have several questions for you to reflect upon and see if you have any case during your practicum process that fills the criteria and you want to share it with the rest. Do we have an example?

Monitor1: The only-- the only thing I can think about is during my last practicum process I had a student who was deaf and I really didn't know how to teach them--teach him because I couldn't communicate in the same way that I could communicate with the rest of the class. So it was quite an experience for me to try to learn how to teach him English and I failed completely-[chuckles] but I think that's the-example I want to give you because in university didn't prepare me at all to be a teacher of someone who has special needs.

[Silence 4:49/4:56]

Rachel: I think that one inconsistency-between university and the actual work at school-in my experience were the micro teachings because in our case the micro teachings were very- [Joey: smooth] yeah! Were like a nice environment you know to teach. So, of course it's an unreal context because everybody here knows English and all that but then you also at least I didn't learn through the micro teachings how to deal with conflicts or hard situations in the classroom. So, of course when I faced my first lesson at school for example, that was a completely different scenario and didn't have anything to do with what I have learnt from the micro teachings. I remember once, a classmate proposed to bring like students from different schools or something like that to--to participate in the micro teachings and do like a kind of a more real-context. However, it's impossible to do that [unintelligible]

Monitor2: We proposed the same, we had classes with Kenita and we proposed the same. Although, Kenita always tried her best to be like the disruptive student. You kind of has that [chuckles] we kind of had that experience.

Rachel: In our case, we didn't even have that like it was- because we had our microteaching with Lery and it was a very perfect context. Everybody did what you asked them to do-

Joey: Everything was smooth sailing.

Monitor1: Anyone has something to add? While we-think about the experiences.

Monica: Well I think this is something that all of us have faced-I mean I think that--like for your experiences, what you've said-that university tells us that we have to teach in context things that are interesting for students and there are dyn-dynamic lessons but when you are actually teaching a lesson in a school you have to do like what the book says and--I think we all had that experience. I don't know Ross, yes [Chuckles]. But in our placements, they were like very strict and all of the-- everything you had to teach was based on the book and the book was [Gesture of disapproval] I don't know what to say-[laughter] So that's one of the biggest inconsistencies because you don't have the freedom to do what you want.

[Silence 8:04/8:09]

Monitor1: Anyone have their experience- anyone has decided one of the experience? Do you have a title, a name or something?

Joey: The idea is to recall an experience-?

Monitor1: Ok- how could I--

Monitor2: It doesn't have to fill all the questions but it has to be related to what to one or two maybe.

Joey: At least one.

Monitor2: At least one but it has to do with the questions. Think about a title then you give us the synopsis.

[Silence 9:04/9:20]

Ross: Is it the--?

Rachel: The tutor is from university and the guide teacher is from school-

Ross: Ok

Monitor2: the tutor from university and the guide teacher from school.

Chandler: Do we have to give you the title, right?

Monitor2: Yes

Chandler: Yes, I have a title.

Monitor2: Ok. Are you ready?

Chandler: Iceberg.

Monitor1: Iceberrrrrg [chuckles] [to Monitor2] you are writing.

Chandler: It was an honour to play with you [Joke related to the movie Titanic]

[Laughter]

[Silence 10:10/10:43]

Rachel: I have one: "Not in the mood"

Chandler: Not in the what?

Rachel: Mood

Joey: Not in the what?

Rachel: Say what?

[Laughter]

Joey: This is all will be transcribed you know-

Chandler: Not my problem.

[Laughter]

Monitor1: Do we have two?

Joey: Do we all have to say one title, right?

Chandler: Yeah. *Enchufate poh.*

Joey: *Pense que me podia eximir*

Monitor2: *Cinco workshops-*

Chandler: Three times, three times!

[Laughter]

Monitor1: Three times and you say the same thing-come on.

Joey: So do we all have to-

[Laughter]

Monitor1: Come on, man. Get your shit together!

[Laughter]

Chandler: Not in the mood, episode 2-

Ross: the sequel [chuckles]

[Silence 11:55/12:31]

Joey: Ok, I have a title- "Let's talk"

Monitor1: Come on it's just a title guys!

Joey: With an exclamation sign at the end.

[Laughter]

Chandler: Welcome to art attack!

Joey: Cool, No? [Imitates the host of the show Art Attack]

Rachel: *Genial* [Imitates the host of the show Art Attack]

Joey: *Genial ¿no?* [Imitates the host of the show Art Attack]

Ross: Two heads.

Monitor1: Two heads-

Monica: ¿*Cuál?*

Rachel: In one hand

Monica: Two heads

Chandler: Did I listen correctly? Two heads?

Joey: PAAAAARDON?

[Laughter]

Monitor1: Everyone look at her [to the only participant who had not said a title]

Monica: Ok, SEN Student

Rachel: What?

Monica: SEN student

Ross: Sense 8.

Monitor1: SEN student like-like

Monica: Like SEN types.

[Laughter]

Monitor1: Ok, time to vote.

Chandler: Two heads!

Rachel: *Pero ¿no vamoh a hacer la-?*

Chandler: *Nop*, two heads

Monitor2: *La Sinópsis* [chuckles]

Monitor1: Yeah Yeah, Sorry Sorry-

Chandler: *Yo ya tenía mi voto*

Monitor1: Ok, number one “Iceberg” your synopsis. Try to be as objective as possible, try not to-be-try not to say anything in first person, you start like “the pre-service teacher thought that-the teacher thought that-blah, blah, blah”

Chandler: As you may know, in an iceberg you only see like-[Participants: top]The top, right? Like the 20% or something. So-iceberg is like an episode in which the teacher, the-the practicum teacher? [Rachel: Pre-service teacher] The pre-service teacher, sorry. The pre-service teacher only learns 20% at university and the other 80% is the reality so he has like a main challenge-how to deal-learn how to deal-how to-that 80%-HOW TO DEAL WITH THAT 80%, sorry. That’s it.

Monitor1: Number two. Not in the mood.

Rachel: So, there are ten students in the room, easy, right?

Monitor1: How many, sorry?

Rachel: Ten!

Ross: Ten!

Monitor1: Ten students

Rachel: But not so much when they are not in the mood.

[Laughter]

Monitor1: That was really short and to the point. I really like that. Okso, “Let’s Talk!”

Joey: Ok, so the pre-service teacher was used to the idea that students have to talk and be active and participate whenever he has a new and exciting activity but what happens when they are not in the mood [Laughter] Episode two. [Chandler: if you want to know more, subscribe to my channel] Give it a like.

[Laughter]

Monitor1: Ok, “Two heads”

Monitor1: Ok, and final, “SEN Students”

Monica: The pre-service teacher has only heard and studied SEN type students but when is faced to the reality of dealing with a SEN Student, every class of English is something different and challenging. Don’t vote for me [chuckles]

Joey: Please don’t.

[Laughter]

Monitor1: I think this is gonna be a close one. Ok, time to vote.

Chandler: Two heads!

Rachel: *Lo teniai' acá*

[Laughter]

Monica: Not in the mood, I vote for-

Ross: Two.

[Laughter]

Monitor1: What if she is not in the mood?

[Laughter]

Rachel: *Vota por el Ross.*

Joey: *No, no.* Not in the mood [Laughter] Sorry, I'm not in the mood to perform.

[Laughter]

Monitor1: Ok, so-[Chandler: Remember the transcription-sorry guys]

[Laughter]

Monitor1: Ok, so now, I want you to before you begin to re-narrate or re-state your case or experience, I need you to take into consideration the following aspects: external factors; physical location, where the episode took place, people who witnessed the episode, *comuna*-I don't know the word in English-things that were used in the episodes I don't know and internal factors; preconceptions, attitudes, moods and the psychological aspects. I think that's about it whenever you are ready you give us a sign.

Rachel: So the episode happens in *Colegio Wexford* which is in *la comuna de Providencia*. So it's a small school, very informal, students go with-casual *¿cómo se dice ropa de calle?* [Rachel: garmeths] *Ropa de calle* [chuckles] and they are small groups of people in general, like in the classroom there are small classes. So I've got to teach to 4th Medio, 1st Medio and then *octavo*. So, with *octavo* was the problem with the "not in the mood", this is the situation. The characteristics of the people involved in the scene they were all around ages-13 to 16 because there was one student that had failed some other courses and that was something very typical in the school I was teaching. There were very like varied type of students, they were not like a class itself, it was like everybody went there, but didn't really have like a bond to each other because the school had only high school. So it's started from *septimo*, but the *septimo* had two students so basically nobody came from the past class. So-I arrived there and I am so happy because they're ten students, there were, initially there were eight actually and I'm like "easy peasy". So I go there and I am like super empowered and excited to start and I noticed right away that they're like-like nothing, nothing is happening. Like I asked them-their names and they're like [bored voice] Monica, Chandler-like that and I'm like [gesture of self control] Ok. So I say "Ok, we are gonna start with a warm-up" "*NONO, NO QUIERO, NO, NO*" "Ya Ok, but stand up, this is the warm-up blah blah blah" No, still some students didn't do it, I said: "Ok, I'm gonna push them because probably with-as the day goes by, it's gonna be easier" Spoiler-IT WASN'T! [chuckles] So I tried to tell them like "Ok, tell me, I don't know, your interests or your likings" Nothing happens like that so I said "Ok, let's do it anonymously" Ok, so I-I give them a sheet to fill in, but still I tried some of the techniques and nothing happens, NOTHING. So-my preconceptions right away like from the first week was like "Ok, this is a very difficult group, the age range is-like a weird age range, plus-I had two SEN students and the school didn't have anybody to help me in that area. Actually-the *octavo* was working like *onda* (:on) the afternoons and on the afternoons, the psychologist w-w-wasn't there, we didn't have an inspector-anything! It was only the teachers, so it was really difficult. So, my guide teacher told me: "Ok, maybe you just have to teach them grammar because that's what I do and that what works because they are too small and they won't, like they are too young, they won't do anything else because they're like in that age where everything is complicated" and I said: "Ok, but I want to try" So I kept trying and trying and trying. The thing is that at a certain point, the teacher tells me that she is gonna leave me alone with that class because the idea was to teach the *septimo* as they were only two people in the room, she was going to do like simultaneously, so I was gonna be in charge of the *octavo*, all by myself and I was like "what can I do?". She was the *jefe de UTP*, [laughs] so I was like "What can I do?" so I say: "Ok" and then I kept on trying activities, I kept on trying like ways to do it, I talked to my-tutor here in the university, sh-she suggested some things but they never, never worked and as the time went by, I developed like a very-like a wall I would say-I just didn't get along with them, they were

never in the mood, some of them were sometimes, but it was super difficult to keep that mood the entire lesson, so I-I had lots lots of problems and yeah-the day I left the room I was like “Ok guys, this is my last class, bye” and that was it, [chuckles] like

Joey: Were they nine year-were they ninth year?

Rachel: Yup, *octavo-Octavo-*

Joey: *Octavo-*

Rachel: *Sí*

Joey: What type of SEN students?

Rachel: I had one [chuckles] ok, Asperger-and the other one has-I don’t know how to say this, I don’t if it’s-no, it’s not borderline because that’s-psychological-this is like-*era limítrofe*.

Monitor1: Borderline

Rachel: *El niño--¿sí? Pero n- pero no es psicológico-- limítrofe en el sentido cognitivo*. So, basically with this kid-I would give an instruction and he wouldn’t get it. I would try to help, but still it was super super difficult, he--plus, th-the classmates didn’t help because they will make fun of this guy so-It was horrible-yeah-

Ross: During the class?

Rachel: Like I don’t know, once I did a dynamic like with mimic and-they were telling awful things to this classmate like-I don’t know he was trying to say for example-“that beautiful butterfly” that was the sentence he was trying to-to act, and they would say: “fat!” “pimples!” I don’t know, like all those kind of gross things and that was another very difficult situation.

[Silence 28:09/28:17]

Monitor1: Any questions?

Ross: Did the-the guide teacher tell you anything about the class- like how to handle them?

Rachel: She didn't know them too well because they were mostly new-so-she would always give me this advice of like "just giv- just-just teach like very simply, just teach grammar" she told me like: "They are not gonna behave the same way that 4th medio do" so I was like "Of course" but I still didn't want to teach grammar. However, I did. At last that was my only resource, I-I taught them like vocabulary, very isolated, like everything that you don't want to do when you go out of university, that's what I did-with that class.

Ross: After trying-

Rachel: After trying yeah-warm-ups like-discussion circles but-it was pointless-

Monica: And was there an event that made you change your mind, like stop trying and continue with grammar? What there something like you know you said "this is like [Unintelligible] - worse than everything"?

Rachel: I think that-I don't know, I always thought that I was going to be very pa-patience with everything that was going on but at some point, I just, I just couldn't, couldn't because they kind-of-I felt that they interfered with my own personal boundaries so for example, when they did this-to their classmate, like when they started saying "fat" and all that, I felt like personally attacked, I felt like in any other situation I would've probably shout at the kids and all that, and I kind of did but like I couldn't-like-I couldn't stand it, that was just-against all my values in a way, so-I started saying: "Ok-"

Monica: So you would said that was your turning point, like that thing that they did to the SEN student.

Rachel: Maybe that was like the strongest, yeah.

Monica: Ok.

[Silence 30:38/30:44]

Rachel: And plus I didn't felt like-feel very supported by my guide teacher because she wasn't there-like-

Ross: And-what about your tutor, you said that you tutor gave you like some ideas that didn't work, but did he give you some kind of support? Or other kinds of guidance?

Rachel: I mean we always-met in the group and talked about situations and I thought very like emotional supported, the thing is that I feel like maybe-I was so-so mad at the them in a way that at some point, I started not really planning my lesson, not really doing anything, like I-I didn't wanted to-to feel like they weren't worth it or anything but I think that naturally it happened. Like I would do everything for the 4th *medio* everything and for the octavo I was like "Nah-" like "Whatever-whatever comes to mind when I'm with them"

Joey: That happens a lot-

Monitor1: Any more questions?

Ross: Yeah, just last one-I kind of-guess the answer but did you feel prepared for this kind of situation? Or did you feel-maybe--many of us don't-I'm not like actually prepared for certain things because we didn't work enough, we didn't pay attention or anything but did you feel like the programme at UMCE helped you? Or could've helped you-to face that kind of situation?

Rachel: I think somehow-it did? But the thing was maybe a lack of experience because all of my teaching experience--previously were with adults so or like private lesson with kids but never a-a-a group with--those characteristics so I feel like-no programme can really prepare you for emergency situations you see? so that's the things that you learn there and how you handle them there so-I think somehow it did because I had a-I always felt very-prepared in terms of like--pedagogy knowledge or-language knowledge so I didn't feel weak but my thing was with like class management in that aspect-so I feel the same thing I said about the micro teachings, they were very unreal so I never got to face a situation like that.

Monitor1: Ok-if it's ok by everyone to move to interpretation? To the next part? Ok, Monitor2 is gonna pass you a bunch of question that I want you to reflect upon and since we have mixed

up--some of the questions, we should keep doing it. The-what would you have done differently and what you-what would you have done similarly you can answer in the--same questions-in the same questions and what type of teacher is being represented and the characteristics, and the final one, how these characteristics or this case reflects the Chilean reality. I want you to-[unintelligible] So whenever you are ready, please raise your hand and I'm gonna give your turn to speak.

[Silence 34:34/34:41]

Ross: Shall we start by the first one?

Monitor1: Yeah, yeah. What you have done differently and similarly.

[Silence 34:46/34:55]

Monica: I think that similarly I would've done what she did. That was like she exhausted all her resources, like she all the knowledge that she had regarding you know classroom management and techniques and activities, she tried it all and I think I would've done the same. And-it's hard to you know like to think of yourself in that situation 'cause you haven't been there, so-it's hard to say like: "I would've done something differently or similarly" because things affect you differently, we are different people but I think that she-she-tried her best and at the end she-she just gave up and I think we all in a point, in certain points just give up when things don't get the way that we would like them-so that's what I've done similarly.

Ross: I agree with Monica-I think the-pre-service teacher did the right the thing like trying to-like you said exhausting all her options-and-I also think it's a very difficult thing to say what I would've done differently because I wasn't there-and it's a very emotional and personal issue, more than a technical or academical-so-with that in mind, I might have probably I don't even know but-like try to stop the class, not doing the class and-talking to them like "Ok, what's going on? What's wrong with you?" [chuckles] not like that [chuckles] like-"what's the matter?"

Monica: Did you ever do that? Like-[Rachel: Yes] a lot?

Rachel: Not a lot, [Ross: A lot] I-I did it once actually. I did it once because-previously I had done it with the first medio so it was like "Ok-this is gonna work"

Ross: It works-

Rachel: But they were-the thing is that they wanted-to have-a worksheet and do the worksheet the whole-[Ross: Really?] the whole lesson-yes! That was easier because they could talk to each other and not really work, you see? so that was the thing. So I asked them “what happens?” and then you have the same passive attitude, they were like [gesture]

Joey: Nooothiiiiing [bored voice]

Rachel: Yeah, like nothing-[bored voice] And then I gave up with that very same activity too, I said “OK LET’S KEEP MOVING!”

Joey: I think I would’ve done the-the same ‘cause it happened to me. They wouldn’t work, they wouldn’t talk, I asked them and they were like “I don’t want to talk to you old man” something like that-so-maybe one thing I would do-I would-I would’ve done differently, would-the kid that they were mocking at maybe not putting-put him in the-in the centre, or that but I wouldn’t know that he was so mocked if I didn’t-do that activity so-it’s kind of complicated to know before-beforehand how are they going to treat him-so-

Chandler: I don’t know what-what-what I could add to the answer because are very similar to one another-so-that’s my answer-

[Chuckles]

Joey: That’s Ok.

Monitor1: Ok, so, what type of teacher is being represented?

Ross: Resourceful.

Joey: Persistent

[Laughter]

[Silence 38:58/39:12]

Joey: Patient-she would've lost her mind-

Chandler: Strong.

Ross: Sensitive.

Monica: Mature-I think, to not to take like things personally.

[Laughter]

Monica: *Nah*, I would've like abandoned everything and go away.

Monitor1: For those who say a word and didn't give an explanation, can you provide an explanation for your word?

Ross: I said resourceful because she had like-she tried many different approaches and activities after she didn't have anything left to tried, and-she even tried-the suggestions from the tutor. I think that's resourceful enough.

Joey: What did I say? persistent and-

Monitor2: Persistent and patient.

Joey: Well, patient 'cause we all would've thrown the sponge [Laughter] [Rachel: the towel] *la esponja, la toalla, es como lo mismo*. Ok so, I think that you didn't, you keep on trying, it was a difficult scenario but didn't care. You felt prepared enough to maybe face those kinds of situations and also I think that you're-I said patient and now [Monitor2: persistent] persistent

‘cause you never gave up-with them ‘cause you tried-I-I mean at the end, it was like “it is impossible to do something else” you have to be like I don’t know like s-studyful, I don’t know, knowledgeable person to have lived all those scenarios before and then you maybe you come up with something. Anyway, nevertheless, you-you keep on trying with what you had on-on your disposition.

Chandler: I said strong because of course with this process, it doesn’t matter like the person, you need to be brave and strong enough to face those-those kind of situations that can arise. You are not prepared so [unintelligible] you need to be like mentally and someth-sometimes physically prepared. Because you body reflects what your mind could feel or can feel.

Monitor1: Ok, how does this particular case reflect the Chilean reality-

Joey: The same as we have said the previous workshops [chuckles] We’re not prepared enough to face those-real things that are everyday in all classes in everywhere in the world, not just in Chile, but especially here is that we’re not prepared from here from university. At all.

Rachel: Can I add something?

[Laughter]

Joey: Yes, you can-

[Laughter]

Rachel: I think that it reflects like-how teachers give up with students when they don’t get what they-like what they want, when they don’t establish a bond because I think that was the main problem, I don’t think I was like-maybe running out of any source, like I didn’t-I don’t think that I tried everything, you know? I think that at some point I stopped trying and maybe there were many-many resources that I-had that I didn’t want to put into practice and that’s a horrible a-thing to do it because that’s like stop caring and that’s what I did, I stopped caring about-

Monitor1: Due to burnout?

Rachel: Yeah-the-yeah because I think that--the reason why I keep-I kept like going and doing stuff was because that was my responsibility because I didn't have the guide teacher with me so-if I-I-I didn't have an option, but, moreover, I feel like-stop caring is something that really-creates distance between you and the class, and you're not acknowledging them so-

Monitor1: I remember the workshop where Monica gave her speech about being a type of teacher and I think that you were-obligated to be the type of teacher that just do the job and then goes home and don't care, but not because you're not a-a teacher who cares but the situation pushed you into that.

Joey: At least you tried-

Monitor1: Yeah, you tried but nonetheless, the situation and the whole environment pushed you to be the type of teacher that maybe we don't wanna be.

Rachel: Right.

Monitor2: But did you change with all your grades or just with them?

Rachel: No, just with them

Monitor2: Then you are not a bad teacher. -It was just the situation with them-

Monitor1: But I was thinking that it's quite an interesting thing to reflect upon, that some classes are just unmanageable? And push you to be the type of teacher that you don't wanna be and that-that's the thing that we always criticise and the thing that we all-I think we all have in our minds. Over here, something?

Ross: I was thinking about two-different but kind of connected things, like one is the lack of support from school, like it-it's really astonishing that there was no like psychologist or some kind of aid for the teacher, and for the students, especially the ones with SENs-and the other one is-I think it's a very Chilean thing or very widespread that we-don't give much importance to emotional education and-I think if those kids had the opportunity to live like a long process of emotional education, it wouldn't turn out like that, or at least you could've had-like more-instruments to reach them and they would feel less-threatened or pushed out by the lessons, and they wouldn't mock their classmates, at least not as much or not in that way or I don't know it

has like-[Rachel: Also if the other teachers would've support the situation like the other-the Math teacher, the Spanish teacher because once a student explicitly told me that she-that he would like to jump from a third floor because her mum didn't love him and I of course, told that to the head teacher and she was like: "*es que el es mentiroso*"]

Joey: That happens-

Monitor1: The class was like th-like this with every subject or just with English?

Rachel: I don't know.

Monitor1: You didn't talk to the other teachers?

Rachel: No.

Monitor1: Ok, anyone has anything else to add?

Monica: Yeah-I think that another thing that was very like-Chilean was like the mood of the students in the classroom, like not wanting to learn English and not like accepting any kind of activity and-not participating and just don't care about anything. That's a very Chilean thing towards English I think, they just care about like the subjects that they know that they are going to be like evaluated on-like-Spanish and Maths and Science and History and that's it and F-because- they have this attitude towards the teachers and they create the mood in the classroom and-inevitably like all of the students fall into that mood. Maybe one student is interested in learning English but with the mood of not being interested and not wanting to learn anything from the teacher, anything of English, they just fall into this mood, it's like inevitable, that's very Chilean.

Monitor1: Ok, if it's of if we move to the dramatisation part? [the participants agree] Ok, you have to select two people

Monitor2: *Solo quiero decir que la Mónica, que la Rachel no ha hecho ninguno-*

[Off topic conversation 49:00/49:42]

Monitor1: Ok, you have to select one of the two roles, A or B

[Participants discuss about the roles and the situation]

Chandler: Come in!

Rachel: Hi! How are you?

Chandler: Hello, how are you?

Rachel: I'm fine, I bring you the rubric-

Chandler: So, you are the English teacher, right?

Rachel: Yeah [Confused voice]

Chandler: So why this rubric is in Spanish because you're the English teacher.

Rachel: Oh no! yeah! It's because the--*Jefe de UTP* asked to do it in Spanish. I hope you don't mind 'cause that's a (? : requirement) of the school-

Chandler: I mean I don't mind if you have two for example, two rubrics: one in Spanish, one in English but it doesn't matter, it's in Spanish-whatever-Ok-yes-so yeah-you have vocabulary, grammar, yes, but here you have something related to emotional con-emotional like content.

Rachel: Yeah, that's like the other objective, you have the two objectives first, and that's the other one.

Chandler: So, do you think this is useful? I mean, do you really want to evaluate this?

Rachel: Of course

Chandler: Because we have like grades from one to seven here in Chile as you may know of course, but you cannot like measure according to emotions-I mean I need to know if the vocabulary is right, if the grammar is right but emotions?

Rachel: I mean-you can do it like a formative evaluation-

Chandler: I don't know, I think need to see how you, I need to see how you are evaluating this course. I think you need to read and re-read again, and I think if this works or not 'cause I don't think it's good, it's a good rubric.

Rachel: But-but-but-if the school asks me up something you tell me a completely different thing, I don't know!

Chandler: Maybe you should talk to UTP and after, of course you need to do it in English because I'm your English supervisor, and then you can come back and-and tell me: "This is the final rubric" so this is not working for me-academically is not good for me. It's not enough.

Rachel: So I have to change everything because there [Unintelligible]

Chandler: I think you have to change not everything but at least like this part, the emotional part, is not enough.

Rachel: But the evaluation is tomorrow and you just gave me the meeting today-I asked you last week and-

Chandler: I'm really sorry but this is how education works here.

Rachel: Ok [disappointed]

[Claps]

Chandler: I WANT TO CRY! I WANT TO CRY!

Monitor2: You know that the example is real. It actually happened to one of us.

Rachel: Really?

Monitor2: Yeah.

Rachel: To you? [chuckles]

Monitor2: No, it wasn't me [Laughs]

Monitor1: Ok, how can anyone be-socially aware in this case?

Monica: He was the-was he the-guide teacher?

Monitor1: He was the tutor from uni

Joey: The tutor from uni?-

Monica: Interesting.

Monitor1: Ok, Does anyone in this case presents resemblance to anything like socially awareness-[Laughter] I didn't know how to state that question-

[Silence 56:19/56:25]

Joey: (?;Well) caring about our students' emotions and feeling I think that this is being aware, socially aware. At least what they-how may they feel, I think-so-we try to create a-not to create,

we try to-to guide our following society or future society to a-happier society 'cause being happy is what we-we think like is the point of this 'cause-teaching is not just content, teaching is how to feel good with-with yourself and with the rest.

[Silence 57:08/57:16]

Chandler: I think being socially aware is not only-can I talk?-can I talk, right? I'm an actor but-

[laughter]

Chandler: Ok, I think being socially aware [chuckles] is not only like-you're not only being like the teacher who is in front and teaching the content and all that stuff. You're also evaluating, right? and when you evaluate, you can-cannot only focus your attention on vocabulary, grammar-pronunciation or whatever-You need to-you need to take into consideration the other aspects, like the emotional aspect. If the student is Ok with the presentation-if the methodology you choo-you chose is like fits with the students' like-you understand I hope the-

[Laughter]

Rachel: Transcriber?

Monica: Transcriptionist.

Monitor1: Yes, transcriber

Chandler: The transcriber helps us-

Rachel: *El escribano* [Chuckles]

Monitor1: Ok-ok, so, I'm gonna move to-since he answered the last question so I'm gonna move to the other last question-What was the hardest and the easiest concepts to develop through the analysis of the case-showed by the participant number-I don't know.

[Chuckles]

Chandler: Number X

Rachel: *Claro*, number X

Monitor1: Hardest and easiest conceptions-

[Silence 58:46/59:30]

Monica: I think that the hardest preconceptions that you can-picture in this-case-is like-being in front of a lesson, of a classroom, of students and knowing that you are indifferent to them and not affecting you. That's like one of the biggest preconceptions because you have to be mature enough to deal with it and not let you break it, break you like-not let it break you, that's what I wanted to say-and the easiest is like-exhausting all of your resources because we are like-new teachers so that's what we would do-

Monitor1: We don't have a lot of resources-at all.

Monica: Yes-I mean like all the activities that we know.

Monitor1: Yeah, but I think that we don't have the experience to take into consideration all-all the things that we can do.

Monica: But at least everything that we know, everything that we've learn.

[Silence 1:00:41/1:00:52]

Ross: Probably one of the hardest would be like-measuring the gap between what you feel that you need and what you know. Like you know that there's a gap but you don't know what to fill it with--probably the easiest other than what she said--would be like--keep trying. Like, don't give up.

Monica: That's the easiest?

Ross: Yeah, like, you have to do it and if you feel like you're just doing it for the sake of it-you just better do it somehow. It's not easy itself, it's an easy idea.

Monica: Yeah-

Ross: But it's hard to do.

Monitor: Anyone else?

[Silence 1:02:00/1:02:09]

Monitor1: Ok-so we move to the really last questions. Chandler here actually answered what does it mean to be-socially aware teacher in this particular context, regarding teacher training.
[Joey: He already answered so-]

Monitor2: Now we need the rest of you-[unintelligible]

Chandler: Do you want me to repeat the-?

Monitor1: You can-you can actually-

Chandler: I am-you can actually copy and paste that part [Unintelligible]

Joey: Rephrase, please.

[Laughter]

Monitor1: You can add up something that you [unintelligible]

Ross: Chandler et al.

[Laughter]

Ross: I don't know, I think I said it-I mean

Monitor1: It doesn't have to be Chandler, anyone can add up to that sentence.

Joey: In this context?

Monitor1: Yeah, regarding teacher's-teacher training-

[Silence 1:03:15/1:03:29]

Ross: One of the points could be-like--being aware that since we lack experience--everything that we may know or feel that we may know--will never be enough to cover every case and--every pre-service teacher should be like-willing to expand their-like tool kit? And-also to like being ready to face like different situations emotionally also, like not taking things personally, like learning from experiences-not letting things like-[Monica: affect?] Not aff- I think [Rachel: they will affect you] yeah things will affect you but how you take them--makes--a difference like-

Monitor1: Like to endure the things that will happen?

Ross: Yeah. Like something like enduring-but also like being flexible like, it's not like being hard, like it's more like absorbing things and-changing with them- So I-It would be like always-being ready to-keep growing. If you are just hard like things bounce at you-

Monitor1: Yeah-Grow- As a professional, as a teacher.

Rachel: I think it's also being responsible, with your role and always respect your students, no matter what because it's most of the time, it's not personal as Ross said and it's like a-reflection

of maybe things that they see at home or-like personal issue they have within themselves so-Like always being responsible and-trying to help, no matter if the kid-you get along with the kid or not.

[Silence 1:05:51/1:05:59]

Monitor1: Anything else to add up or-?

Monica: This is like-like-based on teacher-training in the university only?

Monitor1: Yeah-

Monica: I think that one of the good things that happen at university is when you have like these instances to share experiences and to grow together because you feel like-I think that when you go like to-to the practicum and you face like the classroom with all the students, and then you are so overwhelmed, that you don't know who to talk to. Like anyone can understand you bett-like no one can understand you better than your classmates because they've been through the same things, so that's one of the good things-the whole process, the whole teaching training but I think like-yes, we lack support, tutors like regarding our emotions and to control them, and how to-speak to students who are troubled maybe-and how to speak to parents maybe. Or to other teachers how to-you know, talk about the things that happen at-in the classrooms with other teachers, that's I think one of the-

Monitor1: I-I agree with most of it, I just want to clarify that this, this instance is not provided by the programme here at UMCE. It's provided by our research seminar and I think that is my part-particular that my-greatest critique to the programme, that it doesn't let you reflect with your classmates about your own process because when we reach the last placement and the last-instance that we have to reflect upon our ped-pedagogical practices, we're quite alone because our portfolio, reflections, even our defence of the thesis is done on our own. We don't have the periods to reflect upon and I think that that would really help-last year students for all the anxiety that the last placement involves.

Monica: Yes, you're right. In the final practicum we don't have that but like in the previous ones yes, you have like that instance to share our experiences.

Joey: I think one of the points of being socially aware 'cause--we already know that we have to consider or maybe the curriculum, the programme has to consider more things than just the

considered ones [chuckles] like the emotional education, all those things and that makes us socially aware 'cause we already know that we should have those classes and we don't.

Monitor1: I think that's given because at least, from my perspective, here at the UMCE we develop specialists of English not teachers. For example, in Alberto Hurtado they prepare teachers, like real teachers. They pass history of teaching, they have reflections upon the teaching practices and here we only-concern ourselves with content and knowing as much of English as we can possible learn and the other-the human part of being is not taken into consideration like at all.

Monitor2: [unintelligible] Plus, in here, no one prepares you to deal with a SEN students, I mean we have department of *diferencial* and we never connect and they never connect with any of other careers. So how do you really learn to deal with a student, a SEN type student if you don't really have the tools. I mean It's not about reading and doing a presentation to your classmates about the characteristics of it, of them. If you don't really know to put this into practice or if you don't have the support-to really deal with them.

Monitor1: I think the only instance where SEN students is taken into consideration is done by two teachers and by their own-agendas, it's not something like they teach because the programme says it has to be taught just because they know there's a lack of interest in that part of the programme.

[Laughter]

Monitor1: Ok, anything else to add before we do the wrap up?

Joey: As simple as that.

Monitor1: Ok, shall we close up? Ok-guys-I really really thank you for coming to the workshops, I-I don't think we can ever thank you enough for being-I hope-this instance help-helps us grow as a teacher.

Joey: Can you repeat? Ok, than you guys-

[Laughter]

Monitor1: Yeah-thank you coming and I hope this really helped your to reflect upon our pedagogical practices and things that we as new teachers or pre-services teachers-have experienced throughout the development of our professional careers. Professional careers. I don't know if anyone has anything to add up to reflect upon the workshops? Now it's the time to say it.

Joey: They were helpful, I think that I reflected upon things that I didn't in my seminar sessions. So now I think that I have a more clearly vision what I did wrong.

Rachel: I feel like this should be done in the professional career with your I don't know-department-colleagues and all that so I felt this is always very-helpful-so thank you.

Monitor1: Thanks to you guys for coming-I think you to want to add something?

Ross: Ok, I-I always felt during the practicum that the reflections were kind of useless? I mean it-it helped me sometimes to realise a few things but other than that it was very superficial. If-we had-more practical use like having these kinds of sessions using the reflections, I think that would be a good use to that.

[The other participants agree]

Monica: I think it was an instance of growth for us as teachers, as professionals because we-we have other perspectives to our like you know to our experiences and that's always helpful because when you see the things from other views-viewpoints, it changes your perspectives and it added-adds things that you would do. Thank you.

Monitor1: I think that's about it. Thank you for your participation guys and I hope we can repeat this in the future or maybe university will take notice to this, and add it to the curriculum.

[Participants say hopefully]

Results for Coding

Phase 1: Guiar el relato de las experiencias y que ellos sean capaces de identificar un episodio protagónico.

Workshop 1 (Anxiety):

AX1

AX2

AX4 (3)

AT1

ID1 (2)

1. Janice: When you feel kind of eager to do something, but-but in a negative way, you are like: yay! (Happy sound) I want to do this, but you are like (frightened sound). **AX4**

2. Chandler: The pre-service teacher like was thinking about the first day in school as a student and he started to think about how much noise he-he made when he was a student and how fun-how funny was for-for them-for himself and the other classmates that the had and--now he was on the other side and that-that made him-made him think about how difficult could be to control someone like himself. **AX2**

3. Ross: Sometimes, when preservice teachers are at their practicum they may feel-there is like a disconnection between what they know or what they think they know, and-what they want to do, or what they feel they should do and what the school and the whole system and the programme, be local or national (:wide)-pre-service teachers might feel there's a strong difference between those areas and you have-they have to like make adjustments to their beliefs-be-be like a real adjustments like they change it for real or just a temporal adjustment as while they stay in their practicum and that may cause like inner conflicts in them **ID1**

4. Phoebe: Ok, so every pre-service teacher are taught that they have to work a lot on their warm-ups and closure with the classes. But what happens when your guide teacher asks you no to do that. And if you do that you are helping your students, but if you don't-you affect them but your teacher will be happy with you. So what would you do in that case? **AX1**

5. Joey: I was thinking about a word that comes along with bonding (?:and) that was empathy 'cause we are not trying to control students but we are trying to create an empathy with them. We have-we-we try that-they empathise with us because we didn't when we were students so I think that the main problem with this practicum was that. 'Cause you can bond with one course and what about the other course. If you don't get to bond with them, they will not empathise with you and then you may fail or may not. **AT1**

6. Rachel: Well my story deals with the inner conflicts of a pre-service teacher who just won't match with the students in any way so she knows that she wants to do the best for the class but she can't stand the class. So what do you do when you have that conflict? **ID1**

7. Joey: Anxiety I think that would be, like a- lack of control in a situation, maybe? **AX4**

8. Janice: During your practicum you have ma-many supervisions but you never think that *UTP* is going to supervise you. **AX4**

Workshop 2 (Authority):

AX3

AT2

AT3 (4)

ID2

1. Chandler: The pre-service teacher has been forced to be some kind of authority, even when, this teacher has several problems with being an authority... **ID2**

2. Chandler: Because the pre-service teacher has never been like that strict or something and that's it. He is in a clash between the class his own beliefs and the beliefs of the teacher and the methodologies of the teacher that are based mostly on being an authority but- an authority in terms of-...Yes, authoritarian and- different understand-understandings about respect. **AT3**

3. Janice: [Thinking] The pre-service teacher was too flexible; so that, created a problem- among the students that almost lead to a -physical fight. **AX3**

4. Phoebe: As it comes from author, I think it is related with having the I am the author of this book can do- anything I want in a way with this book. **AT2**

5. Janice: And take it from that, I think it's kind of related with having the power to set like, a frame maybe? in which you can or can't move. **AT3**

6. Ross: So-in a way-it's like having the power and the responsibility of leading others in a certain frame of action in a certain context, but it also entails that you have the ability and the knowledge to do so otherwise, because one thing is like actual authority or like factual authority and the other one is like...perceived authority and if-if the people under your authority don't perceive you as having it- it will not work. **AT3**

7. Ross: It was a class that was really strict because the in-service teacher was very loud and firm and the pre-service teacher thought that he might try something new with the students. The students, were not used to that kind of situations a certain kind of to get manage to it and to chaos, to fire and destruction. **AT3**

Workshop 3 (Identity): *the other participants did not feel that they have to change their identity.

AT1

AX4__

1. Joey: The pre-service teacher, sorry! Though he could be playful and whatever but he realised that the students were not used to that-that's it. **AT1**

2. Phoebe: Ok, ok-she goes to introduces, I'm sorry-to introduce herself to the school and trying to explain that she's gonna be the pre service teacher in that school, but she's not welcome- [Joey: wow] so-it's the story of-very typical relationship [Unintelligible] I'm very good at this shit-thing-at this thing sorry. **AX4**

Workshop 4 (Didactics):

AX2

TQ1

TQ2

TQ3(2)

1. Chandler: The teacher felt like he was prepared to because he liked it to teach but once he entered this school he forgot something really simple that is that, there is not only one type of school, so he forgot that-there are different realities in every school and different context-contexts and he-rom the moment he entered he realized that he was in a different context that-he-[Monica: the previous] like what he thought he wanted to be once-[Monica: teaching?] No-once he was going to teach-I, I don't know, I don't know how to conjugate-well, that's the thing- **AX2**

2. Monica: Ok, so the teacher--has like-the opportunity to work in a different kind of school in which students don't go to school actually they are taught--like homeschooling, but they group together-so-they all are excluded from the system and-when the teacher realises like the difficulties-difficulties of teaching such different kind of students with so many problems-she can't-like-decide what is the best way to-to tackle like the whole subject and teach them something meaningful and-that would be useful as well for like the-you know the educational curriculum-that's it **TQ2**

3. Ross: Students at-at the level that they were in, were supposed to be able to-make oral presentations proficiently-and-the teacher realised that-some groups of students-might be able to do that but others were not and-even if they were pushed and they would not be prepared in time-so he had to-manage to find a way to evaluate them according to their-to their-skills and to their possibilities. **TQ3**

4. Joey: Ok, so the teacher had the idea of teaching-content related to the context and-when he faced the book-the book tried to teach money language but-also teaching sexism the book was full of sexists approach, so the teacher has to decide what to do, follow the book or to do something else. **TQ3**

5. Chandler: I'm an English student, I'm supposed to know. **TQ1**

Workshop 5 (Teacher Training):

AX3 (2)

AX4

ID3 (2)

ID2

1. Rachel: So, there are ten students in the room, easy, right? ... But not so much when they are not in the mood. **AX3**

2. Joey: Ok, so the pre-service teacher was used to the idea that students have to talk and be active and participate whenever he has a new and exciting activity but what happens when they are not in the mood [Laughter] Episode two. **AX3**

3. Rachel: I think that one inconsistency-between university and the actual work at school-in my experience were the micro teachings because in our case the micro teachings were very- [Joey: smooth] yeah! Were like a nice environment you know to teach. So, of course it's an unreal context because everybody here knows English and all that but then you also at least I didn't learn through the micro teachings how to deal with conflicts or hard situations in the classroom. So, of course when I faced my first lesson at school for example, that was a completely different scenario and didn't have anything to do with what I have learnt from the micro teaching. **AX4**

4. Chandler: As you may know, in an iceberg you only see like-[Participants: top]The top, right? Like the 20% or something. So-iceberg is like an episode in which the teacher, the-the practicum teacher? [Rachel: Pre-service teacher] The pre-service teacher, sorry. The pre-service teacher only learns 20% at university and the other 80% is the reality...**ID3**

5. Monica: The pre-service teacher has only-heard and studied SEN type students but when is faced to the reality of deal with a SEN Student, every class of English is something different and challenging. Don't vote for me [chuckles] **ID3**

6. Monica: Well I think this is something that all of us have faced-I mean I think that--like for your experiences, what you've said-that university tells us that we have to teach in context things that are interesting for students and there are dyn-dynamic lessons but when you are actually teaching a lesson in a school you have to do like what the book says and--I think we all had that experience. I don't know Ross, yes [Chuckles]. But in our placements, they were like very strict and all of the-- everything you had to teach was based on the book and the book was [Gesture of disapproval] I don't know what to say-[laughter] So that's one of the biggest inconsistencies because you don't have the freedom to do what you want. **ID2**

Phase 2: Obj: Descripción de episodio que se seleccionó, se les dio una checklist para que profundizaron en las preguntas.

Workshop 1 (Anxiety):

AX1 (5)

ID1 (3)

ID2

ID3
TQ1
TQ3 (2)

1. Phoebe: Ok, so. This was with a 10th grade, just girls and they were all between 15-16 years in *Maipú*. This was a-a public school and it was known for-the results in standardised test so they had very good results in *PSU* and *SIMCE*. The girls were also very reflective and-they really liked discuss about social things, social elements so they were really aware of the problems with this society and under this situation is that.

I had the 10th grade and the 11th grade, this was with the 10th grade, I am sorry I made a small mistake. And what happened here was with 11th grade that they were just two grades before that but they were really becoming aware of what was happening because as the school-helps them to do that they were really like in a *limbo* about what was right and was wrong and this teacher, this guide teacher told me not to do warm-ups because it was a waste of time. But, I decided to do it anyways because they needed that in order to contextualise what I was doing. So, she brought an example and told me to do everything exactly as the way she used to do it, using the same PowerPoint presentation, everything and if possible using the same exact words, but I didn't [chuckles]. **ID1**

2. Phoebe: So she brought me a very chauvinistic example. It was against my beliefs and I didn't want to teach the students that so I was thinking about how can I do this using these examples so I can be great with my teacher but not affecting my students. Because I don't wanna teach them to be like this. I want (?:for) them to decide if they are ok with this or not. So I used the warm-up as an opportunity, even though I shouldn't have done that, I used it as an opportunity to taught them-to-criticise if what the teacher was teaching them was right or wrong. It was just an example (?:like): **ID1**

3. Phoebe: "This is our table and this is the father, and the father sits right here, always, because he is the father, and he is the strong person in the house and he decides where he sits" and then I asked them: "How is it at your home? how do you do it in your home?" and they said "no, my father sits here, I sit there-" and then they started to see that the realities were different, but the teacher wasn't happy about it because we were teaching modal verbs like must and have to **AX1**

4. Phoebe: so, her idea was to say “The father **must** sit there”. So I asked them if that was the reality at their homes and a student said: “Yes, that’s what happens in my home because my father says that”. “So in your home, your father must sit there but in her house, it doesn’t matter. So you have to sit there but it doesn’t matter” and then they realised what was the difference between must and have, and don’t have to. But, I didn’t use the chauvinistic example...**TQ3**

5. Phoebe: it was very simple but as they are too young to decide by themselves I didn’t want to teach them that that was the right thing to do I wanted for them to decide by their own experiences and then they started talking, they had five minutes to discuss about that **TQ1**

6. Phoebe: but the teacher was looking me like “what’ve you done”. And-so I look in the other way and decided: “ Ok, I don’t care about that, I am not gonna do this”. **ID3**

7. Phoebe: Ever, like we should-[Janice interrupts her: Ever like after class or before-?] Never, like- she just sent me the PowerPoints-once a month and then she said “Ok, do it just like this, we have the test this day” and then when the class was finished, she left. Like she was running to her office. **AX1**

8. Phoebe: I talked to-about it with Daniel Ortiz, because he knew that my situation was difficult because we had a lot of fights with her during the whole process, because she was always judging the way I was doing things but by using what I was taught like closure and warm-ups, and the activities I decided to used. He told me to find a like a middle point about it-using warm-ups but very very short warm-ups and using their activities as warm-ups so it wouldn’t take too much time. That was the person that I could talk about it and of course, I realised that she wasn’t happy because of the final grade. She gave me a 4 and the other teacher gave me a 6.8 so it was like very different. **AX1**

9. Phoebe: Actually it was. Because first of all, that was the first class that they saw must, mustn’t, have and don’t have to and they realised what was like an obligation and what wasn’t. The content of the-of the-of the warm-up I couldn’t choose it. That was, it was where [Unintelligible] as I was forced to do that I decided to just do it, I just did it. **TQ3**

10. Phoebe: Because probably that was the first time that started to-it was like the breaking point with-in the relationship with the teacher because after that like she wouldn't talk to me ever again. It was like "you are not doing what I am telling you" with that exact words "you are not doing what I am telling you to" and I was like "I know". **AX1**

11. Phoebe: At the very beginning I related to that, I was anxious because I didn't know what to do but then I had to talk with a lot of people about it and said: "What should I do? What I think is right or not?" and they told me to-to follow my feelings, to do just what I thought it was right because actually it was the right thing to do and not only for me but also for my students. **ID1**

12. So, I just did that and then I was [Unintelligible] "she doesn't want to see me ever again so she will give me the four-" she will make me pass because she won't make me be here because I will be with her again. And that was what happened. **AX1**

13. Phoebe: Not actually because I don't like doing things in a bad way like doing things when I can't talk about it but if that was the situation, I didn't want to just do what someone else wanted me to do-and that would have made me feel bad because at the beginning I was doing what she told me and I couldn't sleep well [the rest agrees in understanding] because I knew what I was doing was wrong-so I just stopped doing (?it) **ID2**

Workshop 2 (Authority):

AX3 (4)

AX4

AT1 (3)

AT3 (3)

1. Monica: Shall I begin? so last semester I was doing my professional placement at a school placed on Ñuñoa--the kids over there are like-I would say-well off-yes? semi- semi-well off? and I was in- the classroom of the fifth grade students taking like a quiz, a quiz that I made and I approached a kid that was doing nothing and he was- like very pissed and I asked him "what's wrong?" and he said he didn't understand a thing and he wasn't going to do the quiz and that I

should go and put a one in the book, because he would do anything- he wouldn't do anything, I asked him why? **AX3**

2. and he said because, he didn't understand that I wasn't the teacher that he that knew that William-- the other teacher was the teacher- and I wasn't a teacher yet so I couldn't like take a quiz or a test or put a mark on the book because I wasn't a teacher, and I asked him: but what's wrong? I mean I'm doing this and all your- all your other classmates are taking the quiz and they don't have a problem, apparently- and then he refused to talk to me **AT3**

3. and the other teacher approached him and he told him- [Janice: The male teacher] the teacher; the guide teacher and the kid told him that he didn't want to take the quiz because I was a girl [nervous laugh] and that he thought that I wasn't like-able to do like a quiz or anything- and then after that there were like two other kids that were like "No, I don't want to take the quiz" I think because of the confrontation that happened because they were very close to him and then after I talked to them, they kind of you know solved the quiz and then handed out but this kid just was like impossible to work with and he only respond to the authority of the guide teacher. So, yes. Any questions? **AX3**

4. Monica: I had no idea. I never had any kind of confrontation before the quiz, I -because he was always like very, I thought that he was like-that he was like always playing and doing other things and not paying attention but you know he wasn't like a real problem because he wasn't like -like confrontative? is that a word? **AX4**

5. Monica: Yes! very stubborn and he said he wouldn't and he did not do it and then I talked to the like the- head teacher of the- you know the-[Janice: Grade!] Grade, yes, and she told me: "Yes, he has problem with female teachers- he's- she's been with-[Janice: She was a female teacher?] Yes, she was a female teacher, she was aware of that, she's been working with that kid like from first grade so she knew about him and she was like kind of able to control him but very like not that close you know- kind of hard to work with kids like that- **AT3**

6. Monica: So they are laic- and all of the kids are I don't know if all but most of the kids were like- raised by parents that were **laic /laik/ or laic/lake/**. **AT3**

7. Monica: I have watched the kid working when I was like observing the lessons and yes- I thought that was strange like the first time I did my interventions but I didn't pay many attention to it because he- he told me that this kid is like "he's been through a rough path and they are like full of problems" so that I shouldn't like- carry that weight on my own because they were like- trouble kids [laughter] and that was it. So, I didn't like pay too many attention to that kid. Much attention to that kid. **AX3**

8. Monica: you know I- wasn't like that kind of affected, because I understood that it was like a problem of the kid with all women, and all teachers in the school have felt that way before. So I wasn't like isolated that way and and it wasn't like my problem like I felt like "it is not about me, it's about like the conception of this kids so- **AX3**

9. Monica: Like- yes, I think so- [thinking] yes. I don't know what [the participant laughs and the rest too] I would have done actually but I think that I would' ve tried to gain like his confidence and his- **AT1**

10. Monica: His trust, yes, his confidence- [chuckles] Yes, his trust [chuckles] because he wanted to talked to William and he told him what was the matter to him and not to me, so I think that if the teacher, **AT1**

11. like the head teacher could do something about it all of those years ago then maybe I could do something as well- and maybe we would change his- way of thinking or maybe not, you never know. **AT1**

Workshop 3 (Identity):

AX3 (6)

AT1

ID1(2)

TQ2

TQ3

1. Joey: Ok [laughs] thank you it was *particular subvencionado* and-we were-with the eleventh year if I'm not wrong, third medio. Ok eleventh, eleventh year-there were like thirty five students more or less was boys and girls and-what happened was that; I was trying to create play games and be playful with them...**TQ2**

2. Joey: but they would-they wouldn't answer to that they would be always like passive aggressive with me and with all the other teachers, so I thought what I'm going to do with-with them 'cause it's not working but I didn't want to be behaviouristic so...**ID1**

3. Joey: I realised that my guide teacher was doing that along years, along the years, so she tend to give them like a reward if they participate and if they don't she-she wouldn't so they were used to that. So once, I tried to-to-I don't know-to bring a reward there was a chocolate [laughs] so it was like a game where you could-the row that-wins could take home-this piece of chocolate, but anyway I brought-chocolate for every row so at the end of the game, at the end of the class they participated all of them and I had to give them the reward, the next or

following classes I wouldn't bring them and they asked me for that like "*Profe*, are you going to bring the-"

"*Profe* are we going to get an extra point-?"

"Are we going to get a [unintelligible] grade-? Are we going to get a chocolate?" and I was like- "no, it was just once." **ID1**

4. Joey: Before I thought-they were not like interested in the themes or the topics that I was-bringing so I felt that maybe I should get to know them a-little bit well and then try to adapt to them but when I did it-they als-as they-still with that attitude like no answer. **AX3**

5. Joey: Terrible, 'cause I felt that I was like-the worst teacher [Laughs] 'cause I didn't talk with the other teachers until that episode happened that I talked with the other teachers they told me that they were the same with all the rest of the teachers so I felt ok, it's not me it's them...**AX3**

6. Joey: Yeah, they wouldn't participate 'cause-no matter what you tried to do with them they were always being like-like-I don't know "*la edad del pavo*" así- **AX3**

7. Joey: No, when I saw that, when it was observation period I-I observe them [Laughs] and they were-like the same, I thought and they were just like "*ordenados*" [Laughs] really quiet but they were like that in all the classes. We don't I-I they don't care what you're doing in front the-they were still quiet, so it was horrible 'cause you don't know if they're enjoying, if they're suffering, they're like nothing. **AX3**

8. Joey: One colleague told me that he thought it from the beginning like he was the problem, but when it-it happened the same with me, so he talked with the other teachers and they told him that the class was kind of trouble (?:difficult). **AX3**

9. Joey: Got them used to-to that behaviouristic approach so, they respond really well to that but to the other techniques, they wouldn't- (*Talking about his guide teacher approach with the students*) **TQ3**

10. Joey: I'm sorry because of my age, thank you [Laughs] 'Cause I felt that we could be, we could have the same topics to converse, to have [unintelligible] chat of but they wouldn't [Laughs] I had like a connection with three or four-maybe "*el grupito ese ruidoso*" [Laughs] I had like a conversation with them it once...**AT1**

11. once I had an opportunity where I try to make a girl to say something in English and she answered to me "*no te voy a responder*" with that voice, like-defying me to say something I didn't do anything so I just moved away 'cause I didn't want to fight. **AX3**

Workshop 4 (Didactics):

AX3

ID1(2)

TQ3(2)

MS2

1. Monica: Yes, and they have lessons every day from like-eleven AM to five PM and they have like big breaks so they can go out and they can you know-run and play everything and the preconceptions that I had well my sister told me like they were trouble kids and they-that-I should be very patient-and-that they don't have a good-like--how can I say this? [Joey: like-] like a ground [Monitor1: basis] Ok, ground. They don't have like a ground-yes they don't have like a good English ground.... **AX3**

2. They know like barely-almost-nothing that was the thing-and-well I was I felt ready to faced them for all-like everything that I was taught in university but when I faced them actually it was like-"this is a big challenge because they knew nothing" so-my-I had to switch between English and Spanish the whole time so they could follow-even a little bit of the lesson itself because they were like totally lost and-yes but-anyway they had like a good-like-they were in a good mood-like they wanted to-to know more like they were willing to learn English despite like everything that they've been suffering with the English-their whole-you know-educational life-so that was, that was nice-anything that I forgot? **ID1**

3. Monica: It was nice anyway, I like it even though I had to switch all the time and couldn't be that fluid, the lesson wasn't fluid and I couldn't do all the activities that I wanted to do because you know when you're like constantly switching then your classes are shorter and-but anyway I felt-I felt good and I felt like they were like genuinely trying to learn and that was like very-you know-[sighs with relief and express confort] **ID1**

4. Monica: Like severe depression, [Joey: [understanding sound] depression] and all they had to take pills, so they were excluded their-in their-like [Joey: former school?] environment, yes in schools and they suffered a lot of bullying, they had to move. They switched school like a lot so-the things that they learnt were like-completely grounded, you know because when you switch school then those kind of things happen. **TQ3** (linkeado con el número 3)

5. Monica: I think-that's a good question [chuckles] I felt like in school you don't care that much, maybe you're like dehumanised because there are so many students that you can't focus on all the issues that they have because I don't know maybe there are thirty students, that's a

low number but let's say thirty students and thirty different backgrounds thirty different problems that they carry, so when you're teaching like-a small number of students and you know that they have problems and you focus on them and you're like interested on make them-like understand and learn I think it's easier, it's easier because you-you can like create that bond instantly and when you create that bond, they want to learn. **MS2**

6. Monica: Can I say something that I forgot to say? I well, I was given like the-I don't know how to say this like the objectives of what they should know and what they should learn-like for every--grade of students so I like kind of mixed them and I didn't follow any book. I made the lessons on my own and I provided the material so they can-like practice-that was it. Ok? **TQ3**

Workshop 5 (Teacher Training):

AX1 (2)

AX2 (2)

AX3 (5)

AT1

ID2 (2)

ID3

TQ2

1. Rachel: There were very like varied type of students, they were not like a class itself, it was like everybody went there, but didn't really have like a bond to each other because the school had only high school. So it's started from *septimo*, but the *septimo* had two students so basically nobody came from the past class. So-I arrived there and I am so happy because they're ten students, there were, initially there were eight actually and I'm like "easy peasy". So I go there and I am like super empowered and excited to start and I noticed right away that they're like-like nothing, nothing is happening. Like I asked them-their names and they're like [bored voice] Monica, Chandler-like that and I'm like [gesture of self control] Ok. So I say "Ok, we are gonna start with a warm-up" "*NONO, NO QUIERO, NO, NO*" "Ya Ok, but stand up, this is the warm-up blah blah blah" No, still some students didn't do it, I said: "Ok, I'm not gonna push them because probably with-as the day goes by, it's gonna be easier" Spoiler-IT WASN'T! **AX3**

2. [chuckles] So I tried to tell them like "Ok, tell me, I don't know, your interests or your likings" Nothing happens like that so I said "Ok, let's do it anonymously" Ok, so I-I give them a sheet to fill in, but still I tried some of the techniques and nothing happens, NOTHING. **TQ2**

3. So-my preconceptions right away like from the first week was like "Ok, this is a very difficult group, the age range is-like a weird age range, plus-I had two SEN students and the school didn't have-anybody to help me in that area. **AX1**

4. Actually-the octavo was working like *onda* (:on) the afternoons and on the afternoons, the psychologist w-w-wasn't there, we didn't have an inspector-anything! It was only the teachers, so it was really difficult. So, my guide teacher told me: "Ok, maybe you just have to teach them grammar because that's what I do and that what works because they are too small and they won't, like they are too young, they won't do anything else because they're like in that age where everything is complicated" and I said: "Ok, but I want to try" So I kept trying and trying and trying. The thing is that at a certain point, the teacher tells me that-she is gonna leave me alone with that class because the idea was to teach the *septimo* as they were only two people in the room, she was going to do like simultaneously, so I was gonna be in charge of the octavo, all by myself and I was like "what can I do?". **AX2**

5. She was the *jefe de UTP*, [laughs] so I was like "What can I do?" so I say: "Ok" and then I kept on trying activities, I kept on trying like ways to do it, I talked to my-tutor here in the university, sh-she suggested some things but they never, never worked and as the time went by, I developed like a very-like a wall I would say-I just didn't get along with them, they were never in the mood, some of them were sometimes, but it was super difficult to keep that mood the entire lesson, so I-I had lots lots of problems and yeah-the day I left the room I was like "Ok guys, this is my last class, bye" and that was it, [chuckles] like **ID2**

6. Rachel: I had one [chuckles] ok, Asperger-and the other one has-I don't know how to say this, I don't if it's-no, it's not borderline because that's-psychological-this is like-era *límitrofe*. **AX3**

7. Rachel: *El niño--¿sí? Pero n- pero no es psicológico-- límitrofe en el sentido cognitivo*. So, basically with this kid-I would give an instruction and he wouldn't get it. I would try to help, but still it was super super difficult, he--plus, th-the classmates didn't help because they will make fun of this guy so-It was horrible-yeah- **AX3**

8. Rachel: Like I don't know, once I did a dynamic like with mimic and-they were telling awful things to this classmate like-I don't know he was trying to say for example-"that beautiful butterfly" that was the sentence he was trying to-to act, and they would say: "fat!" "pimples!" I don't know, like all those kind of gross things and that was another very difficult situation. **AX3**

9. Rachel: She didn't know them too well because they were mostly new-so-she would always give me this advice of like "just giv- just-just teach like very simply, just teach grammar" she told me like: "They are not gonna behave the same way that 4th medio do" so I was like "Of course" but I still didn't want to teach grammar. However, I did. At last that was my only resource, I-I taught them like vocabulary, very isolated, like everything that you don't want to do when you go out of university, that's what I did-with that class. **ID2**

10. Rachel: I think that-I don't know, I always thought that I was going to be very pa-patience with everything that was going on but at some point, I just, I just couldn't, couldn't because they kind of-I felt that they interfered with my own personal boundaries so for example, when they did this-to their classmate, like when they started saying "fat" and all that, I felt like personally attacked, I felt like in any other situation I would've probably shout at the kids and

all that, and I kind of did but like I couldn't-like-I couldn't stand it, that was just-against all my values in a way, so-I started saying: "Ok-" **ID3**

11. Rachel: And plus I didn't felt like-feel very supported by my guide teacher because she wasn't there-like- **AX1**

12. Rachel: I mean we always-met in the group and talked about situations and I thought very like emotional supported, the thing is that I feel like maybe-I was so-so mad at the them in a way that at some point, I started not really planning my lesson, not really doing anything, like I-I didn't wanted to-to feel like they weren't worth it or anything but I think that naturally it happened. Like I would do everything for the 4th *medio* everything and for the octavo I was like "Nah-" like "Whatever-whatever comes to mind when I'm with them" **AT1**

13. Rachel: I think somehow-it did? But the thing was maybe a lack of experience because all of my teaching experience--previously were with adults so or like private lesson with kids but never a-a-a group with--those characteristics so I feel like-no programme can really prepare you for emergency situations you see? **AX2**

14. Rachel: So that's the things that you learn there and how you handle them there so-I think somehow it did because I had a-I always felt very-prepared in terms of like--pedagogy knowledge or-language knowledge so I didn't feel weak but my thing was with like class management in that aspect-so I feel the same thing I said about the micro teachings, they were very unreal so I never got to face a situation like that. **AX3**

Phase 3: Obj: Analizar el episodio protagónico de forma crítica, sin juicios, reflexionar sobre las prácticas sociales, pedagógicas (preguntas dadas). Toman en cuenta la realidad chilena.

Workshop 1 (Anxiety):

AX1 (2)

AT3

ID1

ID2

ID3

TQ3 (3)

MS1

1. Ross: Personally I would- tried to-talk with her like even if she didn't want to, even if she ran away from me I don't know- I think that it's the only way I can fix things, talking. [Rachel: "yeah, right"] Even if it led me to know like for certain that she thought what I was doing was wrong and why-because I don't like being left with that sensation of uncertainness- uncertainty, sorry.

ID3

2. Phoebe: [Unintelligible] I try to talk with her. I followed her, I sent her emails, she wouldn't read she was like: "Everything was Ok, everything was Ok" [Ross: So, passive aggressive] I tried I really tried. **AX1**

3. Janice: One of my in-service teacher was similar and I think in a moment; I-I just let her do what she said. Like I said "Ok, I'm not going to fight anymore"--and I was in my practicum with Monica at the same school and we talked; and it was like "Ok, let's talk with Vania", our in-service teacher, and-explain that we're going to do what she wants us to do here. But-when the university comes to assess us-we're going to change and Vania agreed with us, and it was like Ok **ID2**

4. In that we feel like, because Vania wanted us to work with her book and-in a way there was kind of warm ups on the book and so we, like Phoebe said we-we tried to use what Phoebe the warm ups that were written like "Ok, we're going to do this!" and we changed the form but it was exactly what to do; what the books says to do, so Vania never had problems with that. So, in a way-it's different because at the beginning we just said "Ok, we're going to do what you want us to do" but at the end we changed. **TQ3**

5. Joey: I think that I would've tried that. To-try to fight like with minimum details because we can't like change too much the format that is pre-established cause we're in a practicum you are just trying to get well-we are being graded, we've been evaluated. From my point of view, is difficult to do something that is (:like) really impressive or like-that turns all the way- all the things around 'cause we can get a bad grade as Phoebe has said-so. **AT3**

6. Phoebe: I was really afraid! [Unintelligible] she hates me so much that she is gonna make me fail. I was at the very end, I was like "Ok". **AX1**

7. Ross: Because she analysed what the in-service teacher was telling her to do and how to-provide the contents to the students and-she didn't agree with the form, so she changed it-that so that she

wanted her students to think and analyse about what they were being told-and applied to their own lives. **TQ3**

8.Rachel: If Phoebe wouldn't have known like the basis, maybe of pedagogy, like for example being able to adapt things or knowing theory even because you know in order to adapt something you need the theory to do that so I think that she-showed as a knowledgeable teacher because she could manage the situation, and someone who-for example-haven't studied pedagogy wouldn't known how to do that. **TQ3**

9.Phoebe: I didn't want to become that, like too worried about everything everyone else wanted to do and not focusing on what my students actually needed to as a part of a-their, their basis as a human being so I thought like I don't wanna be like that. **ID1**

10.Ross: I think there is also another side of the coin 'cause all teachers are also like really useful to the system because the system wants them to be in a certain way. So new ideas are disruptive so they are not useful to like-what is already established, right? so I think in relation to that-the story is really connected to Chilean reality because-in University-they teach you many new [laughs] **new** kind of theories, new approaches, things you should do and you shouldn't do; things that are done and things you want to avoid but then when you going to practicum you see the reality and see how it-clashes, right? And that's what happened in the story now the point is, what do you do with that?, how do tackle that?, do you adapt entirely?. Do you do small changes that are meaningful like Phoebe did. **MS1**

Workshop 2 (Authority):

ID2 (2)

ID3

AT3 (3)

TQ2

MS2 (1)

1. Ross: I think that's like for me it would be like pretty much the same as Janice except that for me and for Chandler too. It's kind of different because we don't have that issue, we don't have to face that kind of problems- I never had anyone tell me "No, I don't believe you because you're a man" like "what?" [Chandler: It's even the opposite] Yeah it's usually like the opposite; even If I'm lying or even If I'm wrong people don't usually tell it- tell you that- but I think like the way to go it's like- should be very subtle like what Janice said, working on the subject without going like. **AT3**

2.Chandler: maybe like I don't know- any kind of video or any kind of activity to deal with the issue or problem, whatever you want to call it, not directly because maybe you're going to expose the students if you do it directly of course but- I don't know; trying to use things from their own interests for example games or I don't know things like with technology because they are accustomed to that- and related to the second question, I think [stutters] you-you-- what you did was the correct thing to do you talked with, not only with William but also with the head teacher of the- of the class and-- I would've done the same I think so yeah similarly everything because you're perfect, I don't know. **TQ2**

3.Janice:...so, now I was thinking "yes, we should have used different things and approaches" [chuckles] but no because you had a- text! **ID2**

4.Monica: Everything was kind of so scheduled like "you have to do this but this week then the next week this-and then the next week this" and they all follow the same programme, so it wasn't like a thing that we could do freely I mean we could change activities and some things like that but we weren't like able to change the subject of the lesson in itself, so it was kind of difficult. **ID2**

5.Ross: ...but it's hard to do it's hard to realize but especially when you're new and when you don't know the kids- and when you're still trying to find out what kind of teacher you are yourself. I think. **ID3** (negotiation)

6.Janice: I think there are two important aspects of Chilean society that are represented like the chauvinism and also this idea of like "Ok, it's what it is" like-- because of course Monica was the pre-service teacher, she would be with the students like five months and that's it- four months

I think? [the rest agrees on four] four! and that's it but the head teacher was working with the students for like many years and there was no change in a way. **AT3**

7.Chandler: I was thinking about how one kid from fifth year represents the entire movement of Chilean society now because from one side this kid represent mostly the Chilean society like the chauvinist men and even women-- and as Janice said how we do nothing to change that even if we try somehow but we still do nothing and at the same time-- like- he represents the entity that we want to change that we want to forget somehow and avoid of course- so it's really difficult to think- about a kid being like this because is something you want to change [other participant agree] and if you think even like more critically, is something that comes from I don't know, maybe from her-his family or-his-[stutters] or he saw something on TV or he read something and that shows that the society isn't changing at least for now. **AT3**

8.Ross: I was just thinking about- how the school paid more attention to teaching content rather than teaching values [Monica agrees] I'm not sure if it was the case because this is just one example but I think it's one strong example, at least one-- very important issue that we're facing today and everyone's talking about it either on one side or in the other but it's on the table so you can't just ignore it, you can't just say like just Janice says "Ok, it's just like that, that's the way it is" you have to have a stance [another participant agrees] and I think that's very Chilean like not having a stance or trying to avoid having a stance [other participants agree] like staying yellow. **MS2**

Workshop 3 (Identity):

AX1

AX2

ID2

ID3

TQ2(4)

MS1 (3)

MS2 (2)

1. Rachel: Related to the questions it's very hard to say because of course the situations-vary from context to context but like a good idea I think something that I've tried in the past is having class meetings so whenever something is not working all right you just-set like a little space in your class and say-like "ok let's talk about it" and you just-you can establish like a set of agreements between the participants so they can get to tell you "well I feel that If I don't get a reward for this then is not worth it, because I don't care about English" for example. And so,

then you have the chance to tell “ok, so what would make English interesting for you?” and they can get to, to talk, obviously a class meetings need a little bit of training in the class because the first time, they can be very like-lost-anyone-you can be very lost in that matter but then as you get to know them a little better they start-like having more confidence and know how to-how to talk and a good idea of that is that you don’t precede the whole class meeting but you have someone like a secretary that’s part of the group so he or she, she can lead the session and I don’t know I think it’s like-is not a waste of time, you see? it’s like-time-well invested. In a way. **TQ2**

2. Phoebe: I think that similarly maybe I would have tried to do the-like-try with the conductist or behaviourist activity but maybe in no-just to see if it works because-he didn’t know so the only way to prove if that was the way they were learning is first doing the same then (?to) try something different, so I would’ve done that too but if that doesn’t work I don’t-I don’t know the frustration would’ve been like-like-would’ve a lot [rumbling]-I don’t know what I would’ve done-So I (?said) I would’ve definitely done what Joey did. **TQ2**

3. Ross: Yeah, I would probably try to find a way to get to know what they are interested in. Class meeting is a very good option another one would be like a survey, exit slip, any kind of tool that allows-allows you to find a way to connect with the students, so they participate more, I don’t know-**TQ2**

4. Phoebe: Maybe also talking with the teacher it’s like all of them like first with your guide teacher, so he can maybe talk with all of them so because they are internalising this idea “I need a reward for doing something” but what happens if there isn’t something for you? What are you gonna do? Like-do nothing? So maybe that idea should be taken away from them or the only way of doing that if all of the other teachers stop doing that, made it little by little maybe do activities with only one with a reward and the rest without it and then until they get used to the idea of not getting rewards. **TQ2**

5. Rachel: I think that sometimes as a pre-service teacher you have to know like your limitations as to-for example, you cannot change maybe a-a habit that’s been done for the past ten years, so it’s-it’s very I mean it happens to me too that I had a class didn’t respond to anything and I try a lot of things and afterwards I just surrender I was like-it’s not gonna change and I have to finish my placement and I have to get a grade and then I started thinking like that, so it’s like-“ok-I’m just gonna teach them”, and that’s it. **ID2**

6. Monica: I would’ve spoken with the headteacher as well, like the head teacher of the class because maybe the guide teacher, the English teacher isn’t like an authority to the students so they wouldn’t listen to him or her I don’t know, but the head teacher may have-a connection with students that-I don’t know, I don’t know. Teachers supposedly have a connection with their class. *(Joey explains that his guide teacher was the head teacher of the grade)* **AX1**

7. Monica: I'm thinking of a word and just-like when you have-when you're coming from university and you have like all these ideal-ideals that everything's gonna work out and you're gonna put into practice everything like you have learnt all those years and then you are exposed to the reality and then you felt like-disappointed. I don't know- **AX2**

8. Phoebe: But that's what's behaviourism consists of. As we stated is definitely-It definitely-It definitely-represents represents the Chilean reality. **MS1**

9. Ross: Yeah, It's a cultural thing, I think we're kind of not taught but we learn to dislike learn. (Reflection of the Chilean reality) **MS2**

10. Ross: I remember at school everyone I know didn't like studying in school kind of because it was imposed and they didn't feel they got-a reward from it-like a personal reward like it wasn't that they had to do 'cause they had to do. (relacionada con la anterior) **MS2**

11. Phoebe: No no, -like how students see they're gonna use this the utilitarian [Ross: utilitarian yes.] use of English because it that's the idea they have in their minds like this is not gonna useful or just good for use but we're not gonna learn it and that's like something that is in the school currently it's the idea of masses. That's what I heard. **MS1**

12. Monica: I think the whole system, the school the system is based on this idea reward and punishment by the marks [Rachel: yeah] like if you do something right then you'll have a seven and you're a good student and everyone talks about you and then you're like-respected inside of the class. **MS1**

13. Phoebe: And that's why I said maybe talk with the guide teacher because we are leaving the placement [Rachel: Yeah, right.] we will never be back but like as a responsibility for-with education, it would be a good thing to say-"You know what-this is not only you it's all of them" and don't do it for you, do it for them-if you want [laughs] and then just get rid of that like act "*te la tire*". **ID3**

Workshop 4 (Didactics):

AX2

AT1(3)

TQ3

MS1 (3)

MS2 (1)

1. Chandler: I think it's really difficult to think about things that I would've done different because it's a difficult context-I mean is a difficult but it's possible of course doing things and I think you-you-you did it you-you created that bond as you said--so in that case I cannot think in something that I would have done differently but similarly I think get to know them get to know their problems the same as you create a bond like a safe place a safe zone for them and that's it I think it's the best you can do I think. **AT1**

2. Joey: Thinking about something different, I think that maybe in my position, from my point of view I would've-I would have used-what-was pre-set, pre-established just t-to try to experiment-to see if it works or not and then try to give it a different approach or maybe use it or maybe-I don't know-*Botarlo*? [Monica: discard it] Discard it, yes, thank, you I couldn't find the word [Monica: it's Ok] but something similarly I think that the same to try to-to bond with them that's really important 'cause that's I want them to-the idea is that they know that I worried about them so I'm not here to make money or to spend time or just to have my title is something that I want to do that I'm really-concerned about. So it's about them-it's not about me [Monica: Yes] so I think that you did you managed to give that impression. Very well. **AT1**

3. Joey: Yes it does [chuckles] A really important point I think is that they were excluded from the previous school-there is not-it-it doesn't exist-it does exist like a suitable curriculum for all these cases 'cause--it's difficult to manage for any personal teacher--those specific cases 'cause they have problems, really serious problems, physiological problems that they had from their homes probably 'cause every context is different from every person [Monica: yeah] so-ther-there-there isn't anything that could help us as adults I think to manage these kids' problems-so there isn't a guide and so--I don't know- **MS2**

4. Ross: Yeah I think-our educational system is not being responsible for these kind of students-and also our universities are not preparing us to-face this kind of challenge--**AX2**

5. Ross: Yeah, yeah they're out of the norm and-our system tries to make everyone fit the norm [all the participants: yeah] and--those who can't are immediately excluded-and no-one is being responsible for that-it's not formally, not like-according to the Ministry or something- **MS1**

6. Chandler: I think, I think this has to be with [thinks] it has to do with something like-beyond education this is like something political I think because they were excluded for one reason because the system is like wrong-I don't know I'm sounding like *anarquista*-[laughter] and the same happens with university, and the same happens with the different schools, like technical

schools, like common schools I don't know how to say but it's something that goes beyond, beyond education and-we are-we are not like-we-we are not like-we-we as teachers are capable of-of doing things like-like Monica like the teacher did but we can-we cannot do more than that I mean we can only create bonds, we can only make like-safe places for the students but is something that goes beyond, we need to change like-I don't know. **MS1**

7. Ross: Caring because she tried to make a bond with the students a-not only [whispers sorry] not only thinking about their issues like she didn't put like-like a barrier between her and their students because they were excluded it was quite the opposite actually--all like their situation made her care more about them and-it was easier for her to--connect with the students. I think that's important and like-like she said-it was probably easier in that context to demonstrate-her concern-because of the low among of students- **AT1**

8. Joey: Courageous 'cause-she knew beforehand that was what was she facing the teacher and-she did it anyway so I think you-you need a lot of courage to-to accept that is not going to be easy and you do it anyway 'cause is what we're here for [chuckles]-for the *desafios* [Ross: Challenges?] For the challenges, yes-my English is pretty rusty- **TQ3**

9. Monica: I think it's kind of same m-my classmates had said. I think that--it's so-we're so used to-students that are being excluded that we don't pay attention to that-those cases anymore like if I think like-when-I was in school and all the students that were excluded and all students who abandoned the education. It's kind of-- I mean it's overwhelming because there's a lot I mean a big amount of students and-who's like taking care of them? I mean if they don't have a family like that-can-care and it's worry for their education they're out of the system and that's it. They won't do anything else-like they need someone to trust in them I think-and well we are here to do it but I don't know if all the other teachers care that much for the excluded and there're so many, I don't know-It's overwhelming-that's it. **MS1**

Workshop 5 (Teacher Training):

AX1 (2)

AX3 (3)

ID2 (3)

TQ2 (3)

TQ3

MS2

1.Monica: I think that similarly I would've done what she did. That was like she exhausted all her resources, like she all the knowledge that she had regarding you know classroom management and techniques and activities, she tried it all and I think I would've done the same. And-it's hard to you know like to think of yourself in that situation 'cause you haven't been there, so-it's hard to say like: "I would've done something differently or similarly" because things affect you differently **TQ2**

2.Monica: we are different people but I think that she-she-tried her best and at the end she-she just gave up and I think we all in a point, in certain points just give up when things don't get the way that we would like them-so that's what I've done similarly. **ID2**

3.Ross: I agree with Monica-I think the-pre-service teacher did the right the thing like trying to-like you said exhausting all her options-and-I also think it's a very difficult thing to say what I would've done differently because I wasn't there-and it's a very emotional and personal issue, more than a technical or academical-so-with that in mind, I might have probably I don't even know but-like try to stop the class, not doing the class and-talking to them like "Ok, what's going on? What's wrong with you?" [chuckles] not like that [chuckles] like-"what's the matter?" **AX3**

4.Rachel: But they were-the thing is that they wanted-to have-a worksheet and do the worksheet the whole-[Ross: Really?] the whole lesson-yes! That was easier because they could talk to each other and not really work, you see? so that was the thing. So I asked them "what happens?" and then you have the same passive attitude, they were like [gesture] **AX3**

5.Joey: I think I would done the-the same 'cause it happened to me. They wouldn't work, they wouldn't talk, I asked them and they were like "I don't want to talk to you old man" something like that-so-maybe one thing I would do-I would-I would've done differently, would-the kid that they were mocking at maybe not putting-put him in the-in the centre, or that but I wouldn't know that he was so mocked if I didn't-do that activity so-it's kind of complicated to know before-beforehand how are they going to treat him-so- **TQ3**

6.Ross: I said resourceful because she had like-she tried many different approaches and activities after she didn't have anything left to tried, and-she even tried-the suggestions from the tutor. I think that's resourceful enough. **TQ2**

7.Joey: Well, patient 'cause we all would've throw the sponge [Laughter] [Rachel: the towel] *la esponja, la toalla, es como lo mismo*. Ok so, I think that you didn't, you keep on trying, it was a difficult scenario but didn't care. You felt prepared enough to maybe face those kind of situations and also I think that you're-I said patient and now [Monitor2: persistent] persistent 'cause you never gave up-with them 'cause you tried-I-I mean at the end, it was like "it is impossible to do something else" you have to be like I don't know like s-studyful, I don't know, knowledgeable person to have lived all those scenarios before and then you maybe you come up with something. Anyway, nevertheless, you-you keep on trying with what you had on-on your disposition. **TQ2**

8. Rachel: I think that it reflects like-how teachers give up with students when they don't get what they-like what they want, when they don't establish a bond because I think that was the main problem, I don't think I was like-maybe running out of any source, like I didn't-I don't think that I tried everything, you know? I think that at some point I stopped trying and maybe there were many-many resources that I-had that I didn't want to put into practice and that's a horrible a-thing to do it because that's like stop caring and that's what I did, I stopped caring about- **ID2**

9. Rachel: Yeah-the-yeah because I think that--the reason why I keep-I kept like going and doing stuff was because that was my responsibility because I didn't have the guide teacher with me so **AX1**

10. -if I-I-I didn't have an option, but, moreover, I feel like-stop caring is something that really-creates distance between you and the class, and you're not acknowledging them so- **ID2**

11. Ross: I was thinking about two-different but kind of connected things, like one is the lack of support from school, like it-it's really astonishing that there was no like psychologist or some kind of aid for the teacher, and for the students, especially the ones with SENs- **AX1**

12. Ross: and the other one is-I think it's a very Chilean thing or very widespread that we-don't give much importance to emotional education and-I think if those kids had the opportunity to live like a long process of emotional education, it wouldn't turn out like that, or at least you could've had-like more-instruments to reach them and they would feel less-threatened or pushed out by the lessons, and they wouldn't mock their classmates, at least not as much or not in that way or I don't know it has like **MS2**

13. [Rachel: Also if the other teachers would've support the situation like the other-the Math teacher, the Spanish teacher because once a student explicitly told me that she-that he would like to jump from a third floor because her mum didn't love him and I of course, told that to the head teacher and she was like: "*es que el es mentiroso*"] **AX3**

Phase 4: Obj: Ver si los participantes mantienen sus concepciones del comienzo o cambian, a través de un episodio ficticio.

Workshop 1 (Anxiety):

AX1 (5)

AX3 (2)

1.Chandler: Yes, this was in the lesson plan, this was in the lesson plan so I'm doing what the lesson planning said.

Janice: Are you really sure that you read well?

Various voices: [Participants mock] el profe no sabe.

Chandler: Yes, I read well.

Janice: So you said that this is present simple?

Chandler: Yes- And why not?

Janice: No, this is past... "I was" not "I am" do you remember? did they teach you that at university?

Chandler: I think I need to talk with Pichihueche but I am more or less sure.

Janice: I think you should, because I don't know how you passed grammar. I really don't know how you do that [Chandler: Me neither] but I should talk to your guide teacher, from university 'cause you kind of teach-in this way to my students. AX1

2.Joey: Ok, I think that one of the most important aspects that I think that are not the pre-service teacher but the in-service teachers could improve is--a like-how do you say, like when she stopped so suddenly? The disruption of the class? 'cause that could be-- AX1

3.Joey: No, kind of but you lost like control or the respect because students would think that you don't know enough and then you're not like-someone that knows something, you're like just like them, you don't know enough...AX3

4.Phoebe: I think that the pre-service teacher-definitely that-not because something is in a lesson plan you must trust it, like you are not completely sure you need to check it by yourself. And not just trust whatever the book says, you should do it by yourself and then once you know that and you are not completely sure, then check it again and then you can move on. AX3

5.Phoebe: And then again, we are supposed to show the lesson plan to the teacher-and then once they accept or agree on the lesson planning you can do the class, supposedly. AX1

6.Rachel: I think in terms of feedback, it's important that maybe that the in-service teacher then corrects the mistake right away but not in front of the class because I was thinking about, maybe leaving that for the end of the class but then students would have been left with misconceptions so maybe correcting the mistakes right away but like in private. **AX1**

7.Rachel: The way that-the way that the in-service teacher in this case like managed the whole situation also students believed that mistakes were terrible, it was a terrible thing to do at school, and that's what we don't want to communicate. **AX1**

Workshop 2 (Authority)

AT1 (2)

AT3

MS2

1. *Ross [representing a teacher]: Monica, I see you haven't finished your worksheet- what- what are you doing? are you waiting for me to help you? do you need help? maybe you can work with your partners.*

Monica: [representing a student]: [Sighs]

Ross: Monica, I'm talking to you, what's wrong?

Monica: Nothing.

Ross: You sure? I mean you look like something bothers you.

Monica: I just-I don't wanna do anything today, Ok?

Ross: Are you feeling Ok? or is there something about the class?

Monica: Yes- yes! I don't want to work with you.

Ross: Have I done anything wrong to you?

Monica: No, I just miss my other teacher Ok? that's it- I don't like work with you.

Ross: Yes, ok you know I know I'm aware of that, you all get along with your other teacher but I'm here now I'm trying to do my best and I--

Monica: Well, you're not trying enough.

Ross: Ok, so can we talk about this after the lesson because I think it's important for us to get along.

Monica: Ok, here it is.

Ross: Ok, thank you AT1

2. Monica: I think he was socially aware because he tried to speak to the student, he made an approach, he wasn't like- "Ok, do whatever the hell you want, bye"[chuckles] It's like-he tried something-he tried to like- you know, talk to her even when she was like so confrontational. **AT1**

3. Chandler: Yes, [Laughs] he was socially aware, because- one of the main characteristics at least for me about this, about being socially aware is to be empathetic-- empathetic- and of course he was because he asked you, he asked the student, many times why she wasn't working- what happened he also told the student that-- that-- [stutters] he knew about the good relation that she has with the teacher, but he couldn't' do anything, maybe they could talk after the class or- I don't know so--he tried in more than one way to speak with the-- to talk with the student and to be empathetic, yes?- so that made him, at least for me, socially aware. **MS2**

4. Ross: Yeah, I think there was some social awareness there but--, I don't know, probably could have been different like giving her more space to reflect about it and approaching her in a different situation not in the class. It all depends on the context, on the kind of relationship they had it's kind of hard to say- but yeah like Chandler said one of the most important thing is being or at least trying to be empathetic, and trying to be in the position of the student, not just standing in your place of authority [others agree] and-- [the rest laugh] and trying to think or trying to understand how students perceive you- [participants agree] and why of course. **AT3**

Workshop 3 (Identity):

AX1(5)

ID3

TQ2(2)

TQ3

MS1

1. *Phoebe: Hi, Mr. Joey*

Joey: Hi come in-

Phoebe: Ok so-

Joey: Tell me-

Phoebe: Ok, so-you know that I have classes on Wednesdays with [unintelligible]-Ok, so I was thinking I brought you my lesson planning so you can check out the activities, so we have to see reported speech with them and I was thinking that maybe we could use an activity where there's a party and then there's music and they have to talk with each other and then they report the sentences they are saying. TQ3

2. *Joey: No, I don't think that is going to work. I think that maybe-something that-you could use-maybe I don't know-maybe give them, give them extra points for something but making a party I think that they will be all disordered, all over the place. AX1*

3. *Phoebe: And what If I bring them-I don't know a material that I prepared that-uses-*

Joey: You prepared?

Phoebe: Yes- TQ2

4. *Joey: Ok, No-I don't think so 'cause we have the book, the work book and we have to use that cause it's already set up and that's going to work it's proved you know by the Ministry, the Ministry of Education says that it's the best tool to educate our children.*

[Laughter]

Phoebe: But-but-but the activities they use there they're really like super grammar.

Joey: No, but it's-it's what works ok, darling? It's only that what is going to work. AX1

5. *Phoebe: What about a warm-up that maybe they have to talk use the telephone activity like a warm up and it would be like five minutes and they shouldn't even been able to-to stand up [Unintelligible] TQ2*

6. *Joey: I don't know I don't want them to, to be like so active I want them to be like-kind of passive so that they hear you. Ok? they listen you 'cause they would not work if they are all over talking around and all that stuff, ok? so go back to your university-*

Phoebe: Do you think that I should just do it again-?

Joey: Do it again, do it- all over again and bring me something good. Ok, bye.

Phoebe: Ok, so do you have time later?

Joey: No, maybe next week-

Phoebe: The class is tomorrow- AX1

7. Phoebe: So, he rejected her lesson plan and the way she wanted to present the lesson so he kind of pushed all over ideals like “No, you can’t do that you have to do what you’re told to do and only that.” **AX1**

8. Joey: I think that that what happened is that the guide teacher disapproved the-pre-service teacher, so when she disapproved or he disapproved-I am still thinking about my guide teacher, my Leo guide teacher-when he or she disapproved, the guide teacher, makes him feel-unconfident ‘cause it’s not going to work in words of a person that knows more than-than this young person not necessarily younger but- **AX1**

9. Phoebe: They also make you question everything you know when you try to be-question yourself. **ID3**

10. Ross: I feel there is a strong-political factor there involved as well because of what we were talking about before-in the-in sense that you may choose to follow-a behaviourist approach that is like-pervasive in all society or you can-you can try-try to change it so that students may-want to I don’t know like learn for themselves and develop their skills and want to be something more than that-what they can see-but that requires like having a strong stance like- **MS1**

Workshop 4 (Didactics):

AX1

ID1

ID3

TQ2

1.Chandler: *Ok, I need you to stand up, please stand up, I need you to go there please and make a line all together. Ok, remember that I’m the teacher. Ok you stand up too-you’re part of the class so stand up, make the line and do this please! [Makes an specific movement]*

[Monica whispering: vamos a jugar al fusilado]

Chandler: No, it’s not that game! So this game has no name.

Joey: Is this fusilado?

Chandler: No! But once I say-once I say for example orange! you move one step forward-so orange [moves one step forwards] you repeat orange and move one step forward, right?

Monitor2: Pero usted no dijo eso poh profe-

Chandler: Now I’m saying it-now I’m saying that, ok?

Ross: Sorry--

Chandler: What?

Ross: What's this? are you sure you've done this?

Chandler: Yes, I'm sure-this is the warm up.

Ross: Excuse me kids, this is just nothing-

Chandler: I need to activate like the mind, the soul, the body-everything. It's before the class-

Ross: Yeah I mean this sounds nice but there's like thirty, forty students here and we don't have a big classroom.

Chandler: But it's working, I think it's working-

Ross: Look yeah, sure but go ahead we can talk about this later but listen to me this is not gonna work.

Chandler: Ok-

Ross: Ok, continue. I-I-I'll be-I'll be watching-

Chandler: I don't want to continue-

Ross: Yeah?

Chandler: Do whatever you want-

[Joey: You've ruined it!]

Chandler: I think that's it.

[Claps]

Chandler: maybe? Not-

Ross: this is not going to be in the PSU, SIMCE this is not really useful-this is gonna be fun but you can do it in the break.

Joey: But this is beyond-beyond like classes beyond topics, beyond writing, beyond reading.

This is like make them move because they need movement in the classroom, they're like I don't know how many hours, seis hours, six hours in the classroom. They need to move, they need to activate their minds.

*Ross: So, that they can be like you, right? **AX1***

2.Monica: I think obviously the teacher "she" [chuckles] because he was more concerned for like-their health and their-you know to activate their minds-and to, I'm sorry-to do different things besides only being sitting and, writing and reading-so I think-I don't know if it's socially aware is that-what it is? **TQ2**

3.Ross: I think he-"she"-was-the pre-service teacher was more socially aware or the other one wasn't actually-[Monitor1: You] Me--because she cared about about the students' motivation-it wasn't-all about that you said all about content and-also developing other skills that were not related necessarily to reading or writing all of that they're not included in standardised tests which go way beyond school-and I think that- **ID1**

4.Ross: In relation to that I wanna add [Monitor2: *ahora poh*] yeah sorry, I want to add that she was (?:roaming) in the classroom-along with the students so-[laughs]-so she could give like the example instead of sitting in at her desk or standing still like in a-traditional classrooms so it

was like-it's like a statement, it's like trying to change the way-English is taught in schools.
ID3

Workshop 5 (Teacher Training):

AX1 (3)

ID2

TQ4

MS2 (2)

1. Chandler: *Come in!*

Rachel: *Hi! How are you?*

Chandler: *Hello, how are you?*

Rachel: *I'm fine, I bring you the rubric-*

Chandler: *So, you are the English teacher, right?*

Rachel: *Yeah [Confused voice]*

Chandler: *So why this rubric is in Spanish because you're the English teacher.*

Rachel: *Oh no! yeah! It's because the--Jefe de UTP asked to do it in Spanish. I hope you don't mind 'cause that's a (:requirement) of the school- ID2*

2. Chandler: *I mean I don't mind if you have two for example, two rubrics: one in Spanish, one in English but it doesn't matter, it's in Spanish-whatever-Ok-yes-so yeah-you have vocabulary, grammar, yes, but here you have something related to emotional con-emotional like content.*

TQ4

3. Rachel: *Yeah, that's like the other objective, you have the two objectives first, and that's the other one.*

Chandler: *So, do you think this is useful? I mean, do you really want to evaluate this?*

Rachel: *Of course*

Chandler: *Because we have like grades from one to seven here in Chile as you may know of course, but you cannot like measure according to emotions-I mean I need to know if the vocabulary is right, if the grammar is right but emotions?*

Rachel: *I mean-you can do it like a formative evaluation-*

Chandler: I don't know, I think need to see how you, I need to see how you are evaluating this course. I think you need to read and re-read again, and I think if this works or not 'cause I don't think it's good, it's a good rubric. AX1

4. Rachel: *But-but-but-if the school asks me up something you tell me a complete different thing, I don't know!*

Chandler: Maybe you should talk to UTP and after, of course you need to do it in English because I'm your English supervisor, and then you can come back and-and tell me: "This is the final rubric" so this is not working for me-academically is not good for me. It's not enough. AX1

5. Rachel: *So I have to change everything because there [Unintelligible]*

Chandler: I think you have to change not everything but at least like this part, the emotional part, is not enough.

Rachel: But the evaluation is tomorrow and you just gave me the meeting today-I asked you last week and-

Chandler: I'm really sorry but this is how education works here.

Rachel: Ok [disappointed] AX1

6. Joey: *(?:Well) caring about our students emotions and feeling I think that this is being aware, socially aware. At least what they-how may they feel, I think-so-we try to create a-not to create, we try to-to guide our following society or future society to a-happier society 'cause being happy is what we-we think like is the point of this 'cause-teaching is not just content, teaching is how to feel good with-with yourself and with the rest. MS2*

7. Chandler: *Ok, I think being socially aware [chuckles] is not only like-you're not only being like the teacher who is in front and teaching the content and all that stuff. You're also evaluating, right? and when you evaluate, you can-cannot only focus your attention on vocabulary, grammar-pronunciation or whatever-You need to-you need to take into consideration the other aspects , like the emotional aspect. If the student is Ok with the presentation-if the methodology you choo-you chose is like fits with the students'... MS2*

Phase 5: Obj: Reflexionar en torno a lo visto en los ws y al concepto de social awareness(?)

Workshop 1 (Anxiety):

AT1 (2)

AT3

MS1 (2)

MS2 (3)

1.Phoebe: Yes, I can do it again. It means to take into account all the aspects that are being developed in the current moment of time for example, not being chauvinistic anymore-being critical about the political, economical and I don't know other adjective that is related to our society or what is happening in the Chilean reality-[Rachel interrupts: Being up to date] Yes. Because maybe talking about feminism movements ten years ago wasn't a thing but it is a thing at schools right now and we're teaching them that; we're teaching girls and boys so-about it.

AT3

2.Phoebe: So we're being against everything that is already established, so that's why they say we are like revolutionaries-if that's a word but-but it's kind of Ok, as long as we don't tell students how they must, what they must do we just give them the space to decide what they want and didn't want to do. **MS1**

3.Phoebe: Not your role has limits but like the educational system limits. Like what you can and cannot do because even if it's our limits maybe we are-we can do everything. **MS1**

4.Ross: Yeah, like knowing there's a whole context around the school that makes thing change, like inside school, like external factors affect deeply what happens inside the students you can't just ignore that, for instance like family, drugs, I mean violence-[Monitor1 interrupts: Like taking into consideration-?] health issues. **MS2**

5.Janice: And also-like try to-know what happens to students. I'm working and it happens that sometimes-I-I happened to find disruptive behavior and then I talk to the head teacher and she explains "Oh please, be patient with him, because he has many troubles at home" and-and you

see things differently but maybe there are more students that have the same problems, but I don't ask about their stories, so-I'm not socially aware of them-and so you need to-I don't know how to say it-be conscious that you need to-really know-like I don't know how to say it- **MS2**

6. Phoebe: I think it also means to always that remember we're people and our students are people too and there are human beings besides just the number they represent. **MS2**

7. Ross: I think one of the many ideas, at least for me, related to what one of you said, the thing about mistakes-you can take this opportunity to-make sure that your students in the future don't feel-the way you did in that situation. Make them feel that it is ok to make mistakes, it's not a terrible thing, it's not the end world. **AT1**

8. *Joey: I think that is an important issue for us-future teachers we have to teach them that we also make mistakes, and they are able to correct us.*

Ross: Like there are no perfect authorities and I think that goes way up school-[Joey interrupts: Just not only for teachers, right?] **AT1**

Workshop 2 (authority):

AX4(2)

AT2(2)

AT3(3)

1. Chandler: In that respect I think I agree with Janice, I think the easiest conception was the kid being chauvinist and the hardest is how to deal with to deal with that how to manage that behaviour. How to manage being the pre-service teacher and being female from that boy in particular. **AX4**

2. Janice: I think the hardest idea is the--when you're the pre-service teacher and your bound to fail-- like- there is no space for kind of flexibility like that, trying to innovate, you came up with- you had just learned many theory and you want to put into practice but it's [slams the table] not possible like-- and it's-- harder because you also have to deal with a lot of problems that you weren't prepared during your years of studying so- what to do with a chauvinist

student? what to do when you have to follow a textbook? what to do--? like, I have to concealed like-- I think that's the hardest. **AX4**

3.Ross: I agree with that-also I think one of the most difficult things is again, in the role of the pre-service teacher like you have-like some kind of mild authority. Like you're supposed to have some authority, because you are trying-[Phoebe: kind of a teacher!] Yes, kind of- you're on your way of becoming a teacher but then you are below the in-service teacher. **AT3**

4.Ross: and below whatever the school tells you, you should do--[Phoebe: Yeah] and you are also are being-- observed by the university and there are a lot of factors that-- take your role of an authority away, like you have your own values, you have your own approaches but you can't put them into practice, at least not all of them. Depends on the situation of course, but you can't just go your way. **(AT2 conectado a la anterior)**

5.Phoebe: I remember when I start teaching in the placement, I said Ok, I said "you can see me- I'm- I'm not a- in-service- [stutters] pre-service teacher, I'm a teacher like be clear of that, i am not any person like "is it clear? Ok. We can continue" like- so It's- it's- I think it's harsh but also I think it's established some ground rules that maybe should be established because some students can't see-- that there's a difference. **AT2**

6.Monica: Oh yes, I was thinking about something, I was thinking there maybe there aren't-maybe there aren't many kids that are chauvinistic but there are kids that just don't think authority is a thing in any sense-like for example you can be I don't know some kids maybe don't have like- an authority like a teacher or like a figure that can- like- I don't know for fear you have authority now not like that figure but maybe you are someone that is knowledgeable so yes they-they respect you for that but there are kids that just don't follow any kind of authority so, how do you deal with those kind of kids? because I understand Ok, there's a chauvinistic kid that just hate women Ok, I understand him I mean I don't [Janice: unintelligible] I know that exists but there are kids just don't follow any kind of authority in any way; so how do you deal with those kind of kid? I mean that's the hard thing to do. **AT3**

7.Janice: So it-it's [stutters] super difficult to--try to earn respect, you need to do it in a charismatic way, in a different way- like being like just because like just because I'm the teacher they are never going to respect me for that, some kids yes, but many kids don't. **AT3**

Workshop 3 (Identity):

AX1

AX4 (2)

AT1 (2)

AT3 (3)

ID3 (1)

MS1

MS2

1. Joey: Knowing that all behaviourist approach isn't like the best for our future generations I think. You can not based a society on punishments and reward-that's what I get. **MS1**

2. Phoebe: That maybe the ideals of a already existing generation of teachers affects our own identity that we're just leaving university and that affects how-we-we are struggling to who we are who are gonna be according to what it's already there. **AX1**

3. Rachel: I believe it's also like knowing that staying true to your identity-it's important like has an impact on your students-whatever your identity is but staying true it's important so they know they can also be true to their identity. **ID3**

4. Monica: I think that-it's important to establish a relationship with your students [Monitor1: Louder] establish a relationship with your students because If they maybe-only respect the authority when they are punished or when they are rewarded then you can teach them something by-like being an authority because they like you, because they respect you, for who you are (?and) for what you're learning so-as I mean they are learning. **AT1**

5. Phoebe: Or maybe not respecting people by their authority but by they're people[Monica: only because they are people, yes] like I don't need to respect the pre-service teacher because he is the pre-service teacher like he's a person and he is here to help us to be better and that this idea that comes from our mom and grownups- **AT3**

6. Monica: And I think that that relates a lot with staying real like if you put on a persona and then-I don't know you're like teacher only inside the classroom and then outside the classroom you are like someone different they won't like take you seriously because then you are like a two faced person [Unintelligible] **AT3 (relacionada con la anterior)**

7. Joey: Adding to that I would like to-question the last one, 'cause I don't know if we have to be a role model 'cause we are like-public figures anything, whatever but I don't know if have to base on role model but on an empathy maybe-[Monica: Yes] 'cause we try to-make them empathise with us 'cause we-we try to understand them and we want them to understand us and

we are both somehow trapped in that[Monica: yes] ‘cause we cannot change the system how it’s made but we can do something to make it like easier or funnier, I don’t know- **AT1**

8. Rachel: I think also knowing like that love inside the classroom is not-how you say it like obligatory but respect is-so maybe even when you don’t-get along well with your class or you don’t have a bond-you need to be respectful to them and they need to be respectful to you. **AT3**

9. Joey: That happens when-that-because love is not a concept that-that is teach so much ‘cause it’s romanticised somehow and love is like-caring about others, that’s it-so it’s kind of the same ah like empathy. **MS2**

10. Phoebe: Could it be-like-how-how difficult was for us to relate with the chilean reality because I was like there’re so many things that where do I begin? and at the very end-it was-like [Makes a noise to state her state] [gesture] but at the beginning-[Ross: You open the door and-] And then they you know there’s no way back, that was like the es-hardest and the easiest. **AX4**

11. Phoebe: There are so many things we could relate between the behaviourist and the Chilean reality not only in school but in-in life itself, that is was like where do we begin and like-this and that and that and that and then we couldn’t stop. **AX4**

Workshop 4 (Didactics):

AT1 (2)

ID3

TQ1

TQ3 (2)

MS1 (1)

MS2 (3)

1.Chandler: I think that the hardest and the easiest at the same time is just [moves closer to the mic] again, I think the hardest and the easiest like these conceptions or I don’t remember the exact word-is only the word exclusion because the hardest point of view of that work is that of course the students were excluded because of their issues and backgrounds, I don’t know but the easiest thing is the same word because you can-you can use that exclusion and those feelings to create bonds and to create a safe place and to-to lead the class to their backgrounds-so maybe it’s just one word for hardest and the easiest at least for me- **MS2**

2.Monica: I actually think that this episode in particular since it didn't provide-I- a problem like the chauvinistic kid by I don't remember-the other one that presented a particular problem. This one didn't provide a problem in that regard and with that in mind I think the analysis was quite more difficult because needed more insight and a deeper understanding of our-maybe our loss or our-process of teaching and the educational system. I think actually that was the harder-the hardest part, the harder part. Not a conception but the analysis as a whole I do not know if you agree, with that- **MS1**

3.Joey: I agree, I think that being socially aware according to didactics, didactics-it's to be aware beforehand that you are going to face this, these issues, these contexts and different realities. So, I think that you have to be like mentally prepared like said in a mental environment to-to be able to face this 'cause it-it's really *agotador*? [Monica: Exhausting] Exhausting, it's harsh to keep on the track and not lose-the control of yourself 'cause you sometimes you empathize too much with them and then you want to be like in control of their problems and you cannot do that 'cause you are not like [Monitor1: you are not their moms] you're not their family, you-you are somehow the-their family 'cause they see see you everyday but you cannot take charge of their lives, you can just help when you are in classes. **MS2**

4.Monica: I was thinking maybe being the socially aware teacher besides everything that you've say that it's correct I think-it's like creating this bond that is so difficult to create because when you have a big classroom and you have different personalities, not every person is the same and you can't connect the same way with everyone but once you create that bond even though it's maybe shallow or maybe very deep, you-begin to understand what they like, what they don't like-what they're interested in a discussing maybe, and ahhm they know that you care and when they know that you care, they can be like-you know-not that-bad-[chuckles] **AT1**

5.Ross: Not, that bad. I wanna take from-I think a socially aware teacher has to be-willing to give the first step. Like-a teacher can't expect students to-like-to boost their own motivation by themselves or to try to connect with the teacher because that's not going to happen like automatically, unless like maybe in some really specific cases but not as a general rule. During the whole teaching experience that goes others like the whole year or the whole time, I don't know, the teacher should be able to-research like not academically but to be able to notice like what others said-to notice what their interests are, what kind of skills and difficulties they have. **MS2**

6. Ross: Not only within school not only in the subject but also-I think you have to be like empathetic enough to understand that if a kid didn't bring the homework it's because they had problems, it's because they lived far away, it's because their family has issues or- **AT1**

7. Monica: I tried to do like lessons very varied like with many steps and-well my-when I began I thought that I would everything with the communicative approach that I'll speak all the lessons in English but then you know it didn't work that well. But not grammar translation I tried not to make them write so much only a few exercises for them to know like-how to do it like how to speak because that's what they need like they need the input even though it's written so they can produce something in English because they don't know. They know nothing so-I didn't have like an approach, I tried to do like the lessons very varied but I used-TPR for games and things like that, I tried to use videos and audios and writing in the board and make them speak-everything that could be used. **TQ3**

8. Monica: I did but in the previous-practicum like practicum four- I think so-and-but the school was very well off. It was a private school and all students spoke English, so I spoke English and everyone was like, "we understand"-It was like the easiest practicum in the whole world- **TQ1**

9. Chandler: To plan a lesson according to the reality of your context, for example the context of the previous teacher or the teacher of the episode is different from-from mine so I had to plan different things even the curriculum-says one thing I have a specific context and maybe that lesson planning of the Mineduc is not the the-is not an accurate one. **TQ3**

10. Monica: you can be the kind of teacher that comes here and does her job and then goes home and forgets about everything or the kind of teacher that worries about kids and like their families and like their mental health and their health in general and those kind of teachers--are very involved in the school and you're probably going to to have many problems with your family but right now this is the time in which you choose, so what kind of teacher do you want to be?" and I think that's the kind of socially aware teacher that Chilean society needs because. I understand I mean- it's a lot of work but I mean what is the value of teaching only English? Ok, you can speak in English when you finish school but then you're going to be a crappy person [Laughter] but if they teach like values and other things and they understand that you're worried about them that you care about like every aspect of their lives, then they're going to be better persons; I mean better people, sorry better people to the society and that's like the most important thing I think that- [thinks] the society needs right now. **ID3**

Workshop 5 (Teacher Training):

AX1

AX3

TQ2

TQ3

TQ4

MS1

MS2 (2)

1. Monica: ...Like anyone can understand you better-like no one can understand you better than your classmates because they've been through the same things, so that's one of the good things-the whole process, the whole teaching training but I think like-yes, we lack support, tutors like regarding our emotions and to control them, and how to-speak to students who are troubled maybe-and how to speak to parents maybe. Or to other teachers how to-you know, talk about the things that happen at-in the classrooms with other teachers, that's I think one of the- **AX1**

2. Monica: I think that the hardest preconceptions that you can-picture in this-case-is like-being in front of a lesson, of a classroom, of students and knowing that you are indifferent to them and not affecting you. That's like one of the biggest preconceptions because you have to be mature enough to deal with it and not let you break it, break you like-not let it break you, that's what I wanted to say...**AX3**

3. Monica: -and the easiest is like-exhausting all of your resources because we are like-new teachers so that's what we would do-**TQ2**

4. Ross: One of the points could be-like--being aware that since we lack experience--everything that we may know or feel that we may know--will never be enough to cover every case and--every pre-service teacher should be like-willing to expand their-like tool kit? And-also to like being ready to face like different situations emotionally also, like not taking things personally, like learning from experiences-not letting things like-[Monica: affect?] Not aff- I think [Rachel: they will affect you] yeah things will affect you but how you take them--makes--a difference like- **MS2**

5. Ross: Yeah. Like something like enduring-but also like being flexible like, it's not like being hard, like it's more like absorbing things and-changing with them- So I-It would be like always-being ready to-keep growing. If you are just hard like things bounce at you-**TQ3**

6. Rachel: I think it's also being responsible, with your role and always respect your students, no matter what because it's most of the time, it's not personal as Ross said and it's like a-

reflection of maybe things that they see at home or-like personal issue they have within themselves so-Like always being responsible and-trying to help, no matter if the kid-you get along with the kid or not. **MS2**

7. Joey: I think one of the points of being socially aware 'cause--we already know that we have to consider or maybe the curriculum, the programme has to consider more things than just the considered ones [chuckles] like the emotional education, all those things and that makes us socially aware 'cause we already know that we should have those classes and we don't. **MS1**

8. Ross: Probably one of the hardest would be like-measuring the gap between what you feel that you need and what you know. Like you know that there's a gap but you don't know what to fill it with--probably the easiest other than what she said--would be like--keep trying. Like, don't give up. **TQ4**

Instrument's Validation

This instrument was validated using the following assessment tool via email by an expert, Profesor Cristian Sanchez Zuñiga, academic secretary for the English department at UMCE, on Thursday, September 27th, 2018

Prof. Sanchez can be reached at cristian.sanchez_z@umce.cl , or his office: (+56) 223229288

Indicators	Points
The methodology is presented in a coherent and cohesive manner	2
The adaptation of Hevia's <i>Investigación protagónica</i> responds to the research context and objective	2
The different moments of the workshops proposed by the research team address the research questions in a clear and concise manner	2
The workshops are organised in a manner that allow the participants to share their opinions and feelings freely through different dynamics	2
The thematics proposed in the workshops (Anxiety, Identity, Authority, Didactics and Teacher training) provide the necessary insight to understand the problematics that pre-service teachers face entering the school reality.	1
The first moment of the workshops (introduction) allows the research team to identify the different problematics that pre-service teachers face in their practicum process	1
The second moment of the workshop (description) allows the research team to describe the different problematics that pre-service teachers face in their practicum process	1
The third and fourth moments allow the research team to categorise the different problematics that pre-service teachers face in their practicum process	1
The fifth moment of the workshop allow the research team to have further insights to the question what means to be a socially aware teacher in Chile?	1



CONSENTIMIENTO INFORMADO

Talleres de Investigación Protagónica, apuntado a estudiantes de último año de la carrera Pedagogía en Inglés, Universidad Metropolitana de Ciencias de la Educación.

Usted ha sido invitado(a) a participar en el estudio "Towards the Growth of Socially Aware English Teachers in Chile", a cargo del equipo investigador Socially Aware Teacher Seminar Team, estudiantes de la Universidad Metropolitana de Ciencias de la Educación.

El objetivo principal de este trabajo es Describir las percepciones de los estudiantes de pedagogía en inglés que se encuentren realizando su proceso de práctica profesional mediante la metodología de investigación protagónica en torno a la formación de individuos socialmente conscientes y reflexivos.

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Acepto participar en el presente estudio

Nombre: KARLA BELEN ZAVALLA LIZAMA

Firma: Karla Zavalla

Fecha: 06/11/18



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Nombre: MARCO ANTONIO GONZÁLEZ GILTON

Firma: [Firma manuscrita]

Fecha: 30-10-2018



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Acepto participar en el presente estudio

Nombre: MIRIAN PAOLA PITURRA MORALES

Firma: Miriam

Fecha: 30-10-2018



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Nombre: Catalina Paz Hidalgo Taiba

Firma: [Firma]

Fecha: 30/10/2018.



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Nombre C. Juan Ariel Rojas Rojas

Firma [Firma manuscrita]

Fecha 30-10-2018



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Nombre: Francisca Figueroa Rojas

Firma: [Firma]

Fecha: 30/10/18

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