

An Overview of Chilean EFL Pre-service Teachers' Teaching Strategies

Una mirada de las estrategias de enseñanza del inglés como lengua extranjera desplegadas por profesores practicantes chilenos

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Abstract

The following study aims to explore and describe Chilean EFL pre-service teachers' teaching practices with regards to classroom management skills, lesson plan implementation, teaching strategies, and the provision of feedback. A total of 160 lessons were observed in different regions of the country. The study followed a quantitative non-experimental design. A two-part instrument was designed so as to obtain demographic information and detect classroom practices through a Likert observation scale. After data collection, descriptive statistics, one-way ANOVA and Tukey HSD post hoc tests were calculated. The results indicate that, although the scores tend to be relatively similar and stable throughout the country, there are some statistically significant differences considering the relationship between gender and classroom management, school dependence and pre-service teachers' performance and the provision of feedback. In this sense, the authors acknowledge the necessity for further studies which could explain a correlation between these results and pre-service teachers' choices through a qualitative approach.

Keywords: Chile, EFL pre-service teachers, nation-wide diagnosis, practicum.

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Resumen

El estudio tuvo como objetivo explorar y describir las prácticas de enseñanza de los futuros profesores de inglés como lengua extranjera respecto de las habilidades de gestión del aula, implementación de planificaciones de clases, estrategias de enseñanza y provisión de retroalimentación. Se observaron 160 clases en diferentes regiones del país. El estudio siguió un diseño cuantitativo no experimental. Para obtener información demográfica y detectar las prácticas en el aula se diseñó un instrumento compuesto de dos partes con una escala de observación Likert. Después de la recopilación de datos, se calcularon estadísticos descriptivos, one-way ANOVA y pruebas post hoc de Tukey HSD. Los resultados indican que, aunque los puntajes tienden a ser relativamente similares y estables en todo el país, existen algunas diferencias estadísticamente significativas teniendo en cuenta la relación entre el género y la gestión del aula, la dependencia escolar, el desempeño de los practicantes y la entrega de retroalimentación. Los autores reconocen la necesidad de estudios adicionales que puedan explicar una correlación entre estos resultados y las elecciones de los practicantes a través de un enfoque cualitativo.

Palabras clave: Chile, diagnóstico nacional, estudiantes practicantes de ILE, práctica.

Background of the Study

Over the last decade, Chile has experienced several changes. Besides economic growth and prestige, the Chilean society has begun demanding quality services in all areas of development, education being a central factor in the debate (Fleet, 2011; Ponce, 2012; Fernández-Labbé, 2013; Valdebenito, 2013). Although the accreditation processes in Chilean higher education have validated a common search for quality assurance, there are still a series of challenges to address (Espinoza & Gonzalez, 2013), especially in relation to teacher education programs (Scharager & Villalón, 2016). Indeed, EFL teacher education programs are not an exception and have therefore been under scrutiny. The necessity to ensure high quality standards of training is closely related with the years of accreditation that a program may attain. However, this datum is the mere image of what the different programs throughout the country have developed as a quality assurance process of reflection. In addition, it was mandatory for these programs to align with the national standards which were set to be assessed in the national leaving test INICIA (Mineduc, 2014). This test was taken from 2008 to 2015 and has been replaced by the National diagnostic evaluation in pre-service teacher training.

In this pursuit of quality, practicum has become particularly interesting as an area of research when we understand them as central elements in teacher education. Certainly, disciplinary content knowledge is relevant and decisive at the moment of quality learning and quality measure (Beijaard, Verloop & Vermunt, 2000; Boyd et al., 2009), but pedagogical and technological content knowledge, as part of the teacher knowledge, are also crucial (Abbitt, 2011). In this sense, practicum becomes an articulator of several types of knowledge which are put into action when teaching (Ortiz-López, 2016). However, the novice teaching processes are full of mistakes and uncertainties, especially considering the fact that teaching in the knowledge society supposes teaching abilities to act in the urgent and the unclear (Perrenoud, 2004). On the other hand, the nature of the initial teacher education processes entails a variety of stages from the novice levels to more expert ones, where the pre-service teacher needs to create a dialogue with his or her own beliefs and knowledge so as to structure an appropriate display of methodological strategies (Feiman-Nemser, 1983; Pozo & Monereo, 1999; Rodriguez, 1995; Díaz Barriga & Nuñez, 2008). Consequently, these first years of teaching are permeated by several

mistakes and stress (Bullough, 1987; Roehrig, Pressley, & Talotta, 2002; Geng, Midford & Buckworth, 2016; Hong, Greene & Lowery, 2017). For some, this is due to the envisioned and embraced beliefs of the pre-service teachers' experiences (Rodríguez, 1995; Farrell, 1999; Peacock, 2001; Ng, Nicholas, & Williams, 2010; Decker & Rimm-Kaufman, 2008; Acquah & Commins, 2013; Saifi, Sherzaman, Shafqat Ali Shah, Idrees & Zaman, 2013; Tannehill & MacPhail, 2014; Yuan & Lee, 2014; Torres & Tackett, 2016).

All in all, the quality assurance processes need to clarify the state of affairs. Because practicum is an axis where the pre-service teacher puts into action all types of knowledge, it is vital to describe the teaching strategies displayed by Chilean EFL pre-service teachers at a national level in this instance. There is a demand to know exactly what these pre-service teachers are able to do in their contexts so as to reveal their reality and experiences as well as reshape the teacher trainers' beliefs that obstruct innovation processes.

Literature Review

Pre-service teachers and teaching in the post-method era: teaching in the uncertainties.

From the end of the 19th century and throughout the 20th century, the teaching of English as a foreign language was marked by the development of various teaching methods. Those methods gave an account of language, teaching and learning which responded to the historical context and the development of science at the time. Accordingly, it is possible to observe compilations such as those by Richards and Rodgers (2014) and Larsen-Freeman (2000), whose editions range from the end of the eighties to the present. In these studies, each of the EFL teaching methods that came to light during the twentieth century are compiled.

In the 1990s, the movement towards the negation of method spread all over the globe. In fact, in 1994 Kamaravidelu proposed the notion of *post-method pedagogy*. According to the author, the concept may be broadly comprehended as a struggle against the restrictive teaching methods of the previous century. However, its theoretical bases are not simply method-oriented. The concept is intended as a model that ponders its political, social, epistemological and historical composition. The author proposes to break with the schemes of the twentieth century (Kumaravidevelu, 2001) by proposing a wide, flexible and multi-dimensional model which considers three axes: *particularity*, *practicality* and *possibility*. These dimensions would contribute to:

- (a) facilitate the advancement of a linguistic, sociocultural, and political particularities; (b) rupture the reified role relationship between theorists and practitioners by enabling teachers to construct their own theory of practice; and (c) tap the sociopolitical consciousness that participants bring with them in order to aid their quest for identity formation and social transformation. (Kumaravidevelu, 2001, p.537).

In other words, post-method pedagogy is a condition which “allows the power to reside among the practitioners to develop classroom-oriented theories of practice” (Barrot, 2014, p. 436). In this sense, *post-method pedagogy* coincides with the understanding of *pedagogy* in the education sciences as a *technology* where the theory – practice loop is sustained (Colom, 2001). In addition, the concept might be understood as a parallel to – or a consequence of – the development of post-modernist, post-critical and post-structural theories such as those developed by Bourdieu (1990, 2014), Foucault (2008), and Lyotard (1979).

On the other hand, *post-method pedagogy* correlates with critical pedagogy where teaching is also a subversive practice. This subversion aims to validate the voices of those who are labelled as oppressed in a multicultural world (Hooks, 2014). Moreover, in this attempt for social justice, teachers learn from crisis and uncertainties and make choices which make them learn (Kumashiro, 2015). Thus, teaching in the uncertainties of postmodernity

allows teachers to find new possibilities and create new pedagogies as an assemblage (Honeyford & Watt, 2017). Therefore, the uncertainty finally improves their practice. Nevertheless, these struggles are fraught with paradoxes. One example is that cultural heterogeneity is a premise of our globalized societies: teachers are compelled to deal with diversity inside their classrooms at different levels, such as curriculum adaptation, task design, assessment, among others. However, dealing with diversity implies comprehending internal (feelings, attitudes) and external factors (sociohistorical context). According to Hallman (2017), teachers are able to conceptualize diversity as an asset from the internal and external dimension separately; however, they are unable to link both sides of the coin as mutually related.

Language teaching is also understood from a political position, where language plays a main role as a means produced by the hegemonic powers to oppress cultural expression. In turn, the discussion about the use of English as a lingua franca questions the role of language as an instrument of cultural expression and gives English an oppressive characteristic. In other words, language is conceived as an instrument of technocracy, globalization and cultural hegemony for the capitalist powers (Fairclough, 1989).

Factoring research in the EFL-Practicum equation: the current state of affairs in Chile.

One of the difficulties that this study has encountered is the collection of information regarding the practical training of English teachers in Chile. In general terms, there is research on the practicum of Chilean EFL pre-service teachers, but it has mainly dealt with the subject from a general point of view, that is, observing practices from teacher education. The incipient research in the area of English teacher training in the country has questioned the curricula of training programs. Here, the elements oriented to the development of competences in terms of content knowledge - the so-called discipline- are recognized in comparison to the treatment of components oriented towards teaching (Barahona, 2014a).

Some of the issues addressed by researchers are the adoption of standards, the curricular demands for accreditation processes and the national curriculum. These issues seem to be compelling training program to leave aside sociocultural theorizing in EFL teacher training in Chile (Barahona, 2015). The central tendency appears in the exploration of curricular structures, such as the study carried out by Martin (2016), where the didactics of teaching English as a foreign language are analyzed in the curricula of sixteen Chilean universities. On the other hand, *Critical Pedagogy* is addressed as a curricular articulator, that is, as a methodical support for curricular design, as in the case of Abrahams & Farías (2010) and Barahona (2014a). Barahona (2014a) affirms that a position based on perspectives of *critical pedagogy* could allow a higher level of reflection on the part of the students, which would certainly have a great influence on the practicum processes of pre-service teachers. Grossbois (2014) warns of this situation, where the author refers to the action-oriented approach adopted by the Common European Framework of Reference for Languages, which is based on an interactive approach as the basis for the acquisition of a second language. However, Grossbois (2014) asserts that researchers have not taken responsibility for combining this action –language teaching- with the theoretical reflection as a means to avoid *nativization*, a phenomenon where language gains new native speakers. Therefore, it is necessary to recognize the ideologies operating in EFL teacher education, such as, the status of English as a lingua franca which becomes a useful tool for globalization and commodification (Fairclough, 2006, Phillipson, 2008), or as a component of interculturality that might allow speakers to recognize the needs of marginalized groups (Glass & Cárdenas-Claros, 2013).

As for practicum, it is possible that it is granted an important, if not crucial, place in EFL teacher training, even leading to the creation of new programs (Abrahams & Silva, 2016). An interesting dimension is that of pre-service teachers' beliefs and their perceptions of self-efficacy, as examined in Barahona's (2014b), Díaz et al. (2013), Díaz & Ortiz (2017) and Tagle et al. (2017). In these studies, contradictory results are observed. However, the authors identify positive correlations between self-efficacy, beliefs and the implementation of successful didactic strategies.

In short, diverse positions on research on EFL teacher education have been adopted in recent years in the country. Nevertheless, the great majority of the findings indicate that practicum is one of the agglutinating dimensions of teacher education. Thus, although the diversity of research inquiries is necessary, a greater focus is needed in the dissection and analysis of the practices of these future teachers since the documentary corpus is scarce. Therefore, this study constitutes the first attempt to clearly identify methodological choices and practices that Chilean EFL pre-service teachers display in their teaching.

Study aims

This study aims to explore and describe Chilean EFL pre-service teachers' teaching practices in regard to classroom management skills, lesson plan implementation, teaching strategies, and the provision of feedback.

Methods

Study Design

This study employed a quantitative, descriptive, cross-sectional non-experimental design in providing an account of national EFL teaching strategies among Chilean EFL pre-service teachers. A scale was used as a framework of indicators, which were analyzed statistically. The quantitative nature of the data allowed the researchers to present the tendencies of the sample. The cross-sectional nature of the study lies in the characteristics of the application of the scale, that is, a class observation was carried out per student-teacher observed during a limited period of time. This quantitative design was non-experimental because its aim was to describe the phenomenon. Therefore, no manipulation of variables was required.

Sample and Settings

The study was conducted in thirteen out of the fifteen Chilean political regions. A convenience sample of EFL pre-service teachers from all of the participating regions was included (n=160). A convenience sample is a type of non-probability sampling method where the sample is taken from a group of people easy to contact or to reach. The authors admit that the generalizability of research results is bound to a statistically significant sample. Therefore, the results obtained herein are to be comprehended as an exploration of EFL teaching strategies displayed by the participants. The participants were recruited from the EFL teacher education programs in each region where the authors are affiliated. The participants were to fulfil three criteria to be part of the study: 1) be registered in 4th or 5th year level, 2) be enrolled in a practicum course, and 3) voluntarily indicate his/her intention to participate. Researchers who observed preservice teachers' lessons are all teacher educators at Chilean EFL teacher preparation programs that last between 4 and 5 years. These teacher educators are responsible for Didactics and Practicum courses in the curriculum and are in charge of providing pedagogical content knowledge. The observations conducted by these teacher educators were systematized through the use of a 5-point Likert-scale described below.

Instrument

A two-part instrument was designed. Part 1 aimed to collect demographic information to characterize the participants. Part 2 consisted of a 4-dimension observation scale composed of 31 items which were used to collect data from the participants. Dimension 1 was designed to gather data on the participants' classroom management skills, which refer to all the strategies used to organize teaching and learning. Dimension 2 was aimed at collecting

information regarding the effective implementation of the lesson plan; in other words, how preservice teachers put their lesson plans into practice. Dimension 3 was designed to observe diverse EFL procedures, strategies, and techniques that aim at organizing teaching, learning and assessment. Finally, dimension 4 aimed to inform on the pre-service teachers' feedback giving. The instrument employs a 5-point Likert scale, with options ranging from excellent performance (5) to weak performance (1), with possible scores from 31 to 155. A higher score entails a higher performance. The instrument demonstrated excellent validity and reliability as reported in a previous study (Ortiz-López, 2016). For the purposes of this study, reliability was calculated again. Its result was 0,957 which implies an excellent reliability according to Morel (1993).

Regarding the psychometric properties of the instrument, *Cronbach's alpha if item was deleted* was calculated, but its results did not show a significant change when analyzing each item. Each item varied from 0,955 to 0,957, which does not alter the overall Cronbach's alpha. Besides, the Intraclass Correlation Coefficient was calculated as a second and precise alternative to assure the significance of the results obtained. The confidence interval showed that the results varied from 0,947 to 0,966 which implies that the two boundaries are closer to 0,95. This means that the results obtained may show excellent statistical significance levels regarding the sample involved.

Variables

The instrument considered two types of variables. The first group were nominal variables which related to the demographic description of the sample, namely gender, school dependence, grade observed and region of the country. The second set of variables were ordinal, which were organized in four dimensions: classroom management (V1), effective implementation of the lesson plan (V2), EFL teaching practices (V3), and feedback (V4). V1 considered 3 items which were related to the creation of an organized classroom setting. V2 consisted of 5 items which deal with the coherence between the class observed and the implementation of the lesson plan. V3 contemplated the vast majority of the items of the instrument (19), which are organized around the principles of teaching English as a foreign language. Finally, V4 measured 4 items regarding monitoring and provision of feedback.

Data Collection

Data collection was carried out from May to December 2017. Each researcher collected data from their respective universities. Following the same protocol, data collection was held in the school classrooms. Significant information about the study was provided to the participants before they were asked to participate. Those who agreed to participate were observed in a classroom setting where they performed a regular lesson as part of their practicum activities. The data from each university was summarized either by the Principal Investigator or the co-researchers using Microsoft Excel. Upon receiving all the data from each contributing author, the principal investigator collected the data in a single file for analyses.

Ethical Considerations

The study protocol was reviewed and approved by the review committees of each participating university. The participants' rights were guaranteed by giving them full disclosure of their rights, the nature and risk of the study, as well as the benefits. Participants were informed about their right to cease their participation at any time. A written informed consent was obtained from each participant before they were observed. Confidentiality and anonymity were upheld throughout the research process, including all instances of dissemination. Permission to use the instrument was granted by the copyright holder who is the principal investigator in this study. Safety precautions were taken regarding data storage, such as digital passwords to access computed data and locked folders containing the physical forms involved.

Statistical Analysis

The statistical analysis was computed by the SPSS software, version 23.0. The demographic characteristics of the participants were analyzed using descriptive statistics. Mean, standard deviation and one-way ANOVA were reported. Tukey HSD test was carried out if ANOVA revealed significant findings. The level of significance was considered acceptable at 0.05 p value.

Results

Firstly, we will present the descriptive statistics results to show the distribution of general outcomes related to the instrument. Secondly, we will provide the one-way ANOVA results and Tukey HSD post hoc test.

Items of the instrument

Regarding the variable *classroom management* (V1), pre-service teachers' performance varied between 3.89 – 3.98 average scores, which implies that good performances were observed throughout the country as far as classroom management is concerned.

Regarding *effective implementation of the lesson plan* (V2), the distribution of the means is considerably higher in most of the indicators (4.02 – 4.68 average scores) in comparison to *classroom management* (V1). These results demonstrate that pre-service teachers planned the lessons and tried to follow their syllabus. However, the weakest mean deals with the connection between objectives and students' prior knowledge. Clearly, this situation may affect students' learning process. Pre-service teachers may tend to follow their lesson plan at all costs regardless their students' background knowledge, which entails difficulties to flexibilize the syllabus design so as to favor students' learning.

Regarding *EFL teaching practices* (V3), the distribution of the mean scores was quite dispersed. Although there are some indicators above 4, which implies an excellent performance, there are some which are closer to or below 3. The weakest mean score relates to item 3.6 which considers the teaching of pronunciation ($m = 2,78$; $SD = 1,335$). Other weaker mean scores are related to the use of language functions (item 3.5; $m = 3,43$; $SD = 1,158$), the teaching of grammar (items 3.8; $m = 3,58$; $SD = 1,211$ and 3.9; $m = 3,45$; $SD = 1,148$), the students' use of the target language (item 3.14; $m = 3,56$; $SD = 1,232$), and the use of formulaic language (item 3.19; $m = 3,59$; $DS = 1,095$). These results do not entail a poor performance because they are located above level 3, which is the average performance. In fact, the only item that exhibits a clear poor performance is the teaching of pronunciation.

Regarding *feedback* (V4), the mean scores are distributed between 3.61 – 4.43, except in the case of item 4.3 which deals with the promotion of reflective processes regarding the students' learning.

Theoretical relations of the total scale

As aforementioned, one-way ANOVA was calculated to analyze the variance between groups regarding *gender* ($F = 1,991$; $p = 0,140$), *school dependence* ($F = 3,948$; $p = 0,021$), *grades* ($F = 1,364$; $p = 0,196$), and *region of the country* ($F = 1,474$; $p = 0,180$). No significant results were revealed except in the case of *school dependence*. The *p value* in this case corresponded to 0,021, which indicates that there is a statistically significant difference when comparing private, subsidized and public schools. Therefore, Tukey HSD post hoc test was carried out, revealing the following:

Table 1
Tukey HSD. School dependence

School dependence - Multiple Comparisons						
Dependent Variable: Total Scale						
Tukey HSD						
(I) School administration	(J) School administration	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Public	Subsidized	-10,809*	3,944	,019	-20,14	-1,48
	Private	-9,827	5,038	,128	-21,75	2,09
Subsidized	Public	10,809*	3,944	,019	1,48	20,14
	Private	,981	4,512	,974	-9,70	11,66
Private	Public	9,827	5,038	,128	-2,09	21,75
	Subsidized	-,981	4,512	,974	-11,66	9,70

Source: Prepared by the authors.

In this case, the comparison established between the types of schools shows that there is a highly significant difference between the public and subsidized schools (0,019 *p value*).

Theoretical relations of the scale per dimension.

When comparing the dimensions involved in the instrument (ordinal variables) and the categorization of the sample (nominal variables), it was observed that there were no statistically significant differences considering *grades observed*. However, the variables *gender* and *school dependence* exhibited significant difference.

Regarding *gender*, the results were as follows:

Table 2
Gender – ANOVA

Gender - ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
V1	Between Groups	55,386	2	27,693	4,096	,018
	Within Groups	1068,167	158	6,761		
	Total	1123,553	160			
V2	Between Groups	50,735	2	25,368	2,482	,087
	Within Groups	1604,958	157	10,223		
	Total	1655,694	159			
V3	Between Groups	649,015	2	324,507	1,427	,243
	Within Groups	35936,886	158	227,449		
	Total	36585,901	160			
V4	Between Groups	11,601	2	5,800	,486	,616
	Within Groups	1885,219	158	11,932		
	Total	1896,820	160			

Source: Prepared by the authors.

The table shows that the only significant difference lies in V1. Therefore, it can be stated that the implementation of a satisfactory learning environment for EFL learning will be strongly linked to the pre-service teacher's gender. So as to identify which gender creates this statistically significant result, Tukey post-hoc test was applied and later revealed that the variable 'other' produced the higher significance:

Table 3
Tukey HSD. Gender

Gender - Multiple Comparisons							
Dependent Variable	(I) Gender	(J) Gender	Tukey HSD			95% Confidence Interval	
			Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
V1	Male	Female	-,479	,435	,514	-1,51	,55
		Other	-2,792*	,982	,014	-5,11	-,47
	Female	Male	,479	,435	,514	-,55	1,51
		Other	-2,313*	,957	,044	-4,58	-,05
	Other	Male	2,792*	,982	,014	,47	5,11
		Female	2,313*	,957	,044	,05	4,58
V2	Male	Female	-,583	,538	,525	-1,86	,69
		Other	-2,625	1,208	,079	-5,48	,23
	Female	Male	,583	,538	,525	-,69	1,86
		Other	-2,042	1,177	,195	-4,83	,74
	Other	Male	2,625	1,208	,079	-,23	5,48
		Female	2,042	1,177	,195	-,74	4,83
V3	Male	Female	-2,091	2,522	,686	-8,06	3,88
		Other	-9,362	5,694	,230	-22,83	4,11
	Female	Male	2,091	2,522	,686	-3,88	8,06
		Other	-7,271	5,550	,392	-20,40	5,86
	Other	Male	9,362	5,694	,230	-4,11	22,83
		Female	7,271	5,550	,392	-5,86	20,40
V4	Male	Female	-,216	,578	,926	-1,58	1,15
		Other	-1,279	1,304	,590	-4,36	1,81
	Female	Male	,216	,578	,926	-1,15	1,58
		Other	-1,063	1,271	,681	-4,07	1,94
	Other	Male	1,279	1,304	,590	-1,81	4,36
		Female	1,063	1,271	,681	-1,94	4,07

Source: Prepared by the authors.

Regarding *school dependence*, the most salient outcomes concerning significance correlate with variables 3 and 4:

Table 4
School dependence – ANOVA

School dependence - ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
V1	Between Groups	15,428	2	7,714	1,100	,335
	Within Groups	1108,125	158	7,013		
	Total	1123,553	160			
V2	Between Groups	23,185	2	11,593	1,115	,331
	Within Groups	1632,508	157	10,398		
	Total	1655,694	159			
V3	Between Groups	1985,909	2	992,954	4,534	,012
	Within Groups	34599,992	158	218,987		
	Total	36585,901	160			
V4	Between Groups	104,516	2	52,258	4,607	,011
	Within Groups	1792,304	158	11,344		
	Total	1896,820	160			

Source: Prepared by the authors.

As the table shows, highly significant results can be observed in V3 and V4. This implies that pre-service teachers performed differently in the different schools in which they were involved. Consequently, Tukey HSD was carried out to analyze this difference in detail:

Table 5
Tukey HSD. School dependence

School dependence - Multiple Comparisons					
Dependent Variable	(I) School administration	Tukey HSD			
		(J) School administration	Mean Difference (I-J)	Std. Error	Sig.
V1	Public	Subsidized	-,602	,487	,434
		Private	,044	,624	,997
	Subsidized	Public	,602	,487	,434
		Private	,647	,562	,484
	Private	Public	-,044	,624	,997
		Subsidized	-,647	,562	,484
V2	Public	Subsidized	-,755	,598	,418
		Private	,021	,763	1,000
	Subsidized	Public	,755	,598	,418
		Private	,776	,684	,494
	Private	Public	-,021	,763	1,000
		Subsidized	-,776	,684	,494

V3	Public	Subsidized	-7,598*	2,723	,016
		Private	-8,378*	3,488	,046
	Subsidized	Public	7,598*	2,723	,016
		Private	-,780	3,138	,967
	Private	Public	8,378*	3,488	,046
		Subsidized	,780	3,138	,967
V4	Public	Subsidized	-1,861*	,620	,009
		Private	-1,522	,794	,137
	Subsidized	Public	1,861*	,620	,009
		Private	,339	,714	,883
	Private	Public	1,522	,794	,137
		Subsidized	-,339	,714	,883

Source: Prepared by the authors.

As can be observed, V3 shows that there is a significant difference between the three types of schools where pre-service teachers carry out their practicum. Firstly, the difference between *public* and *private schools* is significant at a 0,046 *p value* which approaches the maximum value for statistical significance. However, the relation between *public* and *subsidized schools* is highly significant (*p value* = 0,016). Therefore, this brings up several questions about the practicum instances in subsidized schools which we will try to explore in the discussion section.

Regarding V4, the tendency confirms and expands the *p values*. In this sense, it is possible to assert that the only significant difference is produced between pre-service teachers' performance in *public* and *subsidized schools*.

Discussion and limitations.

As a first articulating element for discussion, the authors believe that in spite of the differences between the teacher education programs throughout the country, the results tend to maintain a certain stability.

A second salient asset for discussion is the results obtained concerning *gender* and *classroom management*. Although there are no significant results when comparing female and male pre-service teachers, those who do not follow a binary conception of their gender tend to demonstrate a significant difference concerning *classroom management* (V1). This outcome certainly incites more questions than answers. Due to the quantitative, exploratory nature of this study, it is not possible to ensure the reasons behind these pre-service teachers' performances. We think that there might be sociocultural factors associated with life and teaching experiences which allow them to empathically organize the structure of the lesson and learners' coexistence within the classroom. However, these results shed some light on this difference, which may be considered in further studies.

Another important difference deals with school dependence and the pre-service teachers' performance. The best levels of performance are observed in private schools. This may be associated with a common practice that the authors have witnessed in their institutions. The 'best' pre-service teachers are sent to 'the best schools', which are normally linked to private schools. These are usually the schools that score the highest when national standardized English exams are conducted. The differences in pre-service teachers' performance concerning this variable may be affected by this practice.

Another issue has to do with the teaching of pronunciation. Even though there are some other areas to improve such as the teaching of grammar, this area, which is demanded by the Chilean national curriculum, seems to be left aside. The authors believe there is some sort of fracture within the teacher education programs in this regard. On the other hand, the disciplinary subjects such as phonetics and phonology are taught separately from the practicum subjects, where the study of sounds are thought to be learnt far from the future teaching context of the pre-service teachers. In other words, the teaching of disciplines such as phonology are not contextualized to the requirements of the curriculum. These disciplines mainly aim at developing preservice teachers' own language competence to reach the advanced level of English that the EFL teacher educator standard requires from teachers of English in Chile. Therefore, we believe that these dimensions of teacher education should also include some content related to the teaching of pronunciation. Furthermore, these results only reflect the teacher educators' concerns about pronunciation. However, there might be more curricular activities which do not consider the pre-service teachers' future performance. Consequently, it is strongly believed by the researchers that learning about the language is undoubtedly of paramount importance, but it reduces its effectiveness to mobilize teaching strategies if not associated to the professional requirements of future teachers of English in the country. This probably entails a demand to examine whether EFL teacher educators from disciplines such as Phonetics, Grammar, Literature and Linguistics are really trying to make the connections between teaching English to become a language model- which is a fundamental task when forming an EFL teacher- and educating preservice teachers to become effective classroom teachers in the socio-cultural contexts where they will probably end up working.

Another salient outcome deals with the poor performance regarding monitoring and reflection about learning. There is a significant difference between the public and subsidized schools in this regard. This difference may be explained by the protagonist role that English language teaching has in these two types of school dependence. Subsidized schools, as opposed to public ones, generally have a greater number of hours allocated to English teaching, so its relevance in the curriculum and the way this particular subject is taught may be having an effect on how these pre-service teachers make use of monitoring techniques and reflective practices. To be able to make their students reflect about their own learning, pre-service teachers themselves must be able to actively incorporate metacognitive processes in their own teaching methodology. If they are able to do this systematically, monitoring their students' performance and reflecting upon it will often be present in the way they approach teaching. This will allow them not only to support their own development, but also that of their students' (Haukås, Bjørke & Dypedahl, 2018). This is a dimension to be further developed in subsequent studies along with how university programs are approaching this issue. Another possible explanation for this result is that research (Díaz Barriga & Núñez, 2008) shows that as for the stages of a lesson, the closure is usually the stage that is most often neglected because it is often the case that preservice teachers have not yet developed very effective time management skills; therefore, they often finish their lesson when it is time for students to go to break. This shows they are not yet effective at budgeting their classroom time, which is perhaps one of the hardest classroom management skills to achieve. Preservice teachers also struggle to address the overwhelming classroom complexity, which is probably one of the reasons why all their senses and energy are focused on running their planned language activities and controlling the class, while neglecting processes associated with monitoring and feedback. This is not a negative behavior by itself, but it is an issue that EFL teacher education programs have to stress and reinforce when approaching effective classroom management skills. Similarly, it might be interesting to look into the requirements each university has in terms of tutoring these practicum processes, the qualifications of the supervisor or tutor and the time allotted to the analysis of the preservice teachers' performance. Additionally, how much importance is granted to reflective practice in the university curricula is also a determining factor to consider in further studies.

Some of the limitations of this study acknowledge the differences of the observers. Due to the nation-wide nature of this inquiry, several practicum supervisors were involved in the process of data collection. However, no further or specific training was carried out. Therefore, this issue might have produced more differences we were not able to control. Similarly, we recognize that the sample regarding the different types of schools (private, subsidized or public) was not completely balanced, which might have influenced the statistical significance at a certain point. Moreover, the instruments refer to a group of variables that relate to EFL teaching. Nevertheless, the proper pedagogical interaction between the pre-service teachers and their students may have left out some important data about the learning process. As a closing limitation, the authors acknowledge the scarce number of observation instances per pre-service teacher. This restriction might have reduced the opportunities to observe changes over time.

As for future research, we highly recommend contrasting these initial results obtained in this study to qualitative studies concerning supervisors' beliefs. The results obtained from that comparison may illuminate the statistical data we obtained through a thorough exploration of the reasons behind the choices made to evaluate pre-service teachers' performance. Likewise, we believe that the video recording of the observed lessons may help contrast the experience of the evaluator to the students' perception and the research team's evaluation. Another recommendation may be a future analysis of the grades and the pre-service teachers' performance in more detail. Finally, we believe that a follow-up study may include other approaches and strategies of a qualitative nature, where focus groups and interviews may be implemented so as to find a co-narration of the results between supervisors and supervisees.

The original article was received on July 22nd, 2019

The revised article was received on March 8th, 2020

The article was accepted on May 4th, 2020

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