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**ANALYZING THE PERCEPTIONS OF PRE-SERVICE TEACHERS
ABOUT THE MODULES INTEGRACIÓN LABORAL V AND VI DURING
THE PRACTICUM EXPERIENCE**

Tesis de pregrado para optar a título de profesor de inglés para
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Abstract

This study aims to analyse and understand the perceptions of Second Language Teaching Education (SLTE) pre-service teachers from Universidad Nacional Andres Bello (UNAB) about the theoretical contents covered in the modules Integración Laboral V and VI. Additionally, this study also intends to identify the perceptions of SLTE pre-service teachers regarding the content taught in the previously mentioned modules, to determine (whether) the contents taught in these modules are practiced before its implementation in the practicum. Finally, this study also intends to determine the perception of SLTE pre-service teachers regarding the reflection done in these modules. In order to achieve these objectives, two focus groups were conducted, and the transcriptions of these focus groups were analysed and coded through thematic analysis. The main findings of this research were that the content was considered to be repetitive and not contextualized to the country's reality, and that pre-service teachers felt that there is a need for more practical instances as well as for reflective occasions.

Este estudio tiene como objetivo analizar y entender las percepciones de los estudiantes practicantes de pedagogía en Inglés de la Universidad Nacional Andrés Bello (UNAB) sobre los contenidos teóricos cubiertos en los módulos de Integración Laboral V y VI. Adicionalmente, este estudio también tiene la intención de identificar las percepciones de los practicantes de pedagogía en Inglés respecto al contenido enseñado en los módulos previamente mencionados y determinar si los contenidos enseñados en estos módulos son practicados antes de su implementación en la práctica. Finalmente, este estudio tiene la intención de determinar la percepción de los practicantes de pedagogía en inglés respecto a la reflexión realizada en estos módulos. Con el fin de lograr estos objetivos, dos grupos de enfoque fueron conducidos, la transcripción de estos fue analizada y codificada a través de un análisis temático. Los principales hallazgos de esta investigación fueron que los contenidos eran considerados repetitivos y no contextualizados a la realidad del país y que los practicantes sentían que

hay una necesidad de haber tenido más instancias prácticas así también como de ocasiones reflexivas.

1. INTRODUCTION

Education in Chile has gained significant attention during the last decade, not only because it has been under the spotlight due to the students' movements in 2006 and 2011 in which people asked for high literacy and free education; but also because of the way the government is encouraging people to enroll in education programs by providing scholarships and opportunities to study in these kinds of programs. All these reasons have motivated people to enroll in teacher education programs. According to Lincovil (2017), the enrollment in 2017 increased in 28% compared to 2016 showing that these programs are becoming more important. However, there is a big problem that the state has not given the right solution and it has increased with the opportunities the state gives, the scholarships, which is related to the quality of the teachers. As a matter of fact, people have reflected on the problem and asked for more qualified teachers who must be well prepared in order to give a good performance and help students with their education. As a consequence of this problem, education in Chile has drawn the attention of everybody.

Regarding the institutions which offer teacher education programs, there are modules specifically designed to give their students the experience of a real classroom environment; such as the practicum where every pre-service teacher must go through a process of learning and applying what he/she has learnt at the university into a real-life context. In this respect, the practicum experience provided in these teaching programs "...not only allow student-teachers to put their university-acquired knowledge to practical use but also help them confirm that they have chosen the right career." (Phairee, Sanitchon, Suphanangthong, Graham, Prompruang, De Groot, & Hopkins, 2008, p.93). In fact, the practicum is considered as an effective bridge between theory and practice, making it an important element during the teaching program. Additionally, Zeichner (1995) refers to the practicum as "all varieties of observational and teaching experiences in a pre-service teacher

education program, field the experiences that precede professional education coursework, early field experiences which are tied to particular courses, and student teaching and internship experiences.” (p. 123). However, a study done by Yan and He (2010) observed that “Various problems can occur in the practicum period, which may have been caused by the traditional rationalist paradigm characterized by the separation of theory and practice” (p.14). Additionally, the main problem as Johnson (1996) explained (cited in Yan and He 2010) is the fact that “most second-language teacher preparation programs simply assume that once pre-service teachers have completed their required coursework, they will be able to transfer their knowledge into effective classroom practices.”(p. 58) but pre-service teachers have demonstrate that they are not able to do it without previous practice of the content. Side by side with the theory- practice problem, the lack of reflection done by pre-service teachers complement the gap between theory and practice because with the reflection, they can “...evaluate their teaching to cope with the difficulties faced and come up with practical solutions” (Fakazli, 2017, p.709). Therefore, if they do not know the proper content, it might be difficult for them to reflect on what they have done in their lessons.

Considering the previously exposed problem, this study is intended to determine pre-service teachers’ perceptions regarding the modules of Integracion Laboral V and VI of the English Teaching Program at Universidad Nacional Andrés Bello (UNAB) located in Las condes, Santiago, Chile. Along with the information previously mentioned, it should be noted that at this university, the practicum course is divided in two main components; the theoretical component which is covered in the module Integracion Laboral and a practical component where the students must attend schools in order to apply what they have learnt, as will be explained below. Therefore, in order to accomplish the purpose previously exposed, the objectives of this research are the following:

1.-General Objective:

- a. Analyse and understand the perceptions of EFL pre-service teachers about the theoretical contents covered in Integración Laboral.

2.-Specific Objectives:

- a. Identify the perceptions of SLTE (Second Language Teaching Education) pre-service teachers regarding the content taught in Integracion Laboral V and VI. .
- b. Determine (whether) the contents taught in these modules are practiced before implementation in the practicum.
- c. Determine the perception of SLTE pre-service teachers regarding the reflection done in these modules.

2. THEORETICAL FRAMEWORK

2.1 Introduction

This chapter will tackle some key concepts in order to have a better understanding of this research project. Firstly, the Chilean Second Language Teaching Education (SLTE) programs will be contextualized by examining and describing the general structure of these education programs offered in this country. Additionally, the SLTE program at the University where this project will be carried out will be briefly described in order to contextualize this research project. To conclude, the relevance of practicing the content and reflecting on the experiences lived during the program and practicum will be also considered.

2.2 General structure of SLTE programs in Chile

During the last years, the way in which English teachers have been prepared has been under the spotlight. Many universities in Chile offer SLTE programs; courses which usually take around four to five years for students to get an English teacher degree. These programs in general have “a heavy English language component to develop proficiency; pedagogical content courses in curriculum, evaluation, and methodology” (Martin, 2016, p.25.) Barahona (2014) explains that “programs in Chile have followed an applied linguistic tradition [...but] have recently reformed their curricula integrating different types of knowledge” (p. 46). Methodology; for instance, is a course related to the discipline and strategies that a pre-service teacher should include when teaching, but the instances of this course are based more on theory rather than practice. In fact, it “is through the methodology course that pedagogical content knowledge related to being a foreign language teacher is transmitted or constructed” (Dhonau, McAlpine, & Shrum, 2010; Grosse, 1991, 1993; Hlas & Conroy, 2010; Warford, 2003; Wilbur, 2007). . Additionally, “the methodology courses are where pre-service teachers may acquire their most significant understandings of language teaching”

(Raymond, 2002, p. 16), yet this has not been put into practice in real teaching context making it a problem for pre-service teachers.

2.3 English pedagogy at UNAB.

According to UNAB, the mission of the Faculty of Education is to train integral professionals and researchers, in a climate of intellectual freedom, interdisciplinary dialogue, and respect for individual conscience. In agreement with the institutional mission, the faculty encourages their students' autonomy and creativity in order to transform them into agents of social change. Through their courses, the faculty aims to develop capacities that will allow them to face, with critical and reflexive judgment, the demands expected by the education community. Moreover, the English Department at UNAB, within the Faculty of Education, seeks to encourage the development of critical and independent thinking, of an understanding and appreciation of diversity, and cultural traditions of English-speaking countries through the Teaching English as a Foreign Language program. Hence, The SLTE program at UNAB aims at preparing future graduates for an active commitment to the quality of education, applying pedagogical, didactic and cultural knowledge in a practical way in the classroom, as well as other activities that demand knowledge and use of the English language. Moreover, this program does not differ much from other ones. It consists of a four-year program, with the first years focused on theoretical knowledge through modules on psychology, curriculum, methodology, and language use. In the third year, the module integracion laboral is divided in two, the theoretical and the practical component, this last aspect is usually referred to as the practicum. The theoretical-practical course is focused on developing the competencies that the university expects their students to acquire, and is provided in a classroom setting (lectures, workshops, students' presentations). The second part aims to provide the experience of a real-life classroom environment by attending schools and working as a teacher's mentee. This latter part is subdivided into preparation for primary and secondary school education depending on the semester, with the first semester being focused on primary education, while the second one is

focused on secondary education. Moreover, the fourth and last year of the program's final practicums are for teacher preparation in both, primary and secondary school levels. As a result of this, it is possible to say that UNAB's aim is to develop autonomous and complete professionals in order to meet what society expects from a professional in the teaching area.

2.4 The practicum

In every SLTE program, the practicum is one of the most important modules because "educating pre-service language teachers is not only giving them knowledge about language, language learning and teaching but also providing teaching practice opportunities where they can put what they learnt theoretically into practice" (Dikdere, 2009 p. 513). Consecutively, the practicum in teacher education programs is dealt in different ways at different universities. In other words, different models are applied depending on different national, regional, and local contexts. However, considering the fact that the practicum is based on experiences, which can influence pre-service teachers' performance, its syllabus, in any model, must be well-structured in order to cover practical as well as theoretical content. Furthermore, "the primary purpose of the teaching practicum is to give pre-service teachers a chance to prepare themselves as prospective teachers" (Mine Dikdere, 2009 p.513). During the practicum period, pre-service teachers need specific content that can help them go through their first teaching approach. Notwithstanding, according to Johnson (1996) (cited in Akcan 2016, p.57) SLTE programs are often criticized because they do not convey the sort of knowledge that teachers need most when preparing and teaching lessons in real classrooms. "In teacher education, as well as in many similar professions, the relationship between theory and practice is a controversial issue. Generally, theory and knowledge based on research are given high priority in a university based education" (Mattsson, Eilertsen & Rorrison, 2011, p.19). In fact, pre-service teachers complain that in SLTE programs they are provided with too much theory and too little practice. Therefore, in order not to influence pre-service teachers in a negative way while doing the practicum, SLTE programs must contain a well-structured practicum course

which should take in consideration all the aspects mentioned above; such as theory-practice and efficiency.

2.5 Reflection

In the practicum experience, there are several situations which require analysis in order to learn from what may have happened when teaching at a school. The process in which not only in-service teachers, but also pre-service teachers think and analyze the situations faced during classes is defined as reflection. According to Sharkey (2009) “when teachers reflect on a lesson or their practice, they must go beyond description of what happened or ‘how did it go?’ and consider questions such as ‘From this lesson, what did I learn about myself as a teacher?’” (p.129). The reflective process is a mediating tool that enables pre-service teachers to tackle teaching problems, evaluate past experiences, and take some action over situations that can be improved. Furthermore, through the process of reflection pre-service teachers may analyze not only the situations faced but also whether the theoretical content was useful enough to face a real teaching context. Therefore, the reflection process helps pre-service teachers to connect theory and practice. All in all, the pedagogical practicum may be the instance to provide pre-service teachers with a space to reflect on their teaching practice so as to be able to improve it.

2.6 Practicum experiences around the world

Many studies have addressed some of the problems that may have happened during pre-service teachers’ practicum experience. They have reported problems related to the implementation of the content learned in methodology courses, the type of reflection done by pre-service teachers, and the content taught in the modules. Even though these aspects may be seen as essential, it has been found that the practicum experience does not always meet pre-service teachers’ expectations in these particular areas. According to Ackan’s study (2016), pre-service teachers had complained about having more theory than practice in their program making it a problem

for their development as teachers. However, it is known by many people that these concepts, theory and practice, work together in the practicum in order to give pre-service teachers a complete preparation. Additionally, some researchers concluded that “The role of theory is essential for reflection as theory creates a frame for analyzing practice. Therefore, theory can serve as a fruitful tool for promoting professional development.” (Stenberg, Rajala, & Hilppo, 2016, p. 471). This fact shows how interrelated the aspects mentioned above are and emphasise their importance during the practicum experience.

Taking into consideration the theory-practice aspect, authors such as Morales (2016) explained that pre-service teachers have the need for adapting and using the theories learnt according to the context proving that theory and practice should be combined in order to be applied in a better way. In this respect, it seems that not only the theory-practice gap is a problem, but also the contextualization of the theory may be a problem as well. Additionally, the contextualization of the theory is related to the theory-practice gap problem due to the fact that if pre-service teachers do not practice and adapt the theory before its implementation, they might have a dreadful result at schools. In this respect, Yan and He (2010) stated that generally pre-service teachers lack the practical knowledge needed to deal with the different realities. Therefore, they have a tendency to fail when promoting learning, trying to give clear instructions, or maintaining the classroom order. As a result, pre-service teachers lose their confidence resulting on taking wrong decisions when facing a difficult situation inside the classroom. Standal, Moen & Moe (2014) (cited in Stenberg, Rajala, & Hilppo, 2016) also point out that “if student teachers are left alone to link theoretical elements to practice, there is a risk that syntheses will be made on the basis of immediate demands that student teachers experience in practice” (p. 470). Therefore, it is essential to align theoretical and practical content, not only by having modules where theory is taught, but also by practicing what pre-service teachers have been taught during these modules. Another significant argument regarding the theory and practice issue provided by Lenz Taguchi (2007) & Schön (2003) (cited in Allen, 2013)) is

that “separating practice from theory produces a false dichotomy since teaching is a profession in which theory is embedded in and inseparable from practice” p.109. As it can be seen, having theory and practice working together has been difficult to achieve for many education programs around the world.

From the evidence presented above, it can be seen that there are various problems faced by pre-service teachers related to the theory-practice problem. This shows that the theoretical content provided in SLTE programs should be practiced before its implementation in the classroom in order to help pre-service teachers to feel more confident with the decisions they take when giving a lesson and facing different unexpected situations. In this respect, reflection is an important part of any education program due to its functionality to integrate theory and practice. Therefore, it is very important for pre-service teachers to be provided with different opportunities of reflection and orientation in order to think of what they have learnt, resulting on an integral teaching preparation.

The next part of this study will show the research questions that arose from the theoretical framework.

3. RESEARCH QUESTIONS

As it was seen in this theoretical framework, there is an extensive problem regarding theory, practice, and reflection inside education programs. Therefore, after reviewing the literature needed to conduct this study, some question arose which are going to be answered throughout the study.

1. In what way are the contents presented in the modules Integracion laboral V and VI suitable for pre-service teachers to be put into practice during their last pedagogical practicums?
2. How are the theoretical contents taught in these modules put into practice by the pre-service teachers before their application in the classrooms?
3. How is the reflection process done by pre-service teachers in the modules Integracion laboral V and VI?

The next part of this study will explain all the procedures that were done in order to conduct this research. Additionally, the participants who were involved in the study will be described, as well as the instrument used for collecting the data. Finally, the way the data was analyzed will be explained.

4. Methodology

4.1 Introduction

In order to carry out this research, the following section is aimed to present the steps taken in order to collect the necessary information for this study to be conducted. For this reason, the type of study, the context, and the subjects (pre-service teachers) that participated in this study will be explained. Moreover, the procedures followed for the data collection will be presented in detail. Finally, the procedures followed for the data collection in order to conduct this research will also be explained in detail.

4.2 Type of study

The type of study used to conduct this research was a qualitative case study; this kind of methodology “provides tools for researchers to study complex phenomena within their contexts” (Baxter and Jack, 2008, p.544). When the approach is applied correctly, it becomes a helpful method for evaluating programs. Moreover, as this study was aimed to analyze the perceptions of pre-service teachers about the modules Integracion Laboral V and VI during the practicum experience, a case study was deemed appropriate. Furthermore, case studies “can penetrate situations in ways that are not always susceptible to numerical analysis.” (Cohen, Manion, & Morrison, 2007 p. 253) Through this case study the aim was to “provide[s] a unique example of real people in real situations, enabling readers to understand ideas more clearly [...]” (Cohen, Manion, & Morrison, 2007, p.253) about the modules that were already described. This study was conducted by asking pre-service teachers about their experiences and

perceptions, which are unique and relevant to the study, and cannot be manipulated by the researchers.

4.3 Participants

The process of selecting the participants consisted of the following: First of all, the participants had to fulfill certain requirements. First of all, they had to be a UNAB's pre-service teacher. Secondly, to be attending the last module of Integración Laboral (VI). Thirdly, they had to be willing to participate in this research project. Furthermore, after having a group of people with these requirements, the researchers did a random sampling. This approach may avoid any kind of bias on the part of the researchers. Thus, those subjects who were finally recruited were eight pre-service teachers in their last year of the SLTE program at UNAB. Moreover, the participants were contacted through social network such as Facebook or Whatsapp in order to let them know that they were selected, if some of the participants were not willing to participate, another participant was chosen randomly in order to replace the first one. By the time the data was collected, the pre-service teachers were attending the last module of Integración Laboral (Integración Laboral VI). Therefore, they were doing their last pedagogical practicum; which meant that they had enough experience to give their opinions about the modules Integración Laboral V and VI, and to help with this research. The pre-service teachers who were selected as the participants were six females and two males whose ages ranged between 20 and 26 years-old. Additionally, all the participants were from Santiago, Chile. Furthermore, to protect the participants' identities, their real names were replaced with letters and numbers. In this way they could expressed

themselves freely and without fear of being recognized. Last but not least, two homogeneous focus groups were randomly conformed in order to accomplish the purpose of the research, meaning that the participants were students from the same program, in the same college year, and with similar range ages.

4.4 Data Collection Method

The data collection method, which was used in this qualitative study, was based on focus groups. This type of instrument was chosen in order to elicit the opinions and experiences of participants through a spontaneous conversation between each other. This type of method allows the researchers to gather data through opinions produced, expressed, and exchanged in everyday life. Thus, the attempt was to gather data through a context in which the subjects could feel more comfortable in a situation of interaction that comes closer to real life. Moreover, according to Pollock (1955) "studying the attitudes, opinions and practices of human beings in artificial isolation from the contexts in which they occur should be avoided" p.34. For this reason, the decision of using focus groups in order to conduct this study was taken. In order to avoid any biases, the job of the moderator during the focus groups was to support the dynamic of the group. The idea was not to disturb the initiative of the participants but to create an open space allowing the exchange of arguments within the participants. In other words, the job of the moderator was only to guide the conversations in order for the participants to answer the questions asked to them. Finally, the discussion was able to find its own dynamic level among the participants.

4.5 Data collection procedures

First of all an authorization to conduct this study was sought. For this reason, the permission of the head of the English teaching program at UNAB was needed. Secondly, as previously mentioned and explained, the participants of this research were chosen randomly from a group of people which accomplished specific requirements. Thirdly, the study and the process of the focus groups were deeply explained to the participants. Moreover, after the participants were aware of what they were participating on, their consent was obtained. In addition, the course plan of the modules integracion laboral V and VI was given to them before and during the meeting in order for them to have a clear view of the contents taught in these modules. Finally, two different focus groups sessions were conducted and recorded at a “box” of UNAB’s library. Additionally, both focus groups were conducted in Spanish in order to make the interaction more natural and fluid between participants. On the one hand, the first session took place on September 29th. Four subjects participated in this focus group, three females and one male. The session lasted twenty-two minutes and forty-seven seconds which were recorded and then transcribed. On the other hand, the second session took place on October 4th. As in the previous session, four subjects participated in this focus group, three females and one male. The session lasted forty-four minutes and forty-one seconds which were also recorded and then transcribed.

4.6 Data Analysis

Before analysing the data, the two focus groups’ sessions were transcribed and then read by the researchers. As qualitative studies are

naturally subjective and interpretative because there exists facts that depend on individual perceptions, it was necessary to use some standards that allowed the researchers to separate what was valuable for the research from what was not necessary in order to analyze the data. The type of analysis chosen for this research was content analysis which can be used with focus groups or interviews, among other types of instruments. Content analysis is used to identify, label or code data. Furthermore, as the idea was to find emerging codes, after all the researchers read the transcriptions of the two sessions of focus groups each one of them printed the transcriptions and coded. By having the transcriptions coded without other researcher knowing the codifications of the others, the codifications could not be manipulated. Moreover, after each one of the researchers coded the two transcriptions, they met and analyse all the codes that emerged from the sessions. In order to create a reliable qualitative research, triangulation was used (Lincoln and Guba, 1985). Triangulation has been one of the most efficient ways of reducing any kind of bias since it allows coming to the same conclusion about an aspect by using different data collection instruments or analytical procedures, which offer a strong validity to the research. For this reason and as previously mentioned, the four researchers analyzed and coded the information. After having all the codifications ready, the researchers got together in order to gather and cross check the four analyses. In this respect, they were in charge of finding common aspects leaving the different ones for discussion. The data was coded according to descriptive pre-set themes and categories as established in the two course plans of the modules Integracion Laboral V and VI. Moreover, the pre-set themes that were

identified were grouped in three different descriptive categories (see table 1 below): 1) Content. 2) Theory-practice. 3) Reflection.

Table 1 <i>Categories and Pre-set themes</i>		
<u>Category</u>	<u>Pre-set themes</u>	<u>Emerging codes</u>
Content	Implementation of content	
Theory-practice	More theory-driven	
Reflection	Reflective instances	

In the following section, the results obtained in the focus groups are going to be explained and discussed in detail. First of all, every pre-set theme is going to be explained on a sub-section, as well as, its emerging codes. Moreover, each subsection was guided by a table in order to organise the information. Finally, every code is going to be illustrated by a quote obtained in the focus groups in order to support its origin.

5. ANALYSIS AND DISCUSSION OF RESULTS

5.1 Introduction

In order to fulfil the objectives and the purpose of the study, data was collected throughout a focus group with the pre-service teachers who were attending or attended these modules. In this chapter, the results obtained will be here analysed addressing each of these objectives. Additionally, tables were made for the reader to understand the codes found and pre-set themes used in this study.

5.2 Perceptions regarding content

As mentioned above, the first research objective was related to the perceptions regarding the content taught in the modules Integración Laboral V and VI. In order to fulfill this objective, the participants were asked different questions regarding how they felt about the content taught in the previously mentioned modules. Additionally, they were provided with the instance of discussing their points of view with other students who were participating in the focus group. In this way, it was possible for the researchers to collect several opinions regarding the content taught in the modules of Integración Laboral V and VI. The following table presents the theme and corresponding codes which were identified in the data as related to this first research objective. Following, each of the codes presented will be described, analysed and illustrated through the participants' comments.

Table 2: <i>Emerging codes for "Implementation of the Content"</i>		
<u>Category</u>	<u>Theme</u>	<u>Emerging codes</u>
Content	Implementation of the content	Repetition of content. Importance given to the content. Contextualization of the content taught according to students' reality.

In table 2, it is possible to identify the category and the pre-set theme for the objective previously mentioned: Content and implementation of the content. This refers to the way the content is being implemented in these modules according to the pre-service teachers' perceptions. The codes that emerged from the focus groups were: "Repetition of content," "Importance given to the content," and "Contextualization of the content taught according to students' reality." In the following subsections, these three emerging codes are going to be analyzed, explained and exemplified through the students' own opinions.

5.2.1 Repetition of content

The first emerging code for this theme is one of the most repeated opinions during the group discussions, and it was related to the content presented in these modules which, according to the participants, it has been taught quite often, in addition to their use in another module. Therefore, it has resulted in an unattractive class for the participants. This situation provokes a lack of interest on the part of the pre-service teachers towards the lesson, and leading to a disruptive environment inside the classroom which was not

beneficial for them. In the following quote, it is possible to notice how one of the participants felt regarding the content being repeatedly taught.

P2: "Eso es lo que pasa con la teoría un poco que por lo que yo he visto en integración laboral V y VI, se ha hecho como revisiones exhaustivas de todo el contenido que hemos visto, entonces como que volvemos a enfocar y a gastar mucho tiempo en eso, en hacer presentaciones que cada uno vuelva a presentar lo que ya presentó en metodología antes y trabajar y gastar nuestro tiempo en eso, encuentro que podría ser mejor usado en otras cosas más relacionadas con la práctica y que no sean como tan conceptuales pero sean como de revisión y de acción de lo que hacemos"

That's what happens with the theory. From what I have seen in Integración Laboral V and VI, the content has been exhaustively revised , so we focus again on the same things and spend too much time on it, on doing presentations[, and] everyone presents again what they have already presented in [the] methodology [module] before, and we spend our time on that [which] I think it could be better used in other things related to the practicum, not so theoretical but [instead] revision and action of what we do. [Translated version]

In this quote, it is possible to discern how participant 2 feels about the content being repeatedly taught in these modules. Furthermore, it was also mentioned that the content, apart from being repetitive, was also seen in previous modules, so, from the participants' perception, the time-class was not being used in a proper way. As a consequence, it seems that the content of the lesson is not much taken into advantage. Additionally, the student

expressed what he/she expected from the modules. For instance, it would be beneficial to target the class towards the practicum, and avoid over using too much theoretical concepts. Finally, it is possible to infer what the participant thinks and considers is still missing in these modules, and that it is necessary to give more importance to what happens inside their practicums; for example, to share the pros and cons of this process, and contribute to each other's experiences. In this way, the class will benefit the students' knowledge and lead to a positive learning environment.

5.2.2 Importance given to the content

The second emerging code that appears for the theme previously mentioned is: Importance given to the content. During the focus groups, the participants expressed similar opinions regarding how they felt about the importance given to the content in the modules under research. Most of the contents delivered in these modules are taught through micro-teachings and presentations that the students enrolled in these modules, the participants' classmates, provide to their classmates as a formal lesson. As a result, the participants felt that the content did not seem to be relevant enough due to the lack of seriousness that their own classmates demonstrate with the poor preparation of the lesson, or the attitude they had at the moment of teaching. In the following comment, it is possible to appreciate how one of the participants expressed this idea:

P3: "Yo creo que las presentaciones deberían ser ya, micro-teaching, ya pero creo que cosas como tan teóricas, importantes y delicadas deberían

ser tomadas con más resguardo, relevancia de parte de los profesores, de los profesores a los alumnos, no de los alumnos a los alumnos”

I think that the presentations should be micro-teachings. Ok, but I think the theoretical [content], [which is] important and delicate things should be taken with relevance by the teachers. [It should be delivered] from teachers to students and not students to students.

In this quote, it seems that the participant feels that the content misses its relevance when is taught by their own classmates. As in the previous code, this situation might result in a lack of interest from the pre-service teachers (students of these modules) towards the lesson regarding its content. However, it seems that the teachers of these modules try to give a protagonist role to their students by allowing them to deliver the lesson, this might not be a proper manner to teach the content because most of the times pre-service teachers do not meet the competences to deliver the content in a proper way, due to a lack of teaching experience. In the following quote said by one of the participants regarding SEN students as a specific content, it is possible to observe a clear example about how the participants felt regarding this issue

. P1: “...ellos que, tienen nuestras mismas debilidades porque no nos han enseñado las cosas que deberíamos saber...”

... they [pre-service teachers] have our own weaknesses because they [teachers] have not taught us what we should know...

The participant felt that their classmates were not prepared to deliver such an important content, therefore, he/she did not feel that the content was relevant. The Importance or relevance given when teaching goes hand-in-hand with the student's stimulus. According to Frymier & Schulman (1995) and Martin & Dowson (2009) as cited in Roberson (2013, p. 3), "relevance is important to teaching and learning because it is directly related to student engagement and motivation". Furthermore, Roberson explains that, when a teacher provides relevance to a content, the student is able to perceive that something is interesting and worth knowing. Consequently, as the content was delivered to the students by their peers, it flaws in relevance, it systematically ends affecting the sense of involvement and motivation the student has, deriving in a partial and sometimes complete lack of understanding of content worth knowing.

5.2.3 Contextualization of the content taught according to students' reality

The final emerging code that appeared for the theme "implementation of content", is related to the content's contextualization regarding the Chilean reality. The participants perceived that there exists a lack of contextualization regarding the Chilean reality, as the content appears to be idealized when taught. In other words, the participants do not feel that the content is contextualized in the Chilean reality, but in a foreign context because it is not being adapted to the students' own context when being taught. In the following quote, one of participants explains why he/she perceives this lack of contextualization:

P2: “Muchos de nosotros vamos a colegios en riesgo social, vamos a colegios eh, porque se supone que tenemos que pasar por diferentes realidades, esas realidades no se contextualizan bien, no se reflejan bien en la sala de clases en las 4 horas que estamos en los módulos de integración laboral no se reflejan, no se abordan bien”

Most of us attend vulnerable schools [...] because it is supposed that we [, pre-service teachers, have to] live different realities, [but] those realities are not well contextualized. They are not reflected on the 4 hours of Integración Laboral class we attend. They are not well approached.

Through this quote, the participant refers to the contextualization problem that exists in the modules of Integración Laboral V and VI. Additionally, he/she mentioned the experience regarding attending to vulnerable schools which is a difficult aspect for both, the teacher and the students when facing this reality. Even though it is beneficial for pre-service teachers to attend different types of schools and face different realities, the content taught in these modules does not match this kind of reality faced when starting the practicum. The lessons in these modules are idealized to; for example, implement a proper classroom management with a few students, but the common reality faced in Chilean schools means having 45 students approximately by class. Moreover, to illustrate this contextualization problem, it was found that “Community college learners often struggle to connect the dots between competencies learned in a classroom setting and those necessary for today’s workplace.” (DeLott Baker, E., Hope, L., & Karandjeff, K, 2009, p. 5) Additionally, according to Johnson (2002) (cited in Yan and He, 2010, p. 68), “[there is a] need for teacher preparation

programmes to identify a realistic view of teaching that recognises the realities of classroom life and adequately prepares pre-service teachers to cope with those realities.” Therefore, it appears that this contextualization problem does not only occur in the Chilean context but also in foreign countries. As a result, it is necessary to show realistic methods that could be implemented in any scenario that pre-service teachers might face when starting the practicum, and not only ideal situations.

5.3 Content practiced before its implementation

The second research objective is related to practice of the content taught before its implementation in the practicum at schools. This objective is related to the theory-practice problem that also exists in foreign countries regarding teaching education programs. It appears that there is a gap between what is taught and the implementation of it during the practicum. In other words, pre-service teachers are not able to put into practice what they have learnt. In order to fulfill this objective, the participants were asked different questions, and were provided with the opportunity to discuss and reflect about this topic in the focus groups. Therefore, from what the participants discussed, the code “need for more practical instances” emerged as it is shown in table 3. Furthermore, the pre-set theme for this code was more theory-drive, and this theme is focused on the category theory-practice problem. In the following subsection, the emerging code is going to be explained, and the data related to it is going to be analyzed and exemplified.

Table 3: <i>Emerging codes for “More theory-driven”</i>		
<u>Category</u>	<u>Theme</u>	<u>Emerging code</u>
Theory-practice	More theory-driven	Need for more practical instances

5.3.1 Need for more practical instances

The emerging code “need for more practical instances” refers to pre-service teachers’ perception that there exists a lack of practical instances. These instances are meant to be used to practice what pre-service teachers have been learning in the modules of Integración Laboral V and VI before its implementation in the classrooms at schools. Moreover, by having different instances to practice the theoretical content before its implementation, pre-service teachers might feel more confident, as a result, their performances at schools might improve. In the following quote, it is possible to see the opinion from one of the participants regarding this topic.

P3: “Yo creo que ahí está la clave, acción, porque si nos quedamos en la teoría como dijo S4 anteriormente, no está siendo efectivo por mucho que, o sea, que podríamos tener 4 ramos en donde se pase lo mismo y sería lo mismo porque no lo estamos llevando a la práctica”

I think that’s the key, the action, because if we stay with the theory, as Participant 4 previously mentioned, it is not effective. [...] we could have four [different] modules in which the same content is taught, and it will be the same because we are not practicing it.

In this quote, it seems that Participant 3 feels that the theoretical content is not being practiced, and even though they could have been taught

the content several times, it is not meaningful if pre-service teachers are not practicing it before. Additionally, as Yan and He (2010) mentioned that the lack of confidence the pre-service teachers have when teaching affects their performance when teaching at school because they are preoccupied with their performance instead of paying attention to their students. As a result, not having the instances to practice what pre-service teachers have been taught in these modules might result in a lack of confidence affecting their performances at schools.

5.4 Perception regarding the reflection done in the modules

Integración Laboral V and VI

The third research objective was related to the perceptions regarding the reflection done in the modules Integración Laboral V and VI. In order to fulfill this objective, the participants were asked different questions about the reflection instances inside the modules previously mentioned. As a result, one of the most repeated opinion was that they need more reflective instances. Therefore, as table 4 exemplifies, the emerging code that appeared for the theme Reflective instances was Need for more reflective instances. In the following subsections this emerging code is going to be explained.

Table 4:

Emerging codes for "Reflective instances"

<u>Category</u>	<u>Theme</u>	<u>Emerging code</u>
Reflection	Reflective instances	Need for more reflective instances

5.4.1 Need for more reflective instances

Every teacher and pre-service teacher should reflect on what they have done in their classes in order to see their students' and their own progress, and make any modifications in their lessons if necessary. However, reflection does not seem to be a common practice between pre-service teachers. For instance, in the modules Integración Laboral V and VI, pre-service teachers are asked to write "critical incidents", these are journals which are meant to allow them to reflect on any situation that might have disrupted the lesson, or any difficult situation faced at schools. These journals or critical incidents are mandatory to sit for the exam, but they are neither graded nor reflected during classes at university after being written by pre-service teachers. Therefore, it exists a lack of reflective feedback from the teacher to pre-service teachers, or from classmates. Even though pre-service teachers have reflective instances in these modules, the participants expressed that they need more reflective instances beside the ones they already have because they are not provided with the necessary feedback. In the following quote, it is possible to see this idea exemplified.

P7: "...tu no siempre vas a trabajar solo entonces falta ahí como tener una instancia en la clase, por lo menos juntarse con sus critical incidents yo creo eh y hablar de lo que paso y que las otras personas te digan cómo podrías solucionar eso o como podrías mejorar, no sé pero es instancias en que tu hables de lo que te aqueja por último y que hacemos reflexión

grupales en sí porque todos somos profesores y todos podemos aportar en soluciones...”

You are not always going to work alone, so there is a lack of that kind of instance in the class. At least [we] could get together with our critical incidents [...] and talk about what happened and that other people tell you how you could solve it or improve it. [...] instances where you talk about what afflicted you and that we make a group reflection because we are all teachers and all [of us] can contribute with solutions.

In this quote, it appears that participant 7 thought that they need more reflective instances as well as group reflections. As participant 7 mentioned, pre-service teachers need more group reflection in order to complement and discuss their experiences because when working at schools teachers should know how to work as a team together with other teachers, and give proper feedback whenever something is not going on the right track. In fact, Ünver (2014) suggested that “The most effective activities for reflective thinking in the methods courses are group discussions, self-assessments and assignments. These activities provide teacher candidates with the opportunity to analyze their teaching and learning knowledge as well as their experiences, and they can define the type of teacher they want to be.” (p.1404) Additionally, Hammond and Collins (1991) (as cited in Ünver, 2014, p.1405) “...also emphasized that reflective thinking helps teacher candidates to connect theory and practice.” Therefore, as it might seem, group discussion is not only beneficial for pre-service teachers in order to look for solutions, but also, to connect theory and practice. In essence, reflective instances should not be taken aside or being diminished in relevance by an

incorrect application since they convey great importance for the student's development as they englobe many valuable aspects as: collaborative work, group work, and provide meaningful links between theory and practice.

In the following section, the conclusions that arose from this study are going to be described. Additionally, the limitations and further research are going to be explained.

6. CONCLUSION

This study was carried out in order to analyse and understand the perceptions of SLTE pre-service teachers about the theoretical contents covered in the modules Integración Laboral V and VI. Therefore, in order to achieve the specific objectives, two focus groups were conducted. Additionally, the results of these focus groups were the expected ones for the researchers because the participants not only addressed on dreadful aspects, but also, they were able to reflect on positive characteristics of the previously mentioned modules. Concerning the main perceptions of pre-service teachers about the content provided in the modules under study, the subjects considered that the content was being repeated or it should be taught in other modules; such as, methodology module. Moreover, the participants thought that the content should be contextualized according to the Chilean background and not only to international standards. Furthermore, the students expressed that some contents were not given the appropriate importance due to how they were delivered. For instance, they argued that being taught by their own classmates was not the best way of being prepared, and it gave them the impression that the content was not relevant

enough. Consequently, they felt that some contents were meaningless for them due to how they were tackled during the modules. Additionally, regarding the contents practiced in the modules, the subjects felt that there exists a gap between the theory taught in these modules and the instances provided to practice it. Finally, the results regarding the reflection instances provided in the modules showed the feeling that should be done during instances provided in the modules under discussion of this topics, and not only through written critical incidents. Hence, it is possible to say that the objectives set in the study were fulfilled, the main conclusion is that there is a gap between the theory and the practice, and one of the bridges that connect these two aspects is the reflection. However, the pre-service teachers felt that there is little reflection time in these modules.

Considering the results of the focus groups regarding pre-service teachers' perceptions about the contents taught in the previously mentioned modules, it is important to say that when planning the modules, this study should be taken into consideration due to the fact that the perceptions of students who are taking the program were analysed. These perceptions can help teachers of these modules to understand what the pre-service teachers think about the modules and improve it. In this way, the program will be adapt to the students' needs. For instance, as it was mentioned above, the main result showed that there exists a gap between theory and practice due to the fact that one of the important bridges that connects them, which is reflection, is not as relevant as it should be. This theory- practice gap that emerged in the study can be tackled by teachers in order to avoid it and improve the program . Additionally, all the problem previously mentioned, which

eventually could lead to an impression of lack of relevance among pre-service teachers, can be solved by taken into consideration pre-service teachers' perceptions when planning the modules. Therefore, it is crucial that the elements enunciated by the students and presented in this study are not only integrated, but also efficiently implemented in order to suit the contexts and needs of the students.

Even though the results were the expected ones, there were some limitations in this study. Firstly, the number of participants was not enough to have concrete results; therefore, the results were personalized according to the students of the sections attending the modules previously mentioned this year. Secondly, there were some limitations when conducting the focus groups because the participants did not have the same schedule. As a result, the focus groups were conducted during classes of Integración Laboral with the permission of the corresponding teachers. As the focus groups were conducted during the module Integración Laboral, the time allowed for their conduction created another limitation due to the fact that the time which should be used to be in the class was used to conduct the focus group. Therefore, we could not take too long for conducting the focus groups. Finally, as a last limitation, the fact that not much investigation has been conducted regarding the topic derived in a difficulty when looking for sources of information to support the study.

Considering the results obtained in this study, further research should be considered in order to improve these types of modules in teacher education programs. Firstly, the methodology used in these modules might

be worth analysing, due to pre-service teachers' perceptions about the modules. It seems that there is a problem regarding the methodology used by teachers. For instance, when the participants explained that their own classmates were teaching the content, it appears that they were not comfortable enough with that kind of student-centered methodology. Secondly, the teachers' perceptions about the modules might be an interesting topic to research due to the fact that, since the students' perceptions were already studied and taken into consideration, it would be beneficial to have a complete overview of the program. Finally, the motivation regarding the modules from the pre-service teachers' point of view could also be an interesting topic to analyse.

Finally, it is worth mentioning that the study conducted adopted a constructivist view, in other words, its ultimate goal was to investigate the modules of Integración Laboral V and VI in order to contribute in a positive way to it. Moreover, as the modules of Integración Laboral dealt directly with the pre-service teachers' practicum disinvolvement, the importance attributed to these modules is remarkably higher therefore, it is crucial to investigate and identify any problem which could emerge during the implementation of the modules.

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APPENDIX 1: Focus group questions

Icebreaker Questions:

¿Cómo están?

¿Cómo les ha ido en la práctica?

¿Qué nivel del colegio les agrada más?

Focus group questions:

1. Viendo los contenidos y según su experiencia, ¿Qué piensan de los módulos integración laboral V y VI? ¿Te gusta cómo es? ¿Le agregarías o quitarías algo?
2. ¿Sienten que el contenido enseñado en estos módulos cumple con sus expectativas? ¿Por qué?
3. ¿Qué piensas sobre la reflexión en estos módulos? Tomando en cuenta los Critical Incidents y las instancias de reflexión que se pueden producir en clases.
4. ¿Crees que los contenidos enseñados en estos módulos te dan las herramientas necesarias para ser un buen profesional? ¿Por qué? De no ser así, ¿Qué falta?
5. ¿Hay algo que te gustaría aprender aparte de lo que ya te han enseñado? justifica tu respuesta, expláyate.
6. Describe una instancia de tu práctica profesional en la que hayas implementado alguno de los contenidos vistos en el módulo desde su inicio.
7. De acuerdo a tu experiencia en la práctica de este año, que contenido/s crees que aun necesitas reforzar. ¿Por qué?

APPENDIX 2: Consent form

Research Participation Consent Form

Project Name: Analyzing the Perceptions of Pre-service Teachers about the Modules Integración Laboral V and VI during the Practicum Experience

Investigators: Camila Burgos, Constanza Cerda, Camila Espinosa & Bastian Prado.

Introduction

You are invited to consider participating in this research study. This form will describe the purpose and nature of the study and your rights as a participant in the study. The decision to participate or not is yours. If you decide to participate, please sign and date the last line of this form.

Explanation of the study

With this study, we aim to identify the perceptions of EFL pre-service teachers regarding the content taught in the modules Integración Laboral V and VI. Additionally, we seek to determine whether the contents taught in these modules are practiced before their implementation in the practicum in order to avoid a gap between knowledge and practice. Finally, determine the perceptions of EFL pre-service teachers regarding the reflection done in these modules and the content's usefulness for them.

Confidentiality

All of the information collected will be confidential and will only be used for research purposes. It means that your identity will be anonymous, so nobody besides the researchers will know your personal information. Whenever data from this study are published, your personal information will not be used as stated before, your identity will stay anonymous. The information collected will be stored in a computer, and the access to it is limited to the researchers only.

Your participation

If you have any questions about the research, you can contact us by email at unabthesis.project2017@gmail.com

Investigator's' statement

I have fully explained this study to the students. I have discussed the activities and have answered all of the questions that the students have asked. If necessary, I have explained key terms and concepts in this form and explained them orally in their mother tongue.

Signature of investigator _____
Date _____

Student's consent

I have read the information provided in this Informed Consent Form. All my questions have been answered to my satisfaction. I have voluntarily agreed to participate in this study.

Your signature _____
Date _____

Appendix 3: Transcription of recording

IN [0:18]: ehm...ya, viendo los contenidos y según su experiencia, que piensan de los módulos de integración laboral V y VI, te gusta cómo es? Le agregarías o quitarías algo?

S1 [0:33]: yo encuentro que es un ramo inútil, o sea, obviamente no es inútil hacer una práctica porque al final uno se contextualiza en lo que va a hacer para toda la vida pero en el fondo yo encuentro que los contenidos ↗ que tenemos ya cuando venimos a la universidad ↗ encuentro que mucho de esos deberían haber sido enseñados anteriormente en los ramos de metodología

S2 [1:07]: bueno yo considero, no que sean inútiles pero lo que yo cambiaría el tiempo que se dedica al ramo en forma teórica acá en la universidad considero que de repente igual es como mucho aparte de todas las horas de practica que tenemos en el colegio y siento que tal vez debería enfocarse un poco más a resolver las dudas, aclarar cosas y situaciones que vivamos en la práctica eh....con el conocimiento que ya deberíamos tener como background desde antes con los ramos de metodología, como aplicarlos un poco,

S3 [1:44]: a eso quería llegar un poquito, que resulta que hay ver que integración laboral y metodología como que se mezclan, se unen y en un semestre terminamos viendo las mismas cosas en ambos ramos, eso creo que es como redundante y es como ya, por ejemplo, yo creo que classroom management pertenece a metodología por lo tanto no debería estar en integración laboral, diseño material metodología, (risas) por lo tanto no debería estar en integración laboral y, ehm, no, lo demás está bien, pero eso, considero que deberían hacer como una revisión sobre qué cosas se están enseñando el doble, el triple, porque de verdad, desde que empezamos a tener metodología, hoy inclusive integración laboral, venimos viendo cosas como classroom management y son cosas repetitivas como "las mesas se ponen de tal forma, el volumen de la voz" es útil? Sí, pero ya entendimos (risas)

S4 [2:51]: al igual que ustedes encuentro que hay contenidos que deberían pasarse en metodología pero igual deberían ser reforzados, independiente de que a veces puede ser incluso repetitivo aun así nosotros estamos bajo en el nivel, por ejemplo classroom management y lo que hayamos visto en metodología encuentro que ha sido pobre por decirlo menos y la verdad es que en integración como que lo han tomado como topic numa, no hemos reforzado tanto el tema en clases

S3 [3:19]: entonces eso igual depende de cómo el profesor porque por ejemplo habían cosas que vimos con T1 que después con T2, con T1 que luego con T2 era exactamente lo mismo, entonces si tú dices que estamos débiles ↗ teniendo 2 ramos donde se enseña lo mismo....que estemos débiles....a quien culpamos, a nosotros mismos? O entonces lo que nos están enseñando no es efectivo, no es real? Que en mi opinión es súper no real en la mayoría de las veces.

S1 [3:55]: yo creo que no está mal que nos enseñen sobre classroom management si quizás algunos estamos súper débiles en eso pero encuentro que que nos enseñen que es classroom management es algo totalmente incorrecto porque lo que nosotros deberíamos hacer en integración laboral es, "qué está pasando en tu campo laboral, que sería la práctica, con tu classroom management?" y hacer un poco de reflexión,

pero esto de "qué es classroom management?" es como aprenderse de memoria lo que uno debería hacer pero también uno tiene que hacer, "cómo vamos a aplicar eso dependiendo en el contexto en el que estas". Lo mismo pasa con el simce, que saca uno con saber los resultados del dos mil, por ejemplo, año pasado o antepasado, porque ya, si, te puede dar una, un cierto nivel en el colegio que tu estas, como en qué nivel están pero has algo para mejorar ese nivel, no hagas una presentación presentando los resultados que fueron del año pasado porque de que te sirve, quizás ya si se puede reflexionar pero has algo

S4 [5:01]: no sé, esa es la idea creo que integración laboral, como que te integren al mundo laboral, no que te enseñen más teoría que pa eso tenemos otros ramos

S2 [5:10]: eso es lo que pasa con la teoría un poco que por lo que yo he visto en integración laboral v y vi, se ha hecho como revisiones exhaustivas de todo el contenido que hemos visto, entonces como que volvemos a enfocar y a gastar mucho tiempo en eso, en hacer presentaciones que cada uno vuelva a presentar lo que ya presentó en metodología antes y trabajar y gastar nuestro tiempo en eso, encuentro que podría ser mejor usado en otras cosas más relacionadas con la práctica y que no sean como tan conceptuales pero sean como de revisión y de acción de lo que hacemos

S3 [5:50]: yo creo que ahí está la clave, acción, porque si nos quedamos en la teoría como dijo S4 anteriormente, no está siendo efectivo por mucho que, o sea, que podríamos tener 4 ramos en donde se pase lo mismo y sería lo mismo porque no lo estamos llevando a la práctica, porque no lo estamos llevando a la práctica? Porque en el contexto de la, llamémoslos de los colegios en los que estamos, de la educación chilena es súper diferente a lo que se nos enseña

S4 [6:24]: pero igual por ejemplo en el TKT siempre las presentaciones hay una parte que es como reflexión, te ponen una situación y eso al final te hace pensar como claro, que pasaría si yo tuviese una relación así, que pasaría si yo tuviese un curso de esa manera entonces ahí siento que es el único momento de las 3 horas de clases que tenemos (risas) que realmente aplicamos algo

IN [6:47]: ya, siguiendo con las preguntas, pregunta número 2, sienten que el contenido enseñado en estos módulos cumple con sus expectativas? Por qué?

S3 [7:01]: si, yo creo que, va a sonar fantasioso, pero las intenciones de los módulos de integración laboral y metodología son buenas, yo creo que hay un trabajo previo que no es al lote, se nota que no es al lote. La falencia sería que es repetitivo en un ramo y en el otro pero hay cosas que faltan que son súper importantes que por ejemplo, hace poco lo intentaron hacer pero muy a la rápida, voy a poner el ejemplo de lo que falta, las necesidades especiales, en un momento en integración se nos dio una eh.... Se nos asignó un....una necesidad educativa, niños con síndrome de down, niños con discapacidades físicas etc. Se nos asignó y teníamos que hablar sobre eso. Que pasa cuando eso no se toma en serio? "uy hice la presentación a último minuto, mi compañero no vino, no sé, feriado, no pudimos hacer la presentación, se atrasa, se no" y al final no se toma como algo serio, se entiende? Yo creo que las presentaciones deberían ser ya, micro-teaching, ya pero creo que cosas como tan teóricas, importantes y delicadas deberían ser tomadas con más resguardo, relevancia de parte de los profesores, de los profesores a los alumnos, no de los alumnos a los alumnos así a buena ya primera, sobretodo en nuestro campo que no es necesariamente especializado en SEN students.

S1 [8:43]: que pasa, lo que pasa es que nos dicen que (risas) que hay cosas que son súper importantes y al principio dicen que "ah que importante importante importante", los alumnos y yo también me incluyo, (IL) pero por ejemplo, la universidad no hace nada por la de las necesidades especiales por ejemplo, eh cachay nunca se nos ha dado como una charla o viene gente especial a hablar entonces igual creo que en ese sentido las profesoras del ramo se caen.

S2 [9:16]: si eso es súper importante con respecto a la importancia que se les da a los asuntos más concretos y reales que podemos ver en la sala como el caso de los niños SEN o niños con problemas de riesgo social encuentro que a eso tampoco le dan mucho énfasis porque a nosotros (IL) hablar de ellos es como forma general, si se encuentran con ellos está bien, si no se encuentran con ellos no pero eventualmente les va a pasar algún día pero no se toma el peso real porque muchos de nosotros vamos a colegios en riesgo social, vamos a colegios eh, porque se supone que tenemos que pasar por diferentes realidades, esas realidades no se contextualizan bien, no se reflejan bien en la sala de clases en las 4 horas que estamos en los módulos de integración laboral no se reflejan, no se abordan bien y eso también es súper importante porque claro, eso va muy de la mano con todo lo que se enseña en términos de classroom management y diseño de material, diseño de material porque...porque esa eh... de repente ellos son los problemas por los cuales nuestras cosas no funcionan en la sala de clases

S3 [10:24]: Problemas entre comillas

S2 [10:25]: claro, era entre comillas (risas)

S3 [10:27]: claro, lo que quería decir también es efectivamente eso, que, o sea precisamente eso que en sí, esto no es una crítica, es una acotación, los profesores de integración laboral no tienen reparo en mandarnos a colegios con problemas, con niños con problemas que están en riesgo social o no tienen reparo en mandarnos a un colegio Montessori donde 70% son niños SEN, SEN students, entonces claro, hacemos la práctica y agradecemos porque nos buscan colegio y eso pero estamos realmente preparados? Y al final del día uno llega a su casa y dice "uy hoy día en el colegio aprendí que los niños con síndrome de down pueden ser tan sociables como no sociables dependiendo de la ocasión que les dan en la casa" un ejemplo, uno llega a la casa, lo conversa tomando once con la mamá, después quizás uno lo acota en algún comentario en la clase pero no se aborda más allá de eso, se entiende? Ya, sí, hay una carga diferente psicopedagogía en el caso de que te quieras especializar en eso pero em está ahí, y nos enfrentamos a eso entonces integración laboral como dijo S4 en otra pregunta, y S1 creo que ambas mencionaron que integración laboral era integrarse al ámbito laboral, reflexionar y todo eso. Reflexionar sobre que, sobre lo que aparece en los libros que los escribió, no sé, un gringo?

S4 [11:59]: pero es que igual los contenidos que se aplican, los contenidos que se usan son relevantes porque son cosas que nosotros vamos a ver, el tema es la forma en que se implementa, porque al final es pura teoría que no nos entra nunca, o sea que lo leemos, leemos y nunca lo podemos aplicar y cuando realmente pasan las situaciones ↗ es como que "ah bueno, acuérdate del contenido que viste, eso te va a ayudar"¹

¹ This is just a sample of the transcriptions