

# ENGLISH AS A FOREIGN LANGUAGE TEACHER EDUCATION IN CHILE: a CHAT perspective

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My thesis in a nutshell

# What have you done?



- explored English as a Foreign Language (EFL) teacher education in Chile.
- analysed how pre-service teachers learn to teach EFL; examining their actions, motives, mediating tools and the contradictions within this activity.
- My study has been informed by Cultural Historical Activity Theory (CHAT)

## Why have you done it?

Learning to teach is “a continual, mutually meditating process of appropriation and social action, where practitioners take on the cultural practices that are valued in the social situations of their development wether these settings are schools or universities and employ them in turn to shape that social situation”.  
(Ellis, Edwards, & Smagorinsky, 2010)

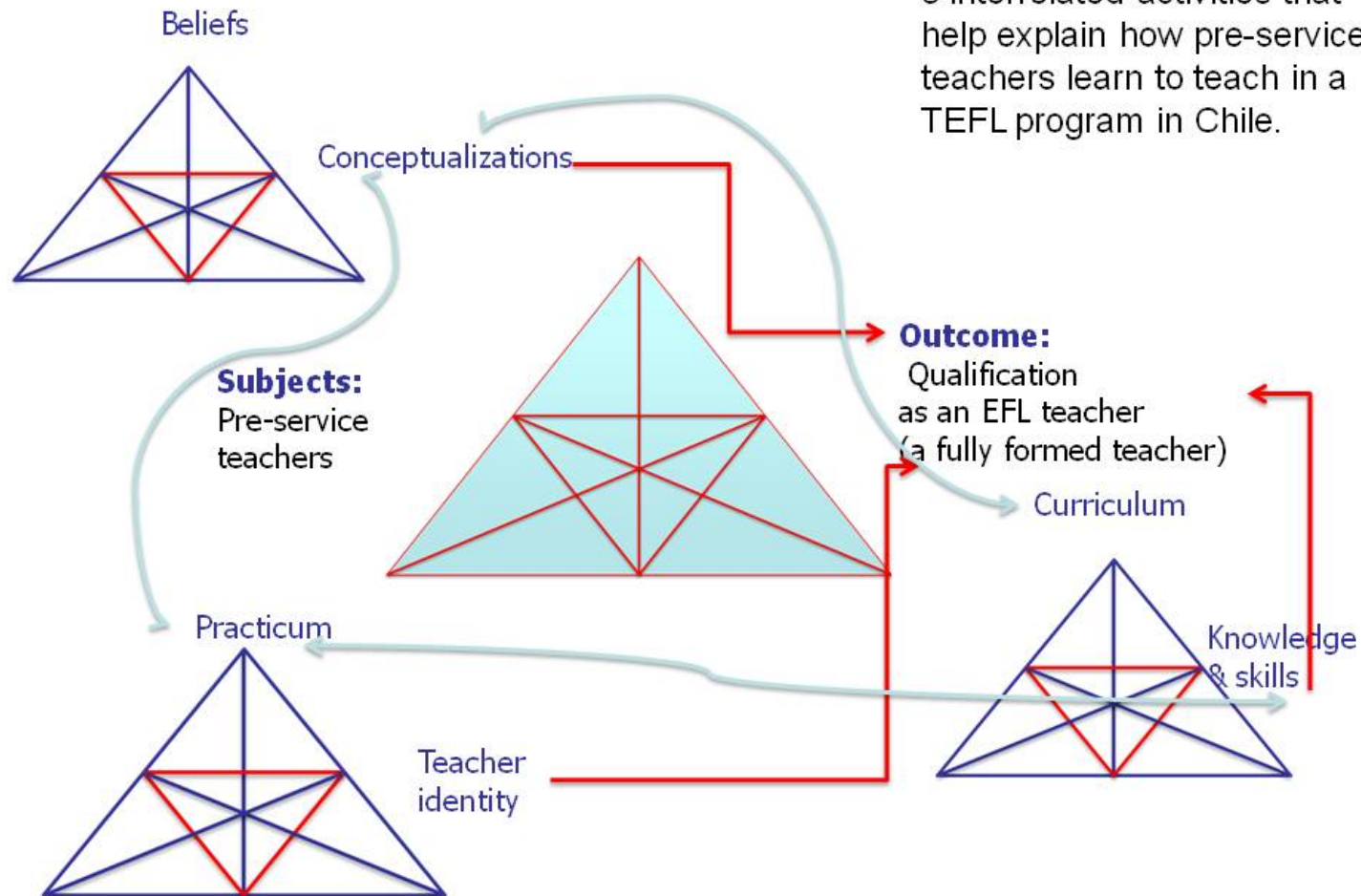
# How have you done it?

<p>Is there a shared understanding of the object of the activity ?</p>	<p><b>Focus groups with pre-service teachers, teacher mentors, teacher educators. Interviews, observations and document analysis.</b></p>
<p>How do pre-service teachers understand the activity of learning to teach EFL?</p>	<p><b>Semi structured Interviews with pre-service teachers.</b></p>
<p>What appears to be enabling and impeding pre-service teachers to learn how to teach English?</p>	<p><b>Observation of pre service teachers in their practicum/practicum seminars/meetings. Field notes</b></p>
<p>How has the activity of learning to teach EFL changed in the Chilean TEFL program?</p>	<p><b>Policies, standards and curriculum of the TEFL program. Discussion with head of teacher program/administrators.</b></p>

# What have you found?

## Learning to teach

3 interrelated activities that help explain how pre-service teachers learn to teach in a TEFL program in Chile.



# CHALLENGES

- Data analysis: unpacking the activity
- Individual agency vs collective agency
  
- CHAT: Explanatory potential vs its interventionist drive

- I'd appreciate your feedback and comments

Thanks!

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