



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

***UNLEARNING TEACHING: AUTOETHNOGRAPHIC REFLECTIONS ON DECOLONIAL
PEDAGOGY AND CYCLICAL EVALUATIVE STRATEGY IN A TEFL PRACTICUM.***

TESIS PARA OPTAR AL TÍTULO DE PROFESOR(A) DE INGLÉS

AUTORA: PATRICIA SÁEZ MERINO

PROFESOR GUÍA: CRISTIAN SÁNCHEZ

SANTIAGO DE CHILE, ABRIL DE 2026



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

AUTORIZACIÓN

2026, Patricia Sáez.

Se autoriza la reproducción total o parcial de este material, con fines académicos, por cualquier medio o procedimiento, siempre que se haga la referencia bibliográfica que acredite el presente trabajo y su autor.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

DEDICATORIA

I want to dedicate this thesis to all my former and current classmates and teachers from my time in the English Department at UMCE. Without you, I would never have been able to recognise my identity as a teacher, my beliefs, and my need to change the way I viewed the teaching of English. I am deeply grateful for all the shared knowledge, the laughs and reflections.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

“When our lived experience of theorising is fundamentally linked to processes of self-recovery, of collective liberation, no gap exists between theory and practice. Indeed, what such experience makes more evident is the bond between the two—that ultimately reciprocal process wherein one enables the other.”

(Hooks, 1994)

BELL HOOKS

Teaching to Transgress: Education as the Practice of Freedom



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

ABSTRACT

This research in the educational field began as a personal enquiry into how some of my inherent teaching beliefs have changed in response to a new cultural approach within the English Department at UMCE, following a 20-year gap in my teaching training. Given the relevance of teachers' beliefs to their daily decision-making and how they affect students' perceptions of language learning and their development as world citizens, I felt encouraged to understand the gestalt shift I experienced by analysing my beliefs under the umbrella of four domains of power embedded in a Social Justice Framework to dismantle what kept me dominated in this westernised educational paradigm and visualise my pedagogical praxis as a political resistance. Therefore, I engaged in inner reflection on my final practicum experience as a means to uncover my deconstructive process, contradictions, and resistance within my own description of the events that have occurred in my professional practice: my journey from a colonised English teacher perspective to a more social, inclusive, and democratic perspective. As I recognise the hidden powers in our educational structure and social constructs associated with colonisation, such as decontextualised teaching practice, teacher-centred teaching, competition enhancement, punitive assessment practices, and curriculum standardisation, I see a vivid struggle new teachers encounter.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

A second axis of this research starts from a new vision of the hegemony of English-language teaching within our current post-colonial condition. As the national reality in the issue of migration poses a challenge for education, relationships among students and teachers, contextualised teaching practices, and constant reflection on the purpose of teaching English, whether in Chilean school contexts or abroad, lead me to consider an evaluative structure within the English curriculum that could help me navigate my final practicum experience in a diverse multicultural community. Therefore, I tried to incorporate a social-inclusive purpose into my praxis, as it takes on primary importance because it can become a tool for generating dialogue, reflection, and questioning the realities and beliefs established by the Eurocentric, patriarchal capitalist system in which I am immersed. Thus, from the rebellious, transgressive, and reflective nature of the teaching profession, I propose a Cyclical, Decolonial Evaluation process during my practicum experience, identifying tensions, resistances, and limitations among teachers, students, the school system, and myself.

Nevertheless, thanks to these reflections, contradictions, doubts, and discomfort with some opportunities, my teaching beliefs and professional purpose are articulated as practical knowledge to generate opportunities within the teaching-learning process.

With this new direction in my pedagogical practice, seeking a decolonised research structure, this auto-ethnographic has a dual purpose: to crystallise a humanised



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

professional identity, avoiding an ethnocentric rhetoric, and to contribute to social cohesion and better coexistence among all through English classes.

Keywords: *Teacher's beliefs, Hegemony of English, Decolonial Pedagogy, Illuminative Evaluation, Intersectionality, Interculturality, Democratic praxis, Co-existence.*

RESUMEN

Esta investigación en el ámbito educativo comenzó como una reflexión personal sobre cómo algunas de mis creencias pedagógicas innatas han cambiado en respuesta a un nuevo enfoque cultural dentro del Departamento de Inglés de la UMCE, tras un paréntesis de veinte años en mi formación docente. Dada la relevancia de las creencias de los docentes en su toma de decisiones diaria y cómo estas afectan a las percepciones de los estudiantes sobre el aprendizaje de idiomas y su desarrollo como ciudadanos del mundo, me sentí animada a comprender el cambio de perspectiva que experimenté analizando mis creencias bajo el paraguas de cuatro ámbitos de poder integrados en un Marco de Justicia Social para desmantelar lo que me mantenía dominada en este paradigma educativo occidentalizado y visualizar mi praxis pedagógica como una resistencia política. Por lo tanto, me embarqué en una reflexión interna sobre mi experiencia de prácticas finales como medio para descubrir mi proceso de deconstrucción, mis contradicciones y mi resistencia dentro de mi



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

propia descripción de los acontecimientos que han tenido lugar en mi práctica profesional: mi viaje desde una perspectiva colonizada de profesora de inglés hacia una perspectiva más social, inclusiva y democrática. Al reconocer los poderes ocultos en nuestra estructura educativa y las construcciones sociales asociadas a la colonización, como la práctica docente descontextualizada, la enseñanza centrada en el profesor, el fomento de la competencia, las prácticas de evaluación punitivas y la estandarización del currículo, veo una lucha vívida a la que se enfrentan los nuevos profesores.

Un segundo eje de esta investigación parte de una nueva visión de la hegemonía de la enseñanza del inglés en el marco de nuestra actual realidad poscolonial. Dado que la realidad nacional en materia de migración plantea un desafío para la educación, las relaciones entre estudiantes y docentes, las prácticas docentes contextualizadas y la reflexión constante sobre el propósito de la enseñanza del inglés, ya sea en contextos escolares chilenos o en el extranjero, me llevaron a considerar una estructura evaluativa dentro del plan de estudios de inglés que pudiera ayudarme a orientar mi experiencia de prácticas finales en una comunidad multicultural diversa. Por lo tanto, intenté incorporar un propósito de inclusión social en mi praxis, ya que adquiere una importancia primordial, pues puede convertirse en una herramienta para generar diálogo, reflexión y cuestionamiento de las realidades y creencias establecidas por el sistema capitalista eurocéntrico y patriarcal en el que estoy inmersa. Así, a partir de la naturaleza rebelde,



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

transgresora y reflexiva de la profesión docente, propongo un proceso de evaluación cíclico y decolonial durante mi experiencia de prácticas, identificando tensiones, resistencias y limitaciones entre los docentes, los estudiantes, el sistema escolar y yo misma.

No obstante, gracias a estas reflexiones, contradicciones, dudas e incomodidad ante algunas situaciones, mis creencias docentes y mi propósito profesional se articulan en un conocimiento práctico para generar oportunidades en el proceso de enseñanza-aprendizaje. Con este nuevo rumbo en mi práctica pedagógica, en busca de una estructura de investigación descolonizada, este estudio auto etnográfico tiene un doble objetivo: cristalizar una identidad profesional humanizada, evitando una retórica etnocéntrica, y contribuir a la cohesión social y a una mejor convivencia entre todos a través de las clases de inglés.

Palabras clave: *Creencias de la profesora, Hegemonía del Inglés, Pedagogía Decolonial, Evaluación Iluminativa, Interseccionalidad, Interculturalidad, Praxis Democrática, Convivencia.*



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

CONTENTS

INTRODUCTION	17
RESEARCH PROBLEM.....	21
RESEARCH OBJECTIVES	25
RESEARCH JUSTIFICATION.....	26
THEORETICAL AND CONCEPTUAL FRAMEWORK.....	29
Teachers' Beliefs, Intersectionality, and Decolonial Pedagogy	30
Evaluation, Power and Transformative Praxis	37
METHODOLOGICAL DESIGN.....	44
Narrative Inquiry, Illuminative Evaluation Theory and Autoethnography	44
Context and Participants	52
Data Collection	54
Overview of the Analytical Process	55
Analytical Dimensions and Social Justice Framework	56
Co-occurrences among Dimensions and Domains of Power	63



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Emergent Interpretative Categories, Sub Codes and Predominant Domain of Power	66
Quotes' Decolonial Representativeness	71
FINDINGS	72
Past: Becoming an English Teacher	73
Present: Encountering Power in the Classroom	83
Pedagogical Tensions	86
TEFL and The Hegemony of English	102
Evaluation and Control	119
School System and Structural Constraints	127
Future: Principles of The Cyclical Strategy	135
Principles of The Evaluative Strategy	137
Structure of The Cycle	141
Matrix of Implementation	145
Students' Final Evaluation	149
DISCUSSION	159
LIMITATIONS	166



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Analysing her beliefs	166
AI Disclosure	167
Implementing an Evaluative Cycle in English Classes	168
CONCLUSIONS	170
Unlearning to be	170
Contributions of the Study	173
Implications for Future	175
REFERENCES	177



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

LIST OF TABLES

TABLE 1: FREQUENCY OF QUOTES BY ANALYTICAL DIMENSION	58
TABLE 2: CO-OCCURRENCES BETWEEN PEDAGOGY AND DOMAINS OF POWER (DP).....	64
TABLE 3: CO-OCCURRENCES BETWEEN TEFL AND DOMAINS OF POWER	64
TABLE 4: CO-OCCURRENCES BETWEEN EVALUATION AND DOMAINS OF POWER.....	65
TABLE 5: CO-OCCURRENCES BETWEEN SCHOOL SYSTEM AND DOMAINS OF POWER.....	65
TABLE 6: PEDAGOGY DIMENSION - EMERGENT INTERPRETATIVE CATEGORIES.....	66
TABLE 7: TEFL DIMENSION - EMERGENT INTERPRETATIVE CATEGORIES	68
TABLE 8: EVALUATION DIMENSION - EMERGENT INTERPRETATIVE CATEGORIES.....	69
TABLE 9: SCHOOL SYSTEM DIMENSION - EMERGENT INTERPRETATIVE CATEGORIES	70
TABLE 10: PEDAGOGY'S QUOTES DECOLONIAL REPRESENTATIVENESS ON "RELATIONAL PEDAGOGY AND BUILDING THE PEDAGOGICAL BOND" INTERPRETATIVE CATEGORY.	90
TABLE 11: PEDAGOGY'S QUOTE DECOLONIAL REPRESENTATIVENESS ON "CONSTRUCTION OF TEACHER'S ROLE AND IDENTITY" INTERPRETATIVE CATEGORY.	95
TABLE 12: PEDAGOGY'S QUOTE DECOLONIAL REPRESENTATIVENESS ON "COUNTER-HEGEMONIC PEDAGOGICAL PRACTICES" INTERPRETATIVE CATEGORY.....	100
TABLE 13: TEFL'S QUOTE DECOLONIAL REPRESENTATIVENESS ON "SOCIOCULTURAL TENSIONS IN ENGLISH LANGUAGE TEACHING" INTERPRETATIVE CATEGORY.	106



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

TABLE 14: TEFL'S QUOTE DECOLONIAL REPRESENTATIVENESS ON "LINGUISTIC INEQUALITIES IN THE CLASSROOM." INTERPRETATIVE CATEGORY.	111
TABLE 15: TEFL'S QUOTE DECOLONIAL REPRESENTATIVENESS ON "CURRICULAR TENSIONS IN ENGLISH LANGUAGE TEACHING." INTERPRETATIVE CATEGORY.	116
TABLE 16: EVALUATION'S QUOTE DECOLONIAL REPRESENTATIVENESS ON "SCHOOL ASSESSMENT CULTURE." INTERPRETATIVE CATEGORY.	122
TABLE 17: EVALUATION'S QUOTE DECOLONIAL REPRESENTATIVENESS ON "ASSESSMENT PRESSURE AND PEDAGOGICAL NEGOTIATION." INTERPRETATIVE CATEGORY.....	125
TABLE 18: SCHOOL SYSTEM'S QUOTE DECOLONIAL REPRESENTATIVENESS ON "PREDOMINANT SCHOOL CULTURE." INTERPRETATIVE CATEGORY.	130
TABLE 19: SCHOOL SYSTEM'S QUOTE DECOLONIAL REPRESENTATIVENESS ON "INSTITUTIONAL REGULATION AND POWER STRUCTURES." INTERPRETATIVE CATEGORY.....	134
TABLE 20: MATRIX OF IMPLEMENTATION: CYCLICAL DECOLONIAL EVALUATIVE STRATEGY PROPOSAL	148



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

LIST OF FIGURES

FIGURE 1: CYCLICAL DECOLONIAL EVALUATIVE STRATEGY MODEL	142
FIGURE 2: RESPONSES TO THE QUESTION: ¿CUÁNTO TE GUSTÓ “HIGHLIGHT” (DESTACAR) INFORMACIÓN RELEVANTE?	150
FIGURE 3: RESPONSES TO THE QUESTION: ¿CUÁNTO TE GUSTÓ EL USO DE UN CALENDARIO PARA ORGANIZAR LAS CLASES Y ACTIVIDADES?.....	150
FIGURE 4: RESPONSES TO THE QUESTION: ¿CUÁNTO TE GUSTÓ ELEGIR TUS PROPIAS REGLAS DE LA CLASE?	151
FIGURE 5: RESPONSES TO THE QUESTION: ¿CUÁNTO TE GUSTÓ JUGAR CON TUS COMPAÑEROS A ARMAR PUZZLES?	151
FIGURE 6: RESPONSES TO THE QUESTION: ¿CUÁNTO TE GUSTÓ ELEGIR LAS ACTIVIDADES PARA REALIZAR EN LAS CLASES?	152
FIGURE 7: RESPONSES TO THE QUESTION: ¿CUÁNTO TE GUSTÓ LA ACTIVIDAD FINAL DE LA “INTERVIEW MAGAZINE?	152
FIGURE 8: RESPONSES TO THE QUESTION: ¿PUEDES NOMBRAR OTRA ACTIVIDAD, JUEGO O ESTRATEGIA QUE TE HAYA GUSTADO?.....	153
FIGURE 9: RESPONSES TO THE QUESTION: ¿QUÉ TAN IMPORTANTE CREES QUE FUE ESTE CONTENIDO O HABILIDAD PARA TU APRENDIZAJE Y TU VIDA DIARIA?	154



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

FIGURE 10: RESPONSES TO THE QUESTION: ¿CÓMO TE SENTISTE CUANDO REALIZABAS LAS ACTIVIDADES DE ESTA UNIDAD?	154
FIGURE 11: RESPONSES TO THE QUESTION: ¿QUÉ TAN BIEN CREES QUE COMPRENDISTE LOS TEMAS O LOGRASTE LAS METAS DE ESTA UNIDAD?	155
FIGURE 12: RESPONSES TO THE QUESTION: ¿QUÉ TANTO ESFUERZO PUSISTE PARA APRENDER Y PARTICIPAR EN LAS ACTIVIDADES?	155
FIGURE 13: RESPONSES TO THE QUESTION: ¿QUÉ ESTRATEGIAS TE AYUDARON MÁS A APRENDER?	156
FIGURE 14: RESPONSES TO THE QUESTION: DE ESTA UNIDAD, ¿QUÉ TE GUSTARÍA SEGUIR APRENDIENDO O MEJORANDO Y POR QUÉ CREES QUE ES IMPORTANTE PARA TI?	156
FIGURE 15: RESPONSES TO THE STATEMENT: MI COMPAÑERA(O) TRABAJÓ DE MANERA RESPETUOSA Y COLABORATIVA.....	157
FIGURE 16: RESPONSES TO THE STATEMENT: TODOS LOS PARTICIPANTES APORTARON IDEAS AL REALIZAR LA ENTREVISTA.	157
FIGURE 17: RESPONSES TO THE STATEMENT: ESCUCHAMOS LAS OPINIONES DE LOS DEMÁS ANTES DE DECIDIR.	158
FIGURE 18: RESPONSES TO THE STATEMENT: MI COMPAÑERA(O) Y YO CUMPLIMOS CON NUESTRAS RESPONSABILIDADES.....	158



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

INTRODUCTION

Unlearning teaching: Teacher's Identity, Power, and Evaluation in an EFL Practicum.

A pedagogy student's journey can range from a serene surface in the first year to a deep awareness of human cognitive, social and emotional development in the final year. This process typically takes 5 years for most, but not for her. Twenty years have passed since she left her studies; three years have passed since she returned to pursue a degree in English Pedagogy. This generational jump has changed who she is and where she goes, immersing her in a new educational reality.

Sightseeing this new setting, looking back and forward inside the English Department at UMCE, she was able to question some social, political, and educational perspectives that have been part of our society for a long time; some have changed, others have not. At the core of our educational system, invisible structures with unimaginable power have been impossible to modify; a structural clockwork within a colonialist system has been trying to maintain the way we have thought and acted for 5 centuries.

Over the past three years, and with sincere awe, she encountered teachers and classmates who are strongly engaged in elucidating a riveting, feral pedagogy, one that eschews



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

standard structures but creates and designs dynamic and harmonious lessons, implementing epistemologies and ontologies that were not present 20 years ago in the understanding of English pedagogy. Terms such as Decoloniality, Feminism, and Interculturality have appeared in critical approaches across all the courses she took, expanding her teaching beliefs and educational perspectives. Even though she was part of the school system due to her children's education processes, a quiet discomfort was understanding that Patriarchy and Eurocentric knowledge have involved Latin American and, more specifically, Chilean society in a cruel educational cycle, where competence, prescribed objectives, and the invisibility of students' identities are the norm. She would be pleased to change this reality at its roots. However, after hundreds of years of miseducation, an approach that evaluates theories or beliefs by their practical success is essential.

Over three years of reconfiguring her teaching-learning praxis in the English Department at UMCE, she became aware of the diversity within Chilean classrooms and the lack of strategies to support students' educational journey, especially now that the national school system is facing the high enrolment of students from diverse nationalities and cultures. This new reality in Chilean schools, which teachers were never prepared for, has led her to question even more the effectiveness of this hegemonic vision of education in an English classroom. Teachers ought to seek to facilitate and give meaning to people's learning



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

experiences; therefore, it is a recurring conversation among teachers about how, when, and where we adapt or flexibilise our pedagogical practices to implement profound educational experiences that generate cultural transformation in communities.

A new view of teaching practice emerged in this reality: teachers are innate researchers. As a result, questioning how she was educated as an English teacher and what has changed in her pedagogical practice has become an inherent part of the profession.

Teaching is a process of constant reflection, transformation, and validation; thus, understanding who she was by questioning her actions and beliefs was fundamental to her teacher's life. Teachers ought to apply theory in their pedagogical practice to address daily problems, thereby creating new ways of living together in society. All these complex interactions between life experience and epistemological heritage had manipulated the perceptions of reality she understood. Thus, in the context of her final practicum to become an English teacher, two of her teachers, together with a classmate, made collaborative reflections and recorded them to identify and interpret her beliefs within an Intersectional Inquiry under a Social Justice Framework, connecting her beliefs on inductive categories (Pedagogy, EFL, Evaluation, and School System) with the Domains of Power (Interpersonal, Cultural, Structural, and Disciplinary) to tension inherent colonial power structures, authoritarian attitudes and hegemonic knowledges in her beliefs with critical, intercultural and decolonial pedagogy beliefs.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Building on the insights from the quotations, the subsequent analysis explores the search for an emancipatory evaluation strategy for English language teaching. This includes a review of the evaluation cycle proposal developed during the final teaching practice, with particular attention to both its challenges and successes in a vulnerable, multicultural school context.

In this autoethnography, decolonial pedagogy is established as the main guideline of this practicum experience. Hence, an understanding on how students and teachers are exposed to unethical, segregational and cultural diminish treatment due to a colonialist structure embedded in our society is reflected through a deeper analysis on her experience to become a decolonial teacher and her strong belief on the importance of designing classroom environments where the diversity of students' identities and realities are included, promoting self-awareness, autonomy, critical thinking and fellowship among the whole community.

Furthermore, using what she has learned about teaching and learning English process and Evaluation theories, she attempted to carry out an eclectic evaluation cycle that ensured her evaluation praxis was reliable, valid, authentic, practical, and flexible, including her students' epistemologies and ontologies, within interdisciplinary teachers' work to evidence



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

that English teaching practice can also serve as a communicative device to decolonize our territories.

RESEARCH PROBLEM

The Hegemony of English, Cultural Diversity, and Educational Coexistence.

Historically, the population of Latin America has been educated to uphold a global epistemology of dominant power that perpetuates the cultural subjugation of its inhabitants. (Walsh, 2007, p. 28) All of us, as well as our ancestors, have learned what others from the north have decided is relevant to shape our culture generationally: their histories, their knowledge, their social structures, their lives in general, all reflected in what has been taught and learned through a constant approach to that 'modernity' of the north. Through content authorised by states in recent centuries and, previously, by the colonising empires of our lands, education has neglected the (re)cognition of the cultural diversity of our societies in the Southern Hemisphere, maintaining a functional multiculturalism, still promoting a hegemonic, Eurocentric, and patriarchal epistemology and ontology within the classroom. (Walsh, 2009, p. 3) This educational practice which separates us from each other, dividing our bodies from our minds, forcing us to profess foreign spiritualities,



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

promoting difference as a negative person quality, and hierarchising our dignity, has led us to a coexistence without empathy, without respect for the realities of others, and deeply disconnected from the gender, ethnic, and special needs diversities that may exist in a territory.

Once she unravelled this problem, she first noticed that the educational ideology had thought of interculturality about indigenous peoples, thus distancing itself from the reality of migration, a forced union of different cultures due to structural violence by states or systematic violence by dictatorships. On the other hand, the thread of educational inclusion had been pointing towards the cognitive divergences of our students. In both threads, students' functional adaptation to the educational system is evident. Educational monoculturalism persists, fuelling a crisis of belonging and identity at the territorial level. This new reality in Chilean schools, which teachers were never prepared for, has led us to question this hegemonic vision of education even more. It is a recurring conversation among teachers about how, when, and where to flexibilise their pedagogical practices, with the aim of implementing profound educational experiences that generate cultural transformation in communities. When seeking alternative paths for teaching practices, teachers face two major obstacles: knowledge is prescribed (content), and objectives are defined in advance, creating a dissonance between what to teach and what is necessary to learn from our diverse educational communities. Although this is something teachers



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

cannot change since the globalised past and present are part of our future, changing this educational structure becomes a complex battle that requires subtlety and strategy.

Although all inhabitants have been educated under this system and our actions, thoughts, and dreams are often shaped by it, this new reality leaves us with an open door to a paradigm shift in the teaching-learning process. Teachers can continue to serve as instructors of knowledge or consider a genuine opportunity to emancipate themselves from the Western-based purpose of education and to transform teaching practices. Even though changing the educational system from the ground up would be a utopian dream, taking several decades to achieve, perhaps by starting to recognise ourselves and knowing who we are, we can address different situations and problems by interpreting our culture within other cultures, promoting a reflective, supportive educational space that respects both the differences and similarities we may have. We are complex, diverse social beings, which is why we need other perspectives to address this new educational reality.

In addition, English language teaching has long been implemented in schools and higher education programs as the only compulsory foreign language course, a technical tool to expand developmental opportunities in the economic and political spheres of our society and abroad. Thus, English teachers have been instructed to teach this language using a variety of methods and approaches. Correspondingly, given the conception of English as a lingua franca and its use in a globalised world, the English language is taught to students



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

through standardised strategies, not considering teachers' and students' unique identities and the environment in which they are immersed as foreign learners of this European language. (Acosta et al., 2018, p. 641) In this way, the teaching of English has been promoted as a set of rules, practices and control mechanisms that regulate behaviour, knowledge and ways of being within the school, neglecting the importance of communication and dialogue inside and outside the classroom. These practices have evolved due to a lack of contextualised educational evaluations in our educational system, which have invisibilised the changes and necessities in our societies.

Nowadays, English teaching classrooms are still places where students face identity conflicts, a variety of emotions, and a dissonance between their thoughts, wishes, and behaviours. Therefore, regardless of the general view of English as a colonial reminiscence, EFL teachers' pedagogical praxis is under the umbrella of opportunities in Chile and Latin America, not only to modify the Eurocentric perspective of teaching a globalised foreign language but also to reflect in the teaching and learning process a more human pedagogy which creates new environments of respect and solidarity. In this manner, it is a priority to find innovative strategies that advance critical and inclusive evaluation and decolonial pedagogical practices, enabling a dialectical process of sharing feelings, ancestral knowledge, and beliefs that involve students' and teachers' identities, ultimately fostering mutual recognition. Thus, the question she aims to address in this research is: What



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

decolonial beliefs in education foster the creation of an inclusive evaluation process that can promote humanised students' learning processes?

RESEARCH OBJECTIVES

GENERAL OBJECTIVE

- To propose a cyclical evaluation strategy grounded in decolonial pedagogy through interdisciplinary teaching, based on the analysis of final practicum reflections in a culturally diverse classroom.

SPECIFIC OBJECTIVES

- Identify and categorise teachers' beliefs emerging from practicum reflections regarding pedagogy, EFL, evaluation, and the school system.
- Interpret teachers' beliefs through the Domains of Power within an Intersectional Social Justice Framework from a decolonial pedagogical perspective.
- Analyse how these beliefs inform the development of a cyclical evaluation process during the teaching-learning experience.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

RESEARCH JUSTIFICATION

Epistemologies beyond Eurocentrism.

For her, being an English teacher involved a dichotomy in her professional identity. While she relied on the teaching profession as a transformative agent in society, she questioned whether teaching a language with such an imperialist connotation is aligned with her perception of otherness and the respect all human beings should have, regardless of their ethnicity, religion, gender or age.

Over the last 500 years, the English Language has served as a functional mechanism for including the global population in the Capitalist system, developing as a lingua franca for trade, politics, and education. Moreover, pedagogical practices are surrounded by Eurocentrism; consequently, Abya Yala's population has been instructed for centuries, reflecting this epistemology and, sadly, its Ontology. This standard European worldview was spread through Abya Yala as if it were the only true knowledge. Hegemony of knowledge was an objective to erase other cultures, repress local expertise and technology, and minimise them to dominate indigenous and African people. (Quijano, 2004)

The intercultural alignment implemented by the Chilean State has different interpretations, depending on whether one analyses the National Curriculum for schools or reviews teachers' programs at Universities. Particularly in Universities, most intercultural courses focus on



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

indigenous peoples, special needs, and gender, rather than a broader spectrum that includes recognising children and adolescents' cultural identities within a local context of cultural diversity. Following what Walsh argues about Functional Interculturality, it is functional to the educational system because it recognises the cultural differences and diversities within the Latin American population; however, this recognition is used to maintain power dynamics across all spheres of our society. It does not change the fact that we have been modernised according to European customs and erase different life perspectives from the diversity of peoples. This is a strategy of domination inside our economic model, Capitalism. (Walsh, 2009)

Under such circumstances, and following Gimeno's argument, pedagogical studies should re-examine and emphasise the curriculum's relevance to renew awareness of schools' cultural significance as institutions that transmit culture. This process requires identifying the mechanisms through which schools fulfil this role and analysing the content and meaning of their work. (Gimeno Sacristán & Pérez Gómez, 2008, p. 336) Consequently, there is a profound need for a Decolonial pedagogy in her praxis as an English Teacher that transforms what she learned about educational practices, particularly in reflecting on the implicit role in maintaining the power dynamics of imperialism and capitalism in Latin America by teaching a language that is well known for being an instrument of colonialism spread worldwide. (Martínez Mendoza, 2002)



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

To address this unfortunate truth of her profession, teaching-learning opportunities are sought in a public school context inside and outside the classroom and the practicum centre on the process of professional practicum in the second semester of 2025, to present evidence of the challenging pedagogical journey of a Pre-service English teacher who is critical about their epistemology and ontology regarding her praxis and conscious about teaching practices in TEFL representing a demanding pedagogical task for Chilean English teachers. As Quijano stated, it is time to learn to free ourselves from the Eurocentric mirror where our image is always, necessarily, distorted. It is finally time to stop being what we are not. (Quijano, 2004)



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

THEORETICAL AND CONCEPTUAL FRAMEWORK

This theoretical and conceptual framework aims to help the reader understand how her thinking has been articulated by presenting 2 distinct yet not mutually exclusive analytical triads. Each will be used in the following chapters of her autoethnography to depict a deep historical self-reflection on her social and political interactions in education, regarding her power-dominated epistemological and ontological beliefs, and to seek possibilities for transforming her praxis as a future in-service English teacher.

At first, based on the previously mentioned contradiction and her necessity to analyse and interpret her teachers' beliefs as an adult woman in a pre-service English teacher position inside a colonised educational system, 3 main concepts are intertwined: Teachers' Beliefs, Intersectionality and Decolonial Pedagogy. Her teacher's beliefs are to be identified and interpreted through the lens of decoloniality, using an intersectional social justice framework to examine how her teaching practice has been influenced, maintained, or changed during her teacher education by the domains of power inherent in her social context, territory, and even throughout her life.

Secondly, problematising the structures of power and knowledge that have shaped the assessment in Teaching English as a Foreign Language (TEFL), an analytic triad that



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

articulates Evaluation, Power and Transformative Praxis is presented to integrate into her praxis a method or structure that helps to reinforce her decolonial teaching identity, and to enhance an ethical and inclusive evaluation process: her awareness of who she and who her students are.

All these articulated concepts have reframed her positionality as an English teacher-researcher, questioning taken-for-granted truths and colonial residues in her education.

Teachers' Beliefs, Intersectionality, and Decolonial Pedagogy.

The first article on teachers' beliefs she remembered was published in 2010. She encountered it during a course in the English Department as part of her teaching education. The text, included in the International Encyclopaedia of Education, presents an overview of research on teachers' beliefs, drawing on definitions from some authors, what has been studied, their interactions with other variables, and the methodologies used to measure them. (Valcke et al., 2010) At that time, she did not fully understand how her beliefs could define every course of action she decided in her classroom and even in her life. Yet one aspect was essential for her inner reflection: some teachers' beliefs are crystallised, while others can change through a gestalt shift.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

She thought that the concept of Bildung in the educational context was exactly what this research is about since it refers to the process of cultivating the inner self, of becoming who one is; it is a process of personal significance of academic knowledge and life experiences, and their impact the temperance of character, the development of sensitivity, the perfection of abilities and talents, and the cultural, intellectual and spiritual elevation of the subject. (Murillo, 2020) As a future English teacher, she was not sure when her inner transformational process began; as she traced her educational journey, she gradually recognised that she had always wrestled with naturalised authoritarian pedagogical practices that were against her personal beliefs in democracy, respect, and solidarity. Freire's perception that teachers' banking attitude has to be reconfigured towards self-awareness through the recognition of others, seeking to coexist in empathy rather than impose universal truths (Freire, 1970, p. 57), reinforced her pedagogical certainties.

In this way, searching for a strategy to identify her beliefs, she found that Rokeach assumed that the phrase "I believe that..." might help researchers to recognise a belief in a teacher's discourse (Rokeach, 1968, p. 2), whereas it cannot simplify its identification. In his book "Beliefs, Attitudes and Values: A theory of organization and change", he argues that beliefs are difficult to recognise through observation or conversation, since they can only be inferred by looking more deeply into believers' sayings and doings (Rokeach, 1968). In this



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

case, this reflexive praxis towards identifying actions and attitudes would involve confronting some that were not aligned with her pedagogical beliefs, and that was scary.

First, to understand this abstract concept, she relied on Virginia Richardson's definition:

"Beliefs are psychological constructs related to people's understandings, premises, or propositions about the world that are felt to be true (Richardson, 1996, p. 104). This

conceptual clarity depicted that her beliefs stemmed from a personal construction of reality;

however, at the same time, interpersonal negotiations are needed to generate a complex structure of thoughts within every human being that fosters personal and social stability.

Thus, an even more intricate system is developed under specific circumstances,

incorporating a variety of beliefs, some of which are highly relevant to each person and

influence their decisions and actions.(Rokeach, 1968) In light of this complex idea of beliefs,

some researchers refer to beliefs as a "messy construct" (Kagan, 1992; Pajares, 1992;

Valcke et al., 2010).

Looking back a few years ago, she recognised that her teachers' training and education at

UMCE were directed toward inner reflection, prompting a change in her beliefs' "messy

construct" and positioning the beginning of her unlearning journey; Certainly, it gave her

a glimpse into how a future English teacher should deeply reflect on their daily pedagogical

routines due to the linguistic imperialism of this mandatory European foreign language



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

teaching, which continuously reinforce racialisation, subalternisation, inferiorisation and their patterns of power. (Walsh, 2009, p. 15)

It was such a surprise to her that every piece of knowledge she encountered in her classes began to shape her new vision of what it meant to be an English teacher. Magically, a broader umbrella for interpreting her teacher's beliefs emerged in a feminist course. She gradually recognised she had a belief system, but she never imagined that it had been shaped by invisible domains of power throughout her interactions in society, acquiring emotional dimensions and resisting change since they are constructed at the social and cultural levels, providing elements of structure, order, direction, and shared values that help people understand themselves and others. (Pajares, 1992, p. 317)

Consequently, Intersectionality reoriented her way of thinking, and now she was seeking a deeper understanding of people over time: rather than seeing them and herself as part of a homogeneous mass, she found herself questioning how social divisions of race, gender, age, and citizen status position people differently in the world, especially in relation to global social inequality. All those categories are connected, reflecting structures intersecting power relations. (Hill Collins & Bilge, 2016)

An uncomfortable awareness is now present; therefore, using intersectionality as an analytic tool will help her to highlight in her discourse the complexity of the pedagogical hegemonic structures that have been shaped not only by her passing through the English



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Pedagogy Department at UMCE, but also as a Latin American woman in a westernised patriarchal society. As Catherine Walsh argued, to develop an intercultural society through intercultural education, teachers must implode the educational system, incorporating cultural differences within the established matrix and colonial structures of power, seeking to redefine social, epistemic, and existential structures. (Walsh, 2009) She first needed to identify the colonial structures of power inherent in her pedagogical decisions in order to think about transforming her praxis.

While reviewing intersectional theory, she could identify 2 sides when using intersectionality as an analytic tool: on one hand, intersectionality is an approach to understanding human life and behaviour rooted in the experiences and struggles of disenfranchised people, and, on the other, a pivotal tool linking theory with practice that can aid in the empowerment of communities and individuals. (Hill Collins & Bilge, 2016, p. 46) Following the second side of an Intersectional inquiry, and as her critical perspective on education was built in a specific historical context at UMCE, a self-reflexivity of thought, feeling, and action about her own practice, integrating theory, was needed to decolonise her beliefs about her English teaching practice. With this ultimate purpose in mind, Intersectional inquiry appears to be a huge endeavour to be carried out by herself alone: a decision must be made.

Although the 6 Intersectional Frameworks presented (Social Inequality, Power, Relationality, Social Context, Complexity and Social Justice) were relevant for her analysis,



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

since all of them elucidate the interconnections of many factors that influence unequal conditions of economic, social and political life, she found that her guidance to think through Intersectionality would be the Social Justice Framework under its Interpersonal, Cultural, Disciplinary and Structural Domains of Power. Without hesitation, she concluded that focusing on Social Justice was the most suitable framework because it was highly relevant to her in identifying discriminatory practices rooted in sedimented colonial beliefs, thereby provoking structural asymmetries among students in terms of Pedagogy, Evaluation, TEFL, and the School System.

Through further literature review, she understood the importance of the study on Teachers' Beliefs in the educational field; teachers develop their belief systems throughout their experience in the educational system, shaping their teaching performance and decision making. (Fang, 1996, p. 49) Furthermore, teachers are described by Pajares as "insiders" who, unlike lawyers or doctors when facing their workplaces for the first time, do not need to adapt their belief systems to a new environment; they have been immersed in the scholarly system and have developed their constructs over the years. (Pajares, 1992, p. 323)

A vast amount of research has been conducted in this social area; most studies focus on beliefs about teaching, assessment, mathematics, science, diversity, and learners, as presented in the International Handbook of Research on Teachers' Beliefs. (Gregory Gill &



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Fives, 2015, p. 7) In Dona M. Kagan's work "Implications of Research on Teacher Beliefs", the above definition of teachers' beliefs is criticised for its narrowness: "Teacher belief is a particularly provocative form of personal knowledge that is generally defined as pre- or in-service teachers' implicit assumptions about students, learning, classrooms, and the subject matter to be taught". (Kagan, 1992, p. 66) Dona Kagan argues that it is relevant to go beyond academic content to address the lack of information on the longitudinal courses of specific teachers' beliefs. Likewise, Pajares argues that one of the main problems in research on teachers' beliefs is the wide range of beliefs and the lack of context. He suggests that teachers' socialisation cannot be understood outside the context of their shifting conceptions. Therefore, the aim of the research is to explore connections between broader, personal beliefs and the school system context beliefs that would help to explain the nature of this shift. (Pajares, 1992, p. 329)

Knowing Pajares and Kagan's perceptions related to teachers' beliefs researches lack of context, she realised that within the intersectional scope, by interconnecting Domains of Power with her Teachers' Beliefs, she would be able to identify attitudes and beliefs that may seem fair or appear to be applied equally to everyone, yet still produce unequal and unfair outcomes in the educational system; a system that is still reproducing colonial power structures.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Even though questioning her beliefs is to question her own sanity, and with the certainty that they are deeply personal, she needed to evaluate some taken-for-granted beliefs about herself as a pre-service teacher, to visualise her resistance to belief change and finally deconstruct her colonised teacher identity to transform her praxis.

Evaluation, Power and Transformative Praxis.

Among all interactions she had experienced within the school system, assessment exerts symbolic authority, as it subjugates students and teachers to regulated, standardised, homogeneous, decontextualised, and unfriendly tests that respond to institutionalised expectations. From her reflective reconstruction, an unfortunate assumption among students and teachers regarding assessment functions appeared in her thoughts: while assessment is students' least enjoyed activity at school, self-worth sentiment is just achieved for those who obtain good grades; meanwhile, teachers use it as a control device which helps to maintain students sitting and quiet and also to preserve their authority position inside the classroom. (Gimeno Sacristán & Pérez Gómez, 2008, p. 335)

An intuition she could not yet name was guiding her towards an ethical repositioning of what it was to teach English as a foreign language. She gradually recognised how linguistic imperialism operates in textbooks within an Eurocentric epistemological framework,



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

hegemonic narratives highlight British and American accents in a symbolic power position, disciplinary regimes of assessment perpetuating the myth of neutrality in evaluation, and normative standards presented as universal by the educational system. She was aware that historically, English language teaching has been functional to a Eurocentric education system imposed since colonial times, prescribing a “modern” worldview for “barbaric” communities colonised in different parts of the world. The author Ana María Martínez Mendoza supported her belief that EFL teachers must be focused not only on influencing intercultural respect and promoting mutual tolerance among students, but also in the development of a curriculum designs that demand a more responsible role and stop being only a facilitator of English acquisition and learning, collaborating in the creation of a vassalage for the world’s neoliberal leaders. (Martínez Mendoza, 2002)

At the time, as she continued to internalise knowledge during a critical evaluation course at university, a fracture in her certainty as a teacher emerged through reflections and interactions with teachers from other disciplines who were intrinsically shaping her teacher identity. She began to sense that what once felt natural now appears unfair: she could not resist questioning the pedagogical routines embedded in her teaching profession, methodologically correct, but without strategies to give visibility to marginalised voices within the classroom. Although she was prepared to plan a complete lesson and to evaluate her students’ communication skills, she knew she was not pleased with the reproduction of



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

invisible pedagogical hierarchies within the school system that, maybe without intention, could perpetuate social inequalities and symbolic power in English classes. Moreover, even though she was not asked to study evaluation theories in general, she decided to go beyond her epistemological comfort zone to re-signify her teaching profession by giving it a new purpose of transforming the hegemonic narratives of language teaching; she began to unlearn. Her personal blossoming has just started.

Her connection with Lawrence Stenhouse's evaluation theory may have been the beginning of her epistemological shift. From his perspective, the teacher is, in essence, a researcher, which means that, through their practice, they carry out constant curriculum review and development in which assessment is conceived as a permanent inquiry that strengthens teacher autonomy and professional growth. (Stenhouse, 1975, p. 144) Stenhouse did not deny the educational importance of learning outcomes, but he opposed attempts to prespecify them, arguing that a learning process in which each student deepened their understanding of the object of learning (knowledge) would inevitably produce a diversity of outcomes. (Elliott, 2024) For her, this explanation embodied the reality of the school system and how she must approach it. As Morin argued, a comprehension of an educational community supposes democratically open societies (Morin, 1999, p. 58); consequently, her English classes should be directed towards recognising the diversity of learners, families, and teachers, enhancing comprehension across the community's diverse cultural



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

backgrounds. She honestly wanted this transformation to be bidirectional, not only for her students but also for herself as a person in constant evolution.

Then, she came to understand assessment not as an instrument of control but as an ongoing process that enables the transformation of knowledge and pedagogical practices.

From an emancipatory perspective on evaluation, she recognised in Parlett and Hamilton's Illuminative theory a central core for her pedagogical praxis. Since this evaluation is not a standardised methodological research, it can take a variety of forms, allowing her to decide which methods or techniques to combine to "throw light" on a common problem. (Parlett & Hamilton, 1972, p. 18) Likewise, the aim of this evaluation process makes total sense to her: it is to describe and interpret an educational program in context, not by interpreting the program's goals, prescribed objectives, or desired outcomes; rather, it focuses on acknowledging the diversity and complexity of the learning milieu. (Parlett & Hamilton, 1972, p. 13) How to implement this evaluation was an idea that matured over time. Once she understood that the 3 stages (Exploratory, Investigative, and Explanatory) overlapped and interrelated, she felt compelled to reconsider her ideological inheritance around research and evaluation. Again, she visualised the deeply embedded, fragmented knowledge she had; this evaluative theory encouraged her to collect, through observation and interviews, every perceivable aspect of the learning milieu, even her own and others' beliefs, without any pre-established course of action. Thus, as the data were progressively



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

revised, unique and unpredictable phenomena emerged. (Parlett & Hamilton, 1972, p. 20)

The power of interpretation, decision-making, and interpersonal skills was boosted in her new teacher's investigative role. Thus, she sought an opportunity to reimagine the evaluation process of an English curricular Unit and shift from a traditionally normalised assessment ritual.

Looking back, she now sees that during her in-service teaching experience, she will encounter an uncountable number of diverse classrooms, in which factors such as school systems, teachers' beliefs, pedagogical orientations, evaluation, and TEFL methodologies, along with students' perceptions and preoccupations, will be intertwined, affecting her praxis.

She understood that, inevitably, she would face constraints and difficulties when inferring an appropriate pedagogical approach for each classroom, while always considering her students as the centre of her decision-making process. In this way, a critical intercultural view reinforced her transformational perspective, as Catherine Walsh proposes a pedagogical reorientation of the traditional isolated educational practice towards a collaborative and reflective process to facilitate the acknowledgement of different realities and the articulation of rationalities within a territory. (Mignolo & Walsh, 2018, p. 70) A conceptual clarity emerged slowly in her mind; she thought that the beginning of this transformation could be changing the terms of evaluation inside the classroom, delinking



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

from state forms of surveillance. A curricular decoloniality, moving from a disciplinary and punitive process to a holistic and democratic one, where English could be used to communicate otherness; a micropolitical resistance to activate non-Western memories, religions, sensibilities, and ways of living to reconfigure the colonial echoes within the educational system and to enter a new realm of consciousness (Mignolo & Walsh, 2018, p. 130) away from western modernity.

When she thought about Stufflebeam's CIPP Theory, she remembered that she initially resisted incorporating it into her praxis. Despite its qualities as a systematic evaluation process that could enhance informed decision-making and continuous improvement, and its alignment with the author's most important purpose of evaluation, which is to improve, not to prove (Stufflebeam, 2003, p. 4), the main conflict was that the author included stakeholders in the decision-making process, consequently, she immediately rejected the idea of losing her teacher's autonomy. She also felt an inner conflict because the conclusions of this program evaluation are supposed to be categorised as correct, not correct or incorrect, based on the evaluator's preferences or point of view. This statement lingers traces of hegemonic thinking imposed during the Abya Yala Colonisation, due to the control of subjectivity, culture and knowledge. (Quijano, 2004, p. 209) Though what she appreciated about this evaluation process was that she could adapt it to her English classes in a co-constructed, holistic evaluative cycle intended to systematise her praxis by asking, "What



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

needs to be done?" How should it be done? Is it being done? Is it succeeding? These respond to context, input, process, and product evaluations, respectively. Even though this model requested a standardised evaluation instrument, it also promotes collaborative work, invites different perspectives in the construction of homemade instruments, addresses each evaluation question in a timely manner, and offers flexibility regarding the use of multiple procedures and which steps of the process to implement. Having all this information available, she advocated transforming certain characteristics, adjusting them to promote teachers' research in the classroom, searching for ambiguities, convergence and contradictions in findings (Stufflebeam, 2003), seeking a culturally situated knowledge system.

Slightly, a critical consciousness emerges in every decision she makes within her teaching praxis; the pedagogical habits she once defended were questioned as she became aware of the relevance of her position in the educational system, not only in the classroom but also outside it.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

METHODOLOGICAL DESIGN

Narrative Inquiry, Illuminative Evaluation Theory and Autoethnography

Research in the field of education is a complex endeavour, as it involves recognising that people's actions and experiences are intertwined with knowledge, beliefs and social context. Consequently, the decisions she made in approaching her last academic journey were essential to reflecting her personal journey of re-signifying teaching.

Freire's pivot perspective on educational research boosted her pedagogical beliefs. In his book "The Pedagogy of Autonomy", he depicts the cyclical reflexive process of teaching, arguing that there is no teaching without research, nor research without teaching: it is a constant inquiry and self-questioning, verification and intervention to educate others and the self. (Freire, 2004, p. 14) Likewise, her memoir is intended to examine her teacher's beliefs by researching them and verifying the colonial and/or decolonial structure embedded in them, to create something that would help her intervene in her pedagogical practice and teach and learn from others through it. Those reflections led her to conclude that a combination of methods would be needed to be able to tell her story of unlearning what she supposed teaching was.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

To narrate her story, she developed an intricate Autoethnographic design approach (Ellis & Bochner, 2000) that draws on the principles of the Illuminative Evaluation theory (Parlett & Hamilton, 1972), following the narrative research structure described by Creswell for educational research. (Parlett & Hamilton, 1972, p. 17)

Autoethnography Design

First, the relevance of the Autoethnography approach is that, by systematically describing and analysing personal experience to understand cultural experience, it challenges the canonical ways of doing research and representing others, as it considers it a political, socially just, and socially conscious act. (Bénard, 2019, p. 17) The fact that she was inquiring and inferring directly about her beliefs made her feel insecure about how she would write this autoethnography: she would be vulnerable in showing her feelings and sensations while decisions were being made. Carollyn Ellis accurately explained this personal process of writing an autoethnography as a systematic sociological introspection and emotional recall, with the intention of understanding an experience she has lived through. In that process, she comes to understand others more deeply by coming to understand herself. (Ellis & Bochner, 2000, p. 737) Consequently, while looking for strategies to write her process of deconstruction through inner reflection, she found a section in Bénards' book entitled "Introduction to creative writing: showing vs telling"



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

written by R. Michael Burns that amazingly recommended that creating a fictional story would develop a bond between her and the reader, and one of the best ways to do this was to create emotionally vivid images, not just by telling readers what is happening, but by showing them with sentiment. (Bénard, 2019, p. 198) Moreover, she decided to follow Burns's suggestion and utilise a third-person fusion narrative strategy (in which an omniscient narrator is a character with feelings and thoughts) to filter the perspective of the owner of these transformative reflections.

Illuminative Evaluation Theory

On the other hand, incorporating the Illuminative Evaluation Theory along with an Autoethnography emphasises the significance of her research. Parlett and Hamilton conceived their theory as part of the socio-anthropological paradigm, since it considers the wider contexts in which an educational program functions. Then, she realised her research perfectly aligned with the aims of it: this approach seeks to illuminate what it is like to participate in an educational program (whether as a teacher or as a student), how the program is influenced by the situations in which it is applied, and also how students' intellectual tasks and academic experiences are most affected. (Parlett & Hamilton, 1972, p. 9) For these intellectuals, the acknowledgement of the interwoven elements that interact



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

in a learning milieu is essential for a serious study of educational programs, as they cannot be separated from it.

As noted by these authors, the process of conducting an illuminative evaluation emphasises observation through the following stages:

- ❖ Exploratory Stage: The researcher is concerned to familiarise herself with the day-to-day reality of the setting and takes the complex scene she encounters as given.
- ❖ Investigative Stage: The researcher selects a number of such phenomena, occurrences, or groups of opinions as topics for more sustained and intensive inquiry.
- ❖ Explanatory Stage: The researcher seeks general principles using patterns of cause and effect, placing individual findings within a broader explanatory context.

It was a revelation to her that the complexity of her beliefs, embedded in the learning milieu of her research, as she moved back and forth between the English Department program and her practicum centre, could be described and interpreted using this research design. Moreover, the connection between changes in a learning milieu and the intellectual experiences of students embodies assumptions about pedagogy and knowledge, given the “higher order” aspects of the school or college environment that cannot be ignored. Likewise, her task is to unravel both learning milieus, isolate their significant features, delineate cycles of cause and effect and comprehend relationships between beliefs and



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

practices, and between organisational patterns and the responses of individuals. (Parlett & Hamilton, 1972, p. 18)

Hence, two learning milieus are connected in this research. On one side, the English Department at UMCE was her learning milieu 20 years ago. Following Parlett and Hamilton's Evaluation Theory, the first task of this analytical process is to describe the learning milieu in which she was immersed while participating in a teacher training programme.

On the other branch of this autoethnography, she conducted an interpretation of the present educational system in which she did her final practicum: a learning milieu in another context, from another perspective, paying attention to hidden and visible curricula (Parlett & Hamilton, 1972, p. 17) In this way, the connection between autoethnography and Illuminative Evaluation is completely perceived: those are her assumptions, and the educational system's assumptions that were meant to be identified and interpreted through a reflexive written process.

Creswell's Narrative Research Structure

She decided to organise this research using Creswell's structure since it had been studied during her Research course at the English Department, and she understood how to convey all her findings by applying this model. According to Creswell, narrative research can adopt multiple forms depending on who writes or records the story, how much of a life is recorded



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

and presented, who provides the story, and whether a theory is used by the researcher (Creswell, 2015). However, the following characteristics are sought as essential in these designs:

- Individual experiences: This design considers stories as social and personal interactions.
- Chronology of the experiences: Understands individual past experiences and how they contribute to present and future experiences.
- Collecting individual stories: The researcher collects stories and experiences using discussions, conversations or interviews. These stories constitute the data.
- Restorying: To provide order and sequence to these gathered stories, the researcher analyses their key elements and then rewrites them to place them in a chronological sequence and to provide a causal link among ideas. Through the transcription of audio recordings, the researcher identifies key elements of the story, retranscribes them, and finally restories by organising the key codes into a sequence of activities. As researchers construct their story (either their own or someone else's), they would include information about the following:
 - Interaction: The personal interaction based on an individual's feelings, hopes, reactions, and dispositions, as well as the social interaction to include other people and their intentions, purposes, assumptions, and points of view.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

- Continuity: A consideration of the past that is remembered, the present relating to experiences of an event, and the future, looking forward to possible experiences.
 - Situation: information about the context, time, and place within a physical setting, with boundaries and characters' intentions, purposes, and different points of view.
-
- Coding for themes: In this process, researchers narrate the story and often identify themes or categories that emerge. The identification of themes adds complexity to a story and deepens insight into individual experiences. As with all qualitative research, the researcher identifies a small number of themes, such as five to seven. Researchers incorporate these themes into the passages about the individual's story or include them as a separate section in a study.
 - Context or setting: Narrative researchers describe in detail the setting or context in which the individual experiences the central phenomenon. The restoried accounts of an educator may actually begin with a description of the setting or context before the narrative researcher conveys the events or actions of the story.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

In summary, drawing on Illuminative Evaluation and autoethnographic research, her personal experience is not conceived as an anecdotal element but as a privileged space for analysis that allows visibility of dimensions frequently rendered invisible in traditional evaluative approaches, such as emotional tensions, ethical dilemmas, and contradictions between institutional discourse and pedagogical practice. As a result, her research adopts autoethnography as a form of embodied, illuminative evaluation, in which her situated experience becomes a tool for analysis that sheds light on the functioning of the educational system in which she participates. In addition, according to Creswell's view, the use of this Three-Dimensional-Space Narrative Structure (Interaction, Continuity and Situation) promotes a metaphorical inquiry space that defines a narrative study. (Creswell, 2015)

This methodological approach enables a critical and complex understanding of the educational process by integrating personal, cultural, and structural dimensions into the analysis. Taken together, they allow her, recalling Morin in his book "The Seven Knowledges Necessary for the Education of the Future", to develop a critical self-examination, to relatively decentralise herself and, consequently, to stop assuming the position of judge in all things. (Morin, 1999, p. 55)

Mixing an autoethnography design with Illuminative Evaluation Theory, structured under Creswell's Narrative Research design, emphasises her interest in exploring educational processes from within, focusing on the lived experiences and meanings constructed by



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

teachers and students in a specific context, thereby contributing to the construction of reflective, contextualised pedagogical knowledge.

Context and Participants

This study is situated in the contexts of her initial teacher education and in present-time classroom practice. Rather than focusing on a single institutional setting, the research examines her pedagogical trajectory over time, recognising the influence of historical, cultural and institutional factors in shaping her professional identity.

The first context corresponds to her initial teacher education as an English teacher at a public university in Chile approximately twenty years ago. This period was characterised by a predominantly traditional and Eurocentric approach to English language teaching, in which pedagogical practices were strongly oriented towards linguistic accuracy, standardised knowledge, and the reproduction of hegemonic cultural models. Critical reflection on the sociopolitical dimensions of language teaching was largely absent, and teaching was conceived primarily as the transmission of disciplinary knowledge.

The second context emerges from her return to teacher education and her subsequent final teaching practicum in a secondary school. This experience takes place within a socioeducational landscape marked by increasing cultural diversity, the presence of migrant



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

students and significant challenges related to student engagement, linguistic inequalities and socio-emotional dynamics. Within this context, the teaching of English becomes a site of tension, where institutional expectations, curricular demands and students' lived realities intersect.

She occupies a central role in this study, as both the subject and the analyst of her own pedagogical experience. This dual position provides a situated understanding of the complexities of English language teaching in contemporary educational contexts.

She addresses ethical considerations by ensuring the anonymity of all individuals and institutions involved. The narratives presented do not aim to represent specific individuals but rather to illuminate broader pedagogical and sociocultural dynamics within the Chilean educational system.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Data Collection

For the purposes of this research, she needed to conduct three separate data collections because two learning milieus are intertwined with her teaching beliefs.

On the one hand, the first task is to describe the English Department at UMCE learning milieu, mentioned as background information to adopt a historical perspective. This process was achieved through a literature review.

On the other branch of this research, her stories constitute the data gathered through recorded group reflections from her final practicum experience. Subsequently, these records served as the raw material (Creswell, 2015) for an interpretation of her teacher's beliefs in a learning milieu in another context, from another perspective, paying attention to hidden and visible curricula (Parlett & Hamilton, 1972, p. 17)

As stated by Creswell, the peculiarities of each narrative would depend on the stories (Creswell, 2015); in this case, the stories were built on her visions, emphasising a social and cultural context, embedded in a chronology of events through a theoretical lens.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Overview of the Analytical Process.

The analysis was conducted using significant narrative episodes extracted from her autoethnographic reflections on her professional practice.

The information study procedure is guided by the qualitative analysis process, which follows the above phases:

- Segmentation of data into 4 relevant and meaningful dimensions (Key codes: Pedagogy - TEFL - Evaluation - School System)
- Reduction of data into the Social Justice Framework, categorising them into 4 Domains of Power. (Interpersonal - Cultural - Disciplinary - Structural)
- Analysis conducted using a thematic coding process assisted by ATLAS.ti.
- Co-occurrences between analytical dimensions and domains of power are examined.
- Identification of Interpretative Categories (thematic patterns) that emerge from the process of restorying the data.
- Selection of representative quotes from emerging interpretative categories.
- Arrangement of data in descriptive tables.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

- Interpret the meaning of these experiences through a narrative analysis following the Three-Dimensional-Space Narrative Structure.

Analytical Dimensions and Social Justice Framework

Her research has two principal axes: four critical dimensions and domains of power that reflect her belief system and, therefore, her teaching practice.

To begin with, she conducted an analysis of four essential dimensions in her reflections, which she considers the pillars of her pedagogical practice as a pre-service English teacher. Pedagogy, EFL, Evaluation, and School System are simultaneously intertwined, whether in her teacher training or in the classroom, revealing her beliefs through a constant questioning of the power structures promoted in both contexts. From a pedagogical critical perspective, as Paulo Freire depicts, research into the community's significant themes serves as the starting point for the process of action, understood as a cultural synthesis. (Freire, 1970, p. 167)

Secondly, once she had analysed her reflections through these four essential dimensions, she noticed that some power structures related to control, hegemony, Eurocentrism, and patriarchy were inherent to her as a Latin American woman educated in a Chilean school



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

system, showing contradictions and struggles in her thoughts and actions. Thus, she decided to analyse her beliefs within the Four Domains of Power of a Social Justice Framework, which has been used by the black feminist movement to narrate black and coloured women's experiences as valid forms of knowledge production. (Espinosa-Miñoso, 2025, p. 87) Along similar lines, Bell Hooks argues that when education is the practice of freedom, any classroom that employs a holistic model of learning will also be a place where teachers grow and are empowered by the process. (Hooks, 1994, p. 21) Both ideas lead her to a more complex reflection on what her teaching profession is: a cultural, interpersonal, disciplinary and structural recognition of her belief systems within pedagogy, TEFL, evaluation and the school system embedded within them.

Consequently, this chapter depicts the segmentation of data into four analytical dimensions as a starting point for disseminating her beliefs, separating her narratives into a number of quotations within each dimension. In addition, this segmentation is reinforced through the intertwining of her beliefs and the domains of power.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

The Four Analytical Dimensions

The table above shows the distribution of citations across each analytical dimension. The highest concentration of reflections is observed in the Pedagogy dimension, suggesting that her experiences are primarily articulated through her pedagogical practice.

Table 1: Frequency of quotes by analytical dimension

Dimension	Frequency of Quotes
Pedagogy	60
TEFL	37
Evaluation	28
School System	25
Total Quotes	150

Source: Author's own elaboration.

To better understand each dimension, the following sections explain the reflections encountered in these four analytical dimensions.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Pedagogy Dimension

The Pedagogy dimension brings together reflections mainly on teacher-student interactions, on teaching decisions made during professional practice regarding the promotion of student participation, on teaching authority in the classroom, and on counter-hegemonic practices. These reflections were divided into sub-codes, grouped into three essential categories: Relational Pedagogy and Building the Pedagogical Bond, Construction of Teacher's Role and Identity, and Counter-Hegemonic Pedagogical Practices.

TEFL Dimension

The TEFL dimension brings together reflections related to Eurocentric logics in the English teaching profession, highlighting the hegemony of English as Cultural capital in the rhetoric of English classes. Complementing this, reflections on inequalities in English language learning and on interactions in the English classroom within a mandatory curriculum. These reflections are divided into sub-codes, grouped into three essential categories: Sociocultural Tensions in English Language Teaching, Linguistic Inequalities in the classroom, and Curricular Tensions in English Language Teaching.

Evaluation Dimension

The Evaluation dimension brings together reflections on the school assessment culture, which is grade-centred and promotes standard practices in students' academic performance. This is reinforced by reflections on assessment pressure on students and



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

adherence to assessment policies. These reflections are divided into sub-codes, grouped into two essential categories: School Assessment Culture, and Assessment Pressure and Pedagogical Negotiation.

School System Dimension

The School System dimension brings together reflections on the predominant school culture, normative standards, behavioural regulation, and authority relationships. Along similar lines, her narrative reflects on internalised traditional pedagogy and the limitations of the education system. These reflections are divided into sub-codes, grouped into two essential categories: Predominant School Culture and Institutional Regulation and Power Structures.

The mentioned categories of each dimension are analysed in detail in the Findings Chapter.

To continue with this analytical process, her previous segmented reflections are analysed to reduce the data to the Social Justice Framework, categorising them into four Domains of Power: Interpersonal, Cultural, Disciplinary, and Structural.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Social Justice Framework

As reported by Patricia Hills, using the Social Justice Framework as a tool to dismantle rules that may seem fair but are enforced by discriminatory practices or might appear to be equally applied to everyone, but produce unequal and unfair outcomes (Hill Collins & Bilge, 2016, p. 40), may provide a more expansive lens for addressing the complexities of educational equity. (Hill Collins & Bilge, 2016, p. 195)

Interpreting what Patricia Hill Collins explains in her book "Intersectionality" about these four domains of power (DP) (Hill Collins & Bilge, 2016), a conceptual description of their use in the educational field is presented, relating them to the reflections on her teaching decisions, contradictions, and resistance to a matrix of power embedded in the educational system.

Interpersonal Domain of Power

This domain refers to everyday interactions between people, in which power is either reinforced or challenged. It operates through relationships, language usage, expectations, day-to-day interactions and interpersonal dynamics.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Cultural Domain of Power

This domain of power refers to the discourses, values, beliefs and ideologies that legitimise or normalise power relations. It operates through cultural representations, social imaginaries, stereotypes and dominant pedagogical discourses.

Disciplinary Domain of Power

This domain of power refers to the administrative and regulatory mechanisms that regulate behaviour within institutions. It operates through rules, monitoring, assessment, control and institutional bureaucracy.

Structural Domain of Power

This domain of power refers to the social and institutional structures that determine the distribution of power and resources within society. It operates through laws, public policies, education systems, official curricula, and institutions.

In her perceptions of a specific educational context, she can relate the interpersonal domain of power in her classroom interactions with students and teachers, in the collaborative



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

dynamics within EFL classes, and in her recognition of students' identities. Regarding the Cultural Domain of Power, she associates it with her reflections on students' capacity to learn, the relevant culture in the classroom, and what it means to be a "good student". Similarly, the Disciplinary Domain of Power connects with her reflections on standardised assessment systems, classroom management discourses, and school discipline policies. Finally, she associated the Structural Domain of Power with standardised educational programmes, assessment policies, and the hierarchical organisation of the school system.

Co-occurrences among Dimensions and Domains of Power

The next step in this teacher's beliefs analytical process is to find co-occurrences between dimensions and domains of power to establish, in her discourse, which domain of power is more predominant, with the aim of focusing on it.

Through a thematic coding analysis in ATLAS.ti, the co-occurrences between analytical dimensions and domains of power reveal the patterns presented in the following tables.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Co-occurrences on Pedagogy Dimension and Domains of Power.

The results show that the predominant power domain in this dimension is the Interpersonal Domain of Power, indicating that her pedagogical beliefs are constructed primarily through interactions among teachers and students.

Table 2: Co-occurrences between Pedagogy and Domains of Power (DP)

Dimension	Interpersonal DP	Cultural DP	Disciplinary DP	Structural DP
Pedagogy	29	17	12	2

Source: Author's own elaboration.

Co-occurrences on TEFL Dimension and Domains of Power.

The results show that the predominant power domain in this dimension is the Interpersonal Domain of Power, indicating that her TEFL beliefs are constructed primarily through interpersonal dynamics and language usage.

Table 3: Co-occurrences between TEFL and Domains of Power

Dimension	Interpersonal DP	Cultural DP	Disciplinary DP	Structural DP
TEFL	15	13	5	5

Source: Author's own elaboration.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Co-occurrences on Evaluation Dimension and Domains of Power.

The results show that the predominant power domain in this dimension is the Cultural Domain of Power, indicating that her evaluation beliefs are constructed primarily within the dominant pedagogical discourses.

Table 4: Co-occurrences between Evaluation and Domains of Power

Dimension	Interpersonal DP	Cultural DP	Disciplinary DP	Structural DP
Evaluation	6	17	5	0

Source: Author's own elaboration.

Co-occurrences on School System Dimension and Domains of Power.

The results show that the predominant power domain in this dimension is the Interpersonal Domain of Power, indicating that her School System beliefs are constructed primarily through expectations of hierarchical organisation of the school system.

Table 5: Co-occurrences between School System and Domains of Power

Dimension	Interpersonal DP	Cultural DP	Disciplinary DP	Structural DP
School System	15	6	4	4

Source: Author's own elaboration.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Emergent Interpretative Categories, Sub-Codes and Predominant Domain of Power

As previously mentioned, and based on the analysis of the subcodes, the following interpretative categories are identified and intertwined with specific Domains of Power. This information is suitable for a deeper analysis of her teacher's beliefs.

Table 6: Pedagogy Dimension - Emergent Interpretative Categories

Emergent Category	Sub-Codes	Predominant Domain of Power
<i>Relational Pedagogy and Building the Pedagogical Bond</i>	<ul style="list-style-type: none"> ➤ Teacher-Student Relationship. ➤ Participation Dynamics. ➤ Pedagogical negotiation with students. ➤ Recognition of the student as a subject of knowledge. ➤ Active listening as an epistemic practice. ➤ Student-student relationship. 	Interpersonal



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

**Construction of
Teacher's Role and
Identity**

- Teaching Role
- Teaching Discomfort
- Teaching Authority in the Classroom
- Contradiction
- Tension between Theory and Practice
- Doubts

Cultural

**Counter-Hegemonic
Pedagogical
Practices**

- Counter-Hegemonic Practices
- Critical Awareness
- Interdisciplinarity

Interpersonal

Source: Author's own elaboration.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Table 7: TEFL Dimension - Emergent Interpretative Categories

Emergent Category	Sub-Codes	Predominant Domain of Power
<i>Sociocultural Tensions in English Language Teaching</i>	<ul style="list-style-type: none"> ➤ Eurocentric Logics ➤ Hegemony of English ➤ English as Cultural Capital ➤ Student-student relationship. 	Cultural
<i>Linguistic Inequalities in the Classroom</i>	<ul style="list-style-type: none"> ➤ Inequality in English language learning. ➤ Language insecurity among students. ➤ Communication gaps. ➤ Interaction in English in the classroom. 	Cultural
<i>Curricular Tensions in English Language Teaching</i>	<ul style="list-style-type: none"> ➤ Curricular pressure of English. ➤ Pedagogical adaptations of the curriculum. 	Cultural

Source: Author's own elaboration.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Table 8: Evaluation Dimension - Emergent Interpretative Categories

Emergent Category	Sub-Codes	Predominant Domain of Power
School Assessment Culture	<ul style="list-style-type: none"> ➤ School Assessment Culture. ➤ Grade-Centred Assessment. ➤ Standardisation of Academic Performance. 	Cultural
Assessment Pressure and Pedagogical Negotiation.	<ul style="list-style-type: none"> ➤ Assessment Pressure on Students. ➤ Negotiation of Assessment Criteria. ➤ Adherence to Assessment Policies. 	Disciplinary

Source: Author's own elaboration.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Table 9: School System Dimension - Emergent Interpretative Categories

Emergent Category	Sub-Codes	Predominant Domain of Power
<i>Predominant School Culture.</i>	➤ Predominant School Culture	Disciplinary
	➤ Normative Standards	
	➤ Internalised Traditional Pedagogy	
<i>Institutional Regulation and Power Structures.</i>	➤ Institutional Expectations.	Disciplinary
	➤ School Regulations.	
	➤ Limitations of the Education System.	
	➤ Behavioural Regulation.	
	➤ Authority Relationships.	

Source: Author's own elaboration.

Coding enabled the identification of thematic patterns in the reflections. The identification of these emergent categories arising from the process of restorying the data and using Atlas.ti helps her select representative quotes from interpretative categories, which are the main findings of her research.

In the next chapter, narrative analysis enables the interpretation of these experiences within her educational journey of becoming a decolonial teacher.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Quotes' Decolonial Representativeness

As Quijano reported, colonial structures were powerful tools for controlling the inhabitants of Latin America. (Quijano, 2004) Even though centuries have passed, reminiscences of them surface during her final practice at an educational institution. When analysing her reflections, she recognises the reproduction of Eurocentric logics in relationships among the school community, in frontal teaching practices, in standardised evaluation processes, and in the avoidance of meaningful dialogue between students and teachers. However, as a critical observer, she not only perceives those colonial features in other teachers' pedagogical practices, EFL teaching classes, evaluation processes, and the school system, but also must confess that she struggles with her sedimented colonial beliefs.

The quotes' representativeness points directly to those colonial and decolonial features she encountered in her reflections. Moreover, intersectional domains of power serve as a guide for interpreting how she could resist and transform discourse, rules, relationships, and norms in the future, even though the system urged her to stop trying to change what has been imposed.

The following chapter presents the selected quotation in detail and briefly explains why it represents her colonial or decolonial perception.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

FINDINGS

This chapter presents a narrative analysis of reflections generated during her professional practice, interpreting the meaning of these experiences through a narrative analysis that follows Creswell's Three-Dimensional-Space Narrative Structure. Hence, this narrative comprises past, present, and future episodes, integrating personal and social interactions across different contexts and situations. Furthermore, according to her methodological design, this chapter also falls within the Investigative Stage, in which she systematically inquiries into her teacher's beliefs, seeking to clarify and refine them.

To begin with, she presents a narrative to explore her beliefs about her past experience of becoming an English teacher in the English Department at UMCE and, at the same time, to unveil the historical context in which the English language teaching was conducted in Chile through more than a hundred years, since the creation of the English Department at UMCE. At present, she shares a narrative explaining the historical moment she is facing and her concerns about becoming an English teacher. Complementing this, her reflections are analysed based on four main dimensions: Pedagogy, EFL Teaching, Evaluation, and School System. These dimensions were interpreted considering the domains of power described by Patricia Hill Collins, which allowed her to identify how her teacher's beliefs emerge within cultural, interpersonal, disciplinary, and structural relationships, revealing her colonial and



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

decolonial beliefs. Quotes' representativeness is crucial for interpreting her beliefs emerging from her deeper inner reflections, as well as for depicting the tensions and contradictions she perceives in her present teacher's beliefs due to her final practicum experience in the Chilean school system. These quotations' representativeness is shown through a descriptive table to facilitate their comprehension.

In the future episode narrative, she proposes a cyclical evaluation strategy that integrates all decolonial values and beliefs she has crystallised during these three years of questioning and this final reflection on her pedagogical practices as a Latin American woman of 45 years old, seeking a humanised pedagogical approach that serves to rethink the purpose of teaching English.

Past: Becoming an English Teacher

She doesn't really know why she wanted to become an English teacher. She just followed her intuition once again, twenty years ago; a path marked by the need for abundance, for a tool that would help her achieve social mobility, a better income, and a better future. Although she was critical of how society worked then and now, investigating and transforming forms or practices in the educational field were not among her interests. Questioning was not part of her education; she was born during a dictatorship; she lived



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

her childhood with fear of scarcity, fear of her neighbours, and a patriarchal family structure.

She had been here before. The English department at UMCE was her space, her safe place, her world for several years; nevertheless, the origin of teaching English as a foreign language was never questioned. In the present, it seemed relevant to answer, "Since when have we been teaching English in Chile?" as a starting point for intertwining her memory (which can be fragile) with what she perceives as a decolonial essence in her current identity as a teacher. The origin, always searching for the reason why she is where she is: how she and the society she perceives have come to be who they are, and, more specifically, how these perceptions have changed in the generational leap she has experienced, which brings with it a new emancipatory vision in the teaching of English, forces her to establish in her consciousness the beginnings of this compulsory pedagogical practice. In her search, she came across an article from the University of Chile entitled "Historical overview of foreign language teaching in Chile" (Vivanco, 2016), which included a quote from Professor Héctor Ortiz. He had been her teacher! There was an urgent need to find the source of this quote to validate what she remembered about her academic career in the English department 20 years ago. Otherwise, she would not have had the opportunity to go back with the rigour required in this autoethnography. Clearly, by her standards.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

As she reads Vivanco's research, she feels that it has not been so long since the creation of the various English teaching departments throughout the country. Foreign language teaching in the country began at the Pedagogical Institute in 1890, and between 1940 and 1960, the departments of pedagogy and foreign language teaching expanded nationwide. (Vivanco, 2016) For her, the relative proximity of the creation of these institutions implies a continuous adjustment in teacher training, which leads her to believe that perhaps we are still in the process of recognising ourselves; we have been advancing in the academic dimension of teaching, in methodology, linguistics, phonetics and grammar, constantly focusing on how "others" do it rather than on how we achieve foreign language teaching and learning in accordance with our realities.

Since the beginning of foreign language teaching in the country, the vision of its teaching has drawn on different references, some influenced by, and others resisting, the colonisation of education. It is not surprising to read that Mr Andrés Bello, in his speech in 1843 at the University of Chile, referred to the teaching of modern languages as a necessity for the educated population, with the intention of nurturing modern knowledge and thinking that would help to recognise, in more developed cultures, the excellence and prestige of their thinkers and philosophers. On the other hand, around 1865, Mr Benjamín Vicuña Mackenna gave his point of view regarding the teaching of Latin as a sign of submission to maintaining the colonial heritage. (Vivanco, 2016) This duality of positions, colonialist and



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

anti-colonialist, regarding what we expect from our education as a society, seems to be an inherent part of the beliefs of those involved in education to this day, in state-level decision-making, in teacher training, and in future teachers themselves. For so many years, perhaps since time immemorial, placing Western colonising cultures on the pedestal of wisdom and setting aside what we have always had has permeated the essence of our education since its inception. What strikes her is that this feeling of a society subjugated by colonial structures is not far from the reality she has experienced in her professional practice more than 100 years later. Unfortunately, this need to maintain our position as colonised people, to want to be others, to be blinded by the modernity of the colonising empires, seems to her to be an irremediable situation in the short term, but that does not mean it cannot be addressed in the search for opportunities for social transformation.

Returning to the quote that piqued his curiosity, it comes from the first issue of the English Review in 1994, which celebrates the 100th anniversary of the English Department's creation. (Ortiz, 1994) He was astonished to realise that several of the academics mentioned had been her teachers 22 years earlier: Adriana Agüero, Claudina Quintana, Abelardo Avendaño, Gloria Castillo, Claudia Méndez and Mary Jane Abrahams. At that moment, she recalled with a certain nostalgia that she had not been aware of the importance of her teachers or really known them. That nebulous distance between academic knowledge and the human essence of each of them was her perception for many years! As the UMCE English



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Department is the oldest in Latin America (Ortiz, 1994), she perceives that, during her time at this institution in the early 2000s, the stance on English teaching remained within the hegemonic limits of its praxis. As she reads this magazine, delving into the history of English language teaching at UMCE and the various milestones that mark teacher training in foreign languages, she is struck by the need to be recognised as an educational institution that met the standards of the world's most prestigious universities at the time. The perspective of greatness when teaching the cultures of the colonisers marked the teacher training of future English teachers, which they would replicate as beliefs in Chilean society, keeping our identities focused on feeling inferior, feeling worthless in the face of this majestic imperialism represented and reinforced from our teacher training.

Leaving behind this pleasant feeling of being colonised, a smile spreads across her face; she is meeting Rodolfo Lenz, the first English teacher at UMCE. He had never heard of him before and is thrilled to see the reflection of today's university in what he was. The magazine mentions that in 1892, Mr Lenz emphasised that it was necessary to teach a language "as living manifestations of the spirit, not as skeletons; in continuous pieces and in sentences that contain complete ideas, not with single words that mean nothing to the mind." (Ortiz, 1994) Although the text refers to the Direct Method in teaching English, this understanding of reality as a fundamental part of teaching any language resonates with the essence of her teaching beliefs. She is convinced that knowledge must be situated and able



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

to reflect the cultures present in the classroom, as Lenz says: “manifestations of the spirit that must be reflected in the language being learned.” Reading about his perspective on teaching English and other foreign languages such as German and French, recognising Mr Lenz as a researcher who respects human beings and indigenous peoples, knowledgeable about Mapudungun and Mapuche culture (Ortiz, 1994), the desire to continue on this path as a simple, humble, concerned, and generous teacher is accentuated in her perspective as a decolonial teacher.

During those 100 years of the English Department’s history, teachers who continued Mr Lenz’s work were concerned with making the existence of the Pedagogical Institute in Chile, and its importance in the training of teachers at the national and Latin American levels, visible internationally. (Ortiz, 1994) Understanding the development of these teachers’ academic positioning abroad leads her to believe that the presence of native English-speaking teachers was necessary to initiate the process of learning English in the country. However, the fact that the 1994 curriculum resembles that of 1927 (Ortiz, 1994) strikes her as puzzling: the format for teacher training in English language teaching remained unchanged for many years, showing that English language teaching is approached as a rigorous discipline, worthy of positivist scientific study. Between 2001 and 2004, when he was a trainee teacher in the English department, he recalls that the focus on the “modern”, on British or American culture, was embedded in each of the subjects taught: the rigour of



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

standardised tests, the use of British textbooks to learn new vocabulary in contexts that were not Chilean, and readings of literary classics from hegemonic cultures were all part of her initial training. It was meaningless and boring for her: technicalities, strategies, recipes, unquestioning worship of the colonisers.

In addition to this valuable discovery for her perception and formation of pedagogical and life beliefs, this magazine has shown her the great commitment and passion of her former teachers for their pedagogical work. Apparently, according to what she perceives in Professor Ortiz's writing, remembering our history, where we come from, and how our teacher training has developed to build a society for all, is the first step. We are historical beings in our very essence; we cannot move forward without knowing who we have been. Next, in the second part of the magazine, there is a presentation of the research carried out by teachers and students from the English department at the time, identifying their research guidelines: she was able to imagine her teachers with excitement in this pedagogical task of sharing knowledge, of wanting to soak up what others could create, weave, and devise in an endless cycle of reflection. Reassuringly, it seems that what gives meaning to her teaching profession has always been there; she just was not aware of it 20 years ago. The phrase coined by Professor Ortiz, "United we stand" (Ortiz, 1994), reflects the need for teachers to foster camaraderie and work together towards a common goal to



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

create a network of intellectuals who promote the teaching profession as innate researchers in our society and thus generate knowledge for and through education for all.

After reliving this experience in the English department, she can understand that no one is an empty vessel; we all start from a perception shaped by our experiences, the stories we have heard and the impositions of the society at the time we are born. The only tension she reflects on is the Eurocentric culture that was promoted among future teachers since the beginning of the 20th century. According to this magazine, the newspaper *El Mercurio* mentioned in 1913 that the best students were sent to English-speaking countries with the aim of learning about “the main manifestations of life in the most important countries, whose culture they will have to interpret as teachers of these subjects in secondary schools.” (Ortiz, 1994) Later, in 1914, the same newspaper mentioned that students who had been to the Falkland Islands lived in a British colonial environment full of interesting lessons (Ortiz, 1994). She understood that showing who we were to those countries that had subjugated so many territories and their inhabitants was not particularly relevant at that time. Why did we not have the strength to promote our essence, our identity, our truth? This question arose immediately. She cannot help but feel saddened when she sees the benevolence with which they position themselves before the “civilised”, from the curiosity of an empty person, without a past, without a history. However, she understands that everything is a process, that it was just beginning, and that it should not have been easy



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

to maintain cultural identity under the pressure of achieving modernity. Language subjugates nations, creates realities and establishes hierarchies (Bourdieu et al., 2009). The English language is the rule, not the exception.

When she returned to university in 2023 to complete her teacher training as an English teacher, she immediately noticed the change in perspective: it was impossible not to be amazed by this new vision of English language teaching. With sincere awe, she encountered teachers and classmates who are strongly engaged in elucidating a riveting, feral pedagogy, one that eschews standard structures but creates and designs dynamic and harmonious lessons, implementing epistemologies and ontologies that were not present 20 years ago in the understanding of English pedagogy. Over the past three years, terms such as Decoloniality, Feminism, and Interculturality have appeared in critical questions across all the courses she has taken, expanding her teaching beliefs and perspectives. In literature, she found fascinating the appreciation of other cultures that suffered the eradication of their identities when subjugated by colonising cultures, and how hegemonic language was used as a weapon to ensure that their epistemologies and ontologies were not lost throughout history. It was an act of rebellion and strategy that speaks to the protection of what is most precious to human beings: their identities, who they are, the importance of their roots and beliefs, their affections and fears, and their history. She fondly remembers the Classroom Climate and Social-Emotional Competencies classes. What did she say?



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Exactly! Social-emotional management in a teaching degree programme! To her amazement, she was able to participate in these sessions for a whole year. There is no other career that includes this dimension of the human being. She was already emotionally broken, and it was a balm for her life to be able to understand her emotions, begin to recognise them and know how to interact with them, without invalidating them, with total honesty and without fear. From here, she understood that her emotions largely shape how she creates a respectful and inclusive learning environment. She can't believe it, always hiding her emotions, always pretending so as not to take responsibility, has led her to accumulate an emotional burden of, let's see, her whole life! That's how she was taught, that's how she lived. Added to this, in this generational leap and totally disconnected from what feminism is, from history, from the relevance of understanding how women and dissidents have been violated, overshadowed, and silenced for centuries, she, at the age of 40, took an introductory course on gender issues, which led to a reconfiguration of her life. Just like that. She broke down the realities and realised that she had always known; she just needed evidence she could finally find. Just with this, if you could perceive how her teaching identity was modified in a short time, how her beliefs became certain, accompanied by reflection and theory, how she was able to learn and establish her own guidelines for her teaching practice thanks to those who are now her teachers, you could see her shine. She was able to nourish herself with everything she needed to understand



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

herself, to understand who she had been, who she was, and who she wants to be. Feminism, interculturality, critical pedagogy, decoloniality, and critical evaluation are her most precious discoveries over the past two years. She has felt better than at home; she feels that everything comes together in harmony in her teaching work. Her journey through this new reality in teacher training in the English Department at UMCE helped her heal, find purpose, and discover opportunities to transform education. Thus ended his initial training, full of projects, with an infinite desire to continue learning and researching, and with uncertainty as he faced his new stage in life as an English teacher: Who would his students be?

Present: Encountering Power in the Classroom

Everything has changed; the heart of the UMCE English Department has been transformed into a critical teacher training programme, with a focus on interculturality and awareness of emotions and the diverse society that surrounds it, but that was not the only change. As she progressed in her teacher education, she began to identify two issues that she would need to address in the classroom, which would shape her pedagogical decisions: first, the existence of a crisis of educational coexistence, involving an increase in violence among



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

students and educational communities; and second, the increase in the enrolment of migrant students in the school system.

She found that, although the number of reports of school violence was declining before the pandemic at the end of 2019, in 2022, when schools reopened, there was an exponential increase in reports of violence to the Superintendency of Education (Izquierdo et al., 2023).

This period of confinement and social restrictions damaged the community's social and emotional skills, and when they returned to school, there was no national forum for discussing the socio-emotional state and experiences of students and the community (Izquierdo et al., 2023). This led to an increase in school violence (Figuroa, 2022), such as bullying among students, discrimination and mistreatment of the community (Izquierdo et al., 2023), which damaged the teaching and learning environment for teachers and students, and indeed for the entire educational community.

On the other hand, without thinking about it, she deeply empathises with the migrant student who was dragged to a place full of uncertainty, leaving behind a history, a life of friendships and memories. Mainly due to wars, dictatorships and poverty, families were forced to move in search of a better future, taking with them children and adolescents who had little or no say in the matter, who embrace cultures that are totally unknown to them and who, to further complicate the situation, in some cases communicate in a language other than Spanish. Although the exponential increase in the number of migrant students



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

has stagnated at 15% between 2022 and 2024, total enrolment has increased to 8% nationally (Centro de Estudios MINEDUC, 2025)

Both issues, intertwined and symbiotically linked at the heart of the education system, create a profound need to seek solutions before beginning their teaching work. The deterioration in students' mental health has reduced their motivation to focus their efforts on completing homework assignments and, probably, on continuing their studies (Izquierdo et al., 2023). This, combined with the cultural diversity of her future students, has opened the possibility of questioning whether, given this reality, it is possible to encourage participation and communication skills in English. Both realities, mixed in a classroom with 40 students, would represent an enormous challenge when implementing strategies or methodologies for teaching English with a cross-curricular purpose.

Thus, she imagined a reality that frightened her, one she did not really know how to face. She would face an enormous challenge that required the utmost professionalism. How could she be prepared to teach her English classes in an educational environment marked by high rates of violence, while recognising the different identities and cultures of her students? From a place of ignorance, humility, and humanity, her fundamental need to find a strategy to understand who her students were began to take hold. This could be an opportunity to rethink and reconceptualise the purpose of education (Murillo, 2020) and, more specifically, the teaching of English as a compulsory foreign language. She had to guide her teaching



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

practice to make teaching English as a foreign language meaningful. Considering this fresh national reality in the migratory field, a challenge for education, the teaching of languages takes on great importance, as it can become a tool to generate dialogue, reflection, and questioning of our realities and beliefs established by the post-colonial patriarchal Eurocentric capitalist system in which we are immersed.

What are her teaching beliefs that have shaped her pedagogical decisions inside and outside the classroom? She needs to understand herself to grow and be a better English teacher, even though English is a hegemonic language, through a colonial lecture of her teacher's beliefs and some decolonial gestures. For this purpose, the four dimensions and 4 domains of power are intertwined to identify representative quotes that elucidate her colonial or decolonial beliefs, resulting in emergent categories, built in her past and present experiences across different educational institutions.

Pedagogical Tensions

She depicts three emergent categories related to the pedagogy dimension: Relational Pedagogy and Building the Pedagogical Bond, Construction of Teacher's Role and Identity, and Counter-Hegemonic Pedagogical Practices, which are intertwined with Interpersonal and Cultural domains of power. According to her perceptions, she became aware of colonial



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

echoes in her practice, noticing them in her reflections on interactions among teachers and students, as well as in naturalised Eurocentric discourses.

She gradually recognises that Pedagogical tensions: a quiet discomfort within herself is evident when she notices invisible pedagogical hierarchies rooted in colonial logics without a culturally situated knowledge system.

Relational Pedagogy and Building the Pedagogical Bond.

As she analyses the selected quotes, she notices that her pedagogical practice is dualistic due to her beliefs. From a colonised perspective of the pedagogical practice, she questions the traditional hierarchies that structure classroom interactions. Teacher-centred dynamics and the lack of recognition of students' cultural identities within the classroom provoke a decolonial sensibility during her reflections.

One of the activities she prepared for her students was a collaborative game featuring cultural features from Latin American countries. This action suggests that she tries to encourage a more horizontal relationship, creating opportunities for student participation and for the recognition of their cultural experiences:



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

“... cuando estaban trabajando en este juego colaborativo los chiquillos, una de las chicas que se juntan es un grupo de solo venezolanas; me dijeron: profe, a usted le encanta Venezuela y usted ha ido, y se generó como esta conversación innata solo porque estaba dentro del juego; venían figuras del arte referentes a su lugar de origen. Entonces, eso hace que sientan que realmente me preocupo o que estoy interesada en quiénes son ellas.”

The teacher-student bond is a crucial part of her pedagogical practice, as she avoids hierarchical structures and authoritarian dynamics.

In addition, she promotes emotional connections in her classes through a dynamic in which students write a letter to a loved one. The above quote suggests that she also respects the students' agency through pedagogical negotiation of activities and a relational ethics in the classroom:

“... compartir lo que ya había escrito. Entonces, yo ahí dije: ya sí, es tan personal, la verdad, que no se puede obligar; no puedo obligar a que compartan algo que es súper íntimo.”



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Although she encounters some pedagogical habits she once defended, such as a structured curriculum and prescriptive learning objectives, she uses these limitations to promote students' critical thinking and a better relationship among them, viewing participation as a social process inherent in every part of life. As the above quote suggests, her new teaching perspective promotes a collaborative environment inside the classroom, where learning emerges through interaction and shared reflection, rather than through teacher-centred pedagogical practices:

"...organizaron las sillas, no hubo grupos separados, estaban como mucho más cohesionados y me encantó verlos así."

Through these horizontal pedagogical practices, she believes the classroom should be a safe space where teachers take students' voices and perspectives into account, serving as a basis for building a pedagogical bond.

Likewise, as the above quote suggests, she notices a transformation in students' relationships, while she actively listens to them and recognises their emotions and identities within the English classes and other courses:



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

“...siento que se sintieron como tomados en cuenta y creo que les hace falta.”

Within these experiences, a decolonial teaching belief becomes visible: as Freire (1970) states, she understands teaching as a collective and democratic process that requires teachers who not only transmit knowledge but also promote students’ participation through dialogue and attentive listening.

Hence, she attempts to implement participatory and dialogical practices but frequently struggles with institutional expectations that favour standardisation and behavioural control. This situation generates in her a recurrent tension between her intention to promote a more democratic learning environment and the beliefs and dynamics of other teachers that shape pedagogical practices within the school context.

Table 10: Pedagogy’s Quotes Decolonial Representativeness on “Relational Pedagogy and Building the Pedagogical Bond” Interpretative Category.

Quote N°	Quote	Decolonial Representativeness
1	“cuando estaban trabajando en este juegos colaborativo los chiquillos una de las chicas que se juntan es un grupo de solo venezolanas me	<ul style="list-style-type: none"> ➤ cultural recognition of the student ➤ teacher –student bond



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

- | | | |
|----------|---|---|
| | <p>dijeron profe a usted le encanta Venezuela y usted ha ido y se generó como esta conversación innata solo porque estaba dentro del juegos venían figuras del arte referentes a su lugar de origen. Entonces eso hace que sientan que realmente yo me preocupo o estoy interesada en quiénes son ellas.”</p> | <p>➤ identity as part of learning</p> |
| <p>2</p> | <p>“compartir lo que ya había escrito. Entonces, yo ahí dije, ya sí, es tan personal, la verdad, que no se puede obligar, no puedo obligar a que compartan algo que es súper íntimo.”</p> | <p>➤ respect for student agency
➤ pedagogical negotiation
➤ relational ethics in the classroom</p> |
| <p>3</p> | <p>“organizaron las sillas, no hubo grupos separados, estaban como mucho más cohesionados y me encantó verlos así.”</p> | <p>➤ community building
➤ student–student relationship
➤ participation as a social process</p> |
| <p>4</p> | <p>“siento que se sintieron como tomados en cuenta y creo que les hace falta.”</p> | <p>➤ student recognition
➤ need to listen
➤ basis of the pedagogical bond</p> |

Source: Author's own elaboration.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Construction of Teacher's Role and Identity.

While analysing her narrative, she recognises traditional pedagogical beliefs that emerge from conversations with other teachers. The following selected quote represents an instrumental view of the teaching role:

"... no tiene importancia que nosotros hagamos que la cultura sea parte de la enseñanza sino más bien démosle lo que ellos quieren y para qué nos vamos a hacer problemas yo hago mi trabajo me voy para la casa."

A subtle dissonance appears in her thoughts, since this teacher's belief reveals a school culture that despoliticises teaching. Certainly, it activates her critical stance towards that logic.

Moreover, she recalls other passages in her practicum experience in which a dynamic that promotes perseverance among students makes no sense to her, showing subtle forms of compliance among teachers in normalising competence in teaching practices:



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

“... yo quedé, pero cómo, y ahí me paré y le dije a la profe: Oye, profe, ¿y no sería el último el que tiene que ganar? Si esto es perseverancia, no es el primero quien gana, sino quien termina la actividad. Y la profe me miró y me dijo: “Tienes toda la razón, pero quédate callada”. Me dijo: “No digas nada”.

Within this context, she notices that these embodied cultural discourses prioritise curriculum coverage and adherence to standardised procedures, which shape the teaching practices.

Looking back, she now sees that her pedagogical convictions conflict with these institutional logics and structures in school life as shown in the above quote:

“...para mí, como esas dicotomías, vuelvo a lo mismo: estoy inmersa en un sistema que, como que, no no es lo que yo pienso que debe ser, eh, la pedagogía o el trato con los chiquillos.”

Through her professional reflections, she highlights a gap between pedagogical ideas and institutional practices, depicting an identity crisis among teachers.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Despite this tension with the dominant teachers' practices and expectations, her teacher role appears to develop through constant dialogue, fostering participation, critical reflection, and meaning construction in the teaching-learning process:

“... estoy incentivando en la organización como curso la participación democrática y la convivencia entre ellos también.”

As a result, her teacher's identity seems to contrast with instrumental conceptions of teaching that reduce it to the delivery of content and prescribed tasks. Instead, in this educational context, she understands that her teaching practices require constant negotiation between her aspirations and the school's expectations, establishing a strong, transformative belief in her teaching practices, in which students actively participate in the creation of knowledge through a reflective pedagogy.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Table 11: Pedagogy's Quote Decolonial Representativeness on "Construction of Teacher's Role and Identity" Interpretative Category.

Quote N°	Quote	Decolonial Representativeness
5	"no tiene importancia que nosotros hagamos que la cultura sea parte de la enseñanza sino más bien démosle lo que ellos quieren y para qué nos vamos a hacer problemas yo hago mi trabajo me voy para la casa."	<ul style="list-style-type: none"> ➤ It shows an instrumental view of the teaching role ➤ It reveals a school culture that depoliticises teaching ➤ It activates your critical stance towards that logic
6	"estoy incentivando en la organización como curso, la participación democrática y la convivencia entre ellos también."	<ul style="list-style-type: none"> ➤ Evidence of pedagogical intent ➤ Shows the construction of a mediating teaching role ➤ Shows a focus on democratic participation.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

- 7 “yo quedé pero cómo y ahí me paré y le dije a la profe Oye profe y no sería el último el que tiene que ganar si esto es perseverancia... y la profe me miró y me dijo tenéis toda la razón pero quédate callada me dijo no digas nada.”
- **It reveals hierarchies within the teaching profession**
 - **It shows limitations in questioning teaching practices**
 - **It reveals how the system regulates teachers' voices.**
- 8 “para mí, como esas dicotomías, vuelvo a lo mismo, esto que estoy inmersa en un sistema que como que no es lo que yo pienso que debe ser la pedagogía o el trato con los chiquillos.”
- **It demonstrates professional reflexivity**
 - **It highlights a gap between pedagogical ideals and institutional practice**
 - **It summarises the identity crisis among teachers.**

Source: Author's own elaboration.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Counter-Hegemonic Pedagogical Practices.

In this last pedagogical dimension analysis, the interpersonal domain of power is the most recurrent intersection. Consequently, her reflections indicate that she endeavours to adopt some counter-hegemonic pedagogical practices, challenging the traditional teaching hierarchy by positioning listening as a pedagogical practice and promoting horizontal teacher-student relationships. The above reflection permeates her teaching beliefs:

“... yo no me siento superior a ellos ... yo no, no tengo esta esta necesidad de decirles: Oye, yo tengo la verdad, no para nada. Sino que yo trato de escucharlos constantemente...”

This reflection destabilises the traditional hierarchies that commonly structure classroom interactions.

Similarly, she recognises students' voices along her narrative, enhancing a collective construction of meaning. The above quote reflects her belief in creating a classroom environment where students reflect on their thoughts and beliefs, thereby promoting participation in educational decisions.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

“... Entonces yo hice una dinámica y les pregunté cuál era su. cuál era su escuela ideal, cuál sería para ellos la clase ideal. Entonces, varios dieron su opinión a viva voz, pero después les hice escribir en un papelito y lo metí en una cajita. Y después lo fuimos leyendo y resultó que se dieron cuenta de que no están tan alejados los unos de los otros de sus pensamientos. Todos quieren más o menos lo mismo.”

Consequently, her actions encourage more horizontal relationships, creating opportunities for student participation and for recognising their cultural experiences as meaningful elements within the educational process.

Rather than reproducing rigid teacher-centred dynamics, as a remnant of colonial educational structures, the above quote elucidates her decolonial teaching belief, in which curriculum flexibility is part of the day-to-day decisions she has to make:

“...en la última clase que tuve con ellos dejé de lado, la verdad, una estructura normal de planificación y les hice hacer democráticamente hicimos un playlist de las canciones que más les gustaban y participaron todos.”



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

In this collaborative dynamic, she incorporates students' voices and interests, gradually making the classroom a space for the collective construction of learning.

Within these experiences, she consolidates her decolonial teaching beliefs, showing an ethical conception of the teaching role, as depicted in the above quote:

"...voy a tener que buscar más estrategias para poder abordarlo tratando de mejorar la vida de ellos. O sea, esa es mi funcionalidad, yo creo."

From her perspective on education, she is committed to finding solutions linked to social welfare and to promoting a student-centred pedagogy aligned with a decolonial perspective.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Table 12: Pedagogy's Quote Decolonial Representativeness on "Counter-Hegemonic Pedagogical Practices" Interpretative Category.

Quote N°	Quote	Decolonial Representativeness
9	"yo no me siento superior a ellos cachai yo no tengo esta necesidad de decirles 'yo tengo la verdad', sino que trato de escucharlos constantemente."	<ul style="list-style-type: none"> ➤ challenges the traditional hierarchy. ➤ positions listening as a pedagogical practice. ➤ promotes horizontal teacher-student relationships.
10	"hice una dinámica y les pregunté cuál sería su escuela ideal... después lo escribieron en un papelito y lo fuimos leyendo... se dieron cuenta de que no estaban tan alejados en sus pensamientos."	<ul style="list-style-type: none"> ➤ student participation in educational decisions. ➤ collective construction of meaning. ➤ recognition of the student voice.
11	"en la última clase que tuve con ellos dejé de lado una estructura normal de planificación y democráticamente hicimos un playlist de las	<ul style="list-style-type: none"> ➤ curriculum flexibility. ➤ incorporation of students' cultural interests.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

	canciones que más les gustaban y participaron todos.”	➤ generation of collective participation.
12	“voy a tener que buscar más estrategias para poder abordarlo tratando de mejorar la vida de ellos. O sea, esa es mi funcionalidad, yo creo.”	➤ ethical conception of the teaching role. ➤ education linked to social welfare. ➤ student-centred pedagogy.

Source: Author's own elaboration.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

TEFL and The Hegemony of English.

From her reflections, three emergent categories related to the TEFL dimension appear: Sociocultural Tensions in English Language Teaching, Linguistic Inequalities in the Classroom, and Curricular Tensions in English Language Teaching, which are intertwined with the Cultural domain of power. According to her perceptions of TEFL, the Hegemony of this language has promoted Eurocentric epistemological frameworks, generating structural asymmetries among her students who lack cultural capital due to their vulnerable social and economic conditions. These hegemonic discourses of linguistic imperialism operating within the Chilean educational system, in contrast to students' resistance to learning English, reconfigured her beliefs as she came to question the epistemic violence embedded in the curriculum.

Sociocultural Tensions in TEFL.

Once she enters her final practicum experience, she forms an initial impression of her students. Her reflection regarding students' responses to English classes evidence that English language teaching unfolds within a sociocultural context marked by deep inequalities in students' access to linguistic knowledge and educational opportunities. She



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

feels challenged by students' difficulties understanding small parts of the English language, as noted in her reflections:

"... ellos tienen un nivel bajísimo de inglés no comprenden ni siquiera instrucciones y eh son 42 Entonces es súper difícil lograr que todos puedan trabajar al unísono. Los tiempos que se demoran en llevar a cabo las tareas son súper distintas. Entonces es complicadísimo pasar de una etapa a otra y no lo podemos comprender ni siquiera la organización."

Since students' proficiency is lower than expected, her classroom interactions are characterised by students who do not engage, which evidences structural inequalities in teaching English within this educational context.

Thus, an unexpected inner conflict permeates her beliefs: she feels destabilised when listening to her students' sedimented beliefs on learning English:



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

“...esta frustración constante de no comprender lo que se está diciendo, para ellos les genera un rechazo... Yo no entiendo nada, no entiendo nada, no entiendo nada. No puedo, no puedo, no puedo.”

The above quote evidences the emotional impact on students within English classes. Although she tries to use comprehensible linguistic patterns and reconfigures her English classes many times, surprisingly, a foreign language can still generate rejection due to linguistic barriers and students' resistance.

At this moment, she is internally negotiating her purpose of being an English teacher. The quote below demonstrates critical thinking regarding Hegemonic English:

“...para mí es como una dicotomía porque es como esta necesidad transformacional del sistema educativo, pero mi profesión es profesora de inglés. Entonces tengo que necesariamente ser parte de de este eurocentrismo...”



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

As shown, there are contradictions between her transformative aspirations within the educational system and the structure of the English classes.

Although she wants a pedagogical reorientation in her praxis, she understands that her reflections present tensions between teacher identity and the reproduction of Eurocentric rationality through English classes:

“...Soy la profesora de inglés y mi trabajo es mi trabajo. Igual, de todas maneras, estoy inmersa en el sistema. No puedo salir de ahí, es lo que elegí, pero qué, pero cómo lo hago para darle quizás una vuelta más humana a esta necesidad mandatoria?”

The above quote provides evidence of her critical reflections on her role within the educational system. It visibilises tensions between the curricular prescription in the Chilean educational system, and her constant search for strategies to humanise the English teaching-learning process. Her narrative reveals a commitment to contribute to a more transformative and inclusive teaching praxis within English classes.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Table 13: TEFL's Quote Decolonial Representativeness on "Sociocultural Tensions in English Language Teaching" Interpretative Category.

Quote N°	Quote	Decolonial Representativeness
13	"Ellos tienen un nivel bajísimo de inglés, no comprenden ni siquiera instrucciones y son 42. Entonces es súper difícil lograr que todos puedan trabajar al unísono. Los tiempos que se demoran en llevar a cabo las tareas son súper distintos. Entonces es complicadísimo pasar de una etapa a otra."	<ul style="list-style-type: none"> ➤ evidence of structural inequalities in access. ➤ show pedagogical difficulties in L2 learning. ➤ visibilise structural conditions within the classroom.
14	"Esta frustración constante de no comprender lo que se está diciendo les genera un rechazo... 'No entiendo nada, no entiendo nada'..."	<ul style="list-style-type: none"> ➤ Evidence of emotional impact on students. ➤ Show how incomprehensible linguistic patterns can generate language rejection. ➤ visibilise the interweaving of language barriers and students' resistance.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

15

“Para mí es como una dicotomía... mi profesión es profesora de inglés. Entonces tengo que necesariamente ser parte de este eurocentrismo.”

➤ **Evidence of the teacher’s critical thinking regarding Hegemonic English.**

➤ **Show contradictions between transformative aspirations and the structure of the educational system.**

➤ **Visibilise tensions between teacher identity and the reproduction of Eurocentric rationality.**

16

“Soy la profesora de inglés... estoy inmersa en el sistema... ¿cómo lo hago para darle quizás una vuelta más humana a esta necesidad mandatoria?”

➤ **Evidence of the teacher's critical reflections on her role within the educational system.**

➤ **Show the search for strategies to humanise the English teaching and learning process.**

➤ **Visibilise tensions between curricular prescription and the intention of transformative pedagogy.**

Source: Author’s own elaboration.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Linguistic Inequalities in the Classroom.

As noted in the previously analysed category, her English classes take place within a classroom environment with sociocultural tensions, mainly due to linguistic inequalities among students. The below quote depicts how she tries to implement new strategies to encourage students' participation, avoiding specific language barriers, which reveal linguistic insecurities among the majority of students:

"...Entonces las guías deben ser las completamos en conjunto constantemente durante toda la clase. Las vamos completando. Usualmente contestan siempre los mismos, no hay mucha variación. Y los que no contestan nunca y que usualmente nunca participaban se agarran de las respuestas de los compañeros para completar sus guías."

She can see how linguistic inequalities affect classroom participation dynamics; therefore, her strong belief in a socially inclusive teaching praxis and in creating a learning environment that centres students' learning in her decision-making leads her to develop strategies and activities that positively affect whole-class participation.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

In addition, her reflections highlight her beliefs about how linguistic competence operates as a form of capital that structures access to participation in the classroom, contrasting how students' insecurities around the English language diminish their participation in different dynamics and the difference it makes when using their L1 in other classes.

“...yo creo que es un tema con inglés... en orientación me ha funcionado súper bien las clases con dinámicas súper parecidas ... yo creo que el tema es el inglés. Tienen como una barrera ahí con eso netamente.”

Similarly, in her reflections, she highlights the emotional impact of linguistic misunderstanding:

“...yo creo que el tema es con inglés netamente, porque como no saben absolutamente nada. Esta frustración constante de no comprender lo que se está diciendo, para ellos les genera un rechazo.... En cambio, cuando les hablo en español, es mucho más cercano para ellos ...”



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

The above quote shows how a lack of understanding leads to frustration and rejection in English classes, reinforcing her belief in the relationship between linguistic capital and access to learning. Consequently, she prioritises participation and communicative engagement as central elements of the learning process, attempting to create opportunities for students to interact with language collectively.

As she analyses her narrative, she discovers that her teaching beliefs are to promote an inclusive English language classroom, where she implements strategies such as completing tasks together, encouraging peer support, and focusing on communicative understanding rather than memorisation to mitigate the effects of linguistic inequalities.

Nevertheless, these linguistic inequalities help her to understand how students' limited exposure to English and their difficulties in understanding even basic instructions generate frustration and resistance towards the language:

“... los chiquillos no saben ni siquiera construir una pregunta. Entonces, he tenido que bajar mis expectativas...”



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

As a result, she faces a persistent tension as she continually negotiates between her intention to promote meaningful participation and the structural realities that shape students' relationships with English in the classroom, knowing that heterogeneous linguistic competences in the classroom are unrealistic.

Table 14: TEFL's Quote Decolonial Representativeness on "Linguistic Inequalities in the Classroom." Interpretative Category.

Quote N°	Quote	Decolonial Representativeness
17	"Entonces las guías las vamos completando en conjunto constantemente durante toda la clase. Usualmente contestan siempre los mismos, no hay mucha variación. Y los que no contestan nunca se agarran de las respuestas de los compañeros para completar sus guías."	<ul style="list-style-type: none"> ➤ evidence of unequal participation associated with linguistic insecurity. ➤ shows support strategies among students to address language barriers. ➤ highlights how linguistic inequalities affect classroom participation dynamics.
18	"Yo creo que es un tema con inglés... en orientación me ha funcionado súper bien las clases con dinámicas parecidas... pero yo	<ul style="list-style-type: none"> ➤ evidences the existence of specific language barriers associated with English.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

- creo que el tema es el inglés. Tienen como una barrera ahí con eso netamente.”
- 19** “...yo creo que el tema es con inglés netamente, porque como no saben absolutamente nada. Esta frustración constante de no comprender lo que se está diciendo, para ellos les genera un rechazo.... En cambio, cuando les hablo en español, es mucho más cercano para ellos ...”
- 20** “Los chiquillos no saben ni siquiera construir una pregunta. Entonces he tenido que bajar mis expectativas.”
- **shows how participation changes depending on the language used in class.**
 - **highlights the relationship between linguistic insecurity and student resistance.**
 - **highlights the emotional impact of linguistic misunderstanding.**
 - **show how a lack of understanding leads to frustration and rejection of the subject.**
 - **highlights the relationship between linguistic capital and access to learning.**
 - **highlights educational gaps in students' language skills.**
 - **shows how inequalities condition pedagogical expectations.**
 - **highlights the adaptation of the teaching role in the**



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

**face of heterogeneous levels
of linguistic competence.**

Source: Author's own elaboration.

Curricular Tensions in TEFL.

In this analysis, her reflections show, on the one hand, the institutional pressure to teach English and, on the other, her contradictory position, highlighting her still westernised role as a teacher, serving as a mediator between the curriculum mandate and student motivation:

"... le dije ya, sí". "Igual es válida tu postura", le dije. Pero mi trabajo, le dije, es motivarte en que tú quieras aprender esto. Esto es lo que yo vengo a hacer acá. Entonces yo te voy a seguir tratando de motivar todas las veces que sea necesario, porque ese es mi trabajo..."



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Even though she recognises the student's resistance to learning English and empathises with him, she still faces institutional pressure to teach English, including curriculum prescriptions on what is taught, how learning is structured, and expected student achievements.

Moreover, her reflections provide a critical foundation for her teaching beliefs:

“... los lenguajes son instrumentos comunicativos que generan conocimiento y entendimiento entre todos, entonces mi perspectiva es que la enseñanza de cualquier lengua o lenguaje...no debiese estar sujeta al estudio como si fuese una disciplina...”

The above quote reveals her transformative intention in English language teaching, showing a tension between curricular demands and the actual use of language. In addition, she unveils the colonial teaching practice of TEFL, which is taught as a discipline, separating a communicative tool into rational subjects.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

“Para mí inglés como disciplina... no sé si aplica. Para mí inglés puede ser utilizado para abordar cualquier temática... no necesariamente enseñar fonética o gramática, sino utilizarla para comunicar.”

Her reflections highlight her pedagogical resistance to traditional curricular logic in TEFL, a discipline that reduces teaching to isolated linguistic features.

Her reflections suggest that, given the heterogeneous levels of English, large class sizes and diverse learning needs among students, the use of standardised teaching practices promotes invisible power arrangements, most of the time, segregating inside the classroom a diversity of students, as the below quote shows:

“Esta alumna con discapacidad intelectual moderada... hice una actividad básica con flashcards... la respondió correctamente, pero en el PACE decía que solo debía reconocer animales.”



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Within this context, her teaching beliefs reveal her tensions between pedagogical adaptation and institutional requirements. She conceives language learning primarily as a communicative and relational process. Her avoidance of rigid curriculum standards in the face of student diversity underscores her emphasis on language as a tool for communication, interaction, and meaning-making in the classroom.

As demonstrated in her narrative, she constantly wrestled between curricular mandates and adapting learning activities to students' realities and abilities, challenging institutional standards in her English classes and highlighting the gap between normative assessment and students' actual abilities.

Table 15: TEFL's Quote Decolonial Representativeness on "Curricular Tensions in English Language Teaching." Interpretative Category.

Quote N°	Quote	Decolonial Representativeness
21	"Le dije: 'Igual es válida tu postura'. Pero mi trabajo es motivarte en que tú quieras aprender esto. Entonces yo te voy a seguir tratando de motivar todas las veces que sea necesario, porque ese es mi trabajo."	➤ highlights the role of teachers as mediators between the curriculum mandate and student motivation.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

22

“... los lenguajes son instrumentos comunicativos que generan conocimiento y entendimiento entre todos, entonces mi perspectiva es que la enseñanza de cualquier lengua o lenguaje...no debiese estar sujeta al estudio como si fuese una disciplina...”

➤ **shows the institutional pressure to teach English even in the face of student resistance.**
➤ **highlights the relational dimension of the curriculum in language teaching.**

➤ **highlights the tension between curricular demands and actual use of language.**
➤ **shows that TEFL discipline conditions in the classroom hinder the implementation of the curriculum.**
➤ **reveals a transformative intention in English language teaching.**

23

“Para mí inglés como disciplina... no sé si aplica. Para mí inglés puede ser utilizado para abordar cualquier temática... no

➤ **question the teaching of English as a traditional academic discipline.**
➤ **positions language as a communicative and cross-curricular tool.**



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

24

necesariamente enseñar fonética o gramática, sino utilizarla para comunicar.”

o > **highlights pedagogical resistance to traditional curricular logic.**

“Esta alumna con discapacidad intelectual moderada... hice una actividad básica con flashcards... la respondió correctamente, pero en el PACE decía que solo debía reconocer animales.”

> **highlights the rigidity of curriculum standards in the face of student diversity.**

> **reveals tensions between pedagogical adaptation and institutional requirements.**

> **highlights the gap between normative assessment and students' actual abilities.**

Source: Author's own elaboration.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Evaluation and Control.

Analysing her reflections, two emergent categories related to the Evaluation dimension emerge: School Assessment Culture and Assessment Pressure and Pedagogical Negotiation, which are intertwined with the Cultural and Disciplinary domains of power, respectively. According to her perceptions of Evaluation, on the one hand, the educational system encourages assessment to measure transmitted knowledge and students' achievements under prescribed goals. Using assessment as a mechanism of regulation and behavioural control, the school system normalised punishments and rewards, echoing colonial practices of institutional regulation.

School Assessment Culture.

Her reflections evidence her persistent doubt about normalised assessment rituals, which are seen as lingering traces of hegemonic thinking, given that the teaching of English is perceived as a homogeneous practice in diverse classroom settings.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

“Voy a comenzar con la implementación de evaluaciones formativas... para luego pasar a la sumativa, que es parte de que no me puedo salir del currículum, entonces tengo que sí o sí tomarlas en consideración.”

Her thinking shows a growing unease, evidencing a limitation of her autonomy due to institutional assessment requirements as a central mechanism for regulating teaching and learning processes.

Along similar lines, she became aware of how deeply embedded the grade assessment system is in conditioning students' motivation and affecting participation in learning dynamics, understanding the value of a learning experience without a prize:

“Una pareja me dijeron: ¿Tiene nota? No, hijo... entonces yo no lo hago... ahí estamos totalmente colonizados por esta evaluación.”



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

As seen in her reflection, evaluation is frequently associated with grades and standardised outcomes expected of all students, highlighting a tension in assessment rituals as a central mechanism for regulating teaching and learning processes.

However, this discursive construction around assessment culture is normalised by students; she believes that standardised assessments emotionally affect students. The above quote shows the emotional effects of standardised assessments on students:

“Había una alumna con dolor de guata porque al día siguiente tenían el SIMCE... yo no estoy de acuerdo con las pruebas estandarizadas.”

She believes assessment, more than a surveillance tool, should be a reflective process that supports students' learning trajectories. Such symbolic authoritarian practices within socially constructed acceptance discourses of disciplinary assessment regimes create a persistent need in her practice for reconfigured assessment as a tool, shifting from measuring knowledge to promoting awareness of learning processes and encouraging students to take responsibility for their own educational development.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Table 16: Evaluation's Quote Decolonial Representativeness on "School Assessment Culture." Interpretative Category.

Quote N°	Quote	Decolonial Representativeness
25	"Voy a comenzar con la implementación de evaluaciones formativas... para luego pasar a la sumativa, que es parte de que no me puedo salir del currículum, entonces tengo que sí o sí tomarlas en consideración."	<ul style="list-style-type: none"> ➤ evidences the coexistence of formative assessment and institutional summative requirements. ➤ shows the limitation of teacher autonomy in the face of curricular mandates.
26	"Una pareja me dijeron: ¿Tiene nota? No, hijo... entonces yo no lo hago... ahí estamos totalmente colonizados por esta evaluación."	<ul style="list-style-type: none"> ➤ highlights the centrality of grades in school assessment culture. ➤ shows how assessment logic conditions student motivation.
27	"Había una alumna con dolor de guata porque al día siguiente tenían el SIMCE... yo no estoy de acuerdo con las pruebas estandarizadas."	<ul style="list-style-type: none"> ➤ shows the emotional effects of standardised assessments on students. ➤ highlights the tension between teachers'



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

**convictions and the system's
assessment policies.**

Source: Author's own elaboration.

Assessment Pressure and Pedagogical Negotiation.

She understands assessment as a democratic process where students are the centre of her pedagogical practice. As shown in the below quote, by promoting students' participation in defining assessment activities, she enhances negotiation and elevates marginalised voices within the classroom:

“La revista que nosotros vamos a hacer... cuando hicimos la parte democrática de este ciclo ellos decidieron qué artista les gustaba más.”

She strongly believes that assessment is not only a mechanism for measuring learning outcomes but also a pedagogical dynamic in which teachers and students interact, negotiate, and reinterpret the purposes of evaluation.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Complementing these thoughts, her reflections show her intent to redirect the focus and redistribute evaluative power towards students:

“Es un proceso de evaluación democrática en donde yo les presento distintas opciones de evaluación... ellos pueden decidir cómo van a ser evaluados.”

The above quote demonstrates an evaluative practice that challenges traditional assessment models, in which her praxis aims to create dialogue among students through the negotiation of pedagogical activities.

In contrast, she faced some teachers' ideological inheritance that started to unsettle her:

“Van a empezar a decirme ‘profe no pude’, ‘profe se me olvidó hacerlo’... probablemente esto viene pasando durante años.”



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

This quote evidence, on the one hand, student resistance to standardised assessment requirements, and, on the other, the teacher's awareness of students' behaviour, yet shows no empathy in trying to transform an evaluative system that does not work or address the cumulative effects of school assessment culture.

Within this context, she does not hesitate to argue that assessment should be a collaborative process in which students actively participate in defining how they demonstrate their learning process and outcomes.

However, normalised assessment rituals and familiar certainties about students' responses to assessment dynamics led her to reframe the assessment cycle in English teaching and learning, aiming to promote meaningful learning experiences through a dialogical, collaborative process.

Table 17: Evaluation's Quote Decolonial Representativeness on "Assessment Pressure and Pedagogical Negotiation." Interpretative Category.

Quote N°	Quote	Decolonial Representativeness
28	"La revista que nosotros vamos a hacer... cuando hicimos la parte democrática de este ciclo ellos decidieron qué artista les gustaba más."	➤ evidence of student participation in defining assessment activities.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

29

“Es un proceso de evaluación democrática en donde yo les presento distintas opciones de evaluación... ellos pueden decidir cómo van a ser evaluados.”

➤ **shows pedagogical negotiation within the assessment process.**

➤ **highlights the redistribution of evaluative power towards students.**

➤ **demonstrates an evaluative practice that challenges traditional models of assessment.**

30

“Van a empezar a decirme ‘profe no pude’, ‘profe se me olvidó hacerlo’... probablemente esto viene pasando durante años.”

➤ **evidence of student resistance to assessment requirements.**

➤ **shows the cumulative effects of school assessment culture.**

Source: Author's own elaboration.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

School System and Structural Constraints.

Two emergent categories related to the School System dimension emerge: Predominant School Culture and Institutional Regulation and Power Structures, which are intertwined with the Disciplinary domains of power. According to her perceptions of the School System, it seems to promote values that run counter to a democratic and collaborative perspective on teaching practice, with competition among students reinforced. Furthermore, she believes that teachers feel frustrated by institutional surveillance of their pedagogical decisions, which in turn provokes structural constraints within the school system. The disciplinary domain of power is evident in all her reflections on this dimension, revealing an internal wrestle with the invisible power arrangements within the institution.

Predominant School Culture.

Her reflections regarding the predominant school culture suggest an institutional pressure to maintain traditional teaching practices. As shown in the below quote, she perceives limitations on teacher autonomy within school culture:



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

“Creo que no le gusta y creo que quiere que yo mantenga esta estructura rígida de enseñanza del inglés sin salirme como de la pauta.”

From this extract, she became aware of how deeply embedded understandings of teaching rigid structures are in undermining her critical position on English teaching practices and in determining how education should be organised and delivered.

Therefore, she starts to deconstruct and separate herself from these established rules and normative pedagogical habits.

As shown in the quote below, she confronts the colonial expectations about classroom practices, teacher Eurocentric behaviours and the types of pedagogical approaches considered legitimate within the institution:

“Creo que la forma como se está abordando realmente la participación entre los estudiantes está súper errada... promueven la competencia más que cualquier otro tipo de valor.”



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Her beliefs conflict with the competitive values promoted by the dominant school culture and reveal her persistent questioning of institutional educational dynamics.

Moreover, she understands teaching as a collective practice, moving away from individualised perspectives embedded in the school system.

As some of her colleagues argue in the quote below, teachers face a constant sense of frustration with institutional dynamics due to the challenge of changing them without collaborative work:

“Mientras no nos pongamos de acuerdo todos, aquí no va a funcionar nada... no sacamos nada con que uno trate si hay 20 profes que hacen todo lo contrario.”

This perspective contrasts with the competitive and standardised dynamics reinforced by institutional practices, revealing a resistance and indifference among colleagues and in the school system when she tries to introduce alternative practices.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

All these reflections suggest that she views the school system as a complex organisational environment that promotes long-standing teaching traditions that often limit the possibilities for pedagogical innovation.

Table 18: School System’s Quote Decolonial Representativeness on “Predominant School Culture.” Interpretative Category.

Quote N°	Quote	Decolonial Representativeness
31	“Creo que no le gusta y creo que quiere que yo mantenga esta estructura rígida de enseñanza del inglés sin salirme como de la pauta.”	<ul style="list-style-type: none"> ➤ evidence of institutional pressure to maintain traditional teaching practices. ➤ shows limitations on teacher autonomy within school culture.
32	“Creo que la forma como se está abordando realmente la participación entre los estudiantes está súper errada... promueven la competencia más que cualquier otro tipo de valor.”	<ul style="list-style-type: none"> ➤ highlights competitive values promoted by the dominant school culture. ➤ reveals teachers' questioning of institutional educational dynamics.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

33

“Mientras no nos pongamos de acuerdo todos, aquí no va a funcionar nada... no sacamos nada con que uno trate si hay 20 profes que hacen todo lo contrario.”

➤ **shows the collective dimension of teaching practices within the school system.**
➤ **highlights teachers' frustration with institutional dynamics that are difficult to change.**

Source: Author's own elaboration.

Institutional Regulations and Power Structures.

According to her reflections, during her final practicum experience, she became aware of the institutional regulations and structural dynamics which organised the school's functioning.

Sadly, she perceives students' frustration and anger when they react to institutional regulations in the reorganisation of pedagogical spaces, prioritising standardised assessments over students' other educational experiences:



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

“Los estudiantes están saturados... les dicen que van a tener que hacer ensayo SIMCE en la clase de educación física... se molestan porque es su momento de expresión y se los quitan por hacer una prueba.”

Along similar lines, her reflections reveal the hierarchical pressures imposed by the education system on teachers, showing the effects of accountability policies on teachers' work:

“Las presiones que tienen desde arriba... incluso la misma prueba SIMCE, los profes de mate estaban con la soga al cuello.”

She questions the myth of neutrality in evaluation, and the pressure teachers and students feel when faced with standardised pedagogical practices, which are seen as disciplinary regulations that generate structural asymmetries in the school system. This perspective suggests she deconstructs a pedagogical orientation that values flexibility and contextualisation.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Moreover, the quote below depicts a teacher's reflection when she asks about the implementation of pedagogical innovations:

“Nos pasan muchas cosas para implementar nuevas, pero ninguna se mantiene en el tiempo... no tenemos el tiempo suficiente para evaluar si realmente funciona.”

When analysing the above quote, she feels compelled to reconsider her perspective on why the school system has not changed in 20 years. Institutional instability in the implementation of pedagogical innovations reveals structural limitations in sustaining educational change processes.

Nevertheless, her transformative perspective suggests a pedagogical orientation that values flexibility, contextualisation and sustained educational initiatives capable of supporting meaningful learning experiences, which are essential for her decolonial teaching practice.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Table 19: School System's Quote Decolonial Representativeness on "Institutional Regulation and Power Structures." Interpretative Category.

Quote N°	Quote	Decolonial Representativeness
34	"Los estudiantes están saturados... les dicen que van a tener que hacer ensayo SIMCE en la clase de educación física... se molestan porque es su momento de expresión y se los quitan por hacer una prueba."	<ul style="list-style-type: none"> ➤ evidences the prioritisation of standardised assessments over other educational experiences. ➤ shows how institutional regulations reorganise pedagogical spaces.
35	"Las presiones que tienen desde arriba... incluso la misma prueba SIMCE, los profes de mate estaban con la soga al cuello."	<ul style="list-style-type: none"> ➤ highlights the hierarchical pressures imposed by the education system on teachers. ➤ shows the effects of accountability policies on teachers' work.
36	"Nos pasan muchas cosas para implementar nuevas, pero ninguna se mantiene en el"	<ul style="list-style-type: none"> ➤ shows institutional instability in the implementation of pedagogical innovations.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

tiempo... no tenemos el tiempo suficiente para evaluar si realmente funciona.” **>reveals structural limitations in sustaining educational change processes.**

Source: Author's own elaboration.

Future: A Cyclical Decolonial Evaluative Strategy Proposal

While encountering her questioning and self-reflection on her pedagogical praxis as an English teacher, the construction of these cognitive dissonances through her new brand of education at UMCE led her to question who she is and who her students are. It is relevant to note that this questioning goes beyond the surface; there is a need to understand the culturally relational identities embedded in any educational community, particularly in the context of migration. In this context, school can become either a space for inclusion or a mechanism for social exclusion. As Paulo Freire argues, education is never neutral: it can serve to reproduce inequality or to transform it. It is therefore urgent to critically review



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

pedagogical and assessment practices that often respond to homogenising logics, leaving out the cultural and life trajectories of migrant students. (Freire, 1970)

From this reality emerges an urgent need for learning: to develop teaching and assessment strategies that foster a truly intercultural education, where all students, regardless of their nationality, language or migration history, feel valued, recognised and represented. It is not merely a matter of including cultural content in the curriculum, but of transforming the classroom into a space for dialogue, empathy and the collective construction of knowledge. Thus, reflecting on the current national reality in Chilean education and before entering her final practicum experience, she begins seeking strategies to implement in English classes to minimise learning gaps and violent patterns of school coexistence that could affect the community's general well-being. Although she understands how to plan isolated lessons, it is not enough. She intends to welcome her students into schools humanely, prioritising a respectful, supportive, democratic and meaningful educational process; an insight that later found its theoretical anchor.

She attends three courses on critical evaluation, emotional awareness, and intercultural teaching practices that promote analysis of the implementation of English classes. Therefore, a connection that felt instinctive leads her to consider a Decolonial Cyclical Assessment strategy, a curricular framework that guides her towards a holistic contextualisation detailing students' individual realities, avoiding Eurocentric assumptions



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

and views from other teachers or the educational institution itself. With a variety of realities within the same educational community, realities that go beyond our political borders and that can provide new ways of thinking to address the constant challenge of her teacher training and that of her future students, she undoubtedly believes she has a great opportunity to rethink and improve her teaching practices.

Consequently, she proposes a Cyclical Decolonial Evaluation Strategy focused on decolonial pedagogy through interdisciplinary, collaborative teaching, which she aims to implement throughout each English unit.

Principles of The Evaluative Strategy

The principles of this Cyclical Decolonial Evaluative Strategy are grounded in fundamental Evaluation Theories and pedagogical and philosophical approaches.

On one hand, educational programme evaluation, such as Parlett and Hamilton's Illuminative Evaluation Theory, MacDonald's democratic paradigm, and Stufflebeam's program evaluation, curriculum research, and development, are intrinsically relevant to understanding her decolonial teaching praxis and the proposed evaluation model.

On the other hand, Zemelman's ideas about the interdisciplinary boundaries of knowledge and Walsh's approach to a decolonial pedagogy surround the model.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Thanks to Stenhouse's perspective of teachers as researchers, she has realised that teachers live a life of research both inside and outside the classroom. In his view, one of the most relevant characteristics of teachers is autonomous professional self-development through systematic self-study, the study of other teachers' work, and the testing of ideas through classroom research procedures. (Stenhouse, 1975) She thinks teachers are researchers at heart, striving to improve our own teaching and learning processes, as well as those of our students. Therefore, it is vital to maintain continuous reflection and remain deeply aware of every internal and external aspect of an educational community.

In agreement with Walsh's decolonial view of educational practices, recognising the prior knowledge, multiple narratives and diverse historical perspectives of migrant students is a fundamental part of re-existing within educational institutions in the colonial matrix of power. (Mignolo & Walsh, 2018) Consequently, assessing from this socio-political perspective involves designing a model that allows, for example, considering different national narratives, tastes, educational trajectories, family constructions, etc., without ranking them, but rather as opportunities for critical and comparative analysis.

As a result of her reflection on evaluative practices and decolonial pedagogy as a political act of teaching, she considers an interdisciplinary approach. Hugo Zemelman's ideas about disciplinary boundaries have resonated in her decolonial view of teaching practice. He argues that the main issue in research practices is learning to articulate knowledge that,



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

until now, has been divided among the content of autonomous disciplines. (Zemelman, 1998, p. 94) Moreover, she understands that, as a methodology, the use of content confronts teachers and students with new realities beyond disciplinary isolations. Thus, she thinks that the avoidance of fragmented knowledge as normative and disciplinary content embedded in the Chilean educational curriculum is key to enabling the design of decolonial units in conjunction with teachers from different specialities and promotes a continuous, adaptable, flexible, and diversified evaluative pedagogical practice: situated and historical knowledge adapting English classes.

She includes three evaluation theories in this cycle, all of which are complementary to her teaching reinvention. Parlett and Hamilton's Illuminative Evaluation has helped her to understand the many factors influencing the implementation of an educational program in a specific place, thanks to a comprehensive interpretation. According to Correa's Educational Evaluation module, quoting Parlett and Hamilton: "Its main task is to unravel it, isolate its most significant characteristics, outline cause-effect cycles, and understand the relationships between beliefs and practices and between models of organisation and models of individuals" (Correa et al., 1996; Parlett & Hamilton, 1972)

Following Sufflebeam's evaluative theory, this model is a cycle that guides teachers and students in the interpretation and reinterpretation of our curricular programmes, through



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

a process of description, interpretation, explanation, and continuous improvement.
(Stufflebeam & Shinkfield, 1985)

Finally, MacDonald's democratic paradigm (MacDonald, 1976) proposes an assessment model based on the principles of participation and equity, offering a distinctly relational perspective on the assessment process:

1. Democratic approach: Assessment is conceived as a participatory process in which all stakeholders (students, teachers, families) have a voice and access to information regarding objectives, criteria and results.
2. Representation of multiple interests: It recognises and provides a platform for each perspective, preventing a single viewpoint (for example, the official curriculum) from monopolising the interpretation of what is being evaluated.
3. Mediation by the evaluator: The evaluator acts as a bridge or facilitator, linking the different viewpoints and ensuring that communication flows smoothly between all stakeholder groups.
4. Emphasis on information: Its fundamental aim is to report transparently on the strengths, weaknesses and characteristics of the programme or unit being evaluated, without making definitive value judgements or prescriptive recommendations.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

5. Equitable distribution of power: It seeks to balance power relations, so that neither the teacher nor the institution holds all evaluative authority, but rather control and responsibility are shared.

Embracing these principles not only enhances our educational practice but also fosters a culture of ongoing growth and transformation, inspiring both ourselves and our students to reach their full potential.

Structure of The Cycle

This critical and inclusive evaluative proposal comprises five phases, eclectically implemented within an interdisciplinary curricular unit, grounded in a dialectical and democratic perspective on evaluative theories.

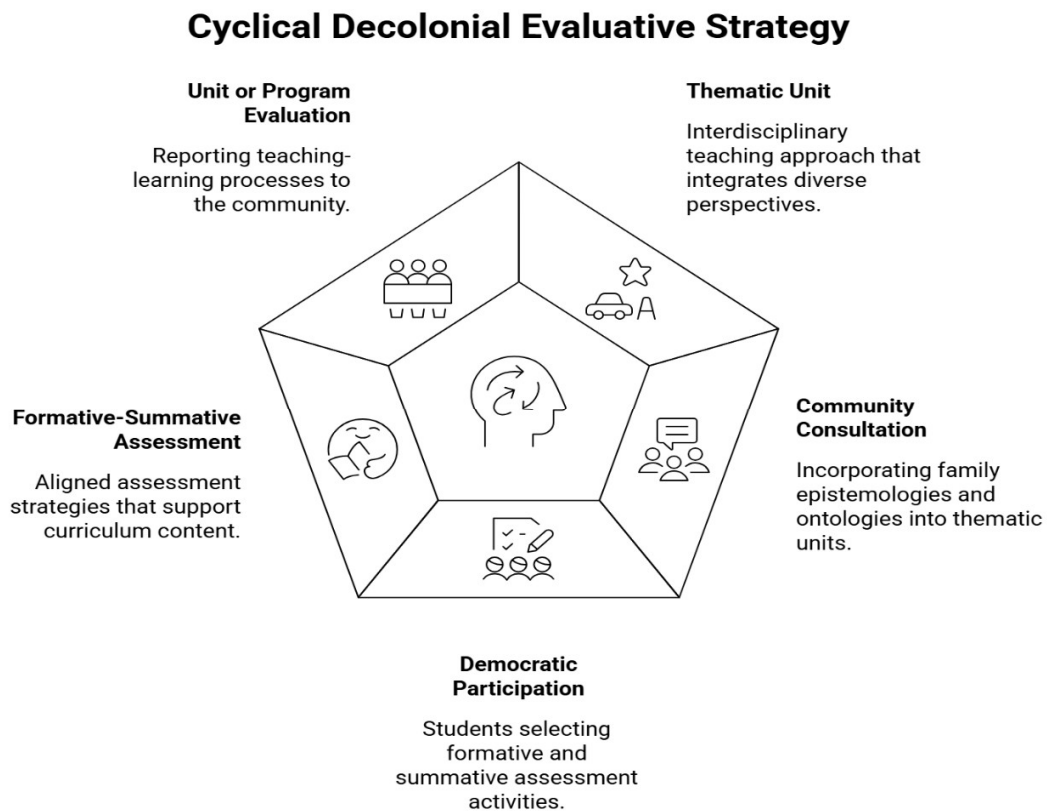
These phases are presented in detail below to provide guidelines for this proposal:



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Figure 1: Cyclical Decolonial Evaluative Strategy Model



Source: Author's own elaboration (created using Napkin).



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Thematic Unit

An interdisciplinary teaching approach that integrates diverse perspectives. This first phase enhances collaborative work among teachers by integrating two or three disciplines, promoting a combination of pedagogical practices and concrete classroom proposals that address a real educational need.

Community Consultation

Incorporates family epistemologies and ontologies into thematic units through an intercultural, diverse approach. Since classrooms are not homogeneous but diverse in terms of languages, traditions, experiences, and cultures, teachers gather new knowledge (rather than Eurocentric perspectives) to design activities that foster mutual respect and empathy.

Democratic Participation

Students select formative and summative assessment activities. Teachers design each proposal and activity with the multicultural reality of today's Chilean classroom in mind, taking into account the barriers faced by migrant students (language, discrimination, curriculum gaps, etc.) While teachers engage students in selecting activities, they are also boosting students' agency, autonomy, and self-awareness of the learning process. Over



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

time, students learn how they learn and become accustomed to creating their own activities to demonstrate their growth.

Formative - Summative Assessment

Alignment with the national curriculum cannot be avoided; therefore, these evaluative strategies support curriculum content. In this sense, this phase prioritises collaborative work, self-assessment and peer assessment, and cultural expression as ways of engaging students actively and meaningfully.

Unit or Program Evaluation

Reporting teaching-learning processes to the community is an educational transformation. From a socio-critical perspective, assessment is not limited to measuring outcomes but seeks to foster processes of awareness, reflection, and change in both students and teachers.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Matrix of Implementation

Finally, the following is an overview of the implementation of the evaluation process she tries to carry out in her practicum centre.

Illuminative Evaluation Theory

Phase 1 (Observation)

Teachers: Familiarisation with the unit.

- Review of the curriculum documents for both programme units to be implemented.
- Identify strategies to link them through parallel activities that foster students' critical thinking skills.

Students: Getting to know the unit.

- Identify the main topics to be explored in the unit.
- Conduct interviews with their classmates and family members to gain an understanding of their realities, experiences and beliefs. (Similarities and differences)

Phase 2 (Further research)

Through surveys, interviews, self-assessment, and peer-assessment, teachers seek to create a selective list of the most important aspects of the unit development, identifying patterns, trends, and causal relationships.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Phase 3 (Search for Explanations)

Data interpretation to report the findings to the community. Its objective is to improve the programme and future decision-making.

Modelo Evaluativo CIPP (Context - Input - Process - Product)

Context

To assess needs, challenges and opportunities to assist with decision-making and the setting of priorities, and to help students and the community evaluate objectives, priorities and outcomes.

Input

Assess alternative approaches, action plans and resources to ensure they are feasible and effective in addressing needs and objectives.

Process

Assesses the implementation of the plan to help students carry out the activities and subsequently helps them evaluate this implementation and its outcomes.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Product

Identify and evaluate outcomes (intended or unintended / short- or medium-term) to help students stay focused on achieving relevant goals, and identify indicators that demonstrate the approach's success in meeting their needs.

Democratic Evaluation

Teachers

They present a timetable setting out a range of possible activities and assessments to be carried out during the unit.

Students


They work together to draw up an assessment plan. First, they identify the formative and summative assessment activities, and then select the assessment strategy to demonstrate the knowledge acquired during the teaching and learning process.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Table 20: Matrix of Implementation: Cyclical Decolonial Evaluative Strategy Proposal

 Matrix of Implementation: Cyclical Decolonial Evaluative Strategy Proposal English Unit Plan						
Class	Unit	Evaluation Process		Central Activities	Participants	
0	Unit 1 My Life	CIPP Evaluation Context	Illuminative Evaluation Phase 1	Review of Contents + Objectives + Activities	Teachers	
1				Review of Contents, Objectives, and Activities Questionnaires and Interviews Development	Teachers - Students Families	
2						
3						
4		CIPP Evaluation Input	Democratic Evaluation	Review of Activities to decide democratically which can be implemented to assess		
5				Teacher - Students		
6					Formative Evaluation	Activity 1
7					Formative Evaluation	Activity 2
8		Formative Evaluation	Activity 3			
9		CIPP Evaluation Process	Sumative Evaluation	Interdisciplinary assessment		
10				Interdisciplinary assessment		
11		CIPP Evaluation - Product	Illuminative Evaluation Phase 2	Evaluate the unit		Teachers- Students Families
12	Illuminative Evaluation Phase 3		Deliver the results to all the participants. Dialogue to improve.			

Source: Author's own elaboration.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Students' Final Evaluation

The following charts and answers are an example of her intent to implement the final Stage of this Cyclical Decolonial Evaluation Strategy. By mixing the Product Stage of CIPP Evaluation Theory with the last two stages of the Illuminative Evaluative Theory, her purpose was to foster critical thinking, autonomy, and participation among students. Students scanned a QR Code and participated in a questionnaire, reflecting on their learning process. For this purpose, three Dimensions were evaluated: Learning Process, Self-Assessment, and Peer-Assessment.

All the questions are in Spanish because the teacher needed to collect their honest final impressions about the English Classes, their commitment, and their activity preferences.

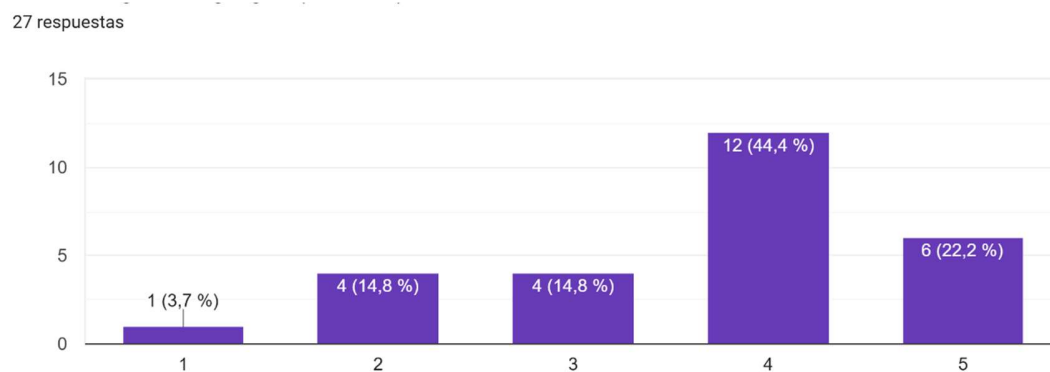


UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

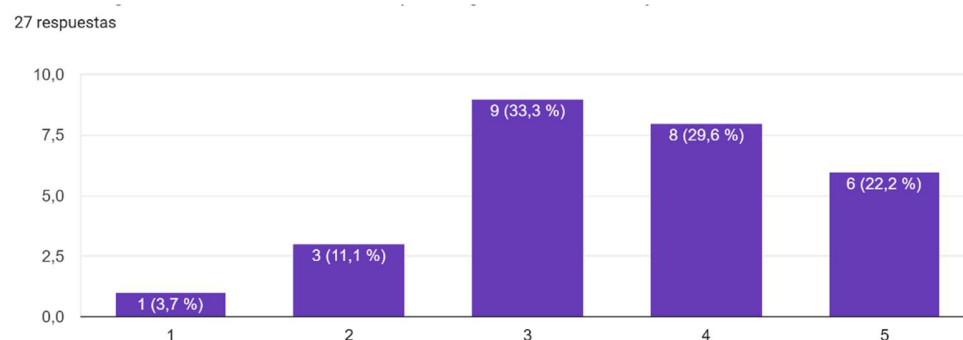
Students' impressions on their Learning Process

Figure 2: Responses to the question: ¿Cuánto te gustó "highlight" (destacar) información relevante?



Source: Author's own elaboration based on data collected through Google Forms.

Figure 3: Responses to the question: ¿Cuánto te gustó el uso de un calendario para organizar las clases y actividades?



Source: Author's own elaboration based on data collected through Google Forms.

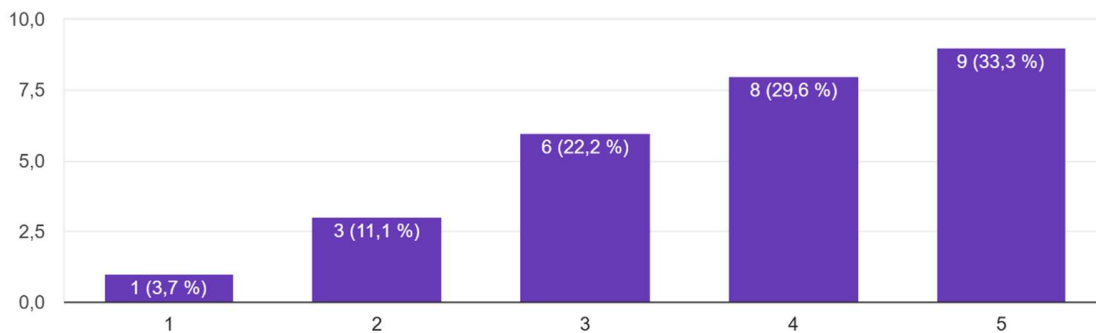


UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Figure 4: Responses to the question: ¿Cuánto te gustó elegir tus propias reglas de la clase?

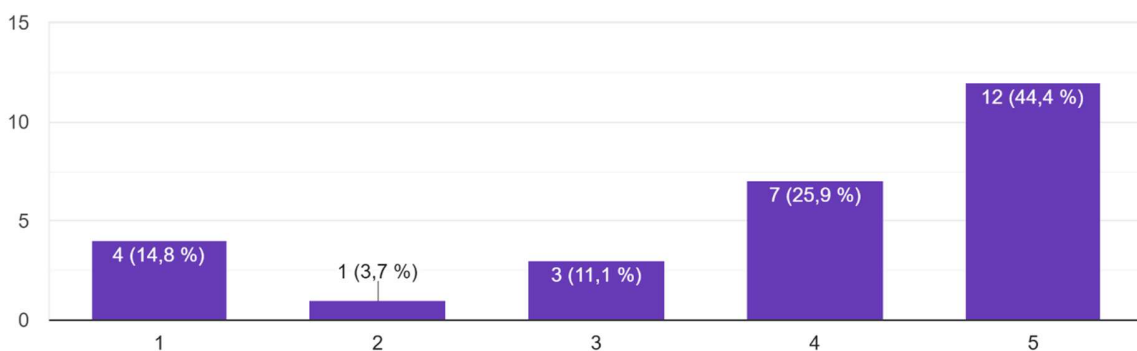
27 respuestas



Source: Author's own elaboration based on data collected through Google Forms.

Figure 5: Responses to the question: ¿Cuánto te gustó jugar con tus compañeros a armar puzzles?

27 respuestas



Source: Author's own elaboration based on data collected through Google Forms.

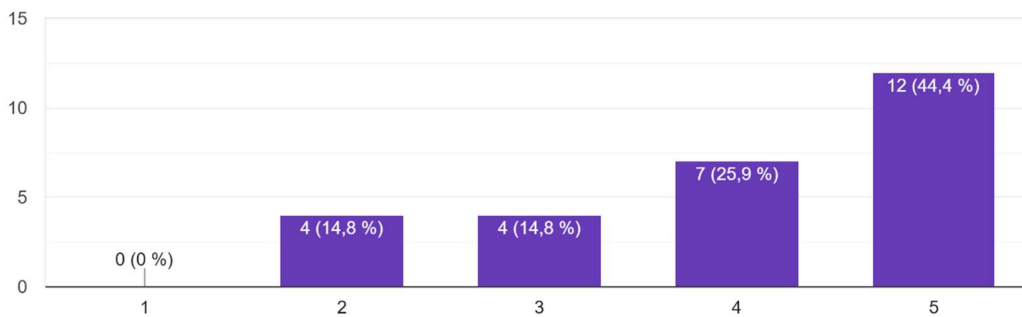


UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Figure 6: Responses to the question: ¿Cuánto te gustó elegir las actividades para realizar en las clases?

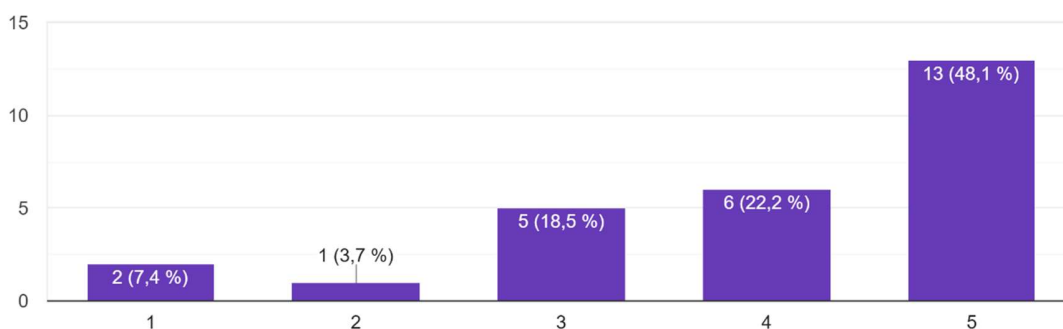
27 respuestas



Source: Author's own elaboration based on data collected through Google Forms.

Figure 7: Responses to the question: ¿Cuánto te gustó la actividad final de la "Interview Magazine"?

27 respuestas



Source: Author's own elaboration based on data collected through Google Forms.

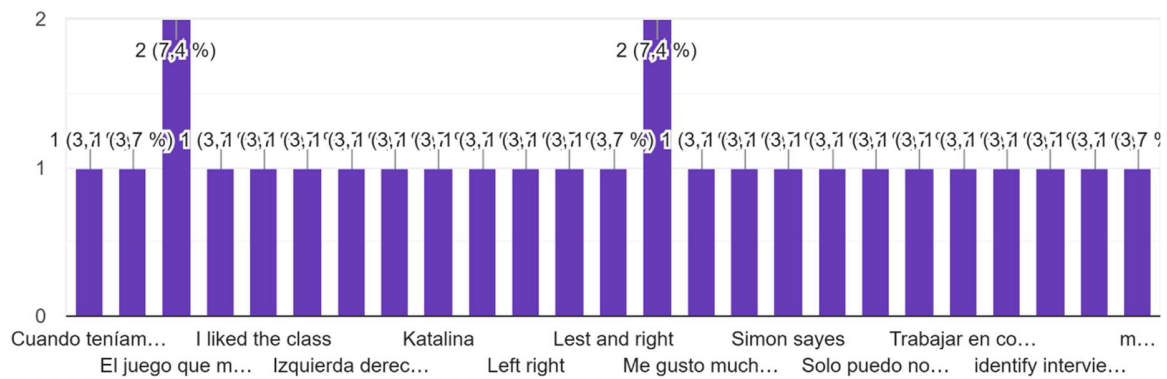


UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Figure 8: Responses to the question: ¿Puedes nombrar otra actividad, juego o estrategia que te haya gustado?

27 respuestas



Source: Author's own elaboration based on data collected through Google Forms.



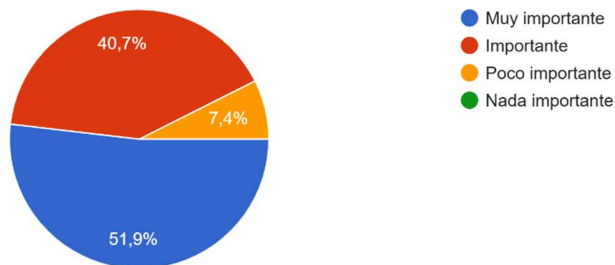
UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Students' Self-Assessment

Figure 9: Responses to the question: ¿Qué tan importante crees que fue este contenido o habilidad para tu aprendizaje y tu vida diaria?

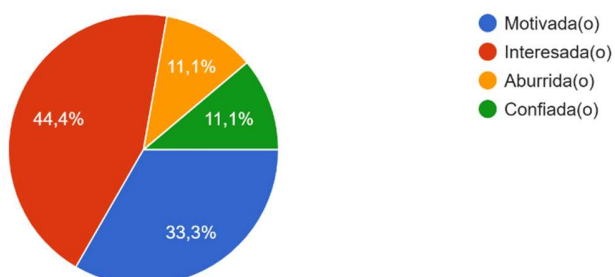
27 respuestas



Source: Author's own elaboration based on data collected through Google Forms.

Figure 10: Responses to the question: ¿Cómo te sentiste cuando realizabas las actividades de esta unidad?

27 respuestas



Source: Author's own elaboration based on data collected through Google Forms.

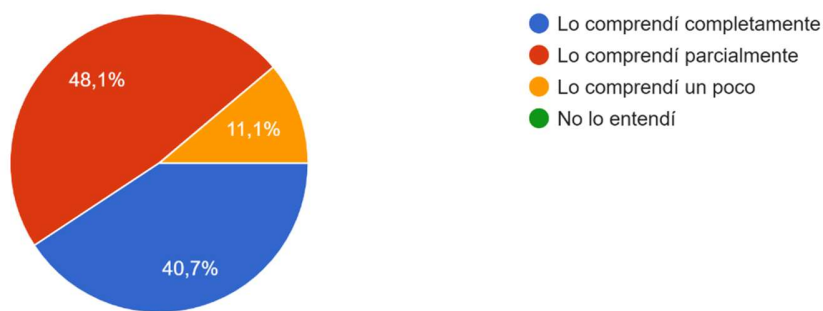


UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Figure 11: Responses to the question: ¿Qué tan bien crees que comprendiste los temas o lograste las metas de esta unidad?

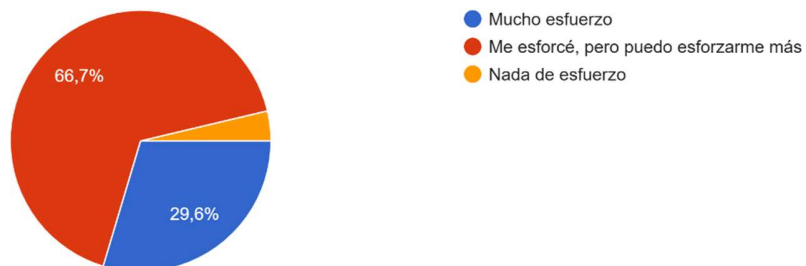
27 respuestas



Source: Author's own elaboration based on data collected through Google Forms.

Figure 12: Responses to the question: ¿Qué tanto esfuerzo pusiste para aprender y participar en las actividades?

27 respuestas



Source: Author's own elaboration based on data collected through Google Forms.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Figure 13: Responses to the question: ¿Qué estrategias te ayudaron más a aprender?

27 respuestas

Highlights, Puzzle
Los papeles de comprensión de lectura
Un poco de la traducción para memorizar las palabras
The game memory and prepare questions and answers for the interview
aprendizaje y concentracion
Duolingo & Class Games.
Subrayar y repasar materia
Underline and order the words

Source: Author's own elaboration based on data collected through Google Forms.

Figure 14: Responses to the question: De esta unidad, ¿qué te gustaría seguir aprendiendo o mejorando y por qué crees que es importante para ti?

27 respuestas

poder expresarme mejor en el idioma
Me gustaría aprender hablar inglés para poder expresarme y así poder irme a otros lugares donde se hable en inglés para poder entender
es importante para el futuro, para cuando quiera aprender una cerra es importante saber cómo entrevistar o como ser entrevistado
Aprender a pronunciar las palabras complicadas
Más palabras
Me gustaría aprender más el inglés fluido y me serviría para aprender mucho mejor
Me gustaría aprender un poco más allá de la materia y poder mejorar en lo que más me cuesta.

Source: Author's own elaboration based on data collected through Google Forms.



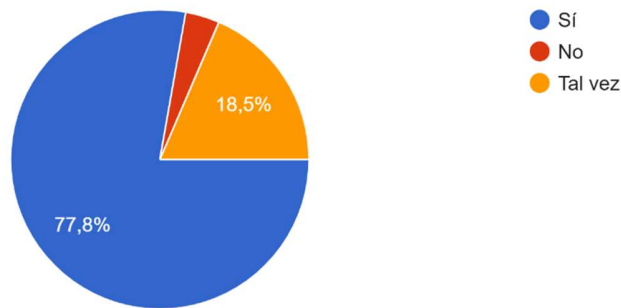
UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Peer-Assessment

Figure 15: Responses to the statement: Mi compañera(o) trabajó de manera respetuosa y colaborativa.

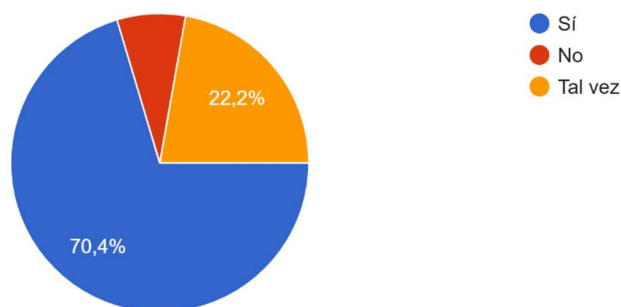
27 respuestas



Source: Author's own elaboration based on data collected through Google Forms.

Figure 16: Responses to the statement: Todos los participantes aportaron ideas al realizar la entrevista.

27 respuestas



Source: Author's own elaboration based on data collected through Google Forms.

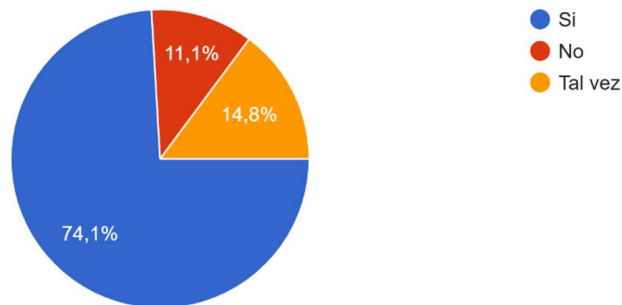


UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Figure 17: Responses to the statement: Escuchamos las opiniones de los demás antes de decidir.

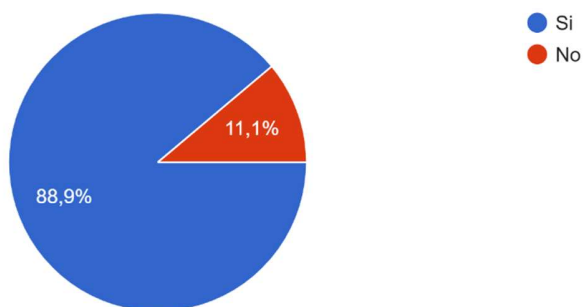
27 respuestas



Source: Author's own elaboration based on data collected through Google Forms.

Figure 18: Responses to the statement: Mi compañera(o) y yo cumplimos con nuestras responsabilidades.

27 respuestas



Source: Author's own elaboration based on data collected through Google Forms.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Overall, the evidence indicates that, at least for these students, they value the opportunity to make decisions and be part of designing the English lessons; they look back fondly on the activities carried out during their learning process, and they show surprise when the activity they selected is carried out during the lesson. In their self-assessment reflections, one of the questions was directed to their level of engagement in English classes: “¿Qué tanto esfuerzo pusiste para aprender y participar en las actividades?”, and the answers show that the majority of students think that they put effort, but they could have done better. That self-reflection highlights students' level of engagement in their learning process. An opportunity that cannot be wasted.

DISCUSSION

This section summarises the findings of the study of her teaching beliefs that influence the creative process of creating a decolonial evaluative process within the English learning and teaching praxis.

Consistent with Dona Kagan's arguments about the relevance of developing an elaborate and coherent set of pedagogical beliefs (Kagan, 1992, p. 79), her teachers' beliefs research



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

depicts the necessity of encountering tensions and contradictions in her reflections to understand, on one hand, the intricate pedagogical journey she lives and, on the other, to foster a deep reflection on her future actions in terms of what kind of pedagogy she develops through her praxis.

The findings in this study depict a linkage among decolonial pedagogy beliefs, recognition of colonial domains of power, and awareness of the hegemony of English-language teaching, which connects her renewed teaching beliefs. Through the autoethnographic reflective process, and as she moves back and forth through her teaching experiences within two different temporally and contextually educational settings, she finds, on one side, sedimented Eurocentric assumptions and power structures embedded not only in her beliefs, but also in others through their discourses and pedagogical and evaluative practices, and in the school system's predominant culture. On the other hand, she understands that, from a connection that felt instinctive, decolonial beliefs are inherent in her dialogic and democratic pedagogical practices, which, through the recognition of her contradictions and tensions in the analysis of her final practicum decisions and interactions, became crystallised in her inner self.

This detailed analysis of her beliefs leads her to recognise that beliefs are not static constructs, but dynamic formations shaped by continuous interaction among personal experiences, institutional structures, and broader sociocultural forces. (Pajares, 1992, p.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

309) Consequently, she interprets her perceptions of English teaching as embedded in multiple domains of power that influence her pedagogical practices, evaluation processes, and teacher role and identity.

Unique to this study is the analysis of her English teachers' praxis through intersectional domains of power. From her findings, she deduces that teaching praxis is intrinsically connected to a sociocultural construction that constantly reinforces invisible domain structures and symbolic violence through language, school cultural norms, students' stereotypes, and standardised evaluative processes. Therefore, to determine how her pedagogical practice, her interpersonal relationships, her political positioning on assessment practices, and her tension within the school system as an act of resistance, this study is consistent with Walsh's decolonial perspective of re-existence as puts of centre the established logics to look for, in the depth of cultures, the keys to forms of organisation and production that permit the dignifying and reinventing of life and its continued transformation (Mignolo & Walsh, 2018, p. 95). She concludes that she can change her older teachers' assumptions about pedagogical practices, evaluative processes, and the school system's colonial structures by questioning her colonial heritage through immersion in an educational setting.

Furthermore, the analysis shows that her beliefs have evolved from an initial acceptance of traditional, Eurocentric models of English language teaching towards a more critical and



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

reflexive understanding of education as a situated and political practice. This transformation is not linear but emerges through tensions experienced in classroom practice, particularly in contexts marked by linguistic inequalities, low student engagement and institutional constraints.

In line with Intersectionality and its use in educational research, this study examines how her teachers' beliefs intersect with broader intersectional frameworks (the Social Justice Framework) to investigate the potential of critical education to dismantle social inequality. (Hill Collins & Bilge, 2016, p. 196) Likewise, from the perspective of the domains of power, the findings highlight how interpersonal relationships, cultural assumptions, disciplinary structures, and institutional regulations intersect to shape her English language teaching practices. Within two different educational settings, her narrative dissects how, at first, she, as an English teacher, develops a subordinate pedagogical practice within multiple systems of power, and more recently, her assumptions about teaching change and grow in the opposite direction. From her narrative of her past, present, and future pedagogical experience, she demonstrates that educational institutions had a characteristic system of oppression that shaped teachers' pedagogical experience within schools.

For instance, the interpersonal domain of power relies on the understanding of the multiple nature of individual identities at the interpersonal level. Her reflections reveal the tensions she encounters as she works to build horizontal, dialogic relationships with students, often



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

contradicting established classroom hierarchies and patterns of disengagement among both teachers and students. Her decolonial perspective on teaching seeks to break Eurocentric pedagogical assumptions when engaging in interdisciplinary work with other teachers, planning dynamics to promote participation and recognising students as subjects of knowledge. The intertwining of the pedagogical dimension and the interpersonal domain of power reveals how her beliefs highlight the importance of understanding and accepting cultural diversity within classrooms to foster a bidirectional relationship with new knowledge.

At the cultural level, the connections between her reflections on Pedagogy, EFL teaching and Evaluation dimensions and the cultural domain of power explain her sedimented beliefs about the role of teaching a hegemonic language that continues to reproduce forms of symbolic domination, positioning the language as both a tool for mobility and a source of exclusion. In line with her reflections, the cultural domain of power identifies discourses and ideas that matter in explaining social inequalities and fair play. Likewise, her reflections reveal her rejection of the social inequities produced by linguistic and assessment practices that are believed to be socially just.

Within the disciplinary domain of power, her reflections demonstrate a pattern throughout Evaluation and School System Dimensions. This domain tries to explain that, through the organisation of power, different people encounter different treatment depending on which



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

rules apply to them and how those rules are implemented. In this sense, power operates by disciplining people in ways that put their lives on paths that make some options seem viable and others out of reach. Similarly, her reflections reveal how evaluation practices are frequently reduced to measurable outcomes, limiting opportunities for meaningful learning and pressuring students to answer standardised test that provokes anxiety and stress among them. Her decolonial perspective reshapes evaluation as a negotiation practice, a democratic and participatory process in which the centre is the student. Unfortunately, rules and disciplinary norms are embedded in the school system, creating resistance in her practice to engage in Eurocentric practices that promote evaluation as a control device.

Finally, the structural domain of power highlights the significance of social institutions in shaping and solving social problems. Although the structural domain does not explicitly connect to a specific dimension, her reflections reveal the constraints imposed by curricular demands and standardised assessment systems, which limit teachers' capacity to adapt their practices to their students' realities. These tensions collectively illustrate the complexity of teaching English in vulnerable and multicultural contexts.

Within this complex educational context, the cyclical evaluation strategy proposed in her study emerges as a response to her reflections about traditional assessment practices and her purpose of dismantling the colonial educational structures. Along with her reflections, she expresses a strong belief that evaluation can serve multiple purposes to improve



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

pedagogical practices, seeking a decolonial role of her teaching praxis. Rather than positioning evaluation as a final, isolated act, her decolonial strategy conceptualises it as a continuous, reflective, and context-sensitive process. By integrating evaluative theories and defining specific stages, the evaluation cycle promotes teacher-student-family discussion and dialogue, and the democratisation of the decision-making process, while enabling a more nuanced understanding of students' learning processes and creating space for pedagogical adaptation.

The relevance of this proposal reflects her decolonial beliefs in education. The creation of this inclusive evaluation process aligns with decolonial educational perspectives by challenging the dominance of standardised evaluation models, fostering a fairer and more equitable distribution of power and recognising the value of students' experiences, cultural backgrounds and marginalised forms of knowledge within traditional English language teaching. In doing so, she believes that Evaluation becomes not only a pedagogical tool but also a space for critical reflection and potential transformation, a process that can promote a humanised learning experience for students.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

LIMITATIONS

The following limitations are not understood as weaknesses of the study, but as part of the situated and relational nature of this autoethnographic inquiry.

Analysing her beliefs.

One of the most challenging aspects of this study was analysing her own teaching beliefs. This required making sense of deeply embedded assumptions shaped by feelings of shame, uncertainty, and, at times, ethnocentric perspectives that had remained unquestioned for years.

Articulating these internal processes was not straightforward. Naming emotions, reconstructing past experiences, and translating them into academic language demanded a constant negotiation between personal memory and analytical distance. In many cases, her reflections were fragmented, incomplete, or emotionally charged, revealing the difficulty of accessing and representing beliefs that had long operated implicitly.

Moreover, as an autoethnographic study, this analysis is inherently situated and subjective. Rather than aiming for generalisation, it offers a partial and evolving interpretation of her pedagogical identity. This limitation, however, is also understood as a strength, as it enables



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

in-depth exploration of the tensions, contradictions, and transformations shaping teaching beliefs within specific sociocultural contexts.

AI Disclosure

During this research, Artificial Intelligence (AI) was used to assist in the following:

- **ChatGPT:** To generate a list of related words to express emotions and sentiments which were used throughout her narrative.
- **Grammarly:** To check punctuation.
- **Napkin:** To support the visual representation of an evaluative model.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Implementing an evaluative cycle in English classes.

As a trainee teacher, she encountered significant limitations when attempting to implement the full scope of the proposed cyclical evaluation strategy. Two key components, interdisciplinary collaboration and community engagement, could not be developed.

- **Interdisciplinary work** proved difficult to sustain due to structural and cultural constraints within the school. On one hand, there was evidence of the stigmatisation of students who did not actively participate in class, often perceived as a “waste of time,” which limited teachers’ willingness to engage in collaborative practices aimed at inclusion. On the other hand, the lack of job stability among teachers hindered the formation of consistent and cohesive work teams. The constant turnover made it difficult to build long-term interdisciplinary projects grounded in shared pedagogical visions.

- **Community engagement** was also constrained by institutional conditions. Developing meaningful connections with the community requires time, trust, and sustained interaction. However, as a trainee teacher, her role was limited, and she was not initially allowed to engage beyond the school setting. This limited the possibility of incorporating community knowledge and perspectives into the evaluation cycle, a central component of a decolonial pedagogical approach.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

These limitations highlight the tension between pedagogical intention and institutional reality. While the cyclical evaluation strategy proposes a transformative and participatory approach, its implementation depends on broader structural conditions that often exceed the agency of individual teachers, particularly those in training.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

CONCLUSIONS

This study set out to understand how my teaching beliefs have transformed over time and how this transformation could inform the development of a decolonial, cyclical evaluation strategy for English language teaching. Through an autoethnographic journey that moved across my past, present, and projected future, I recognised that my beliefs are not fixed truths but evolving constructions shaped by experience, tension, and reflection.

Unlearning to be.

I have come to understand that becoming a teacher has not only been a process of learning, but fundamentally a process of unlearning.

I have had to unlearn the idea that teaching English means reproducing external models disconnected from my students' realities. I have had to unlearn the belief that evaluation should function primarily as a mechanism of control, measurement, and compliance. I have also had to unlearn the notion that knowledge is something to be transmitted rather than something collectively constructed through dialogue, experience, and reflection.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

This process of unlearning has not been immediate, nor comfortable. It has emerged through moments of tension, frustration, and contradiction—when my intention to build horizontal relationships encounters resistance; when my attempts to democratise evaluation clash with institutional expectations, when structural limitations constrain my desire to humanise teaching. In these moments, I have come to recognise that transformation does not occur outside the system, but from within it.

It is precisely within these tensions that my pedagogical positioning begins to take shape—not as a fixed or resolved stance, but as an ongoing process of questioning and reconstruction. I no longer seek to fully escape the structures that shape education; instead, I aim to engage with them critically, creating small but meaningful spaces for change within my everyday practice.

In this sense, I understand my experience as part of a broader struggle for emancipation that takes place from within. As Quintar suggest, this struggle is expressed through diverse forms, from micro-political practices that reveal and reshape how power operates, to the creation of new ways of living, teaching, and learning that value the cultural capital of communities and challenge dominant meanings. (Zemelman & Quintar B., 2007) Through my pedagogical decisions, my efforts to foster participation, my insistence on listening, and my attempts to reconfigure evaluation, I begin to recognise these micro-spaces of transformation and pedagogical resistance within my own practice.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Unlearning, then, has become for me an ethical and political act. It requires acknowledging that what I once understood as “good teaching” may have contributed to reproducing inequalities, and that my current practice, although still imperfect, moves towards a more conscious and situated understanding of education. I am no longer the teacher who simply delivers content; I am becoming a teacher who listens, questions, and negotiates meaning alongside my students, who want to build new Latin American knowledge from the acknowledgement of my students and their families.

At the same time, this process has revealed important limitations that shape both my inquiry and my practice. Analysing my own beliefs was not a neutral or straightforward task. It involved confronting deeply internalised assumptions, emotions that were difficult to name, and memories that were often fragmented or incomplete. These limitations are inherent to the autoethnographic approach and reflect the situated nature of this knowledge production. Rather than weakening the study, they make visible the complexity of engaging critically with one’s own pedagogical identity.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Contributions of the Study

Similarly, the implementation of the cyclical evaluation strategy during my practicum was constrained by institutional and structural conditions. As a trainee teacher, I was unable to fully develop interdisciplinary work or establish meaningful connections with the wider community. These limitations exposed the tension between pedagogical intention and the realities of the school system, where time constraints, teacher instability, and entrenched beliefs about students restrict the possibilities for transformation. Recognising these boundaries has been essential in understanding that educational change cannot rely solely on individual effort but requires collective and systemic engagement.

Despite these constraints, this study contributes to the field of English language teaching by offering an understanding of teaching beliefs as dynamic, situated, and deeply intertwined with broader structures of power. By analysing my praxis through the lens of intersecting domains of power, I highlight how pedagogical practices, evaluation processes, and teacher identity are shaped by cultural, interpersonal, disciplinary, and structural forces that often remain invisible within traditional approaches to teacher education.

Methodologically, this research underscores the value of autoethnography as a means of generating situated knowledge. By placing my own experiences at the centre of the analysis, I have been able to illuminate the complexities, contradictions, and emotional dimensions



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

of teaching that are often overlooked in more conventional research paradigms. In doing so, I challenge the separation between the personal and the academic, positioning lived experience as a legitimate and necessary source of knowledge production.

From a pedagogical perspective, the cyclical evaluation strategy I propose offers a concrete yet flexible approach to rethinking assessment practices in English language teaching. Rather than positioning evaluation as a final stage, I conceptualise it as an ongoing process of reflection, dialogue, and adaptation. Its emphasis on participation, interdisciplinarity, and contextualisation provides an alternative to standardised models, particularly in vulnerable and multicultural educational contexts.

At the same time, I do not present this strategy as a definitive solution. Instead, I understand it as part of an ongoing process of pedagogical inquiry. Its value lies not only in its implementation but also in its potential to open new questions about the role of evaluation, the purpose of language teaching, and the possibilities for more equitable educational practices.

Ultimately, this study suggests that transforming English language teaching does not require immediate or large-scale changes, but rather sustained, reflective engagement with everyday practice. It is through small, deliberate actions, through questioning, listening, adapting, and resisting, that alternative ways of teaching and learning begin to emerge.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

I now understand that the path towards a more just and humanising education is neither linear nor complete. It is a continuous process of becoming, of unlearning, relearning, and imagining otherwise.

Implications for Future

Students value the opportunity to make decisions and be part of designing the English lessons; they look back fondly on the activities carried out during the final assessment and are surprised to learn that the activity they chose will be included in the lesson.

Looking forward, this study opens up possibilities for rethinking English language teaching beyond the limits of my own classroom. The cyclical evaluation strategy proposed here invites teachers to reconsider assessment not as a mechanism of control but as a collective, reflective process that can be adapted to diverse and complex educational contexts. It also highlights the need for stronger interdisciplinary collaboration and deeper engagement with communities, not as complementary practices but as essential components of a decolonial pedagogy.

At the institutional level, these reflections suggest that meaningful transformation requires structural support, including time for collaboration, stability in teaching teams, and a shift away from standardised models that prioritise measurement over understanding. For



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

teacher education, this implies the importance of creating spaces where future teachers can critically examine their beliefs, confront tensions, and develop situated pedagogical practices.

For me, this journey does not end here. It remains an ongoing commitment to question, listen, and act within the possibilities and constraints of each context. The cyclical nature of the proposed strategy reflects this understanding: teaching, like learning, is never finished. It is a continuous process of becoming.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

REFERENCES

- Acosta, R., García, M., & Carcedo, R. (2018). La enseñanza de lenguas extranjeras desde el contexto latinoamericano. *MENDIVE*, 16(4).
- Bénard, S. M. (2019). *Autoetnografía: Una Metodología Cualitativa* (Primera). Universidad Autónoma de Aguascalientes.
- Bourdieu, P., Thompson, J. B., & Raymond, G. (2009). *Language and symbolic power* (1. publ. in paperb., repr). Polity Press.
- Centro de Estudios MINEDUC. (2025, January). *Análisis del estudiantado extranjero en el sistema escolar, 2024*. Ministerio de Educación.
- Correa, S., Puerta, A., & Restrepo, B. (1996). Investigación Evaluativa. In *Especialización en Teoría, Métodos y Técnicas de Investigación Social*. Instituto Colombiano para el Fomento de la Educación Superior.
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (Fifth). Pearson.
- Elliott, J. (2024). The Stenhouse legacy and the development of an applied research in education tradition. *The Curriculum Journal*, 35(4), 706–721.
<https://doi.org/10.1002/curj.291>
- Ellis, C., & Bochner, A. (2000). Autoethnography, Personal Narrative, Reflexivity: Researcher as a subject. In *The Handbook of Qualitative Research* (Second).



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Espinosa-Miñoso, Y. (2025). *De por qué es necesario un Feminismo Decolonial*. (Segunda).

Plebeya Ediciones.

Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research*, 38(1), 47–65.

Figueroa, J. (2022). Escuela en la post pandemia y crisis del modelo educativo:

Convivencia escolar hacia una nueva escuela. *Centros de Estudios Saberes Docentes*.

Freire, P. (1970). *Pedagogía del Oprimido*. Siglo XXI.

Freire, P. (2004). *Pedagogía de la Autonomía*. Paz e Terra SA.

Gimeno, J., & Pérez, A. (eds.) (1989). *La Evaluación como Iluminación*. En: *La enseñanza: su teoría y su práctica*. Ediciones Akal.

Gimeno Sacristán, J. (2007). *El currículum: Una reflexión sobre la práctica*. (Novena ed.). Ediciones Morata, S.L.

Gimeno Sacristán, J., & Pérez Gómez, A. I. (2008). *Comprender y transformar la enseñanza* (Duodécima). Ediciones Morata, S.L.

Gómez-Ramos, D. (2021). *Los gestos de hospitalidad en el oficio de educar*. En *Magis, Revista Internacional de Investigación en Educación*, 14, pp. 1-24 [Link: Los gestos de hospitalidad...].



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Gregory Gill, M., & Fives, H. (2015). *International Handbook of Research on Teachers' Beliefs*. Routledge.

Guelman, A., Quintar, E., & Palumbo, M. M. (2018). Educación popular y pedagogías críticas en América Latina y el Caribe: corrientes emancipatorias para la educación pública del Siglo XXI (A. Guelman, Ed.). CLACSO.

Hill Collins, P., & Bilge, S. (2016). *Intersectionality*. Polity Press.

Holman Jones, S. L., Adams, T. E., & Ellis, C. (2013). *Handbook of Autoethnography* (S. L. Holman Jones, T. E. Adams, & C. Ellis, Eds.). Left Coast Press, Incorporated.

Hooks, B. (1994). *Teaching to Transgress*. Routledge.

Izquierdo, S., Granese, M., & Maira, A. (2023). Efectos de la pandemia en el bienestar socioemocional de los niños y adolescentes en Chile y el mundo. *Centro de Estudios Públicos*, 647.

Kagan, D. M. (1992). Implication of Research on Teacher Belief. *Educational Psychologist*, 27, 65–90.

MacDonald, B. (1976). Evaluation and the control of education. In *Curriculum evaluation today: Trends and implications* (pp. 124–136). Macmillan Education.

Macedo, D. P., Dendrinis, B., & Gounari, P. (2003). *The Hegemony of English*. Paradigm Publishers.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Martínez Mendoza, A. M. (2002). Sobre el imperialismo lingüístico y el idioma inglés.

Realidad, Revista de Ciencias Sociales y Humanidades, (88), 511–530.

<https://doi.org/10.5377/realidad.v0i88.4648>

Mignolo, W. D., & Walsh, C. E. (2018). *On Decoloniality*. Duke University Press.

Morin, E. (1999). *Los Siete saberes necesarios para la educación del futuro*. UNESCO.

Murillo, F. (2020). *El concepto de Bildung: Recuperando al sujeto en la formación*.

Educación en Pandemia: Desafíos para América Latina.

Ortiz, H. (1994). English Review. *A Hundred Years of The English Department*, (1).

Pajares, F. (1992). Teachers' Beliefs and Educational Research: Cleaning up a Messy

Construct. *Review of Educational Research*, 62(3), 307–332.

Parlett, M., & Hamilton, D. (1972). *Evaluation as Illumination: A New Approach to the Study of Innovative Programs*. Centre for Research in the Educational Sciences; Edingburgh University (Scotland).

Quijano, A. (2004). Colonialidad del Poder, eurocentrismo y América Latina. In *La Colonialidad del Saber: Eurocentrismo y Ciencias Sociales: Perspectivas Latinoamericanas*. Consejo Latinoamericano de Ciencias Sociales (Clacso).

Richardson, V. (1996). The Role of Attitudes and Beliefs in Learning to Teach. In *Handbook of research on teacher education*. (Second, pp. 102–119). Macmillan.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Rokeach, M. (1968). *Beliefs, Attitudes and Values: A theory of organization and change*.

Jossey-Bass Inc.

Santos Guerra, M. Á. (2003). *La evaluación: un proceso de diálogo, comprensión y mejora*.

Editorial Morata.

Stenhouse, L. (1975). *An Introduction to Curriculum Research and Development*.

Heinemann Educational Books Ltd.

Stufflebeam, D. L. (2003). *The CIPP Model for Evaluation*. Annual Conference of the Oregon

Programs Evaluators Network (OPEN).

Stufflebeam, D. L., & Shinkfield, A. J. (1985). *Systematic Evaluation: A Self-Instructional*

Guide to Theory and Practice. Springer Netherlands. [https://doi.org/10.1007/978-](https://doi.org/10.1007/978-94-009-5656-8)

94-009-5656-8

Sverdlick, I. (2024). Lógicas hegemónicas de evaluación: tensiones y contradicciones de la

evaluación en la enseñanza. En *Márgenes, Revista de Educación de la Universidad de*

Málaga, 5(2), pp. 8-25

Valcke, M., Sang, G., Rot, I., & Hermans, R. (2010). Taking Prospective Teachers' Beliefs

into account in Teachers Education. In *Encyclopedia of Education* (Vol. 7, pp. 622–

628). Oxford: Elsevier.

Vivanco, H. (2016). Panorama Histórico sobre la Enseñanza de Lenguas Extranjeras en

Chile. *Lenguas Modernas*, 47, 115–135.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

Walsh, C. (2007). Interculturalidad, Colonialidad y Educación. *Revista de Educación y Pedagogía*, XIX(48).

Walsh, C. (2009). *Interculturalidad crítica y educación intercultural*. Seminario 'Interculturalidad y Educación Intercultural'.

Walsh, C. (2013). Pedagogías decoloniales. Tomo I: Prácticas insurgentes de resistir,(re) existir y (re) vivir. Ecuador: Abya-Yala [Link: Pedagogías decoloniales. Tomo I...].

Zemelman, H. (1998). Acerca del Problema de los Límites Disciplinarios. In *Encrucijadas metodológicas en ciencias sociales* (pp. 93–100). Universidad Autónoma Metropolitana.

Zemelman, H., & Quintar B., E. (2007). *Conversaciones acerca de Interculturalidad y Conocimiento*. Instituto Politécnico Nacional.



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS

UNLEARNING TEACHING: AUTOETHNOGRAPHIC REFLECTIONS ON DECOLONIAL PEDAGOGY
AND CYCLICAL EVALUATIVE STRATEGY IN A TEFL PRACTICUM.

Fecha: 13 de abril de 2026

Facultad: Facultad de Historia, Geografía y Letras

Departamento: Departamento de Inglés

Carrera: Licenciatura en Educación con mención en inglés y Pedagogía en inglés

Título y/o grado: Profesora de inglés

Profesor guía: Cristián Sánchez

AUTORIZACIÓN

Autorizo a través de este documento, la reproducción total o parcial de este trabajo de investigación para fines académicos, su alojamiento y publicación en el repositorio institucional SIBUMCE del Sistema de Bibliotecas UMCE.

Nombre / Firma

Santiago de Chile, 13 de abril 2026



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN

FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
DEPARTAMENTO DE INGLÉS