

**NOVICE TEACHERS OF ENGLISH: PARTICIPATION AND APPROACH TO
TEACHING IN SCHOOL COMMUNITIES OF PRACTICE IN CHILE**

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Abstract

The first years in the teaching profession are challenging, unforgettable, and shape the professional development of novice teachers. This study aimed at exploring the participation experiences of novice teachers in English teaching communities of practice and examining if this participation influenced their reported approaches to teaching English. Wenger, McDermott and Snyder's theory of communities of practice was used and data was collected from online close and open-ended surveys, interviews, and staff meeting observations. The findings show that, independently of the social background of students and the financial resources of different school contexts, community support has a direct impact on the quality of the practices of novice teachers in CoPs, their participation and integration in the communities, and their reported approaches to teaching English. Moreover, in supportive contexts, NTEs' approach to teaching was communicative-focused because their communities allowed them to experiment with language and try new ideas. This study extends the work of Wenger, McDermott and Snyder on organisational and managerial communities by providing insights into the field of second language education. Furthermore, it extends the work of scholars with novice teachers in English language teaching by addressing the socioeconomic aspect of their experiences and by connecting community support directly to the approaches to teaching of novice teachers. This research offers insights to novice teachers on the practices carried out in English teaching communities in the Chilean context and offers experienced teachers the opportunity to reflect on how they treat and work with novice teachers.

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CHAPTER 1

INTRODUCTION

The first years in the teaching profession for novices have been described as “reality shocks” or “sink or swim processes” (Varah, Theune & Parker, 1986; Veenman, 1984). Reality shocks and sink or swim processes are terms that have been coined to describe the initial survival mentality adopted by novice teachers when transitioning from teacher education training to the challenging reality of the classroom (Varah, Theune & Parker, 1986; Veenman, 1984). In this study, I examined the experiences of novice teachers of English in Chile from the point of view of their *participation* in what Wenger calls *communities of practice*. The reality shocks of second language educators at the beginning of their careers are related to the influence of teacher education training programs and the school context (Baecher, 2012; Faez & Valeo, 2012; Urmston & Pennington, 2008). In regards to these contexts, during their socialization into the profession novice teachers of English tend to change their identities, beliefs about teaching, and adjust the way they teach by abandoning the student-centred practices commonly learnt during their teacher education training (Pennington & Richards, 1997). Novice teachers also tend to teach English in the mother tongue of the learners in an effort to fit in the teaching community (Shin, 2012). They often experience isolation (Farrell, 2012, 2006) and have difficulty dealing with mixed ability classes, planning lessons and dealing with student misbehaviour (Farrell, 2008).

This introduction begins with a few personal remarks so that my reader can understand my motivation in conducting this study about novice teachers of English in Chile. I then provide some background about the situation of novice teachers in the Chilean education system, with special emphasis on how the reforms conducted during the Pinochet dictatorship exacerbated the socioeconomic gaps between students from upper and lower income brackets. I discuss the three-tier system of public, semi-private and private schools in this country and then how English language training is conducted in these three systems. I also approach the current status of English language teaching in Chile and the concern about teacher education programs expressed by the Chilean Ministry of Education. My introduction’s next section briefly describes how I framed the study through the use of Wenger, McDermott and Snyder’s (2002) theory of

Communities of Practice (CoP); I state my research questions and then provide the reader with definitions of the frameworks and terms I used to inform it. Of course, these are examined in far greater depth in my subsequent literature review, theoretical framework, and methodology chapters. I end this introduction with an outline of how the remainder of this thesis is organized.

Situating myself

My teaching career started with my practicum training and my subsequent experience as a novice teacher of English in a private school in Santiago, Chile. As strange as it may sound, the memories of these years are as clear and vivid for me as the memories I have of getting married or when my children were born. Farrell (2012) states that what novice teachers live through in the first years in the profession are unforgettable and determine whether or not they stay in the profession. Many years have now passed and what stands out are the bitter and sweet moments caused by isolation and mistreatment but also the joy of belonging to a community of students and teachers of English who supported me during the first years.

Classroom management is described in the literature as one of the main shocks at the beginning of the teaching profession (Veenman, 1984). However, this was not a serious issue for me during my six month practicum at a well-known Liceo located in downtown Santiago. This high school was founded in 1894 and it is one the most important and sought public *liceos* in Chile. Approximately 3000 girls from working and middle class backgrounds study at this institution. Even though I had between 48 and 50 students in each of the three classes I was assigned, the girls seemed happy to have a young teacher. We respected each other and had fun learning English. The fondest memories I have of that time come from the warm reception of my students. However, I do not have fond memories of the teachers I worked with.

The English teaching department comprised of six ladies who had been working in the high school for decades. I cannot recall any of them giving me any advice or sharing their experiences. One of them was my supervisor. She was polite but bossy. Her supervision mainly consisted of reading, writing some notes, and signing my lesson plans. At that time I felt lost in that huge and traditional school. I felt very isolated. The teachers never allowed me into the staff room or invited me to a meeting. I was asked to wait for my supervisor outside in the cold winter. The one time she invited me into the staff room was to talk about marking tests at the

“English table”. After 5 minutes, one of the teachers came and said to me, “this is my chair and my space. Leave!” I held my tears, grabbed my things and left. I cried and felt completely miserable. Those words stayed with me, even if the students at this school were a joy to teach.

Right after graduation, I got my first job in an upper class private school. In the private sector in Chile, parents are asked by the schools to buy shares or pay a substantial amount of money per child to secure a place in the institution. In many ways, parents own the schools and children are aware of this. Therefore, my reality shock as a novice teacher in this school was quite different. Managing students and classroom discipline were arduous quests. Students felt free to misbehave because they were aware of the fact that the school would never take any measures to control their behaviour and rudeness. In the first year, I remember I cried a lot on the bus on the way back home and seriously thought of leaving the profession. Unlike my practicum, the best memories that I have of that school are linked to the teachers in the English department. We all had similar social and life backgrounds. No one was perfect, we all had good and bad days, we all needed help, and we all had fun inside and outside of the school. These factors made a tremendous difference. Instead of leaving the profession after that stressful and sad first year, I stayed for 10 more. Now, when I reflect on those years, I can see that three experiences played significant roles. First, I learnt to know, understand, and like my students. Second, I became aware of the importance of the school context. Third, I learnt how to value the affective, professional, and social support of my colleagues.

In later years, I became a teacher trainer at the university level. During my almost 20 years working with teacher candidates and novice teachers, the same stories were repeated over and over again. This has led me to the belief that my story as a novice teacher of English is not very different from the stories of many other novice teachers. I have wondered all this time how we trainers, tutors, and in-service teachers can support, deal and interact with novice teachers in their adaptations to different teaching communities, and by extension help them to remain in the education profession.

In the next section, I introduce two issues that contextualise the work of novice teachers in this study: the Chilean educational system and English language teaching in the Chilean context.

Novice teachers in the Chilean education system

In this section, I present the situation of novice teachers in the Chilean education system and in relation to ELT. As research regarding novice teachers is scarce, I refer to studies done in general education and ELT in order to provide the context of this study.

In terms of the Chilean context, novice teachers are immersed in a system that is currently marked by contentious socioeconomic issues that have historical roots. As I outline below, the significant achievement gap in education between socio-economically rich and poor students is the result of educational reforms imposed by the military government in 1980. Prior to these reforms, two types of schools existed in the country: public schools managed by the Ministry of Education and unsubsidized private schools ran mainly by Catholic religious congregations (Elacqua, Contreras, Salazar & Santos, 2011a; McEwan, Urquiola & Vegas, 2008).

The set of reforms that Pinochet introduced was focused on the decentralisation of the administration of schools. The Ministry of Education empowered municipalities to run public schools and provided subsidies based on the number of children attending local schools. A system of semi-private schools was also created in which the same per-student subsidies were provided. The third system of private schools continued to function without direct governmental funding.

However, a school selection system was implemented for the entire nation in which parents were given the option to choose a particular school to send their children. This *voucher* system offset much of the tuition that parents had to pay for the enrolment of their children in semi-private and private schools (Elacqua et al., 2011a; McEwan, Urquiola & Vegas, 2008). At the same time, much of the education system was privatized through the creation of *franchise schools*, described by Elacqua, Contreras, Salazar and Santos (2011b) as “schools that belong to a network of schools that are operated by the same legal private voucher school “owner” (*sostenedor*)” (p. 4-5). The selection system and vouchers allowed parents from upper income brackets to send their children to semi-private and private schools. Parents in lower socioeconomic brackets rarely had the means to make use of these vouchers to the same degree. As a result, school stratification and the socioeconomic gap in education between wealthy and poor

students significantly increased in Chile (McEwan, Urquiola & Vegas, 2008; OECD, 2013). This gap was exacerbated by the ability of upper income municipalities to provide their schools with better infrastructure, more highly trained teachers, and more extensive extra-curricular activities.

As a result of these measures, public schools' enrolment declined, leading to the closure of many public schools in Chile. Fuelling much of this trend has been the increased imposition of standardised tests in math, language, science, and the English language. The schools in which students achieve high test scores have been publically lauded and financially rewarded, motivating parents to move children to these schools (Elacqua et al., 2011a; McEwan, Urquiola & Vegas, 2008). Due to the current socioeconomic and social divisions in the Chilean school system, high income students generally attend private schools. Middle or middle-low social class children generally attend semi-private schools. Low income students generally attend public schools (Avalos & De los Rios, 2016; Avalos & Aylwin, 2007).

The economic disparity between the various levels of Chilean education system also extends to teacher salaries. The average salary of a public or semi-private primary school teacher is between approximately US\$843 and US\$890 a month (Avalos & Aylwin, 2007; Colegio de Profesores, 2014). Teachers working in private schools are paid approximately 40% more than teachers in the public and semi-private sectors for the same type of contract. In addition, private schools frequently pay their teachers preparation hours (Avalos & Aylwin, 2007), which is a rare provision in public or semi-private systems. Naturally, the competition for employment in private schools is fierce. Private schools tend to hire those considered to be the best qualified teachers and use more rigorous hiring procedures (Avalos & Aylwin, 2007; Colegio de Profesores, 2014; Mizala & Torche, 2012; Valencia & Tant, 2011).

Working conditions in Chilean schools vary depending on the type of institution. As Cornejo (2009) points out, even though democratic governments have been concerned about quality in education, the conditions public and semi-private school teachers work under are precarious. Cornejo showcases that teachers in these two sectors tend to burn out, have low salaries, and often suffer from a lack of social and professional recognition. These teachers also have to commonly deal with inappropriate and poor teaching materials, infrastructure and facilities. They have little time for collaborative planning and often have very little job security

and no paid preparation time. Furthermore, the socioeconomic contexts of the institutions where these teachers work affect their teaching performance. For example, in Chilean public and semi-private schools, 80% to a 100% of a teacher's contract is calculated on contact teaching hours, leaving them with little or no paid time to plan lessons or meet other teachers (Laborde, 2014). In addition, teachers experience low social support from the school community and parents (Cornejo, 2009; Educación2020, 2012; González Navarro, 2011). The working conditions in the private sector are usually better. In most private schools, teachers are paid for all the hours they work (i.e., additional pay for preparation, lesson planning, meetings and assessment) and receive more professional support from principals and peers. However, due to the high fees that parents pay, teachers in this sector often feel students see themselves as privileged clients (Laborde, 2014).

In May 2016, the Chilean Congress passed a bill entitled the *Ley de Desmunicipalización*. This bill restricted the economic and pedagogical power of municipalities to run public schools after 2017, which, as I described above, has had major negative effects. Over the next six years, the federal Ministry of Education (MINEDUC) will be restored as the principal decision-making body for education in the country, as it was before the Pinochet dictatorship (Educación2020, 2016). This will allow MINEDUC to increase the importance of public education and improve the financial and pedagogical management of schools. However, the conditions I described above will undoubtedly affect education in Chile for years to come.

According to Avalos and Valenzuela (2016), poor working conditions have generated a lack of interest in pursuing a career in pedagogy and have decreased the retention of new teachers in Chilean schools. These researchers examined novice teacher (NT) attrition and the trajectories of NTs for nine years. The researchers found that NTs working in semi-private schools tend to change jobs more frequently than NTs working in public schools because semi-private institutions hire and fire teachers more frequently.

Specifically, according to Valenzuela and Sevilla (2015), 20% of novice teachers leave the profession after the first year; 43% leave after the fourth year, and 56% quit after the ninth year. As these researchers argued with reference to earlier studies (CIAE, 2014), there are two main reasons behind this high attrition rate: precarious working conditions (i.e., unpleasant work

atmosphere, teacher attitude, poor school discipline, lack of time to meet other teachers and prepare lessons, and the inability to meet the needs of students with special needs) and weak school leadership (i.e., poor leadership and management from school principals influence the school culture, the NTs' autonomy to teach, the support the community receives to do their teaching job, and the development of cooperation strategies). This study points to the root causes of the current teacher shortage in Chile. The eAtlas of Teachers published by the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2016) shows that Chile will be short of 60,000 teachers in primary schools by the year 2030.

In 2007, Avalos and Aylwin carried out a qualitative research of 15 NTs from two regions in Chile. Their experiences were studied through “questionnaires, interviews, observation, and focus groups, all of which served to examine their teaching contexts and working conditions, how they recalled beginning to teach and its problems, their views about their profession and their work” (Avalos & Aylwin, 2007, p. 515). The researchers found that novice teachers in public schools reported that they assumed full responsibilities like any experienced teacher from day one and that they had to begin their work with very little assistance. In some private schools NTs indicated they were first observed and accompanied during the first months but expressed the opinion that they had less freedom than their colleagues working in public schools because private schools had tighter schedules and exert more control over course content.

Furthermore, after reviewing the literature on NTs in the world and in Chile, Avalos (2009) concluded that the experience of novice teachers when entering the workforce looked like a triangle. One of its vertices represents NTs' own vision of learning and personal teaching goals. Another vertice represents how NTs understand the messages coming from the school context. The third vertex represents the social and political demands coming from society. All these elements and social demands (e.g., from the students, parents, colleagues, friends, etc.) reshape NTs' professional identities.

English language teaching in Chile

In regards to English language teaching, the worldwide spread of English has pressured developing countries such as Chile to incorporate English language teaching in their national

curriculums to the point that English is the only second language taught in various foreign educational contexts (Block, 2003; Crystal, 2010; Kenning, 2009; Kubota, 2002). In Chile, English is studied as a foreign language (EFL) mainly because the geographical location of the country is far away from English speaking communities and the context in which the teaching and learning of the language often takes place. For the Chilean Ministry of Education (MINEDUC), English has the status of a foreign language since it is not a common means of communication among Chileans and students rarely have immediate access to the language outside classroom walls (Matear, 2008; McKay, 2003; MINEDUC, 2012). In the last twenty years, English has gained considerable importance in the Chilean national curriculum as a result of Chile's economic growth in the 1990s and the competitive global market pressures (Barahona, 2016; Glas, 2008). Official documents from MINEDUC state that English is viewed as a necessary tool for accessing knowledge, global communication, and technology. Foreign language training encourages Chilean students to become aware and comprehend other people's realities apart from understanding and valuing their own language and culture (Barahona, 2016; MINEDUC, 2012).

The status of English varies according to the type of educational institution. Private schools dispense more hours of English instruction per week (8 to 10 hours in schools with English intensive programs and English immersion in bilingual schools), better teaching resources, use imported textbooks, hire better qualified local teachers (Meckes & Boscope, 2012) or native English speaking teachers, students certify their English level with international examinations, and some schools offer their students exchange programs in English speaking countries (Matear, 2008). Whereas in the public and semi-private sectors English is given less emphasis, teachers and students use the books provided by the Ministry of Education, and learners have 4 hours of English language instruction per week (Paez, 2012).

Language learners in public and semi-private schools cannot compete with students from high socioeconomic backgrounds. Hence, their low achievement in English in the national diagnostic tests conducted by MINEDUC in 2004, 2010, 2012, and 2014. These tests give a snapshot of the language level of high school students in the country. Over the years, the test results revealed that: (a) with time, cohorts gradually improved their English level. For example, the percentages of students who passed the test were: 2004: 5%; 2010: 11%; 2012: 18%; 2014:

25%; (b) inequity in English language instruction is pronounced (e.g., in the 2014 test, 83% of the students who obtained the highest scores come from high socioeconomic backgrounds and only 2% of the students from low socioeconomic backgrounds passed the test) (Agencia de Calidad de la Educacion, 2014; Educarchile, 2011).

Since 1990, education has been given predominant importance in the political democratic agenda (Barahona, 2016). Efforts have been made to reform the systems Pinochet imposed by promoting equality and social justice (Matear, 2006). The Ministry of Education today seeks to promote the development of non-religious and democratic education; foster research and inclusion; and guard the rights of students in all the sectors of the education system (MINEDUC, 2017).

MINEDUC also promotes initiatives that aim at improving teaching and learning. For example, the social divide revealed between rich and poor students in the tests results in English encouraged MINEDUC to create the English Opens Doors Program (EODP). The EODP is a support program for teachers and learners that aims at providing learning opportunities, improving the teaching and learning of English as a foreign language; developing a new national curriculum for second language education; creating and distributing teaching material; training in-service and pre-service teachers in English language and English teaching methodology (Matear, 2008). Its main focus is to improve the quality of public education, work with regional communities (teachers, students, and parents), provide continuous professional development for teachers, and increase Chilean students' motivation and interest to learn English (PIAP, 2017).

Three aspects of the EODP program have been criticized: (a) the number of activities organized for students are not sufficient, (b) the overemphasis on standardisation, and (c) the gap between language policies and classroom implementation (Glas, 2013). However, the general perception of teachers in public and semi-private sectors of EODP has been positive. They have acknowledged the program's impact on the national relevance given to the English subject and teachers of English and the effectiveness of the language and methodology training courses offered by EODP. From these training opportunities, teachers have improved their English language and have gained methodological tools to implement the second language curriculum (Glas, 2013).

Since its creation in 2004, the EOPD has taken a series of follow-up measures (Barahona, 2016; Matear, 2008; MINEDUC, 2012; PIAP, 2017), such as:

- the decision that English should be the only second language taught in the Chilean school system (in public and semi-private schools);
- an increase in the number of hours of English language instruction in primary and secondary levels (from 2 hours a week to 4);
- an early start of English language instruction (starting in grade 1 instead of grade 5);
- the adoption of the Common European Framework of Reference for Languages (CEFRL) as a well-validated international tool to make curricular adjustments in second language education;
- a shift in language teaching methodologies instead of the receptive skills (reading and listening) and the use of Spanish as a means to express language comprehension, a communicative approach where all the language skills (reading, listening, speaking, writing) are presented and developed in a balanced manner and where the role of the mother tongue is merely a tool;
- the creation of new textbooks and teaching material based on a balanced approach to language skills development;
- the creation of the National Volunteer Center (NVC). Aware of the lack of opportunities of teachers and students to communicate in English and to interact with a native speaker of English, the NVC brings English speaking volunteer teachers to work in urban and rural public and semi-private schools to develop oral communication in English through real life interaction;
- the creation of RDI (Redes de Ingles). The RDI program is present in every region in the country and aims at providing pedagogic support, opportunities to work in collaborative teacher networks, and develop regional professional development opportunities based on local needs;
- the creation of Summer Town and Winter Retreat for language teachers. These are free of charge professional development camps for teachers organized in every region in the country. The expected number of in-service teachers in training in Summer 2017 is 1,000 (PIAP, 2017);

- the creation of Summer Town and Winter Retreat for public school students. Teacher candidates in their 4th year are hired to work as facilitators to teach English in language camps offered in the whole country to language learners in the public sector during their summer and winter breaks;
- the organization of regional and national contests for public and semi-private school students, such as spelling bee, public speaking, and debates;
- the provision of free of charge English online courses for teachers and students and language proficiency tests for teachers
- the institution grant *Beca Semestre en el Extranjero*. This is a scholarship for teacher candidates in their 4th year to spend a term abroad studying English language and ELT methodology in an English speaking university;
- the creation of *Champion Teachers*. This is the newest initiative created by EODP and the British Council. Since 2013 English teachers receive training and mentorship to carry out action research in their language classrooms in order to improve their teaching practices and students' learning from a bottom-up perspective. In order to showcase the research done by teachers and as a way to motivate other teachers to embark on action research, a book called *Champion teachers: Stories of exploratory action research* was published. This book reports the origin of the program and compiles the experiences and the action research done by the first cohorts (Rebolledo, Smith & Bullock, 2016).

The implementation of the above measures has been hampered by a shortage of EFL teachers in the country. As a result, the number of traditional and private universities offering initial teacher training (ITT) has increased sharply (Paez, 2012). Traditional universities are the leading universities in Chile for research, teaching, and technological development and were created long before 1980 by the state. Today, these semi-public institutions receive funding from the state and from fees charged to students (Barahona, 2016; Brunner, 1997). As a result of free-market policies implemented in 1980, unsubsidized for-profit private universities were founded in order to satisfy market needs and increase access to higher education. The lack of regulation from the state made it possible for these institutions to grow, outnumber traditional universities, and become established as an alternative to students who could not enter traditional universities

through the national test for university selection or the Prueba de Selección Universitaria (PSU) (Barahona, 2016; Brunner, 1997; SIES, 2014).

The explosion of second language teacher education programs has raised concerns as to the quality of the programs offered and the direct repercussions this has on student achievement in English (Abrahams, 2015). At the moment, there are forty English teacher training programs in the country and these are characterised as having lenient academic and language proficiency entry requirements (Barahona, 2016, SIES, 2014). Entering an English teacher training program is not difficult. Students are not required to have obtained high score in the PSU and no specific English level is required (Barahona, 2016). Initially, programs trained teacher candidates to teach English at secondary school level. However, as schools started to incorporate English language in the primary levels, universities saw the need to train future teachers for those levels as well.

Teacher candidates take an average of four to five years to graduate. The second language teacher training programs offered by traditional and private universities “are characterised by a plan that has special focus on language, language acquisition and linguistics disciplines” (Barahona, 2016, p. 29). With a few exceptions, university programs have divided English training into two parts. During years one and two, the emphasis is given to the learning of linguistics, phonetics and grammar. In years three and four, teacher candidates take courses in psychology, philosophy, evaluation, and English teaching methodology (Abrahams & Farias, 2009).

In view of the importance of providing concrete school pedagogical experiences when learning to teach, most programs require candidates to take a 16-week teaching practicum term before graduation. As Barahona (2016) describes it is “during that time, pre-service teachers have to act as fully formed teachers, i.e. prepare lessons, materials and teach English to at least one group of students” (p. 30). Teacher candidates are supervised by a university instructor and a school teacher, who play the roles of mentors. In regards to supervision, Barahona (2016) points out that school teachers and university supervisors do not have clear roles. She also asserts that most teaching programs “lack a mentoring and induction process; therefore, there is no systematic procedure for creating partnerships with schools” (Barahona, 2016, p. 30). In 2010, 1,179 newly graduate EFL teachers entered the profession (Vivanco, 2012).

In sum, in the Chilean context, many low quality educational institutions and poor educational language training have been identified as the main cause of having poorly trained teachers who know little of the English language and do not know how to teach it (Abrahams, 2015). Additionally, there is an unequal distribution of teachers in the educational system. Private schools have the economic means to attract and contract the best newly graduated teachers, leaving the public sector with those who are poorly qualified (Meckes & Boscope, 2012). All these factors have impacted the language classroom resulting in language students with very low proficiency in English (Abrahams, 2015, Avalos, Tellez & Navarro, 2010).

Concerned about the flaws in second language teacher education and teacher performance upon graduation, a team of experts from the Ministry of Education, a private university, and other consultants in the ELT field in Chile published the *Estándares Orientadores para Carreras de Pedagogía en Inglés* (EOCPI) in 2014. This publication established standards for English language teaching for institutions offering English teaching training and teacher candidates. The document does not prescribe any curricular outcomes. In fact, it respects the autonomy of the different programs offered by Chilean universities and serves as a tool that provides orientation about the pedagogic skills and disciplinary knowledge that future teachers should attain before graduation in order to be able to teach in primary and secondary schools (MINEDUC, 2014). In addition, the document provides guidelines on the “moral commitment” (MINEDUC, 2014, p. 8) teachers should develop during their professional lives. Teacher candidates benefit from this document because it clearly identifies the essential pedagogic and disciplinary knowledge and skills they need to develop as future EFL teachers.

EOCPI is divided into two main strands: *standards for English teaching* and *standards for pedagogy*. In terms of English teaching, the document clarifies the Ministry’s current stance to English teaching. Future teachers should provide learners with the necessary skills to use the language as a tool to help them gain access to technology, take part in interactive (oral and written) exchanges, and develop cognitive skills that would allow them to value diverse ways of thinking, life styles and traditions. English should help students grow personally, academically, and professionally in order to participate in the 21st century. English teaching in Chile is guided primarily by the Communicative Language Teaching (CLT). The primary goal is to foster

communication in the four language skills (MINEDUC, 2014). More specifically, newly graduate teachers should:

- understand the linguistic structure of English, the different components of the English language and how to use these in the production of language;
- implement teaching processes related to the comprehension or written and oral texts; communicate in oral and written form;
- value the integration of the four language skills; design and apply diverse assessment instruments to obtain information about the learning development of the students;
- graduate with a C1 level of English (see Appendix U for description);
- understand language learning theories in their mother tongue and the second language and apply appropriate teaching and learning approaches and strategies;
- design, select and adapt materials and virtual resources;
- value their own culture and the Anglo-Saxon culture;
- value the importance of professional development and learning communities as sources of learning, reflection, and update (MINEDUC, 2014, p. 22)

The standards for pedagogy section of the document indicates that teacher candidates should:

- understand how students learn;
- promote the personal and social development of students;
- understand and use the English curriculum for primary and secondary education to analyse and formulate pedagogic proposals;
- design and implement teaching strategies in line with the curriculum;
- manage a class and create an appropriate learning environment for the students;
- understand and apply diverse assessment and evaluation methods in order to observe the learners' progress and make informed teaching decisions;
- understand the role and impact of school culture on school performance and student behaviour;
- understand diversity and promote integration in the classroom;
- read and understand academic and non-academic texts, develop a critical perspective, and communicate effectively in oral and written form;

- reflect and analyse critically their teaching practices and their inclusion in the school system (MINEDUC, 2014, p. 37-71).

The political, social, and educational issues that I outlined above have sparked the interest of MINEDUC to improve the quality of education and piqued the interest of researchers to study initial teacher training (Avalos, 2014, 2005; Barahona, 2016; Fleming & Linero, 2003) and the effectiveness of teacher education programs (Abrahams, 2015; Abrahams & Farias, 2009; Avalos, Tellez & Navarro, 2010; Barahona, 2016; Paez, 2012; Vivanco, 2012). However, studies are still limited and few focus on novice teachers in Chilean school contexts (Avalos & Valenzuela, 2016; Avalos 2009; Avalos & Aylwin, 2007). To Avalos (Avalos as cited in Siebert, 2015), the working conditions of teachers are even more important than initial teacher training in job retention. Avalos and Valenzuela (2016) state that if these conditions do not improve, whatever is done at the educational training level will not suffice to offset the high rates of novice teacher attrition. Based on my personal experience, I believe that these points are critical and deserve attention. The studies of Avalos and Valenzuela (2016) and Avalos and Aylwin (2007) on the lived experience of novice teachers in Chilean schools have helped me contextualise and design my study.

Framing this study

As I explain in more detail below, my concrete experiences as a teacher trainer, English teacher, and novice teacher motivated me to do this study. Moreover, the complexity of the Chilean education context led me to select a sociocultural approach in examining the experiences of novice teachers of English (NTEs). To study these experiences, I used Wenger, McDermott and Snyder's (2002) framework (*Domain, Community, Practice*) to explore their participation in English teaching communities and its connection to their reported approaches to teaching English. Communities of practice are formed by "groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger & Wenger-Trayner, 2015, p. 1). In CoPs, newcomers enter, interact, learn, develop, and contribute in an established community where goals and practices are shared. This framework was chosen as the most appropriate for this study.

Purpose and research questions

This study explores how novice teachers of English experience communities of practice from their own points of view. In particular, this research aims at investigating their experiences while participating in the practices of the communities to which they belong and examines the influence of these communities on how they report approaching the teaching of English. The research questions that served as the basis of this study were:

- How do novice teachers of English in Chile experience their participation in the practices of communities of practice?
- How does their participation in different forms of communities of practice influence how they report their approach to teaching English?

In order to address these research questions, the data collection process was carried out in Chile. I collected data in three ways: an online closed and open-ended survey, semi-structured interviews, and observations of staff meetings the NTEs attended. The participants in this study were Chilean novice teachers of English who worked in private, semi-private, and public schools and who had up to five years of teaching experience. The data was transcribed and analysed using NVivo 11 and thematic analysis.

Definition of terms

I briefly define below the key terms that I have used throughout this thesis. In depth definitions of these terms are provided in this thesis' Literature Review and the Theoretical Framework chapters.

Novice teacher (NT): Accounts in the literature define the NT as someone who has started his/her teaching career, experiences more intensively the challenges of developing professionally, and whose expectations about teaching do not fit the school and classroom realities. Concerning the years of teaching experience, there is little agreement in the literature. As I note below, various theorists define this as ranging from one to five years.

Novice teacher of English (NTE): A novice teacher of English is someone who has graduated from a language teaching training program, and has usually done a practicum working

as a teacher of English. Regarding the years of teaching experience, most researchers suggest less than three years.

Experienced teacher (ET): Even though this study is *not* focused on experienced teachers it is important to define who they are and what they do in order to understand the participation of NTEs in their school contexts. An experienced teacher is someone who has developed pedagogical tools to motivate students, hold their attention in class, implement classroom management skills (Gallup & McKay, 2010), and use past experience to make judgements in education (Richards & Farrell, 2005). Concerning the number of years of teaching experience, most research suggests a range of three up to ten years or more.

English teaching community: In the context of this study, the English teaching community is formed by the groups of teachers of English who work in school contexts (private, semi-private or public). This community is comprised by experienced and novice teachers, teacher candidates, and heads of the English teaching departments.

Approaches to teaching English: English language teaching can be approached from varied perspectives through the use of diverse methods, teaching approaches or teaching principles (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014) depending on the reality of each teacher and the educational context where they work (Larsen-Freeman & Anderson, 2011). Details about the way teachers approach English language teaching are provided in the Literature Review chapter.

Participation: Is an active, personal, and social process that involves “the social experience of living in the world in terms of membership in social communities and active involvement in social enterprises” (Wenger, 1998, p. 55). Participation is further discussed in the Theoretical Framework chapter.

Support: According to Wenger (1998), members in a community help each other through interaction, participation, and doing things together. Support in education is illustrated by the appraisal, feedback, and professional development opportunities provided to NTs in the school context (Jensen, Sandoval-Hernandez, Knoll & González, 2012). The support

phenomenon and process are discussed in the Literature Review and the Theoretical Framework chapters.

Outline of the dissertation

The remainder of this thesis is divided into seven chapters. In Chapter 2 (Literature Review), I situate the novice teacher as an individual and as part of the social world. First, I provide a definition for novice and experienced teachers. Then, throughout this chapter, I address the varied shocks experienced by novice teachers at the beginning of their career. For example, I discuss the experiences in the literature of novice teachers in general education and second language education by examining issues, such as the challenges they experience at the beginning of their profession, attrition, the influence of teacher education programs, socialization and the role of the school context, support and identity development. I also present Farrell's (2016a) reflective practice framework that helps to study the experiences of novice ELT teachers in particular. I also address the experiences of novice teachers from a different perspective: what keeps novice teachers in education. I finalize this chapter by addressing the role of approaches and methods in ELT and discussing the English teaching contexts of second language education teachers.

In Chapter 3 (Theoretical Framework), I introduce Wenger's theory of Communities of Practice (CoPs). I discuss the historical development of the theory of CoPs from Lave and Wenger (1991), Wenger (1998), and Wenger, McDermott and Snyder (2002). I also address the characteristics of CoPs; the activities developed in communities of practice; and the challenges bound to be experienced in communities where there is diversification of members, goals, and interests. I explain how Wenger, McDermott and Snyder's (2002) framework of CoPs informs my study. I end the chapter by introducing the studies that have used Wenger's theory in the field of education.

In Chapter 4 (Methodology), I detail the methodological process of how this study was carried out. I describe the recruitment of participants and the access to the research sites. I outline the design of the data collection instruments and the data collection processes. Then, I detail the rationale behind the data analysis process and the trustworthiness of this research's findings. I also provide contextual information about the schools where the NTEs participating in this study

worked and provide a brief biography of each participating novice teacher. I conclude this chapter with my reflections on the data collection phase of the research.

In Chapter 5 (Findings), I present the results of this study separated by data type (i.e., survey, interviews, and observations) in order to address research question one, that is, the *participation* of novice teachers of English in the practices school CoPs.

In Chapter 6 (Findings), I present the findings in terms of my research question two in relation to the reported approach of novice teachers about *teaching* English. I also introduce the results separated by data type.

In Chapter 7 (Discussion), I introduce a synthesis of the findings of this study in relation to the experiences of novice teachers described in the literature and to my theoretical framework.

In Chapter 8 (Conclusion), I address my research questions in connection to the findings in this study. I discuss the limitations of the study, the implications to second language teacher education, and the contributions of the study to the field of second language education.

CHAPTER 2

LITERATURE REVIEW

What did I get myself into? This might be the question many novice teachers ask themselves at the beginning of their teaching careers. The first experiences of novice teachers (NTs) have been well documented in the field of general education (GE) and have been described as “reality shocks” or the “sink or swim processes” (Varah, Theune & Parker, 1986; Veenman, 1984). These experiences have direct repercussions on the motivation, commitment, and retention of novice teachers in education. Studies pertaining to the experiences of novice teachers of English (NTEs) are a recent development in English language teaching (ELT) and have been strongly informed by what has been conducted in GE (Borg, 2008; Farrell, 2008). In fact, Farrell (2016a) asserts that in-depth understanding of the experiences of novice teachers is still insufficient. Hence, not much is known about the first years of ELT novice teachers. Consequently, in my review below, I have included studies and accounts in the literature from both GE and ELT.

In this dissertation, I draw from the perspective of Communities of Practice (Wenger, McDermott & Snyder, 2002), in order to explore the experiences of novice teachers of English, in the first years in the teaching profession. According to Wenger (1998), the participation of newcomers in a community of practice happens on two planes: a *personal* and *social*. Having in mind Wenger’s perspective, as well as the recursive interrelationship between these two planes, I start this chapter by answering the question: *who is the novice teacher?* I address this question, by, first, defining novice teachers. As novice teachers are not isolated unities in the field of teaching and their experiences are part of the *social* worlds they live and work in, I decided to conceptualize the experienced teacher as well; even if this study has not focused on the participation of experienced teachers in school contexts.

In the second section of this chapter, I examine issues such as the challenges of novice teachers, the effect of reality shocks on novice teacher attrition, the influence of teacher education programs as a cause of reality shocks, the influence of the school context and the socialization of novice teachers, the role of support, and the process of identity formation. I introduce the role of reflective practice as a tool to study the experiences of novice teachers and present the case of successful novice teachers that stay in education.

Next, as this study aims at investigating how novice teachers of English live their participation in the practices of the communities they belong to and the influence of these communities on their reported approaches to teaching English, I include a general overview of the most frequent approaches used by teachers to teach English. I conclude this chapter with a summary of the gaps in the literature that this study is designed to fill.

The novice teacher

This section provides a review of literature related to key aspects of my study. The experiences of novice teachers in schools do not happen in a vacuum. Their work is intertwined with the work of other members of the community, in particular, with experienced teachers (ETs). As mentioned above, even though this study pays attention to the experiences of novice teachers of English in the Chilean context and does not include experienced teachers as participants, I consider it relevant to include a section that examines who the experienced teacher is as they are key members of the communities where novice teachers participate.

Newcomers and old-timers: novice and experienced teachers

School communities are formed by various agents who take part in and influence the teaching and learning processes of students. These agents include administrators, support staff, parents and guardians, teaching personnel and (of course) students. A school's teaching personnel commonly includes experienced teachers, novice teachers, and teacher candidates undergoing the initial stages of teacher training.

There is general agreement in the GE literature on who the NTs are and what they do. However, there is a lack of agreement on how to define NTs in relation to the number of years of teaching experience. For example, Barret, Jones, Mooney, Thornton, Cady and Olson (2002) state that the NT is someone “with less than 3 years of teaching experience and one whose teaching needs tend to focus on “survival” and establishing classroom routines” (p. 15). In the report from the Organisation for Economic Co-operation and Development (OECD) entitled *The Experience of Novice Teachers*, Jensen, Sandoval-Hernandez, Knoll and González (2012) define NTs as those who have less than two years of teaching experience. Jensen et al. base this distinction on the work of Gordon, Kane and Staiger (2006) who argue that after two years of teaching experience, most NTs in the United States of America are considered experienced

enough to be granted tenure for work in the public school system. Other scholars argue that those teachers with less than five years should be considered novices (Ingersoll & Smith, 2003; Michel, 2013; The Alberta Teachers' Association, 2013).

In regards to English language teaching, there is general agreement in the literature that NTEs also experience major hurdles in their first years in the profession (Hayes, 2008; Mann, 2008; Pennington & Richards, 1997; Tae-Young & Yoon-Kyoung, 2014). Nonetheless, there is some disagreement in regards to graduation status and nomenclature. For example, Gatbonton (2008) includes teacher candidates in her definition of a NTE. She suggests that the NTE can be: a *pre-service* teacher who is still doing the practicum (i.e., still enrolled in a teacher education program) or someone who has graduated from a teacher training program and has been teaching for three years. To Farrell (2012) NTEs are “those who are sometimes called newly qualified teachers, who have completed their language teacher education program (including teaching practice [TP]), and have commenced teaching English in an educational institution (usually within 3 years of completing their teacher education program)” (p. 435). In Farrell's (2016a) view, NTEs have to develop various “dimensions of learning to teach” when transitioning from “learning to teach to teaching to learn” (p. 38). In terms of the number of years of teaching experience needed before one can no longer be called a novice, some researchers agree that the cut-off is three years (Cui, 2012; Faez & Valeo, 2012; Farrell, 2012). However, in a study conducted by Farrell and Mom (2015) on the exploration of teacher questions through reflective practice, teachers were considered novice when they had less than five years of experience in teaching and teachers were considered experienced when they had more than five years of experience in teaching.

Given that the main focus of this study is the NTE in Chile, I have decided to combine notions from GE and ELT to define what the novice teacher of English is in foreign language learning contexts. I have adopted Farrell's (2012) definition of the NTE as a person who has graduated from a formal English language teacher training program that includes teaching practice experience. Based on Abrahams and Farias' (2009) work on the education training of teachers of English the Chilean context, I add that in language teaching training programs NTEs take courses on the English language (e.g., linguistics, phonetics, grammar), general education (e.g., philosophy of education, psychology, evaluation), second language methodology, and have

undergone a practicum. These novice teachers have also been working as teachers of English in school contexts or language institutes.

The literature consistently proposes between three to five years of experience for teachers to be considered novice. In addition, based on my experience, I have commonly observed that teachers begin to expand their management skills and participate fully in their school community after approximately three years on the job. This trend continues to develop until approximately five years. At this point in time, I have noticed that teachers commonly developed a clear view of their teaching contexts, language teaching, and of the approaches and materials available for them to meet student needs. For this study, I use a more inclusive definition because I have found it difficult to quantify the amount of time new teachers need to graduate from novice status. Furthermore, I believe reaching experienced status is a process rather than a defined cut-off. Therefore, I have decided to use a continuum of up to five years of teaching experience.

For Wenger, McDermott and Snyder (2002), old-timers are members of an established community who provide newcomers with opportunities to learn through participation. In school contexts, the identification of the experienced teacher in the literature is somewhat clear in terms of the professional skills they have developed compared to novice teachers. For example, to Couse and Russo (2006), ETs of early childhood education reach a stage of development of “renewal and maturity [and] begin to tire of the sameness that can be found in teaching and are ready to examine deeper and more abstract questions related to learning and the profession” (p. 38). In ELT, experienced teachers also share characteristics that reveal a state of professional maturity. Research findings indicate that experienced teachers are more autonomous, can better motivate students, hold their attention in class, implement more classroom management skills and teaching strategies, and plan lessons more efficiently and flexibly (Gallup & McKay, 2010; Tsui, 2011). Generally, these teachers use past experience to make decisions in education, have a wider knowledge base, and are able to “integrate this knowledge base” in order to develop “a deeper understanding of students and student learning” (Richards & Farrell, 2005, p. 7). In addition, these teachers possess a “greater awareness of the learning context” (Richards & Farrell, 2005, p. 8), have more control of classroom routines, can better monitor group work, and tend to be less controlling and more proactive in regards to student behaviour (Gatbonton, 1999; 2008).

In relation to the years of experience of ETs, Gatbonton (2008) states that “experienced teachers are those with many years of teaching behind them, with “many” interpreted in various studies as at least four to five years” (p. 162). Tsui (2011) agrees with Gatbonton and note that experienced teachers are “in their fifth year of teaching” (p. 4). However, if we consider the years of experience of NTs and NTEs described in the literature, it can be noticed that the time span of novice to experienced teacher is gradual. Hence, it would seem appropriate that teachers can be considered experienced even after their second year in education. For the purposes of this study, I view the experienced teacher as someone who has been teaching five years or more. Now, I turn to look at the ways in which NTs and experienced teachers interact with each other, and the ways in which NTs become full participants in their social context.

The novice teacher as part of the social world

Lave and Wenger’s perspective on learning provides a way to look at the experiences of new teachers, as they come to know the practices of others. Lave and Wenger’s (1991) view of learning, as the opposite of “absorbing the given” (p. 29), led them to suggest a model of learning in which the learning act is seen as an integral “situated activity” (p. 29) indivisible from social life and social practices. As Veenman (1984) argues, NTs intensively experience a multitude of changes, challenges and processes in their becoming experienced teachers. NTs commonly have to assume full teaching responsibilities and become familiar with school policies and curricula immediately after their training. They are usually expected to establish relationships with students, colleagues, parents, and administrative staff with little or no direction. They also commonly have to cope with difficult classes that normally experienced teachers do not want to teach (Bartell, 2004; Billingsley, Griffin, Smith, Kanman, & Israel, 2009).

Challenges of novice teachers during the first years

Despite that the theories advanced by Lave and Wenger (1991), Wenger (1998), and Wenger, McDermott and Snyder (2002) were not initially developed to understand learning as a social activity in schools, it is highly useful to relate their notion of newcomers’ participation in a CoP to pedagogical settings. For novice and experienced teachers, teaching is a complex process which implies constantly applying diverse cognitive and strategic skills as well as continuous

learning (Hagger & McIntyre, 2008). At a macro level, society expects teachers to prepare “self-directed learners, able and motivated to keep learning over a lifetime” (OECD, 2005, p. 2) and to be aware of educational issues, such as the individual development and learning process of their students and the “school as a learning community” (p. 3) connected to the world.

The literature in GE reports that novice teachers are vulnerable during the numerous events that take place in schools. They often find it challenging to deal with the commonly encountered disapproval of experienced teachers, struggle with divergent parental beliefs about teaching, and worry about how to handle classroom discipline or student demotivation. Compounding these challenges is the fact that NTs find themselves sometimes on their own for the first time (Ulrick, Smith & Helleve, 2009). NTs face a *sink or swim process* (Varah, Theune & Parker, 1986) that can result in what Veenman (1984) has termed a *reality shock*. The sink or swim process or reality shocks are terms that have been taken up repeatedly in the literature to refer to the various challenges NTs face at the beginning of their careers. Depending on the experiences lived by novice teachers, they sink and leave the profession or they swim and manage to survive and stay in teaching.

Some of the difficulties encountered by NTs in general education go beyond the immediate needs of teachers in the classroom (e.g., lack of materials or student demotivation) in the sense that they are the result of personal, social and situational factors. For instance, Huberman (1993) conducted a study which examined the lives of 160 Swiss experienced teachers and their career life cycles. One part of the study consisted of asking these teachers to look back in time and recall their “first steps in the profession” (p. 194). It revealed that the most recurrent concerns of teachers at the beginning of their careers were centred on two sets of issues that were categorized as pertaining to *pedagogy and affect*. The issues related to pedagogy revolved around the multitude of complex relationships connected to their concrete tasks as teachers, such as their relationships with students and colleagues; classroom management and discipline; command of teaching subject matter; and feelings of disappointment at not being able to achieve particular goals. Issues associated with affect revolved around feelings related to a wide variety of negative and positive emotions.

These often included feelings of panic, being overwhelmed and overworked. In Huberman's study, ETs recalled they felt exhausted, doubted their choice of profession, experienced low levels of satisfaction, and lost confidence in their own abilities at the beginning of their careers. Other scholars have argued that upon graduation, NTs often first encounter the fact that the teaching profession in many jurisdictions suffers from low prestige and poor pay (Avalos & De Los Rios, 2013; Falla, 2013; Imazeki, 2005; Lofstrom & Eisenschmidt, 2009).

Novice teacher experiences: effect on attrition

"Teachers Matter" is the title of the report on school teachers published by the Organisation for Economic Co-operation and Development (OECD) in 2005. The experiences of NTs during the first years in the teaching profession seem to have a domino effect on education. Depending on these experiences teachers decide to stay in their first placement in a school, move to another, or simply leave teaching for good. Moving adversely affects continuity, the school community, and student achievement (Cooper & Alvarado, 2006). However, the decision of teachers to leave has an even larger social impact. Attrition has produced teacher shortage in various countries and schools from diverse social contexts. For example, after 5 years, 50% of teachers in the USA, 40% of teachers in Chile and the UK leave the teaching profession (Avalos & Valenzuela, 2016; Scheopner, 2010). The *Education for all Global Monitoring Report* from UNESCO (2015a) indicates that by 2030, 23.9 million new teachers will be needed to fill the space left by teachers who move, leave or "change occupation" (p. 2).

There is agreement in the literature that teacher attrition is the consequence of various factors. School organization and work environment are critical. Issues such as lack of support from colleagues and administrative staff, student discipline and demotivation, lack of feedback and opportunities to collaborate with colleagues have direct repercussions on teacher motivation, self-esteem, commitment, and wish to remain in the profession (Cooper & Alvarado, 2006; Ingersoll, 2003; Scheopner, 2010). Low status of the teaching profession is another factor. This is reflected on "the respect and value placed by society" to the teaching profession (UNESCO, 2015a, p. 8) and the salaries that teachers earn. According to UNESCO (2015a), less than 20% of German parents would encourage their children to pursue a career in teaching compared to 40% of parents in Turkey and 50% of parents in China. Low salary also influences attrition. Teachers

generally earn less than professionals in other fields and see themselves forced to take additional part-time jobs (OECD, 2013; UNESCO, 2015a).

The situation of novice teachers in ELT is similar to novice teachers in general education. NTE attrition is also the result of factors such as work environment or salaries. For instance, Scherff (2008) explored the experiences of two NTEs and examined the reasons that motivated them to leave teaching after one year. Both teachers started their teaching journey highly motivated and happy in their schools, but as time passed they were unhappy with the little support given by the school. Even though one NTE had full support from his colleagues and his principal he became disappointed because of student apathy and “frustrated with political and bureaucratic issues at his school” (Scherff, 2008, p. 1323). The administration in the school favoured the demands of parents and students, leaving teachers powerless. The second NTE was soon left alone by her colleagues and administration. Her frustration was the result of not being mentored or taken care of. Her colleagues ignored her as she worked in an English department that “was “known” for being unkind and grateful” (p. 1326).

According to Farrell (2012), one of the reasons behind novice teacher attrition is the gap that “exists between preservice teacher preparation and in-service teacher development” (p. 436). In addition, NTEs are no longer in contact with their program educators and “from the first day must face the same challenges as their more experienced colleagues” (p. 436). Furthermore, Hancock and Scherff’s (2010) study reveals that apart from lack of support, working conditions, teacher apathy and salary, NTEs leave teaching because of student problems (e.g., home environment, absenteeism, threatening). These researchers also added that NTEs must face the pressure of preparing students for examinations, “exit exams and college entrance examinations” (p. 328), thus making them feel responsible for student achievement.

Teacher education as a cause of reality shocks

Teacher education is a major global concern. In the UNESCO’s (2015b) *Teacher Development Guide* some guidelines are proposed in order to improve the quality of training programs and the performance of new teachers. Initial teacher training programs should, in the first place, establish high entry requirements in order to attract highly educated future potential teachers, keen and motivated to become teachers. The content taught in such programs should be

based on local contexts, in line with national educational policies, and related to concrete classroom issues. They should also incorporate the use of ICTs (information, communication and technology), “combine theory and a significant amount of classroom-based practice, and lead trainees to become ‘reflective practitioners’” (UNESCO, 2015b, p. 21). Upon successful completion of their studies, new teachers should (a) undergo induction programs and receive mentor support that would allow them to enhance the skills and knowledge acquired during their initial teacher training and (b) be able to develop practices and teaching methods based on inclusion and equity.

Veenman (1984) asserts that shocks certainly occur due to *personal causes* such as incorrect professional choice or unsuitable personal attitudes. However, shocks are also due to *situational causes*, such as placement within problematic schools or poor professional training. There is agreement in the literature that the challenges experienced by novice teachers are closely connected to the *teacher education* training they receive (Farrell, 2012, 2006). Teacher preparation is a social activity. Nevertheless most of the pre-service teaching training occurs in a classroom where trainers are much more concerned with the *what* and the *how much* teachers must know before practicing their teaching skills (Gomez & Rico, 2007).

In general, the induction they receive is disconnected to the realities they face in the classroom. For instance, Wang, Odell and Schville (2008) analysed various studies on the effect of induction programs on NTs’ practice of teaching and concluded that “the quality of preservice teacher education can have lasting influences on what and how beginning teachers learn to teach” (p. 144) and that during training there was a tendency in the programs under study to prepare new teachers to adjust to various teaching contexts but did not prepare them for the concrete aspects of effective teaching. In line with this, Veenman (1984) argues that teacher education has been dominated by theories and teaching approaches with a focus on psychological considerations rather than the practical concerns of the teaching context, thus creating a gap between theory and practice. Veenman also claims that teacher training programs commonly do not acknowledge the documented shocks that NTs encounter in entering the profession. This lack of acknowledgement prevents these programs from being redesigned and improved in such ways as to support and prepare NTs for these shocks. Furthermore, Varah, Theune, and Parker (1986) admit that pre-service training programs may never be able to tackle

all possible existing educational contexts. They argue that these programs should provide teachers with more teaching experience through early practicum opportunities that favour the full responsibilities of teaching in a supportive environment.

Similarly, the second language teacher (SLT) training received by NTEs is often problematic. Researchers also agree that the main issue with language teacher education programs is the disconnect with the school and classroom realities (Baecher, 2012; Farrell, 2012, 2008, 2006; Lovett & Davey, 2009; Urmston & Pennington, 2008). In fact, Farrell (2012) asks a very important question: “whose needs we are addressing when preparing language teachers: SLT preparation programs or novice teachers?” (p. 438). There is the assumption that in teacher education programs the knowledge that teacher candidates develop is “relevant and useful to help them to teach” (Farrell, 2016a, p.13). However, NTEs commonly feel unprepared because programs usually fail to provide them with appropriate language content to teach their future language learners or with concrete and realistic school contexts or classroom situations. A study conducted by Faez and Valeo (2012), for example, examined the preparedness of novice teachers to teach English in relation to the training they received. Eight novice teachers in Ontario were surveyed and interviewed to see how prepared these novice teachers felt about teaching English. The researchers found that their training program had failed to prepare these NTEs with sufficient practicum experiences or a firm enough grounding in appropriate content. Some of the novice teachers noted that their students knew more about language content than they did. The participants also noted that their training program was especially lacking in terms of teaching appropriate adequate strategies for teaching adult learners.

Other studies examine the perceptions of newly graduate teachers on ELT teacher training programs. Even though teachers feel satisfied with courses such as theories for second language acquisition and English teaching skills and methods (Baecher, 2012; Yakawa, 2014), at the moment of teaching the language they perceive low levels of self-efficacy when dealing with language learners with special needs and low literacy skills. For example, Baecher’s (2012) study of 77 graduate teachers from a Teaching English to speakers of other languages (TESOL) program in New York revealed that participants felt the program failed to address issues such as immigration. For them, it was challenging to teach and test students with learning disabilities and to assess and work with newcomers with low literacy skills and an “undocumented immigration

status” (p. 584). These issues, in addition to lack of support in their school settings, made the teachers feel overwhelmed and unprepared. Similarly, Yakawa (2014) conducted a case study of 111 NTEs who had recently graduated from a TESOL program in Japan. Via an online open-ended survey, Yakawa found that despite their satisfaction with the program, NTEs felt unprepared to deal with low proficiency skill students and lacked the ability to adapt what they learnt in the program to different education contexts and situations. These novice teachers indicated that they needed more training on classroom management, student discipline, and strategies to teach students with special needs.

With regards to teacher education in ELT, researchers have also made recommendations in order to alleviate the challenging experiences of novice teachers. Even though these recommendations are specific to certain language teaching contexts, I believe these suggestions are applicable to other language teaching and learning situations. Consistent with what has been suggested by UNESCO (2015b), Farrell has raised the importance of reflection during and after teacher training (2016a, 2012, 1999) as a tool to increase awareness of factors that “affect practice” so that teachers “can improve their teaching and, thereby, positively influence the educational systems in which they work” (Farrell, 2004, p. 7). Furthermore, Farrell (2016a) proposes a five stage framework for reflective practice (*philosophy, principles, theory, practice, and beyond practice*) that would guide teachers in their reflective process. Farrell (2006) asserts that, so far in language education, courses have focused on methods and *how to teach* the language rather than stressing the importance of “what it means to be a language teacher” (p. 218). Hence, he recommends: shifting the focus of teacher training programs from their concern on methods to concentrate on “promoting development of skills in anticipatory reflection” (p. 218); adding a course called *Teaching in the first year* where the challenges of the first years are discussed; creating opportunities for reflective practice; creating partnerships between schools and university programs. This will allow teacher candidates to understand and manage the reality and the shocks lived at the beginning of their teaching careers. I will refer to Farrell’s reflective process and framework in more detail later in this chapter.

Yukawa (2014) asserts that “preservice teaching is not the end of training” (p. 113). A lot of learning to teach is developed further into the profession; however, teacher training programs should provide: training based on needs, practicum oriented learning experiences, and a network

support system for NTEs to contact other teachers, share and access material, etc. Longer periods of practicum experience are paramount as a means to gain hands-on experience to plan and teach English and to feel what it is to be in a real classroom (Faez & Valeo, 2012). Also having dedicated, passionate, experienced, and knowledgeable teacher educators who provide feedback to teacher candidates would improve teacher education programs (Faez & Valeo, 2012). Specific to TESOL program coursework, Baecher (2012) suggests that more importance should be given to teaching learners with learning disabilities; guidance for teaching in collaborative environments; better understanding of testing and early childhood education; “going beyond culture and addressing the role of living conditions, poverty, family life, and legal status” (Baecher, 2012, p. 586); create partnerships between schools, and provide professional development opportunities for teachers.

Influence of the school context on the socialization process and the teaching of novice teachers

Another cause of the reality shocks lived by novice teachers is the influence of the school context in their socialization process. From a Vygotskian point of view, socialization is key in the process of learning. Socialization through social interaction precedes cognitive and conscious development as learning occurs, first, at an interpersonal plane and, secondly, at an intrapersonal plane (Vygotsky, 1978). According to Ochs (1991) “socialization is the process whereby novices gain knowledge and skills relevant to membership in a social group. This process is realized largely through language practices and social interactions that engage novices in a variety of communicative and situational roles” (p. 143). Lave and Wenger (1991) argue that the process of socialization goes beyond taking part in the social interactions of a community. Learning is actually developed by co-participation in the social practices of a community, such as getting involved in activities and performing tasks that would allow newcomers to master the activities of seasoned members in a community (Lave & Wenger, 1991).

In education, the development of the field of *teacher socialization* has helped the teaching community to understand the process of becoming a member of a group formed by teachers (Zeichner & Gore, 1990). Staton (2008) asserts that teacher socialization is “a complex, communicative process by which individuals selectively acquire the values, attitudes, norms, knowledge, skills, and behaviours of the teaching profession and of the particular school or

educational culture in which they seek to work” (para. 1). Researchers in the field agree that the process of socialization begins before the teaching experience per se (Pisova, 2013; Staton & Hunt, 1992; Zeichmer & Gore, 1990). Staton and Hunt (1992) argue that this process is initiated by way of prior experiences and background knowledge that candidates bring into their education programs, i.e., their *biographies*. This is then developed during their teacher education experience. This *pre-service* stage is influenced by the context of the program, i.e., course content, course work, and “early field experience” (p. 117) and the different agents that interact with teacher candidates, for example, university teachers and supervisors, school teachers that cooperate in the program, peers, friends, etc. Teacher socialization during *in-service* teaching is framed by the context of the school, that is, the level (primary or secondary), location (urban or rural), culture of the school (supportive, bureaucratic), and the agents the novice teacher interacts with in the school (principal, colleagues, mentors, students, parents). According to Wenger (1998), the culture embedded within the pertinent communities and social context tends to be idealised in the literature as the best places for the development of social learning. However, Wenger argues that these communities can become deficient, if their members fail to create positive personal relationships and do not provide opportunities for doing things together.

While going through the process of participation and adaptation to school contexts, novice teachers engage in joint activities that not only influence who they are but also how they teach, and with whom they connect. Several researchers have paid special attention to the influence of the culture of schools on the socialization of teachers (Farrell, 2008, 2003; Flores & Day, 2006; Flores, 2004; Friedman, 2010; Kardos & Moore Johnson, 2007; Pennington & Richards, 1997; Shin, 2012). In their adaptation to schools, the NT “must quickly adjust to working with this new group of people who have an already established, well-defined daily routine” (Farrell, 2016a, p. 33) and who have little time (or maybe the willingness) to assist the NT in this process.

Kardos, Moore Johnson, Peske, Kauffman and Liu’s (2001) interviewed 50 new teachers in Massachusetts in order to examine their experiences and their interaction in the professional cultures of schools. This qualitative study, uncovered that the success and failure of NTs depend not only on their knowledge base and skill sets, but more importantly on the qualities of their interaction with their colleagues. The study also found that new teachers encounter three types of

school cultures. The first was termed a *veteran oriented culture*, where new teachers were “largely ignored or kept at the edge of the dominant culture of their school, a culture shaped by and oriented toward experienced teachers” (p. 281). The second was termed a *novice oriented culture*, an orientation driven by “strong ideology and enthusiasm” (p. 282) but which failed to support the development of new teachers because the community was driven by an overemphasis on “expert judgement and skilled practice” (p. 282) that did not allow NTs the room to innovate and experiment in their teaching practices. The third culture that these researchers identified was termed an *integrated professional culture*, in which mentoring, planning sessions, induction, and support to new teachers are considered to be an integral part of its organisation.

Researchers have also examined the working conditions inside certain school cultures (Avalos & Valenzuela, 2016; Quaglia, 1989). For instance, Kardos and Moore Johnson (2007) conducted a follow up study of Kardos, Moore Johnson, Peske, Kauffman and Liu’s 2001 research on *integrated professional cultures*. The researchers surveyed 486 novice teachers in four states of the USA. The findings revealed that NTs worked either in integrated and non-integrated professional cultures. In schools with integrated professional cultures, NTs interacted regularly with ETs who offered *needed* assistance (i.e., requested by the novice teachers) and *extra* assistance (i.e., unrequested by the novice teachers but offered voluntarily by the experienced teachers). These teachers also shared a sense of responsibility to the school. To Kardos and Moore Johnson’s (2007) surprise, half of the surveyed NTs reported that they planned lessons and dealt with teaching alone. The researchers state that “teaching is too complicated an art and craft to be mastered in isolation” (p. 2094), hence, beginning teachers should be accompanied in this process. NTs also indicated that they were prematurely expected to act as independent and expert teachers and they were left alone doing teaching work with little involvement from the part of ETs. Kardos and Moore Johnson (2007) conclude that the investment and resources spent to improve teacher education programs should focus on preparing teacher candidates to function in the school and in a variety of classrooms contexts. Part of the investment in education should also be assigned to increase resources in schools, create support networks, and promote professional cultures that value the interaction between NTs and ETs, recognize the needs of NTs, and offer assistance. The role of principals is paramount in engaging ETs in the induction and socialization process of new teachers.

Similarly, the socialization process of novice teachers and the influence of school contexts have been well researched in ELT. The literature reports challenges such as: difficulties to teach English in multicultural settings (Brannan & Bleistein, 2012), feeling of unpreparedness when NTEs know less about the English language than their students (Faez & Valeo, 2012), social struggles lived by NTEs when adapting to the workplace (Farrell, 2003, 2008), and the transformation of NTEs' identities when they follow schools' regulations and norms (Xu, 2012). Most studies report that one of the main repercussions of the school context for novice teachers of English is modifying their approaches and methods because of administrative issues or their abandonment of teaching practices learnt in their teacher training programs in order to fit into the community of English teachers. For instance, in Farrell's (2016a) study of three NTEs at a single institution who took part in a reflection group, the issues above mentioned were recurrent. The teachers discussed the methods and approaches they used and how they were adversely impacted by the context, mainly by the disorganization of the administration in their workplace. Initially the administration of the institution gave indications that they would be able to be creative in their teaching and would have the chance of expressing their opinions of the assigned textbook. Even though, they were asked to write lesson plans, they never received feedback about them. In the case under study, the institution had a "prescribed curriculum" (p. 58) and the administration changed the assigned textbook without notice.

Of special note is Shin's (2012) study with 16 new teachers in South Korea. She investigated why NTEs adopted the language teaching practices of experienced teachers of English soon after they entered schools. Most of the initial data for the study was collected via online surveys. This data was analysed to identify the factors influencing novice teachers to adopt the practices of senior teachers. Face-to-face semi-structured interviews were then carried out to examine issues in more depth. The final set consisted of the collection of critical incident reports. The researchers were surprised to learn that some of their participants switched their instructional practice after only one or two weeks in the job. After six months, all of the participants had adopted the pedagogy employed by experienced teachers in their workplaces and had abandoned the learner-centred and communicative-based practice they had learned in teacher college. The findings from the study revealed that there are three powerful factors that contributed to the adoption of traditional teaching practices in such short periods of time. First, the school *institution* had complete control of content, learning material, classroom activities and

evaluation methods. This gave the new teachers few opportunities to revert to what they had learned previously and strong incentives to adopt the existing dominant orientation towards teaching in their workplace. Some NTs even reported feeling afraid to discuss or propose new ideas. The second factor was *social pressure*. For these new teachers, being accepted as a member of the school society was essential. One NT pointed out that the first advice he was given by the principal was to adjust to the school reality by following the existing teachers' examples. This advice was also given to NTs by their peers in both social and professional situations. The third factor pertained to the pull of *traditional beliefs* about teaching a second language that were embedded in the mindsets of not just senior teachers, but also in that of the students, parents and surrounding community. The new teachers in this context had no choice but to "follow the herd and teach the same way" (Shin, 2012, p. 555). Wenger (1998) proposes that not all cultural contexts are idyllic, so in communities with strong beliefs, the newcomer has little chance of learning socially, of "becoming", or developing his/her own identity.

Strong positive influence of the school context was also noted in an earlier study conducted by Pennington and Richards (1997). These researchers collected data through classroom observations, meetings, and interviews in order to examine how five novice teachers of English from Hong Kong dealt with the complexities of teaching and developed principles that guided their teaching practices. The researchers found that the school context and the school culture were fundamental factors influencing NTEs' work in the classroom. They reported that all of the novice teachers were unable to apply what they learnt in the university to their school settings, despite having received the same teaching training and sharing a similar level of English proficiency. They quickly abandoned student-centred and communicative teaching approaches even though the Department of Education in Hong Kong suggested that English had to be taught using the Communicative Language Teaching (CLT) approach. Because of factors, such as large class sizes; the reluctance of students to speak in English, the pressure imposed by mandated standardized grammar-based exams, the general beliefs among senior teachers that grammar and textbook based approaches were more appropriate for learning the second language, and the constant complaints from experienced teachers that neighbouring communicative-based classes were noisy and disruptive. So, as the authors of this study argue, the importance of "classroom cultural tradition" (p. 170) and how influential the conservative and traditional views of experienced teachers affect the decisions beginning teachers make.

Farrell (2008, 2006, 2003) also reports that the school context is the cause of NTEs' first challenging experiences. He identifies two main influences: *structural* (at the classroom level, school level, and social level) and *personal* (at the level of social interactions in the school context, for example, students, other teachers, parents, administrative staff). Farrell studied the in-depth "socialization and development" (p. 45) of Wee Jin, a novice teacher of English from Singapore through a *story structure framework* that aims at examining the reported experiences from the point of view of setting, complications, and resolutions. The setting is the part of the narrative that provides "orientation" regarding why, where, or when events take place, and who participated (Farrell, 2006). Complications outline problems and "turning points in the story" (p. 213). The resolutions part of the narrative state "how complications were handled by the teachers" (Farrell, 2006, p. 213). The data was collected through various sources, such as interviews (with Jin and administrative staff), participant journals, researcher field notes and logs, classroom observations and post observation conferences. Farrell found that the NTE underwent three basic types of experiences that he termed *complications* but most importantly he describes the how Wee Jim dealt with these conflicts through a description of the *resolutions* strategized by the participant.

Farrell's (2006) findings indicate that Wee Jin lived three main complications. The first had to do with *teaching approaches*. Wee Jin found that he had to adhere to the teacher-centred approach used in the school and abandon the learner-centred and interactive teaching approaches that he learnt and preferred during his teaching training. Wee Jin reported that experienced teachers opposed doing group work activities because they feared losing control of their classes and disliked the noise produced by student interactions. The second type of experience Jin underwent pertained to mandated *course content*. Conflicts arose in regards to what he wanted to teach and the content prepared and required by his department head for the purposes of test preparation. The third set of experiences pertained to *collegial relationships*. Jin found that he had to work in isolation because the culture of the school was highly individualistic. There were no encouragements to team-teach or to develop joint curricula. Despite these complications, the NTE tried to resolve these challenges or complications through strategized resolutions, such as attempting to incorporate interaction in his classroom and bringing in extra material to complement the textbooks used in the school. However, establishing relationships with colleagues was still an issue for him due to what Farrell (2006) described as the "culture of

individualism” (p. 216) present in the school. Due to this, the NTE was not allowed to observe other teachers and experienced physical isolation. He was placed in an office separate from the staff room. This made the NTE invisible; his colleagues did not invite him to their group meetings and they were not available. Hence, the NTE did not receive support and had few opportunities to socialize and share. This study is very meaningful for my investigation as it presents the case of a NTE in a foreign language context.

Support in the first years of teaching

Support (or the lack of it) plays an important role for newcomers in a school community. Members in a community help each other by assisting newcomers “to join the community by participating in its practice” (Wenger, 1998, p. 46). Through interaction, participation and doing things together, members in the community “build relationships that enable them to learn from each other; they care about their standing with each other” (Wenger & Wenger Trayner, 2015, p.2). Community support can help NTs strive and persist in the profession. Farrell (2012) recalls his own challenging experience as a novice teacher and states that a “few colleagues boosted my morale and provided wise counsel” (p. 436) and saved him from abandoning the teaching profession. In the OECD report *The Experiences of Novice Teachers*, Jensen, Sandoval-Hernandez, Knoll and González (2012) indicate that appraisal, feedback, and professional development are key elements of the provision of support to NTs and reduce attrition.

Some studies have focused on novice language teachers receiving mentoring support or the influence of diverse support systems and its positive influence on novice teachers’ efficacy in teaching. Brannan and Bleistein’s (2012) study on the social support networks of a group of newly graduates from a TESOL training program revealed that the main sources of support came from mentors, coworkers, and family. From mentors, NTEs received teaching ideas, logistic information and ideas about resources. However, they felt that in some cases they had limited contact with their mentors and received very little feedback, advice, correction and encouragement from them. Coworkers were also perceived as an important source of support. The support of coworkers happened at two levels: (a) *pragmatic*, such as “sharing ideas about teaching, classroom management, school policies, logistics, peer observation, and sharing resources” (Brannan & Bleistein, 2012, p. 532) and (b) *affective*, for example, encouragement, shared experiences, “joys”, friendship, and opportunity to vent their frustrations were offered.

They were valued personally and professionally (Brannan & Bleistein, 2012). Nonetheless, NTEs felt they needed more contact with other teachers, more opportunities for discussion, peer observation, and feedback and they wished they had more “unsolicited help” (p. 532) from experienced teachers, not to be asking things all the time. Lastly, families were a relevant source of affective and general support. Relatives heard and listened to the NTEs, they asked them about their experiences, and they were encouraging and felt proud of the NTEs’ achievements. Regarding the influence of support on NT efficacy, Brannan and Bleistein (2012) concluded that none of the groups were very influential on issues such as student engagement. The support groups provided little feedback on how to engage students in the classroom and did not provide assistance on how to help students. Families were more influential. They provided instructional strategies because some NTEs had relatives who were teachers. Mentors provided teaching ideas, teaching resources, and encouragement. Coworkers supported the NTEs by sharing ideas, materials, tips about classroom management, and provided feedback. They were also encouraging and friendly.

Another perspective on support is discussed by Mann and Hau Hing Tang (2012). The researchers studied novice language teacher support from the perspective of mentors and mentees in Hong Kong. Mentors and NTEs agreed that support aimed at taking care of new teachers; giving advice and suggestions about marking and the functioning of the school; explaining the syllabus and answering questions; or providing moral support and feedback. Even though the support offered to NTEs was very important, they perceived that having more opportunities for mutual observation and constructive feedback were needed. A richer mutual interaction between mentors and NTEs was positively correlated to how relaxed they felt in the school setting and the degree of hierarchy among the members of staff (Mann & Hau Hing Tang, 2012). The authors concluded that mentors play a key role in the integration and retention of novice teachers in their school.

Notwithstanding, being assigned a mentor during the first year in teaching does not assure novice teachers will be exempt from shocks. Farrell’s (2003) study of the experiences of Wee Jin in Singapore, reveals that the assignment of a mentor does not always positively impact the socialization process of a NTE. Wee Jin’s mentor only met him once during the process and they did not communicate. The NTE felt that to the mentor, having a mentee just meant having

“one more job” (p. 104). To Wee Jin, the mentor was not really an influence. To Farrell (2003) a “properly trained mentor could have provided a more sheltered experience and he could have acted as a bridge between the new and the more established teachers at the school” (p. 104). The NTE gained more support from the principal in his school who paid more attention to his ideas.

Context and the identity development of novice teachers

The characteristics of the school context, the working conditions, and the day to day interactions of NTs with others are inherent factors of their *identity* development during the first years of teaching. From a social perspective, identity is a reflection of our personal world and the social world to which we belong. According to Wenger (2010) a person cannot be seen as an individual separate from the social world and the social process of learning. A person as a whole (mind, body, experience) and the social world he/she participates in become resources that constitute an identity. Therefore, “identity reflects a complex relationship between the social and the personal” in other words “learning is social becoming” (p. 2). Gee (2001) defines identity as “being recognized as a certain ‘kind of person’ in a given context” (p. 99). To Gee being a ‘kind of person’ is a fluid and flexible phenomenon. In other words, we have multiple ways of being recognized by others that are closely connected to the way we perform in society at a given moment in time and a given place (Gee, 2001).

Identity formation of teachers has gained increased importance in education. Scholars agree that teacher identity is a dynamic ongoing process (Beauchamp & Thomas, 2009, Beattie, 2000; Kagan, 1992). To Avalos and De Los Rios (2013) teacher identity is related to “how teachers define themselves in relation to their personal tasks and particularly in terms of education and teaching relationships” (p. 156). During their training and the first years in the profession, teachers shift and reshape their identities as a result of national reforms, policy implementation, and social demands (Avalos & De Los Rios, 2012). Teacher identity is also shaped by the diverse teaching responsibilities NTs undertake and their interactions with others within and outside school communities (Beauchamp & Thomas, 2009) or by the knowledge they gain about their pupils and their classrooms (Kagan, 1992).

Specifically, once NTs understand their own selves and their relationship with others in various professional contexts, definite phases of development in the first years in the profession

are enacted (Kagan, 1992). They move from being worried about themselves to being worried about their teaching efficacy. The initial phase has been described in the literature as that of “survival”. In this phase, NTs experience anxiety, do things through trial and error, and notice contradictions between what they are expected and the reality of the classroom (Huberman, 1993). Karge, Sandlin and Young (1993) call this the *self* stage, in which NTs are chiefly concerned about themselves and their survival. Later phases have been described as that of *discovery*, in which NTs develop feelings of responsibility and professionalism in regards to their practice (Huberman, 1993; Steffy & Wolfe, 2001) or *task*, where NTs concern themselves more about concrete tasks and teaching duties. Karge, Sandlin and Young (1993) call this later stage as that of *impact*, in which they become more concerned about their teaching skills and processes in terms of student needs and progress.

Since the publication of Bonny Norton’s article *Social Identity, Investment, and Language Learning* in 1995, identity in second language education has attracted the interest of researchers who have studied the identity development and the imagined identities of language learners and language teachers. To Norton (1995), identity is closely related to language and the social opportunities that language learners have to practice it. Furthermore, Norton asserts that an individual’s social identity is multiple, complex, and changes across time and space. The study of teacher identity development has gained much relevance today in ELT that the journal *TESOL Quarterly* dedicated a special issue to this field in September 2016. Some of the studies presented in the issue were: the role of emotions in the development of identity of language teachers (Song, 2016); identity negotiation of non-native speaking teachers of English (Aneja, 2016); privilege and reproduction as factors of teacher identity development (Appleby, 2016); the identity negotiation of a teacher during pre-service teacher education, teaching practice, and in-service teaching (Barkhuizen, 2016). Particular to novice teachers, Farrell (2016a) highlights a distinction in regards to the construction of identity roles. These can be “predetermined (given by others) or individually constructed (taken on either consciously or unconsciously)” (p. 93). For Farrell, being aware of the construction of imposed vs assumed roles, can help NTEs to articulate these roles internally (to themselves) or the community in order to understand “if any of these roles conflict with their teaching or with the institution where they teach” (p. 93). In this way, they can evaluate if these roles are relevant for their professional development, fit the community, and do not come as a surprise for novice teachers.

Studies conducted on teacher identity in second language education are consistent with what has been done in the field of general education. Studies have highlighted the dynamism of the ongoing process of identity development affected by work load, time to carry out teaching tasks, or student attitudes (Cook, 2009; Lim, 2011; Martel, 2015; McNally & Blake, 2012). The studies I present below concur with Gee's (2001) conceptualization of the multiplicity of identities inherent in an individual. To Gee "all people have multiple identities connected not to their 'inner states' but to their performances in society" (p. 99). These studies also mirror Wenger's (1998) notion that identity is the result of participation between the recursive relations between the personal and social worlds.

McCann and Johannessen (2010) investigated the frustrations and support resources that influence the decision of NTEs to stay in the profession. Data obtained from pre-interviews of 11 NTEs and 6 post interviews indicate that the main frustration of NTEs is to define their *teacher persona*. It was not easy for the teachers to balance their evolving selves, the influences of the teacher education experience, and their professional lives. Furthermore, having to reinvent themselves as a result of their interaction and work with students is a commonly observed challenge. NTEs realized that their ways of acting varied from one class to another (McCann & Johannessen, 2010).

Another study that probed the changing nature of the process of being a teacher of English, was conducted in China by Xu (2012). Through interviews, journal writing, and observations, Xu explored the imagined identities created by four NTEs before entering the profession and how these identities changed after entering the profession. Data indicated that the *imagined identities* of NTEs fell apart and became *practiced identities* (e.g., identities developed after concrete practice in teaching) as a result of school rules and regulations and social and curricular pressures imposed by the institutions where these teachers worked. Xu's work is important for teacher educators. By being aware of the future professional "becomings" of teacher candidates, they will be able to inform future teachers and help them to be more "critical about their imagined communities" (Xu, 2012, p. 577).

Similar research was conducted in New York by Cook (2009). In this study, the past and present lives of NTEs intertwined and shaped the identities of ten teachers. Through a three-stage

interview process inspired by the work of Seidman, Cook (2009) discovered that the main identity changes of her participants were affected by the following factors: *imitation* (i.e., inspirational former teachers help construct a desired identity of the teacher NTEs want to be); *authority figure* (i.e., emotional dilemmas and dichotomies experienced by moving from being a student to becoming “a newly responsible adult” (p. 283) or by having to assume “different personalities” (p. 282) depending on the context of the students); *boundaries* (i.e., balance the student-teacher relationship by creating “flexible, sustainable, and reasonable boundaries” (p. 284); manage the need to be liked by the students); and *resilience* (i.e., the will to move forward in the development as teachers). In line with Farrell’s (2012, 2006) suggestion, Cook (2009), argues for the importance of designing teacher education programs that teach novice ELT teachers appropriate methods for diverse learning audiences and provide them with tools that would help them understand their evolving selves as teachers of English. Cook also highlighted the importance of developing the minds of beginning teachers through reflective practice.

Reflective practice for novice teachers: A tool for introspection and action

The importance of reflection in teaching and teacher education is undeniable (Beauchamp, 2015). Schon (1983), inspired by the work of Dewey, introduced the terms *reflective practice*, *reflective practitioner*, and *reflective conversations* to refer to the knowledge developed by practitioners in different disciplines through involvement in a reflective act. Reflection through reflective practice has been defined as concentration and “mindful consideration of one’s actions, specifically, one’s professional actions” (Osterman, 1990, p. 134). For Schon (1983), the development of professional knowledge is crucial to the work of practitioners. However, the practical knowledge of practitioners appears less rigorous than knowledge developed scientifically (Schon, 1983). Hence, Schon (1983) enhances the importance of “knowing-in-action” (p. 59). Knowing-in-action involves “reflection-in-action” (Schon, 1983, p. 54). In other words, knowledge of professional practice is developed by reflecting spontaneously and intuitively on what we are doing “while doing it” (Schon, 1983, p.54). A step further to reflection-in-action is what Schon (1983) calls *reflection-on-action*. This involves reflecting *after* an activity has taken place on what we did in order to judge the success of an activity and its outcomes.

Inspired by Dewey and Schon, in the field of second language education the extensive work of Farrell (2016a, 2016b, 2007, 2004, 1999) had provided insights into the use of reflective practice (RP) as a tool for self-discovery and exploration of the inner and outer worlds of pre-service, novice, and experienced teachers. In order to understand RP, it is important to explain *reflective language teaching*. For Farrell (2016a), language teaching can be seen from three dimensions: (a) *teaching as reflection* (i.e., teachers learn from their reflections on their “professional experiences” (p. 16) and practices. Reflection helps them understand what they do and why); (b) *teaching as a cognitive process* (i.e., teaching is a complex act influenced by the “beliefs, values, and assumptions” (p. 16) of novice teachers); (c) *teaching as personal construction* (i.e., “the belief that teacher knowledge is actively constructed by the teacher and learning is seen as involving reorganization and reconstruction of this knowledge” (p. 16). RP has been used as a means to explore the interaction patterns of a teacher development group (Farrell, 1999); the professional identities of EFL teacher candidates (Lim, 2011); the experiences of a novice teacher in a school context (Farrell, 2006); critical incidents in the classroom context (Farrell, 2008); the practices of mentors (Waring, 2013); teachers’ beliefs and classroom practices (Farrell & Bennis, 2013); or the questions teachers ask in the classroom (Farrell & Vanbupa Mom, 2015).

Introspection through reflection can help teachers analyze their *classroom actions*, what events occurred in the classroom and why or what things teachers do. They can critically analyze broader issues *outside the classroom*, such as social and political issues, the education community at large, or moral issues (Farrell, 2007). In addition to *reflection-in-action* and *reflection-on-action* proposed by Schon, Farrell adds a new dimension: *reflection-for-action* or using what was reflected upon in the previous stages to make proactive decisions for future action (Farrell, 2007).

In order to engage in reflective language teaching (RLT), Farrell (2016a, 2007) proposes a framework for reflection constituted of five main elements: (a) *provide opportunities for reflection* through the creation of opportunities for classroom observation, writing reflective journals, forming group discussions, or conducting action research (Farrell, 2007); (b) *establish ground rules* (i.e., “language teachers should now negotiate a set of built-in-rules or guidelines that teachers should follow in order to focus their reflections” (Farrell, 2007, p. 179); (c) *time* is

one of the main constraints teachers face to engage in RP due to their busy schedules; (d) *external input*, in other words, “constructing and reconstructing real teaching experiences, and reflecting on personal beliefs about teaching” (Farrell, 2007, p. 182); (e) *trust* built through the creation of “non-threatening environment” (Farrell, 2016a, 2007).

RP is not only beneficial for in-service teachers. It is also beneficial for teacher educators, teacher candidates, and novice teachers starting their journey. During teacher education, the incorporation of a course on RP can better prepare future teachers for the crude reality of the classroom (Farrell, 2006), whereas engaging NTEs in RP can help them to analyse their first teaching experiences, tackle isolation in the community, and eventually stay in the education profession (Farrell, 2016a). Teaching during the first years constitutes a challenge for second language novice teachers who go through reality shocks mainly because their teacher education programs do not prepare them well for a “praxis shock” (Farrell, 2016a, p. 106) or the challenges encountered during their socialization process. Reflection is paramount at this stage. Yet, the reflective process cannot be carried out without a support system that fosters reflection. In Farrell’s more recent work (2016a, 2016b), he proposes a new five stage framework for the promotion of reflection (Farrell, 2016a):

- *Philosophy*. For Farrell (2016a), this stage “can be considered to be a window to the heart” (p. 109) or “a window to the roots of a teachers’ practice” (Farrell, 2016b, p. 225). It is related to the reasons behind the observable behaviours of teachers, a personal philosophy that has been nurtured since birth as it is related to the “teacher-as-person” (p. 225). In other words, this means reflecting on what makes a teacher a person (i.e., his/her ethnicity, social and family backgrounds, religious beliefs, values, etc.);
- *Principles*. The practices of teachers in the classroom and the decisions they make are framed by underlying principles, that is, the “teachers’ assumptions, beliefs and conceptions about teaching and learning” (Farrell, 2016a, p. 111);
- *Theory*. This stage of reflection examines the approaches, techniques, and methodological choices teachers make regarding “particular skills taught” (Farrell, 2016a, p. 113);

- *Practice*. At this stage, teachers reflect on what concretely happens in the classroom, i.e., “reflect on the more visible aspects of what we do as teachers” (Farrell, 2016a, p. 116). Here, teachers can reflect-*in*-action, reflect-*on*-action, or reflect-*for*-action (Farrell, 2007);
- *Beyond practice*. This stage helps teachers to reflect on a macro social level. Through *critical reflection* teachers reflect on the “sociocultural dimension to teaching and learning” as teachers are able to link “practice more closely to the broader socio-political, as well as affective/moral issues that impact practice” (Farrell, 2016a, p. 121).

Farrell (2016a) utilised this framework to carry out a case study of the experiences of three novice ESL teachers who taught English to international students at the university level. The data was collected over a period of 12 weeks and through open-ended interviews conducted before group meetings and after group reflections; teaching journals; group discussions; and classroom observations. The data was audio-recorded, transcribed and analysed. The participants were named as T1, T2, and T3 to keep their identities protected. By using this framework, Farrell was able to obtain insights from the NTEs about their philosophy, principles, theories, practices, and their thoughts beyond practice. The NTEs formed a NTRG (novice teacher reflection group) and Farrell acted as a *facilitator*. This group of NTEs engaged in communication and “developed its own interpersonal climate in which participants attended meetings, made statements, asked and answered questions” (Farrell, 2016a, p. 23).

The data for Farrell’s (2016a) study reveals that the reflective process helped these teachers discuss their first shocks in the profession and realize that to survive they needed to develop coping strategies, such as “enduring without much guidance” (p. 49), keeping their teaching style and being alert to what was happening around them. The participants became more aware of: their classrooms and their students; their interactions with colleagues; their status in the institution; their control of the class; and their ability to respond students’ questions (Farrell, 2016a). The NTEs reflected at a more macro level, that is, beyond the classroom. For example, they reflected on how their teaching was affected by the disorganization of the administration of the school or their interaction with experienced teachers. An important aspect of the NTRG is that NTEs developed a sense of community. During the group discussions, they discussed ideas to generate solutions to their challenges. This framework of reflection also permitted the NTEs to explore their professional identities and their roles as teachers. From the

discussions, thirteen identities emerged that were grouped by Farrell (2016a) into the following categories: *teacher as a manager* (i.e., “the role of the teacher as the person attempting to control what happens within the classroom” (p. 87); *teacher as “acculturator”* (i.e., role the teacher is seen as “one who does work or activities outside the classroom, helping students to become accustomed to the local culture” (Farrell, 2016a, p. 89); *teacher as professional* (i.e., “the role of the teacher as one dedicated to her or his work, and who takes it very seriously” (p. 90).

Recently, Farrell (2016b) carried out a comprehensive examination of research on TESOL teachers who engaged on reflection. After analysing studies from 2009 to 2014, Farrell concludes that “preservice and inservice teachers are interested in, and feel the benefit from, reflecting on various aspects of their practice” (p. 241). Furthermore, reflection positively impacts teacher awareness and offers opportunities and motivation to examine critically their approaches to teaching, especially when online tools, such as blogs or forums are utilized. Most of the studies reviewed by Farrell were conducted in the context of university programs. Considering this last point, conducting studies outside the walls of universities is needed to explore the work of teachers in schools in different sectors such as public, semi-private, or private in the EFL field.

Notwithstanding, the focus on reflection in teacher training has received some criticism. For example, Beauchamp’s (2015) analysis of the literature on reflection in education presents an “evolution on the thinking about reflection” (p. 124) from 2005 to 2015 and provides a more critical perspective. Beauchamp asserts that despite the general acceptance of reflection some problematic issues emerge from research. One issue is the lack of common agreement in terms of the definitions, terminology and epistemological approaches used in the study of reflection in education. A second issue is the lack of clarity of the real impact of reflection on the improvement of professional practice. Questions arise as to the real value of reflection in teaching and if it really “enhances the learning of the students” (Beauchamp, 2015, p. 126). A third issue relates to how reflection seems to be “more talked about than” practiced and modelled by educators. Therefore, as a result reflection does not become embedded in the actual teaching practices of newly graduate teachers. Moreover, there seems to be an idealistic view of reflection that is disconnected to real life classroom experience. A fourth issue is related to the fact that reflection still remains at an intellectual level, leaving aside the emotional aspect of being

involved in reflection (Beauchamp, 2015). In relation to this, Beauchamp highlights the ethical aspect of reflection in teacher education. In teacher training programs, teacher candidates are asked to write reflective journals or portfolios in their courses. Hence, the existing power relations between educators and teachers raise issues about confidentiality, autonomy, and privacy. A fifth and final issue relates to the fact that attention has to be given to the context in which reflection takes place. For instance, if the reflective process is carried out at the teachers' workplace, the location can be an element that hinders rather than fosters reflection (Beauchamp, 2015).

Even though this study does not examine the reflective process novice teachers of English in Chile go through, I believe this is an important aspect that can be further addressed in studies conducted in the Chilean context.

The coin has two sides: A few stories of success

In general, the literature on the experiences of novice teachers either in general education or ELT tends to be quite pessimistic. The accounts of failure are much more numerous than the accounts of success. That is why I have decided to pay some attention to successful stories as well (Ulvik, Smith & Helleve, 2009). Throughout this chapter, I have addressed the shocks experienced by novice teachers at the beginning of their career. However, here, I would like to address their experiences from a different point of view: *what keeps novice teachers in the education profession?*

Ulvik, Smith and Helleve (2009) conducted a study in Norway with nine secondary school NTs in order to explore their positive and less-positive experiences at the beginning of their careers. Part of the study examined the positive side of early experience in teaching. The data indicated that NTs tended to like their jobs, were satisfied with themselves as teachers, their students and colleagues. The feeling of having chosen the right profession made the NTs feel their job was fulfilling. They related their high level of job satisfaction to the pleasure of teaching their subject to others, their interaction with young people, and the pleasant feeling of seeing their students grow. A school context where they experienced “collaboration, acceptance, and inclusion in the community of fellow teachers” (p. 837) contributed to make their experience a positive one.

Even though NTs experience hurdles in the first years of teaching, the teachers who remain in the education profession develop coping strategies that help them deal with challenges (Farrell, 2016a; Sharplin, O'Neill & Chapman, 2011). Particularly, while studying the experiences of NTs in the first years in education, Hebert and Worthy (2001) found that not all the stories they listened to were negative. In fact, their data revealed that the experiences of one participant did not coincide with what is reported in the literature. Right after the first interview and observation, Haley, a U.S. Physical Education (PE) teacher stated that she was happy, loved her job, and that it was great. The following factors of success were gathered from the data:

- *Expectations, realities, and personal characteristics.* The NT perceived that her expectations matched the reality of the school she worked in. Her expectations were realistic because her education program prepared her well. As part of her program, Haley had one year of teaching practice experience. She worked in three schools, was able to interact with various teachers and students, and taught students in primary and secondary schools. This helped her to develop realistic expectations of the realities of the school context. Luckily for her, she found a job in the school where she did her practicum. Hence, she was familiar with the students, teachers, administration, and facilities. Haley's personal attitude helped her to organize her personal and professional lives, understand the demands of the work, and look for opportunities to participate in extra-curricular activities to become a part of the school culture;
- *Evidence of impact.* "Haley believed she was a success because she was able to gather evidence that she had reached individual students, and was therefore an effective teacher" (Hebert & Worthy, 2001, p. 905). During her training, Haley did not receive much feedback from supervisors, so she looked for ways to obtain feedback and validate her teaching. By asking her students, she gained understanding of herself as a teacher and her students;
- *Taking an active role in her own induction.* Haley shared key external factors that shaped her experience: student *discipline* and *establishing herself in the school culture* (Hebert & Worthy, 2001, p. 905). Regarding discipline, Haley took a positive stance towards the discipline incidents she lived during her practice. She saw them as a learning tool for future action. Haley also realized that the school community was not very interested in

PE and that other teachers perceived her job as less difficult. Instead of marginalising herself from the community, she adopted a proactive attitude. She used different strategies to “become an active participant in the school, foster collegial relationships with school staff, gain acceptance, and improve her status” (p. 907).

Another success story is the study of Tait (2008) of 16 NTs in Toronto. The data was collected through surveys and personal interviews. From all the teachers, Tait used her conversations with Mary to report the coping strategies used by the NT to manage the hurdles at the beginning of her teaching career. The strategies used by Mary that helped her stay in the profession were:

- *Demonstrating social competence:* She sought support from family and friends, kept in touch with classmates from university, and enjoyed “supportive relationships with her colleagues” (p. 69). Even though she had been assigned a mentor, this person was not very supportive; therefore, she looked for help from other teachers and members of the community;
- *Taking advantage of opportunities to develop personal efficacy:* She received positive feedback from colleagues, students, and the head of the department. She also utilised her experiences as a teaching assistant and her experience in classroom observation;
- *Using problem solving strategies:* She “demonstrated an ability to persevere, visualize solutions, and solve problems” (p.69). She asked for support and ideas whenever she needed from the community and former classmates;
- *Ability to rebound after a difficult experience:* After experiencing some challenges in life and during the first year of teaching, she was able to “recover and renew her enthusiasm” (p. 70);
- *Learning from experience and setting goals for the future:* Mary reflected on her lived experiences and took them as a learning experience;
- *Taking care of oneself:* Mary was sensitive to her own emotions. This helped her find ways to deal with stress by doing concrete things, such as doing a physical activity, developing social connections, joining clubs, etc.;
- *Maintaining a sense of optimism:* Despite the difficulties of the first, year the NT kept a realistic attitude and was determined to remain in teaching.

Next, I provide some insights into the context of English language teaching.

English language teaching: Approaches to teaching the language

Being an English as Foreign Language (EFL) teacher in an EFL context like Chile has made me more aware of the fact that opportunities for natural language practice are scarce. My role as a teacher trainer has also made me realize that novice or experienced teachers struggle to find strategies and methods to teach English in a context where classes are large and motivation to learn the target language is low. As one of the purposes of this study is to examine the influence of participation in a community on the reported approaches to teaching English of NTEs, I decided to include a section that provides a description of the English as a foreign language (EFL) learning context and the methods available for teachers of English.

The spread of English around the world, globalization, and increased use of digital technologies (Crystal, 2010) have increased the need of governments to provide people with opportunities to learn this foreign language. In many contexts, English is studied as a foreign language especially in the countries belonging what Kachru (1996) called the *outer circle*. He coined the term in reference to countries where English is not the native language, such as Japan, China, or Chile (Block, 2003; Crystal, 2010; Kenning, 2008). As a result, English language teaching (ELT) has become an increasing popular field of study, a huge business, and a “massive global enterprise” (Pennycook, 2008, p. 34) due to the growing amount of people studying this language immersed in the global traffic of learning English (Pennycook, 2008).

It has been well documented in the English language teaching (ELT) literature that EFL contexts usually cannot provide language learners with opportunities for real language practice due to a series of conditions, such as *context* (remoteness from the English speaking communities) (Block, 2003; Brown, 2000); *location* (language learnt inside the classroom) (Crystal, 2010); *time* (limited class time exposure) (Harmer, 2007); *instruction* (formal teacher centred teaching) (Krashen, 1988); and *motivation* (personal need to study a second language) (Dornyei, 2007, 2008).

For second language learners as well as for language teachers, embarking on learning and teaching a new language is not an easy task. For years, teachers have been told what teaching

trends to follow and students have been exposed to them as recipients or active participants in the language learning process (Brown, 2000; Jin & Cortazzi, 2011; Stern, 1983). Learning a language is not a set of recipe steps to follow, so practitioners need to know the rationale behind their practices in the classroom (Stern, 1983). The main constraint for language teachers is to deal with the vast amount of information accumulated in second language education and to find what makes sense and contributes to language learning despite the changes, contradictions, opinions, and advice offered in the literature (Stern, 1983). Aware of the history of language teaching, the development in the discipline, and theories of language helps language educators make sense of the influence theory has on their role as professionals and on the position they should take to teach the language (Stern, 1983). Even though the evolution of second language education has provided teachers and learners with a variety of *methods* to deal with the target language, language educators must be cautious and evaluate them with a critical eye (Larsen-Freeman & Anderson, 2011). Writers such as Pennycook (1989), Prabhu (1990), and Katz (1996) have criticized the concept of *method* by stating that it has become a mere prescription of language behaviour promoted by the English language teaching (ELT) market and textbook publishers. Larsen-Freeman and Anderson (2011) acknowledge the criticism of this notion of method but suggest five ways in which the study of methods is valuable to second language education. First, methods help the teacher to reflect and be consciously aware of their actions and to recognize their beliefs and values about teaching the target language. Second, teachers can make informed choices concerning what method(s) to adopt and adapt. Third, an understanding of methods helps the teacher to develop a knowledge base for teaching. Fourth, this teaching base allows language educators to participate in professional communities and to share teaching experiences. Finally, a teacher's repertoire of best practices is extended (Larsen-Freeman & Anderson, 2011).

The literature on SLE is filled with numerous traditional teacher-centred and more student-centred trends that foster communication in language teaching (Brown, 2000; Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014; Ur, 2012). Some of these are: *grammar translation method* (language learning occurs through translation from one language to the target language); *total physical response* (the target language is learnt by connecting physical-motor activity with speech); *natural approach* (learners are exposed to input in the target language rather than practice in order to prepare them emotionally before using the language); or

cooperative language learning (language learning is the result of cooperation among students and teachers, where critical thinking skills and communicative competence are developed through socially constructed interaction activities) (Richards & Rodgers, 2014). I describe in more detail *grammar translation method* (GTM), *audio-lingual method* (ALM), *communicative language teaching* (CLT), and *task based language teaching* (TBLT) methods because these have been the most widely used in second and foreign language contexts and thus best illustrate the evolution of second language education.

GTM: despite being a traditional method for language instruction (Howatt, 1984), GTM is still used in language classrooms around the world, mainly because its use does not require high oral proficiency and the fact that it is useful in contexts of large teacher controlled classes (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014). Through the study of literature, foreign language learners learn about the target culture, vocabulary, and grammar. The main language skills developed are reading and writing and the target language is learnt through translation, explicit exposure to grammar rules, and memorisation of vocabulary and structures (Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014).

ALM: influenced by behaviourism, ALM is an oral-based approach that is focused on habit formation, in which the target language is acquired through the repetition and memorization of oral drills (Brown, 2000; Larsen-Freeman & Anderson, 2011; Littlewood, 2006). As language is seen as a habit, the teacher “is like an orchestra leader, directing and controlling the language behaviour of the students” (Larsen-Freeman & Anderson, 2011, p. 44) and is responsible for minimising errors by demonstrating the correct model for imitation. Chomsky’s (1969) argument that languages are biologically-based and not acquired through a habit and Hymes’ (1969) concern that the focus of instruction should be on developing communicative competence rather than linguistic competence revealed the limitations of ALM. The decline of ALM can be explained by the failure of students who could not apply the habits acquired in the classroom in natural world contexts and who found the language learning experience dull (Richards & Rodgers, 2014).

CLT: aims at making communicative competence the main goal of language teaching. Language is practiced through real life situations provided by the teacher. This allows language

learners to focus on communicating in the target language. Teachers facilitate communication and interaction, act as an advisor and monitor, and make use of games, problem solving tasks, or roleplay (Brown, 2000; Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014). Even though CLT has been widely adopted around the world for more than thirty years, it has not been widely practical in foreign language contexts because “even teachers who are committed to CLT can fail to create opportunities for genuine interaction in their classroom” (Kumaravadivelu, 2006, p. 62). For Kumaravadivelu (2006), three main factors challenge the application of CLT. The first of these is *acceptability*: language teachers and students often experience psychological stress provoked by an overwhelming emphasis on communicating only in the target language without having sufficient linguistic tools to adequately interact. The second is *authenticity*. Kumaravadivelu (2006) states that “CLT classrooms reverberate with authentic communication that characterises interaction in the outside world” (p. 62). Hence, natural communicative competence cannot be easily achieved in the foreign language classroom because, even if the communicative curriculum is well-conceived, it cannot guarantee meaningful communication outside the classroom (Kumaravadivelu, 2006). The third is *adaptability*. CLT is not context sensitive as a method for language instruction, thus the activities proposed and the types of materials used do not fit diverse sociocultural settings and learners’ needs. In other words, CLT ignores learners’ perceptions of who they are as language speakers, what they want to achieve, and neglects the importance of local contexts (Littlewood, 2011).

TBLT: is based on the notion that language is learnt through communicative tasks that involve problem solving, interaction, and negotiation. The language tasks can be linked to the curricular goals set by the teacher or based on the students’ needs but, most importantly, there is a clear outcome that allows teachers and learners to identify if communication was effective or not (Brown, 2000; Larsen-Freeman & Anderson, 2011). The main focus is on function and communication rather than form. Some of the typical activities students engage in necessitate working in groups, understanding each other, expressing thoughts when solving a puzzle, reading maps, giving directions, making phone calls, etc. (Richards & Rodgers, 2014). TBLT has its drawbacks. Scholars state that TBLT resembles CLT in too many ways, creating confusion among teachers (Kumaravadivelu, 2006); the definition of *task* is also unclear (Brown, 2000; Widdowson, 2003); tasks only are not enough to create a whole language teaching program (Seedhouse, 1999); TBLT is not suitable for traditional language teaching contexts (Ellis, 2009);

or the success of the task depends on too many factors, such as the learners' previous experiences, their language level, the complexity of the task, and the support received by peers (Larsen-Freeman, 2011).

Summary

The issues that I raised above are general factors that affect novice teachers in general education and English language teaching. However, my study was conducted in Chile. As is the case all around the world, Chile, with its social, political and economic dimensions, has its own cultures around teaching in general and around teaching English, in particular. Even though this study is concerned with the participation of NTEs in school settings, I consider it important to present other relevant issues to their experiences at the beginning of their career paths.

In this review, I examined the factors behind the reality shocks of NTs, for example, teacher education program emphasis or working conditions. I also presented the cases of novice teachers that thrive in their communities and some recommendations provided by researchers to make the first teaching experience a positive one, such as improvements to teacher training programs or the application of a reflective framework to study the experiences of novice teachers. Specifically, the studies that examined the challenges of NTs and NTEs led me to view the experiences of novice teachers as part of the community they are practicing and within the social context of the school, not as isolated individuals. I particularly found the insights of the research in foreign language learning contexts relevant to my study because they relate better to the aims of my research study and provide a better description of the experiences of NTEs who are not native speakers of English (Farrell, 2008, 2006, 2003; Pennington & Richards, 1997; Shin, 2012; Urmston & Pennington, 2008). NTEs in foreign countries experience different challenges compared to their colleagues who teach in contexts where English is a second language.

NTEs in foreign school contexts have to deal with the fact that English is a mere subject in the curriculum, with lack of motivation on the part of students who do not see the need of studying English, geographical distance from English speaking communities, and the fact that the use of L1 is stronger in society and the school context. However, some studies conducted in ESL contexts also provide insightful information on the experiences of novice teachers in the

EFL field, such as challenges to teach English due to lack of preparation (Faez & Valeo, 2012), disconnection between what novice teachers learn in university and the school reality (Baecher, 2012), difficulties to teach English to students with special needs (Baecher, 2012), or isolation and lack of guidance (Farrell, 2016a).

My review of the literature has revealed some significant gaps. A few studies tackle the connection between the experiences of novice teachers during the first years in education with the teaching of their disciplines. How the school context and the team of experienced teachers influence the approaches that NTs have to adopt is described in general terms (Farrell, 2016a, 2008; Pennington & Richards, 1997; Shin, 2012; Urmston & Pennington, 2008). However, given the context where some of the reviewed studies were conducted (i.e., ESL and private institution contexts), the experiences of new EFL teachers in different K-12 school contexts in public and private sectors needs further examination. Furthermore, attention should be paid to the positive experiences of novice teachers. In terms of the Chilean context, the accounts of the experiences of novice teachers of English in Chilean classrooms are almost non-existent. Hence, two points need to be further investigated: the participation experiences of NTEs in language contexts, such as the Chilean context, and the existing interconnection between those experiences and the approaches novice teachers use to teach the English language.

The review of this literature was not only valuable for me in terms of locating my interest within broader contexts, it also played an important role in how I conceptualised and designed my study. More specifically, I valued Veenman (1984) and Varah, Theune and Parker's (1986) research on the reality shocks experienced by NTs, as well as Huberman's (1993) examination of the lives of how Swiss teachers recalled their first years in the profession, and Kardos et al.'s (2001) research that showed that NTs encounter diverse dominant or less dominant schools cultures. In particular to ELT, the contributions of Farrell (2012a, 2016b), the studies of Shin (2012) on Korean NTEs, Pennington and Richards' (1997) research of NTEs in Hong Kong, as well as Farrell's (2008, 2006, 2003) case study of a NTE in Singapore show the reality of NTEs in foreign language contexts. These studies demonstrate the influence of experienced teachers and the school culture on how NTEs accommodate their teaching beliefs and practices in order to fit into a specific teaching environment. In terms of the Chilean context, the studies of Avalos and Valenzuela (2016) and Avalos and Aylwin (2007) helped me contextualise this study in

Chile. These studies guided me to think about the ways in which I can design my work to provide information about the challenges and conflicts lived by novice teachers in the public, private and semi-private Chilean school context.

In the next chapter, I provide the theoretical underpinnings that guide my research, that is, Wenger's theory of communities of practice. I opted for a sociocultural lens to study novice teachers in the English teaching communities to which they belong.

CHAPTER 3

THEORETICAL FRAMEWORK

For the purposes of this study, I subscribe to Merriam's (2009) conceptualization of a theoretical framework as the "underlying structure, the scaffolding or frame of your study" (p. 66). The theoretical framework, as the lens through which researchers view the world, is what informs research, gives shape and delimits a study (Anfara & Mertz, 2006; Maxwell, 2005; Merriam, 2009; Yin, 2016). In particular, Merriam (2006) asserts that the theoretical framework "determines the problem to be investigated, the specific research questions, and, of key importance, how these data are analysed/interpreted" (p. 23). In line with Merriam (2009, 2006), Anfara and Mertz (2006) note that the lens used to guide research frames and shapes "what the researcher looks at and includes, how the researcher thinks about the study and its conduct, and in the end, how the researcher conducts the study" (p. 189). Hence, the theoretical framework affects all aspects of an investigation.

My study aimed at investigating the participation experiences of novice teachers of English teaching in communities of practice and determining if their participation had an influence on their reported approaches to teaching English. The theoretical framework I adopted for this study is Wenger's theory of Communities of Practice (CoPs), more specifically, Wenger, McDermott and Snyder's (2002) framework of *domain*, *community*, and *practice*. This lens served me as a guide to frame all aspects of my investigation (i.e., research design, data collection, and data analysis). From Wenger's perspective, it is not possible to understand how individuals develop, learn, and grow without having in mind the context where they belong (Wenger, 1998). Therefore, the theory of CoPs seemed to me like a natural fit to examine the experiences of novice teachers in different school contexts.

In this chapter, I present the historical evolution of Wenger's theory. I begin with Lave and Wenger's *Situated Learning* theory (1991). I then address Wenger's theory of Communities of Practice (1998). Next, I examine the most recent development of Wenger's theory in cooperation with McDermott and Snyder (2002) and Wenger-Trayner (2015). Then, I situate the CoP theory in my study. Further on, I discuss the use of the CoP theory in studies related to education, the school context, and ELT and I review the use of the theory in the Chilean

educational context. I conclude the chapter with a summary of the evolution of the theory of CoPs.

Situated learning: legitimate peripheral participation

Lave and Wenger (1991) rescued the notion and practice of apprenticeship in their ethnographic study of the learning trajectories of midwives, tailors, quartermasters, butchers, and recovering alcoholics in diverse sociocultural contexts. As a result of that work, they reformulated the notion of learning. Traditional views of learning see the process as the individual internalization of discovered or presented knowledge or knowledge gained through interaction (Lave & Wenger, 1991). By highlighting the importance of the recursive relationship between the person and the social worlds, Lave and Wenger (1991) present a new vision of learning that challenges the conventional notion of the expert as knower. To Lave and Wenger, learning is a *situated activity* present in the social world, inseparable of *social practice* and defined by *legitimate peripheral participation* (LPP), that is, “learning is an integral part of generative social practice in the lived-in-world” (Lave & Wenger, 1991, p. 35). According to Hanks (1991), Lave and Wenger see “learning is about increased access to performance, the way to maximise learning is to perform, not talk about it” (p. 22) meaning that learning goes beyond verbal explanation as a means of instruction.

Paying attention to the social world as an integral part of learning might suggest that the *person* has a secondary role or becomes eclipsed. On the contrary, Lave and Wenger (1991) argue that the focus on the person is explicitly present in their Situated Learning theory but not as an individual cognitive entity. Learning through social practice involves the person as a whole, in other words, the person in relation to the activities developed in social communities, as a member and as a full participant in the practices of a community. The person is seen as a “person-in-the-world, as a member of a sociocultural community” (p. 52). Therefore, learning occurs by being involved in new activities and performing new tasks that, in the end, allow the person to “master new understandings” (p. 53). These activities and tasks do not happen in a vacuum, they have meaning because they are an important component of interrelated social systems that involve “relations among persons” (p. 53). To Lave and Wenger (1991), a person is *defined* by his or her social relations but at the same time this person *defines* the relations of the

community he/she belongs to. Hence, being a member and participating in the practices of a community implies learning through the construction of *identities*. According to Lave and Wenger (1991), identities are conceived “as long-term, living relations between persons and their place and participation in communities of practice” (p. 53). As a result, we learn because we become someone different in relation to the possibilities offered by members and the relations established in a community. For example, in a community, a person becomes a practitioner and with time a newcomer becomes an old-timer.

In their study, Lave and Wenger (1991) found that in various situated learning contexts newcomers and old-timers interact and participate in the frame of LPP. LPP is not unidimensional. It involves the individual learning process of newcomers but also the recursive interrelationship between persons and practice. LPP provides membership and is a characteristic of CoPs. In this context, Lave and Wenger understand CoPs as the relations established among persons and as an “intrinsic condition for the existence of knowledge” (p. 98). CoPs are also flexible and unfixed. They “have histories and developmental cycles, and reproduce themselves in such a way that the transformation of newcomers into old-timers becomes unremarkably integral to practice” (Lave & Wenger, 1991, p. 122). The level of engagement of newcomers in a community is the result of *access* and *opportunity*. Newcomers’ participation in the practices of experts varies in degree and responsibility until newcomers themselves become old-timers (Lave & Wenger, 1991). However, reaching this stage does not depend on the expert or old-timer’s ability to pass on their knowledge to the learner or newcomer. It depends on the opportunities that the old-timer provides to the newcomer to engage in his/her performance, in other words, the effectiveness of a master “at producing learning is not dependent on her ability to inculcate the student with her own conceptual representations. Rather, it depends on her ability to manage effectively a division of participation that provides growth on the part of the student” (Hanks, 1991, p. 21). Therefore, the level of engagement of newcomers in a CoP is crucial for the individuals in a community to develop.

Providing less access and less opportunities for participation can be perceived as simple. Peripheral participation becomes less demanding in regards to time commitment and effort to become a full member. With less involvement, newcomers are not placed in the center of the work and practices of a community. They carry out simpler tasks and as apprentices they have

less responsibility for their actions in the community (Lave & Wenger, 1991). However, participating partially at the beginning is useful for the preparation of a newcomer as long as this is not sustained in time. More engagement implies moving towards full participation. To Lave and Wenger, (1991), full participation “involves not just a greater commitment of time, intensified effort, more and broader responsibilities within the community, and more difficult and risky tasks, but, more significantly, an increasing sense of identity as a master practitioner” (p. 111). Therefore, the role of the newcomer is not only defined by the relations established with old-timers but by the legitimate access given by the experts to participate and practice, by the division of work and work practices in the social context of the community, and by how the CoP is organized (Lave & Wenger, 1991).

In their work with diverse communities, Lave and Wenger (1991) noted that CoPs are not free from conflicts. Conflicts are mainly related to denial of access to certain practices and denial of movement of newcomers. For example, in study conducted in a community of butchers, obtaining legitimacy was problematic for new meat cutters because masters prevented learning. They acted as “pedagogical authoritarians” (p. 76) and viewed newcomers as recipients of instruction. This, instead of facilitating learning it prevented it from happening (Lave & Wenger, 1991).

Theory of Communities of Practice

In this new version, Wenger uses *situated learning* as the starting point to expand the conceptualization of CoPs. In line with his work with Lave, Wenger (1998) addresses issues revolving around traditional assumptions of learning: learning as an individual process; learning separate from the activities we do; learning as the result of teaching; learning assessed with tests; and learning as a boring and exhausting quest. To introduce his vision of learning, Wenger (1998) poses the following question: “what if we adopted a different perspective, one that placed learning in the context of our lived experience of participation in the world?” (p. 3). According to Wenger (1998), learning is part of human nature. It is inevitable and social. Wenger (1998, p. 4) posits four main epistemology principles: (1) *we are social beings* (central part of learning); (2) *knowledge is a matter of competence* (e.g., singing in tune); (3) *knowing is a matter of participating* (i.e., achieved through active engagement in the social world); and (4) *meaning as*

the result of experiencing and engaging in the world. The main focus of Wenger's theory is learning as the result of *social participation*. Based on these principles, Wenger (1998) defines participation as "the process of being active participants in the *practices* of social communities and constructing *identities* in relation to these communities" (p. 4). In sum, to Wenger we are social beings, who learn and make sense of the world by being actively engaged in it, meaning that learning does not happen in the mind of a person but as social situated co-participation with others. The process of learning through participation is framed by what Wenger (1998) calls a *community of practice* (CoP).

Wenger (1998) presents a more extended conceptualization of communities of practice. Wenger asserts that CoPs are informal and inherent in our lives. They are everywhere and so familiar to us that we cannot even name them or sometimes we are not much aware of their existence (Wenger, 1998). Moreover, CoPs are varied and as diverse as the people who form them or the situations in which they exist. This variability gives us the opportunity to belong and participate in more than one community at the same time and with different levels of involvement. From this perspective the conceptualization of learning changes: for an *individual* "learning is an issue of engaging in and contributing to the practices of a community"; for *communities* "learning is an issue of refining their practice and ensuring new generations of members"; for *organizations* "learning is an issue of sustaining the interconnected communities of practice" (p. 7-8) and of valuing the contribution of the communities that integrate them. Hence, for learning to take place active involvement and participation in a community is needed where members provide access to the resources and social practices developed in the CoP.

If learning occurs as the result of engagement in a CoP, then what is the concept of *practice* in a community of practice? Due to the interaction and participation of members in a community a set of practices are developed and sustained over time. Basically, practice is something shared that brings people together. Practice implies *doing* but not as an individual act. It is collectively constructed, shaped by the history and the social context of the community, and defines the enterprise members in a community engage in (Wenger, 1998). This collective doing of the members of a CoP "orchestrates their working lives and their interpersonal relations in order to cope with their job" (p. 46). People's practices in a community help them to: find resolutions to conflicts; develop community memory "that allows individuals to do their work

without needing to know everything” (p. 46); assist newcomers to integrate the community; generate goals; create working atmosphere. Practice has two dimensions: the explicit (i.e., the said and represented) and the tacit (i.e., the left unsaid and assumed) (Wenger, 1998). Some practices in the community are clear to members, such as the use of language, the use of tools or documents, or the roles established, whereas others are implicit, such as relations or shared understandings. Hence, practice involves the person as a doer and a knower.

Furthermore, for Wenger (1998), practice goes beyond human activity and getting things done. It is what gives *meaning* to our actions in the community. In order to achieve the enterprises a community wishes to carry out, practice has to be an experience of meaning, in other words, “practice is about meaning as an experience of everyday life” (p. 52). Actions and doings in a CoP become meaningful because we are constantly *negotiating meaning* through language and interaction with our social relations. *Negotiation* is what Wenger purports as a gradual process of interaction, a *give-and-take*. Hence, meaning is a product of our negotiation and our “dynamic living in the world” (p. 54). Living in the social world and taking part in the social practices of a community involves going through a process of active *participation*.

Communities of practice are enriched by the participation of its members. Hence, being a member implies not only being an observer but an “active participant in the practices of the social communities” (Wenger, 1998, p. 4). *Participation* and the social experiences of newcomers and old-timers in CoPs frame *what* they do, *who* they are, and *how* they understand what they do. To Wenger (1998), participation is a complex process that involves two planes: the *personal* and the *social*, i.e., the person as a whole, as an individual who takes part but also as an individual who connects and establishes social relations. According to Wenger (1998) participation describes “the social experience of living in the world in terms of membership in social communities and active involvement in social enterprises” (p. 55). This implies feeling, interacting, doing, thinking, belonging, and mutually recognising each other. Moreover, participation shapes and transforms our experiences and the way we make sense of the world. Being socially involved in the world implies mutually recognizing the others we interact with and connect to (Wenger, 1998). Mutual recognition is a characteristic of participation. However, mutuality does not necessarily mean there is equality in their relationship. For example, the

relationship of a father and his child is unequal as well as the relationship between workers and a supervisor. What is mutual is how they shape the experiences of the other (Wenger, 1998).

Wenger (1998) provides other characteristics of *participation*: (a) participation does not always involve harmonic collaboration. It also occurs in communities where there is conflict or competitiveness; (b) social participation shapes and transforms our experiences and shapes the communities we belong to; (c) participation implies much more than simply engaging with others in practice. Active participation “places the negotiation of meaning in the context of our forms of membership in various communities”, (Wenger, 1998, p. 57) that is, mere interaction and engagement in particular activities do not secure active participation and belonging to a CoP.

Participation in the practices of a community is what defines a CoP. Wenger (1998) identifies three dimensions that characterise *communities of practice*:

- *Mutual engagement*: Engagement in mutual actions and negotiation of meaning among the members of a community shape the practices of a CoP and is essential for a CoP to thrive. Mutual engagement entails *membership*. However, membership goes beyond the mere social interactions of members in a CoP. Engagement entails belonging and involves inclusion, acceptance, and recognition (Wenger, 1998). Notwithstanding, engagement requires work or “community maintenance” (p. 74). Members in a CoP have different motives in undertaking a job in a certain community, different aspirations, ideologies, and personalities. However, it is their mutual engagement through participation which brings them together and helps them make sense of their practices. For Wenger (1998) “mutual engagement involves not only our competence, but also the competence of others” (p.76). Through mutual engagement, members in the community become also aware of what they know or do not know. This duality makes them help each other, ask for and receive help (Wenger, 1998). This, in the end, is more important than having all-knowing individuals who lecture instead of helping others. Wenger warns us that the term *community* tends to be seen as something positive where members coexist peacefully. However, CoPs are not always peaceful and harmonious. As in “dysfunctional families”, conflicts only reflect “the complexity of doing things together” (p. 77);

- *Joint enterprise*: Wenger (1998) defines enterprise as “a resource of coordination, of sense making, of mutual engagement; it is like rhythm to music” (p. 82). Enterprises are not mere goals established in a CoP or simple agreements reached by its members. Being involved in an enterprise involves various aspects of the life of a community. It encompasses the person, the interpersonal relations we establish, and the practices we do, in other words, a communal response from the members of the community. Enterprises unify the practices and the members of a CoP, they become accountable, responsible, inventive, and resourceful in order to achieve a goal (Wenger, 1998). Therefore, an enterprise is a process rather than a mandate or an agreement. It is what gives coherence to the practices of a community;
- *Shared repertoire*: A repertoire is a set of resources shared in a CoP, such as “routines, words, tools, ways of doing things, stories, gestures, symbols, genres, actions, or concepts that the community has produced or adopted in the course of its existence, and which have become part of its practice” (Wenger, 1998, p. 83). This set of resources do not frame the negotiation and construction of meaning, on the contrary, their use through engagement and participation generate new meanings and understandings about the practices in a community.

Engagement, interaction in the social world, negotiation and knowledge shared are the things that produce transformation and “has real effects on people’s lives” (Wenger, 1998, p. 85). How our *identities* are changed as a result of our meaningful participation in the social world of CoPs showcases the transformation experience.

Identity

In contrast with the work done with Lave in 1991, Wenger (1998) pays a great deal of attention to the notion of identity. Identity is central to his theory of learning and cannot be detached from the social issues that involve being part of a CoP, that is, community, practice, and meaning (Wenger, 1998). Wenger’s intent is not to focus on identity in connection to the *person* or an *individual self*. The focus is on identity as constructed through the negotiation of meaning, engagement and participation in the social practices of a community. For Wenger (1998) identity is “the social, the cultural, the historical with a human face” (p. 145). Identity is closely related to the practices developed in a CoP. Practice does not only entail the doings in a

community. It also entails ways of being in a given social context, in other words, “our practices deal with the profound issues of how to be a human being” (Wenger, 1998, p. 149). Identity and practice act as mirrors of one another. Identity in the context of CoPs is not related to *self-image*. In other words, who we are is the result of our lived experiences as participants in communities or being in the social world (Wenger, 1998). The characteristics of a CoP shape the construction of identity (Wenger, 1998). Through *mutual engagement* “we become who we are by being able to play a part in the relations of engagement that constitute our community” (p. 152). By participating in shared practice or *joint enterprise* we are able to see the world from different perspectives. Sharing a *repertoire* makes us negotiate meaning with others through interaction and participation, hence affecting our becoming in the social context of the community.

The construction of identities in the context of a CoP is as dynamic as the conceptualization of learning developed by Lave and Wenger (1991) and Wenger (1998). Learning goes beyond the acquisition of skills or simply knowing the practices of community. Learning is also *becoming a person* (Wenger, 2010). In this frame, identities are not constructed individually at a specific moment in time. Identity has three main characteristics:

- *Identity is a trajectory*: Identity evolves and is continuously negotiated during our lives. As we participate in a community, our identity reflects our journey in the CoPs. Our past and future experiences in the community shape our identity. Hence, identity is *temporal* (i.e., develops over time), *ongoing* (i.e., we do not turn off our identity after work), *constructed socially* (i.e., in a social community), and *defined* by our interactions and participation in the practices of the CoP (Wenger, 1998).
- *Identity is multimembership*: We belong or have belonged to different communities over time (i.e., some in the past, some in the present), in different locations, and with varying degrees of involvement and membership. Therefore, some CoPs are more incidental or central to our identity development (Wenger, 1998). We carry our identities across various contexts and landscapes (Wenger, 2010);
- *Identity is local and global*: Members of a community identify with the practices of their CoP but they are also connected to the social world in a broader way. For Wenger (1998), “in our communities of practice we come together not only to engage in pursuing some enterprise but also to figure out how our engagement fits in the broader scheme of things”

(p. 162). For example, a teacher of English can identify with other teachers in his/her community but also with the ELT teachers in the region or the global ELT community.

Through our participation in the practices of a community, learning and becoming take place (Wenger, 1998). In this context we construct our identities, identify with our CoP, and understand our positioning within a community. In this process, Wenger (2010, 1998) qualifies three modes of belonging or identification:

- *Engagement*: Mutual engagement constitutes a CoP. This involves engaging in shared practice and activities, interacting, “using and producing artifacts” (Wenger, 2010, p. 4) that make us feel identified with a certain community;
- *Imagination*: Imagination allows us to gain a different perspective of ourselves and locate ourselves in the social world. Moreover, “as we engage in the world we are also constructing an image of the world that helps us understand how we belong or not” (Wenger, 2010, p. 5);
- *Alignment*: This is related to “directing and controlling energy” (Wenger, 1998, p. 180) within a community; connecting, coordinating efforts and actions in a CoP, and establishing the goal of a community.

Interestingly, identity is not always the result of coordinated and mutually engaged participation. It is also shaped by *non-participation* in a CoP. Non-participation is also part of the life of a CoP. Not all the things we do in a community are significant. Hence, the activities we do not engage in also define who we become in a community (Wenger, 1998). This influences how we perceive our membership, our experiences of identity, and how we relate with the social world of the community. For Wenger, (1998), participation or non-participation helps us to: *locate* ourselves in the CoP; define what we care about and what we do not; determine what we try to know and learn and what we decide to ignore; who we connect to or who we avoid; or “how we engage and direct our energies” (Wenger, 1998, p. 168). Participation and non-participation do not exclude each other. Non-participation is also a learning opportunity. We may initially participate less while we are being integrated in a community and participate more as we become full participants.

Communities of practice: A source for practitioners

In his latest work, Wenger and a group of collaborators (2015, 2002) apply his previous work on learning and identity creation in social contexts to organizations as a tool to manage the learning and knowing of their employees. This new approach was born after organizations such as BMW or Hewlett-Packard raised the need to understand their internal communities. For Wenger, McDermott and Snyder (2002) CoPs offer organizations “a practical way to frame the task of managing knowledge” and provide “concrete organizational infrastructure for realizing the dream of a learning organization” (p. x). This new approach is less theoretical and academic, offers guidance on how to move from theory to practice, and was developed as an explicit guide for practitioners to understand how organizations function. It also provides concrete examples and actions to help their CoPs flourish (Wenger, McDermott & Snyder, 2002).

In this context, Wenger, McDermott and Snyder (2002) assert that communities of practice are formed by “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (p. 4). Even if members in an organization do not always work together, during the time they spend together, they share experiences, time, information, and advice. The time they spend discussing issues, situations, or needs is time well spent that helps them do their job better, solve problems, induct newcomers, and use technology (Wenger, McDermott & Snyder, 2002). In other words, “they accumulate knowledge, they become informally bound by the value that they find in learning together” (p. 5). This does not only have job related benefits. At a personal level, this brings job satisfaction. One gets to know one’s colleagues and their perspectives, establish personal relations, and value being a members of an interesting group of people (Wenger, McDermott & Snyder, 2002).

CoPs are an inherent part of our lives and the organizations where we belong. They flourish by the engagement of its members and the domains and practices shared within the community. At a more global level, they also help people to connect with others in different organizations (Wenger, McDermott & Snyder, 2002). In today’s very competitive global market, Wenger, McDermott and Snyder (2002) found that employees who formed part of communities moved less across communities and were more likely to stay in their jobs because finding the right people makes a difference.

Wenger, McDermott and Snyder (2002) argue that organizations tend to confuse knowing with the *amount of information* produced by an organization. The nature of *knowing* developed in CoPs is based on the notion that *knowledge is a human act*. Knowing is not only stored in books. It is an accumulation of experience gained through the provision of opportunities to participate and engage with others, in other words, knowledge developed by experts in a CoP is a “kind of residue of their actions, thinking, and conversations –that remains a dynamic part of their ongoing experience” (p. 9). Knowledge is a *living process* integral to the practices and social interactions of a community); *knowledge is tacit and explicit*. Tacit knowledge is gained through interaction (conversations and storytelling) and a process of informal learning. However, the tacit and the explicit feed each other. Documents or work procedures are produced as a result of the informal conversations of the members in a CoP); *knowledge is social and individual*. While our experience of knowing is individual, knowing is social. Knowledge is collective and the result of “communal involvement” (Wenger, McDermott & Snyder, 2002, p. 10); *knowledge is dynamic* as opposed to *static*. Knowledge is in constant change. Even though communities have a knowledge base understood by all its members, it has to be updated as organizations evolve and new members are incorporated in a CoP.

Wenger, McDermott and Snyder (2002) add to CoPs the notion of multimembership. Multimembership grants members the opportunity to deal with familiar problems and gives them the flexibility to face new challenges and to develop creative solutions and knowledge. This experience and background learnt in one community can be used and applied in a new CoP (Wenger, McDermott & Snyder, 2002). The authors state that CoPs have different sizes (small and intimate to large and organized regionally); a short or a long life span (depending on the development of the practice among its members); are “collocated or distributed” (among people who know and see each other or connected online); and “homogenous or heterogeneous” (formed by people who share a discipline or come from different backgrounds) (Wenger, McDermott & Snyder, 2002).

Not all communities are indeed communities of practice. In other words, not all groups of people provide member recognition and opportunities to learn through interaction and participation. Wenger, McDermott and Snyder (2002) and Wenger and Wenger-Trayner (2015) developed three new characteristics of CoPs. These relate more to practitioners applying this

theory: *domain*, *community*, and *practice*. For communities to be identified as CoPs, they must share the following characteristics:

- *Domain*: The sense of identity of a community is framed by a common ground, a shared goal or an activity, a “shared domain of interest” and a “shared competence” (Wenger & Wenger-Trayner, 2015, p. 1). A defined domain allows members to have a purpose, be accountable, commit to the development of the community, and give value to their collective goals (Wenger, McDermott & Snyder, 2002). According to Wenger, McDermott and Snyder (2002), “the domain inspires members to contribute and participate, guides their learning, and gives meaning to their actions” (p. 28). For example, maintaining the sense of identity of the community or working together to survive in the work environment. With no domain a CoP is a mere group with no connection. Also a non-inspiring domain deteriorates a community;
- *Community*: Members of the community “engage in joint activities and discussions, help each other, and share information” (Wenger & Wenger-Trayner, 2015, p. 2). A solid community fosters interaction, respect, and trust. It opens the door for sharing ideas, acknowledging weaknesses, listening, acting, being involved and becoming a member (Wenger, McDermott & Snyder, 2002). In a community, a group of people “interact, learn together, build relationships, and in the process develop a sense of belonging and mutual commitment” (p. 34). Social learning happens when members regularly interact and share their views and perspectives of an established domain. Knowing the other members in the CoP helps them to identify who to ask for help, who has an answer to problems, or who they feel confident with (Wenger, McDermott & Snyder, 2002). Homogeneity is not a condition of a CoP to exist. Members bring their own individual points of view and their differences allow them to undertake different roles and develop their own identities. What brings members together is their ability to interact and engage in mutual practice (Wenger, McDermott & Snyder, 2002). Membership is another feature of a community. Membership can be voluntary or assigned. Even though, commitment and engagement is a personal issue, “the success of a community will depend on the energy that the community itself generates, not on an external mandate” (Wenger, McDermott & Snyder, 2002, p. 36). In a “healthy community” (p. 37) members find

value in their participation in a CoP. Their contribution is reciprocal and beneficial to everybody, in other words, a CoP becomes a pool of “social capital” (p. 37);

- *Practice*: Members in a CoP are *practitioners* who have “developed a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems –in short a shared practice” (Wenger & Wenger-Trayner, 2015, p. 2). Wenger, McDermott and Snyder (2002) understand practice as something beyond tools or stories. The development of shared practice takes time and continuous interaction among members. Hence, practice is “a set of socially defined ways of doing things in a specific domain: a set of common approaches and shared standards that create a basis for action, communication, problem solving, performance, and accountability” (p. 38). In addition, practice is an integral part of a community, so as communities evolve, practices evolve as well. Some of the activities carried out in a CoP that help members to develop their shared repertoire involve discussions, conversations, or sharing experiences. These discussions produced in a community are the main sources of knowledge creation about the profession (Wenger, McDermott & Snyder, 2002). Therefore, a CoP is not purely a place to develop a shared interest or a place for people who enjoy similar things.

Although these are general attributes of the CoPs, the participation of members in the CoPs, varies vastly, according to the individual and the social context of their surroundings. Degrees of participation are also natural aspects in a CoP. The centrality or peripherality of the participation of the members in a community is shaped by how open the community is, how much involvement is allowed in the activities developed, and how much access to the sources of knowledge originated in the CoP (Lave & Wenger, 1991). Wenger and Wenger-Trayner (2015), add to Wenger, McDermott and Snyder’s (2002) work some practice activities developed among members in CoPs and illustrate them with examples taken from workplace situations (p. 3):

- *Problem solving*: “Can we work on this design and brainstorm some ideas; I’m stuck”;
- *Requesting information*: “Where can I find the code to connect the server?”;
- *Seeking experience*: “Has anyone dealt with a customer in this situation?”;
- *Reusing assets*: “I have a proposal for a local area network I wrote for a client last year. I can send it to you and you can easily tweak it for this new client”;

- *Coordination and synergy*: “Can we combine our purchases of solvent to achieve bulk discounts?”;
- *Discussing developments*: “What do you think of the new CAD system? Does it really help?”;
- *Documenting projects*: “We have faced this problem five times now. Let us write it down once and for all”;
- *Visits*: “Can we come and see your after-school program? We need to establish one in our city”.
- *Mapping knowledge and identifying gaps*: “Who knows what, and what are we missing? What other groups should we connect with?”

The above-mentioned activities are hard to be achieved by the newcomers without *support* from old-timers. Wenger, McDermott and Snyder (2002), see CoPs as *spaces* for learning where learning depends on the opportunities offered by its members to participate actively in the social practices of the community. Denying access to participation has direct repercussions on the motivation, integration, and acceptance of newcomers in the community and the value they attribute to learning (Lave & Wenger, 1991).

Given the social, dynamic, and evolving nature of CoPs, establishing a common ground or a domain is not enough for CoPs to function in an effective manner. Wenger, McDermott and Snyder (2002) propose that a *support system* is required for a community to prosper through the creation of a support team. Even though they locate support in the context of management and organisational institutions, some elements apply to educational contexts. For Wenger, McDermott and Snyder (2002), support teams “help accelerate the natural and evolutionary processes required for communities to reach their full potential” (p. 207). Teams can support the development of the community by planning knowledge creation initiatives, encouraging participation, developing problem solving skills and strategies to deal with challenges, identifying the needs of the community, raising awareness of the development of the community, organising ways to gather “resources, including models, and insights” (Wenger, McDermott & Snyder, 2002, p. 209).

Wenger's (1998, 1991) previous work we are superficially briefly addresses the difficulties encountered in CoPs. Even though CoPs offer opportunities for interaction and learning, communities are not always places of harmony and peace because of the diversity of their members and because the complexity of doing things together can generate disharmony and animosity (Wenger, 1998). In this more recent development of CoPs, Wenger, McDermott and Snyder (2002) dedicate more attention to the challenges experienced in communities in their book and discuss these issues in one chapter called *The Downside of Communities of Practice* (p. 139). The authors warn us to not "romanticise communities of practice or expect them to solve all problems without creating any" (p. 139). CoPs mirror the complexity of human relations and the weaknesses and strengths of its members. They can also create barriers for members to learn, innovate, expand knowledge, and participate, as well as create obstacles for the community to grow and develop (Wenger, McDermott & Snyder, 2002). For Wenger, McDermott and Snyder (2002) it is important to be aware of these downfalls in order to be able to confront future challenges. Despite the nostalgic positivism attributed to CoPs, two situations or cases are presented:

- *Single communities*: According to Wenger, McDermott and Snyder (2002), some of the downsides are generated because some CoPs function too well or "fail" to function. In effective CoPs, the domains and practices of the community are so well established that there is no room left for newcomers to question, contribute, and critique. In other CoPs members do not become passionate about the goal shared, they do not connect, trust is not developed, or new members are marginalised from the practices of the community (Wenger, McDermott & Snyder, 2002). Also in these communities, members distance themselves, work in a disconnected manner, and the lack of joint practice affects the sense of identity of the community (Wenger, McDermott & Snyder, 2002).

A CoP that is comprised by experts in a domain can portray overconfidence and arrogance and this can be problematic. If some members feel experts in a domain there is a feeling that the community does not need to learn anything new. Other challenges presented by Wenger, McDermott and Snyder (2002) are: (a) a CoP can become *imperialistic* (p. 142) when a few members decide what is right or what is not, what matters or what does not, who has a say or who has not; (b) a CoP closes itself to new points of view and alternative ways of engaging in practices; (c) *narcissistic* attitudes rise

when members pursue individual agendas; (d) a CoP *marginalises* itself from the rest of the organization generating general discontent; (e) members develop strong relations and form an inner circle where new members cannot enter or are allowed to participate peripherally. According to Wenger, McDermott and Snyder (2002), “close friendship and the desirable for a sociable atmosphere can prevent members from critiquing each other or from seeking to deepen their understanding of their domain” (p. 145); (f) *egalitarianism* occurs when “a community can constrain individual growth or creativity through the power of a group norm of equality. No one should stand out” (p. 145-146); (g) *dependence* on a charismatic leader makes the CoP vulnerable if this leader leaves or with no room for others to express their views;

- *Constellations of communities*: CoPs do not exist in a vacuum. They become effective due to its local inner development but also in relation to their connectivity to other communities. As they develop their practices and domains, boundaries are created, specific jargon, and particular methods of operation are developed. This facilitates the learning process of practitioners within the CoP but not for outsiders who wish to join the community (Wenger, McDermott & Snyder, 2002). CoPs get so *stuck* with their own practices that misunderstanding and miscommunication can occur when they meet other members from other CoPs inside the same organization. Another issue presented by Wenger, McDermott and Snyder (2002) is *leakiness*. If a CoP’s boundaries become blurry the knowledge produced inside the community outreach the walls of an organization and the ideas shared and developed can be used by other organizations.

The question that arises is how to develop, nurture, and sustain a CoP? Wenger, McDermott and Snyder (2002), provide some suggestions. In the early stages, organizations can help a community by “striking a balance between discovering the natural networks and imagining the value of enriching those relationships; and secondly, by nurturing strong lasting relationships while at the same time quickly demonstrating the value of communities” (p. 90-91), and by engaging people in its creation. Once the viability of the community is demonstrated it has more chances of surviving. In the maturing stages, it is important to define the domain, the roles within the community, the practices, and the community’s role inside the organization. Openness is key. Not only in terms of accepting new ideas and new people. It means “actively soliciting new ideas, new members, and new leadership to bring fresh vitality into the

community” (Wenger, McDermott & Snyder, 2002, p. 105). Wenger, McDermott and Snyder (2002) also suggest valuing the importance of mentoring new members. Wenger, McDermott and Snyder saw that in newly formed CoPs newcomers tend to seek mentoring help from senior members creating “an unacceptable burden of their time” (p. 108). The whole community should take responsibility for the mentoring of new members, for example, by reassigning different mentors or creating a mentorship program.

The evolution of communities of practice

As I have shown in the previous sections of this chapter, the theory of CoP has evolved with regard to time and approach. Even though some elements are core to the historical evolution of the CoPs theory (e.g., the personal and the social worlds; social conceptualization of learning and engagement in the social practices of a community), the focus has shifted: from attention to *situated* learning to *communities, practice, and identity* to *concrete* suggestions to *practitioners*. The definition of CoPs has evolved in time. Initially, CoPs were conceptualized as the *relations* established among persons or as a *condition* for knowledge construction (Lave & Wenger, 1991). Later, as informal *places* where we develop, negotiate, and share the practice of the community (Wenger, 1998). Lately, CoPs are understood as *groups of people who share a concern and engage in practice* but also as *places and sites* for knowledge creation (Wenger, McDermott & Snyder, 2002). Table 1 summarizes the main shifts developed over time:

Table 1

Evolution of the theory of Communities of Practice

Lave & Wenger (1991)	Wenger (1998)	Wenger, McDermott & Snyder (2002) / Wenger and Wenger-Trayner (2015)
<i>Situated Learning Theory</i>	<i>Community of Practice Theory</i>	<i>Community of Practice Theory as a tool for practitioners</i>
<i>Learning</i> : situated activity; present in the social world; inseparable from social practice; defined by <i>legitimate peripheral participation</i> (LPP)	<i>Learning</i> : lived experiences of participation; inevitable and social; principles: we are <i>social</i> , knowledge is <i>competence</i> , knowing a matter of <i>participation</i> , knowing as <i>meaning</i> ; learning for individuals, communities and organizations	Less theoretical and academic approach Guide with concrete organizational tools for practitioners to manage knowledge and organize learning in CoPs
<i>LPP</i> : persons & practice; access to opportunities; provides membership; characterise CoPs		<i>Knowing</i> : human activity, living process, tacit and explicit, social and individual, dynamic
<i>CoPs</i> : <i>relations</i> established among persons; <i>condition</i> for knowledge construction; flexible; develop depending on level of engagement	<i>Practice</i> : shared; brings people together; collective doing; socially constructed; define enterprise <i>Participation</i> : personal and social; provides membership and recognition; defines a CoP <i>CoPs</i> : <i>informal</i> and <i>inherent</i> to our lives; everywhere and familiar; varied and diverse; “ <i>places</i> where we develop, negotiate, and share” practice (p. 48); three characteristics: <i>mutual engagement</i> , <i>joint practice</i> , <i>shared repertoire</i> <i>Identity</i> : inseparable from the social; constructed through negotiation of meaning and participation in the practices of a community; identity is: <i>trajectory</i> , <i>multimembership</i> , <i>local and global</i> ; modes of belonging: <i>engagement</i> , <i>imagination</i> , <i>alignment</i>	<i>CoPs</i> : part of our lives and organisations; have different sizes, long or short life, homogenous and heterogeneous; <i>groups of people</i> who share a concern and constantly interact; <i>place and site for learning</i> ; Characteristics: <i>domain</i> , <i>community</i> , <i>practice</i> <i>Downsides of CoPs</i> and <i>suggestions</i> for creation and sustainment <i>Practice activities</i> : problem solving, requesting information, seeking experience, reusing assets, etc.

In the section above, I provided the historical development of the theory of Communities of Practice with its characteristics and shifts over time. In what follows, I anchor my theoretical framework within my study of novice teachers of English.

Communities of practice as the theoretical foundations of my study

The aim of this investigation is to examine the participation experiences of NTEs in the practices of the communities to which they belong and investigate the influence of their participation in such communities on how they report approaching the teaching of English.

From Wenger's perspective, I situate English teaching communities as CoPs and I subscribe to Wenger, McDermott and Snyder's (2002) conceptualization of CoPs as a *group of people* who share a domain and engage in practice. Hence, I argue that a group of teachers who work together to teach English in different types of school contexts can be understood as a community of practice. Specifically, these CoPs are formed by newcomers (novice teachers, teacher candidates doing their practicum) and old-timers (experienced teachers of English, heads of the English department). Members frequently share a domain (Wenger, McDermott & Snyder, 2002), oftentimes related to the development of the English language and engage in diverse practices typical of school settings, such as attending meetings or planning lessons. I argue that private, semi-private, and public school communities vary in the opportunities they provide or do not provide novice teachers to participate in their practices or in the degree of acceptance of novice teachers. Moreover, Wenger, McDermott and Snyder, (2002) and Wenger and Wenger-Trayner (2015) assert that in CoPs, members help and support each other. Hence, despite being hierarchically organized, in English teaching communities, experienced teachers also offer different levels and types of support to NTEs.

Wenger, McDermott and Snyder (2002) suggest that CoPs are places for interaction and learning with turbulence either because old-timers do not take criticism, the community is exclusive, or members do not feel motivated. In the case of English teaching communities, specific challenges are also present. In the Chilean context, these challenges occur because NTs experience inequity and work under hard conditions (González Navarro, 2011). When working conditions are good (as in the case of private schools), members in the community can become self-centered and competitive. However, if working conditions are not favourable, the

experienced members in the communities can develop negative attitudes toward teaching and novice teachers. Therefore, as the objective of my study is to examine the experiences of practitioners (i.e., novice teachers of English) who teach English in specific school environments, I have adopted Wenger, McDermott and Snyder (2002) latest characterisation of CoPs because of its applicability to more practical aspects of the educational field. In particular, this new practitioner-oriented model has allowed me to examine the doings and practices of novice teachers in their English teaching communities. Having Merriam (2009, 2006) as inspiration, this model has served me as a guide to frame all the stages of my investigation, from the research design, the collection of data, and its analysis.

In the next section, I will look at how CoPs are conceptualised in educational settings. I also present studies that have adopted Wenger's different aspects of his theory of CoPs to study the experiences of teachers.

Communities of practice in general education and ELT

Wenger recognizes that a school is an organisation where the development of knowledge faces challenges. Challenging the traditional model of learning in schools is not easy. Moving from viewing learning as an individual process where learners are isolated from the world outside the classroom, and “pay attention to teachers or focus on exercises” (Wenger, 1998, p. 3) to one more centred on communities of practice implies making profound educational modifications that take time (Wenger, 1998).

However, if applied, CoPs can affect education in two ways: *internally* or through the design of subject matter educational experiences that foster learning through participation and *externally* or by linking the experiences of students to participation in activities beyond the school. For Wenger and Wenger-Trayner (2015), schools are “part of a broader learning system” and “have to be in service to the learning that happens in the world” (p. 5). Teachers and educators play key roles. They have to be given the opportunity to participate actively and express their identities. All this has repercussions on what they teach, as opportunity brings “the concerns, sense of purpose, identification, and emotion of participation” (Wenger, 1998, p. 276) to the learning process. All in all, Wenger (1998) notes “being an active practitioner with an authentic form of participation” (p. 277) is an essential requirement of teaching and education.

Lave and Wenger's (1991) early work did not specifically explore school contexts because learning and knowledge can take place in a decontextualized manner and because schools and classrooms are very context specific. However, they left the door open to apply their theory to inform education, understand the students' learning processes and experiences, the place schools have in the community at large, and their social organisations as communities of practice (Lave & Wenger, 1991). The study of teaching communities in school organisations has recently received attention due to the increasing percentage of teacher attrition in the first years of professional practice. Inside these communities, most novice teachers spend their time in isolation from colleagues and frequently do not receive support from their members (Westheimer, 2008).

One example of this is Cuddapah and Clayton's (2011) exploration of how novice teachers' participation in a CoP became a valuable source of support for beginning teachers. Having Lave and Wenger's LPP theory as their conceptual framework, these researchers conducted a qualitative study of 12 new teachers of diverse social and ethnic backgrounds who participated in 16 interactive sessions during one school year as part of the Beginning Teacher Program (BTM) that offered support for the retention of NTs entering urban schools. In each session, teachers talked about their teaching lives and data was recorded using a participant observation method and full note taking. The topics covered during these sessions were: work of teaching (e.g., problem solving and sharing concerns such as classroom behaviour); teaching experience construction (making meaning of their novice teachers' experiences and making sense of teaching); process of becoming (understanding of the self and their new teaching identities); and teacher belonging (interaction in the community and sharing).

The influence of Lave and Wenger's ideas on education is present in Lambson's (2010) case study of 3 novice teachers participating in a study group for one year. Lambson adopted the *legitimate peripheral participation* (LPP) theory to explore the experiences of a group of novice teachers when interacting with veteran teachers and how NTs became engaged as full participants during the sessions. It is interesting to note that new teachers evolved as they participated in these meetings. They slowly grew more confident in discussing teaching issues. As the year progressed, their comfort level increased, which led to higher participation. As beginning teachers "grew in their knowledge and experience, their ways of describing their

teaching and the language they used to talk about their practice changed and began to reflect what they were observing and hearing from more experienced teachers” (p. 1665). Other studies have used the CoP theory to explore how the participation in an educational network contributed to the production of meaning and agency among teachers (Niesz, 2010), to ascertain the influence of the participation of pre-service maths teachers in a peer CoP on the development of didactic knowledge of mathematics (Gomez & Rico, 2007), or to study the central and peripheral participation experiences of NTs in a study group with experienced teachers (Lambson, 2010).

In ELT, some studies report the application of the CoP theory to study online communities and multi-membership in different CoPs. For instance, Stevens (2009), described a situation in which the notion of CoP as an instance for face-to-face interaction and learning is extended. He and a group of collaborating teachers were concerned about the relationship between educational technology, language learning, and professional development. They met weekly via Webheads. Stevens and his team felt that they gradually evolved from being a mere group that met regularly into a community of practice. This occurred when the members started sharing pedagogical knowledge, helping each other, and caring about others via this online CoP.

Another example of the use of the theory of communities of practice to study online communities is a qualitative study carried out by Wesely (2013). Wesely used the conceptualizations of *domain*, *community* and *practice* to study a Twitter community of language teachers. Wesely (2013) followed members on Twitter throughout a year to investigate how teachers engaged in online professional development. Data was collected through posts on Twitter and interviews. Wesely identified the characteristics of a CoP in the Twitter community. Regarding *domain* she found that the language teachers in practice aimed at: being continuous learners, establishing peer relations, and collaborating in an online collegial way. In terms of *community* the teachers expressed feeling isolated in their school environments. They engaged in online practice that helped them to connect with others and establish relations. The teachers’ participation and sustained interaction on the Twitter community helped them engage in a series of on and off line practices, such as organising collaborative projects, participating in dialogue and debate, carrying out curricular innovations, and engaging in video conferences.

Multimembership in CoPs, was demonstrated by Nishino (2012), who conducted a case study of a Japanese teacher of English who had 25 years teaching experience. The researcher wanted to explore how belonging to multiple CoPs helped the teacher about English teaching and pedagogical learning. Nishino found that the teacher participated in different communities where he carried out diverse practices depending on the CoP. In some communities, the teacher observed lessons and allowed other colleagues to observe him. In other CoPs, he talked about his teaching experience and shared activities with other teachers of English and teachers from other disciplines. He also belonged to different teacher associations. These activities helped him to develop professionally.

Lave and Wenger and Wenger's LPP and CoP theories have also been used as a frame to study the experiences of English teachers in foreign language contexts. Chou (2014) used situated learning in a qualitative study of the participation of four Taiwanese teacher candidates during a school project. The teacher candidates visited a primary school to read and tell stories in English to children. Chou found that the teacher candidates' practices evolved significantly as a result of this situated activity. In addition, the children in the school modified their co-participation patterns during the activity by moving from peripheral to full participation and involvement. In another study, Mak and Pun (2014) followed the 10-month trajectory of a group of 18 teachers in Hong Kong who belonged to a collegial CoP. Mak and Pun (2014) reported that novice and experienced teachers developed professionally and evolved as members of the CoP. The challenges they were exposed to during the process were handled well thanks to the honesty, self-awareness and help the members of the CoP provided each other. Unfortunately, once the 10 month period was over and the 18 teachers returned to their schools, the CoP faded. Mak and Pun (2014) suggested that a community cannot be sustained without the individual commitment of its members, support from schools, parents, and the educational community at large. Other studies of teachers of English in foreign language contexts have used Lave and Wenger's theory to examine situated interactions of English teachers in their everyday work context (Warrenlittle, 2001) or professional growth as situated learning in team teaching (Wei-You Chen & Chang, 2014).

Seeing the importance of CoPs, Richards (2012) reflects on their influence on the professional development of language teachers. Professional development "can help foster the

sense of a community of practice” (p. 53) through the development of various activities such as forming reading groups, doing action research, peer observation etc., even if this might “require a change in mindset for some teachers who do not see themselves as members of a team” (Richards, 2012, p. 53). Specifically, participating and belonging to a community of practice provides opportunities for working and learning together as well as developing new roles for the teacher (e.g., leader, trainer, mentor, etc.). According to Richards (2008), the theory of CoPs and situated learning has had an impact on the development of second language teacher education programs. Inspired by Lave and Wenger’s (1991) work, teacher learning nowadays is not seen as the translation of “knowledge and theory into practice but as constructing new knowledge and theory through participating in specific social contexts and engaging in particular types of activities and processes” (Richards, 2008, p. 164).

Studies of Chilean communities of practice are not abundant. In SLE, Farias and Obilinovic (2007) carried out a joint study between pre-service English teachers in Colombia and Chile. The study sought to explore a virtual platform as a tool to create a community of practice and interest. Both groups of teachers shared information and engaged in activities designed under the lens of a critical pedagogy model that encouraged pre-service teachers to reflect upon their educational training from a comparative perspective. The pre-service teachers in both countries declared that their participation in this online CoP allowed them to: participate in a rich cultural experience; have more respect for other individuals; develop critical thinking skills, learn, listen, and understand other pre-service teachers from a different culture; to realize that in both countries teachers shared the same concerns and wishes of any beginning teacher. On the other hand, in GE, Avalos (2011) analyses the existing relationship in the literature between teacher leadership and teacher participation in school CoPs and relates it to the Chilean educational reality. She concludes that, depending on the quality of the interactions and the joint work done by teachers, they reshape their identity and take a more leading role. However, this is not an automatic process and it is closely related to the social dynamics of the community (Avalos, 2011).

Summary

The theory of Communities of Practice has evolved in time. However, some key concepts, such as situated learning, the interconnection between learning and the personal and

social worlds, and the importance of social relations to the participation in the practices of social communities have helped to increase our understanding of the CoP theory. The application of Lave and Wenger (1991) and Wenger's (1998) frameworks have been used more extensively in general and second language education. The newest development of the CoP theory as a tool for practitioners by Wenger, McDermott and Snyder, (2002) and Wenger and Wenger-Trayner (2015) is more recent in education and needs further exploration.

Next, I present the methodological design of my study.

CHAPTER 4

METHODOLOGY

This chapter provides an overview of the methodology I used in this qualitative study and the rationale behind the research process in terms of the recruitment of participants, the sites under study, ethical considerations, the design of the data collection instruments (online closed and open-ended surveys, interviews and observations), the plan for data analysis, trustworthiness, and reflections on the process of analysis. I begin by explicating my research design before restating my research questions. I then introduce a detailed description of the participant recruitment process and how I gained access to the sites under study. An explanation of how the data was collected follows. I then explain the rationale behind the data analysis process and address the trustworthiness of this study. Further on, I provide information about the participants in this study. I conclude the chapter by addressing my reflections on this part of my research.

Research purpose and design

This study aims at investigating the participation experiences of Chilean novice teachers in the practices of their English teaching communities of practice in various school contexts and examining the influence of such participation on their reported approaches to teaching English. In order to do this, I used three sources of data. One group of 138 NTEs from different regions in the country participated in an online closed and open-ended survey. A second group of 11 NTEs from Santiago was interviewed and observed while participating in staff meetings in their schools. Although some aspects of the survey data resulted in a limited amount of quantitative findings, this study was focused on qualitative data. All the qualitative data gathered from these sources was analysed to answer my research questions. The whole research process is further explained in the chapter.

Research questions

The research questions that served as the basis of this study were:

- How do novice teachers of English in Chile experience their participation in the practices of communities of practice?

- How does their participation in different forms of communities of practice influence how they report their approach to teaching English?

In order to answer these questions, I opted for a qualitative research design. For Denzin and Lincoln (2005), qualitative research is a *situated activity* that stresses “the socially constructed nature of reality” (p. 10) and places the researcher in the world. Qualitative inquiry aims at understanding how individuals make sense of their experiences and construct knowledge under different circumstances (Merriam, 2009). In other words, it “involves studying the meaning of people’s lives, as experienced under real-world conditions” (Yin, 2016, p. 9). In qualitative inquiry, the context or *natural setting* (Bogdan & Biklen, 2002) become the direct source of data. Researchers visit a particular location in order to collect data and establish a comfortable relationship with the setting which fosters a descriptive account (Bogdan & Biklen, 2002). A qualitative approach is descriptive in nature because of the personal contact and conversations with participants in the settings where they normally spend part of their lives (Merriam, 2002). This approach allows the researcher to understand different views of the world and different ways of conveying meaning (Bogdan & Biklen, 2002).

In the context of this study, my deep familiarity with the context, given my previous experience, and a qualitative research perspective granted me the opportunity to better understand and examine the contexts where Chilean NTEs work. As mentioned in the Chilean context section in the Introduction chapter, the Chilean educational system is complex and varied. There are different types of educational institutions serving different social backgrounds where novice teachers begin their career paths (private, semi-private, and public schools). Through the data collected from the surveys and my conversations with the NTEs in this study, I was able to describe my participants, their school contexts, and capture how they experience participation and perceive English teaching in specific schools communities.

Recruitment

To start the recruitment process, I first contacted the national coordinator of initial teacher education from the English Opens Doors Program (EODP) in the Chilean Ministry of Education (MINEDUC) to ask for advice on how to send the online survey to novice teachers throughout the country (see Appendix A). The first stage of this research involved collecting data

through an online survey that featured closed and open-ended components. Later in this chapter, I explain in detail how the data collection tools were designed and administered. I shall also address how I safeguarded the identities of my participants.

My priority was to send this survey to all NTEs who had up to five years of teaching experience working in school contexts. As I stated in the introductory chapter, one of the policies of the current administration of MINEDUC is to support diverse educational projects. Therefore, the English Opens Doors Program (EODP) offered support and collaboration to access the NTEs in their data base. I used a Web based software (Fluid Surveys) to create the survey and I sent links to the English and Spanish versions of it to the EODP (see Appendix B and C). The EODP emailed the links of the survey to NTEs and only served me as a platform to access teachers. The responses went directly to my Fluid Surveys password secured account and only I could access their responses. The Ministry did not receive any responses, had no access to them, and had no record of who participated in this stage. Therefore, any possible influence on the NTEs' responses is discarded. This procedure is commonly used in survey design (Yin, 2016) and was approved by my university's ethics board.

Through the EODP, 700 novice teachers received the link to the surveys. I received responses from one hundred and thirty eight (138) NTEs working in private, semi-private, and public schools. The response rate of the survey in my study was 19.7%. The literature does not offer a clear cut-off for what constitutes an acceptable response rate (Saldivar, 2012). This range can vary from 5% to 20% or up to 75% in very rare cases (Nulty, 2008; Poole, 2014; Ray, 2006). According to the Fluid Surveys' site, the average of responses using their software is 24.8%.

Considering the above, my expectations were 25%. I do not have a clear explanation for my 19.7% response rate. However, I believe some of the reasons might be poor internet access or connectivity, lack of interest to participate in the study, workload and lack time to answer the survey, time of the year, teachers do not read emails, or the data base from the EODP might be outdated. Moreover, I did not offer any incentives to participate in any of stages of this study. Given this response rate, I consider that the demographic data collected is not significant enough to provide accurate demographic information. Hence, I used this data to provide a general

description of the novice teachers who participated in the survey. I elaborate on this in the data collection section of this chapter.

In terms of the second and third phases of the data collection (interviews and observations), the EODP also offered assistance. The EODP sent an email to the heads of the English teaching departments in all the universities that had teacher education programs in ELT inviting them to contact me about the study (see Appendix D). Again, it is important to clarify that the EODP only served as a platform to reach out to universities. The EODP did not receive any information about the participants, was not involved in any other stages in the study, had no record of who participated, and had no access to any data (e.g., recordings or transcripts). As I could not have access to the data base of newly graduate teachers, the universities that responded were emailed an invitation to forward to the NTEs who had graduated from their teaching programs to participate on the online survey (see Appendix E), interviews and observations (see Appendix F). My aim was to recruit NTEs who had up to five years of experience teaching in different school contexts and who worked with a team of teachers in their communities. As described in my review of the literature, I adopted an operational definition of the NTE in terms of the years of teaching experience by indicating that up to 5 years a teacher can still be considered novice.

Later, I received individual emails from 11 interested NTEs who wished to participate. The universities were not involved in any other stages in the investigation, had no records of who volunteered to participate, and had no access to any collected data. The NTEs who participated in the interview and observation stages came from the three different school institutions that represent the Chilean school system. Four of these worked in private schools, four in semi-private schools, and three in the public sector. I expected a higher number of interviewees (20 or more). The reasons for this to happen might be the same I gave for the survey response rate above. However, I believe that for the purposes of this research and the analysis conducted, eleven NTEs was an appropriate number.

Concerning how many qualitative interviews are sufficient for a meaningful qualitative study, Baker and Edwards (2012) offered varied answers. The authors edited an issue of a publication from the *National Centre for Research Methods* where 14 social scientists and 5 new

researchers answered the question: how many qualitative interviews is enough? Some contributors agree that no magic number can be given because it depends (Becker, 2012; Flick, 2012; Have, 2012) on the research question, the aim of the study, and the research design. For example, Farrell (2016a, 2008, 2003) has reported in-depth findings about the socialization of NTEs in studies conducted with 1 and 3 teachers who were interviewed, observed, and participated in reflective group discussions. Pennington and Richards (1997) interviewed and observed five novice teachers from Hong Kong and Shin conducted a study with 16 surveyed and interviewed NTEs in South Korea. In this study, each interview took between two to three hours.

Jenson (2012) notes that there is a general belief that “more always means ‘better’, ‘more valid’ and ‘more robust’” (p. 39) but she realized that “it was the quality of the analysis and the dignity, care and time taken to analyse interviews” (p. 39) rather than the number what matters most. From Denzin’s (2012) perspective, *one* interview is enough. Becker (2012) answers the how many is a good number question by saying enough. Enough interviews to “establish that something is possible, which may be all you need as evidence in support of a particular point” (p. 15). Miller (2012) asserts that the number depends on the scope of the study. Six to ten can be appropriate for general discussions and that a survey applied to 20 or more individuals can “help to generalise” (p. 31) what is gathered from the interviews. In regards to the appropriate number of interviews, Mason (2012) states:

Usually, it is better to have a smaller number of interviews, creatively and interpretively analysed, than a larger number where the researcher runs out of time to do them justice analytically. It is better to offer sound qualitative insights, than try to mimic a quantitative ‘representative’ logic. (p. 31)

The recruiting procedure and the number of participants were approved by my committee and the Ethics Board from the University of Ottawa. I refer in greater detail further in this chapter to ethical considerations.

Sites

As mentioned previously, the Chilean school system is diverse but also independent. Private, semi-private, and public schools are not governed by school boards. Semi-private and

public schools function under direct supervision of the Ministry of Education (MINEDUC) which regulates how the national curricula are being implemented, determines teaching guidelines, and provides teaching materials. Private schools, on the other hand, function with much more independence. While they cover the curricular requirements established by MINEDUC, private schools decide on what specific content to teach, what materials to use, and what teaching methods to implement.

As schools function in an independent manner, application for conducting research in school sites in Chile is not done through a school board. The gatekeepers are teachers who contact their unit coordinators and principals for research purposes. In my case, the NTEs who volunteered to participate contacted the heads of the different teaching departments or academic coordinators. They allowed me to enter the school locations and observe staff meetings. Once I was granted permission, I sent a letter to the heads of the departments in each school explaining the objectives of this study (see Appendix G). Most schools and English teams were very kind, open, and willing to collaborate. Only one private school declined me access to meetings as the head of the English teaching unit indicated that the teaching issues discussed at the meetings were private. A full description of the sites is presented in the Participants section in this chapter.

Ethical considerations

Approved ethical considerations and protocols were followed for the entire study. I started the study once I obtained ethics approval from the Ethics Board at the University of Ottawa in October 2014 (see Ethics approval in Appendix H). The Ethics Board did not consider the participation of the EODP and universities as platforms to access novice teachers as problematic because neither the EODP nor the universities had access to the responses or records of who volunteered to take part in the investigation. Before launching the online survey, NTEs read a description and the objectives of the study which were similar to my research questions and were informed on the purpose of the research (see Appendix I). If they selected on the “yes” option they could automatically begin the survey. In regards to the other stages, NTEs who participated in the interviews and observations were given two copies of a letter of consent to read and sign. The letters contained a description of the study, the objectives, and the ethical considerations, such as voluntary participation, security of data, confidentiality, etc. Participants kept one copy and they returned a second signed copy to me (see Appendix J). Confidentiality

and anonymity of the participants were kept at all times. The participants in the survey were identified by number and the participants in the interviews and observations were assigned a code depending on the school context. For example, if a participant worked in a private school he/she was assigned the code: NTE1/PR (e.g., novice teacher of English 1/private school). If the NTE worked in a semi-private institution, he/she was assigned the code NTE2/SPr (e.g., novice teacher of English 2/semi-private school). The same was done for teachers in the public sector: NTE3/PU (e.g., novice teacher of English 3/ public school).

Data collection methods and procedures

Instruments with open-ended responses, such as open-ended surveys, interviews, or focus groups are typically used in qualitative research and aim at capturing the meanings constructed by participants through their interactions with the world (Merriam, 2009, 2002). Web based surveys with open questions have been increasingly incorporated to gather qualitative data (Bryman, 2006; Creswell, 2012; Dawson, 2002; Stake, 2010). According to Driscoll, Appiah-Yeboah, Salid and Ruppert (2007) open-ended responses obtained from web-based sources are analysed following the same procedures used for semi-structured interviews (i.e., through thematic analysis) and give participants the possibility of providing extensive comments and responses.

The data collection instruments in this study were designed to complement the overall purposes of this research including the research questions, and theoretical framework (i.e., Wenger, McDermott and Snyder's (2002) framework of CoPs). The data was collected through online closed (demographic data) and open-ended survey, one-on-one interviews, and observations (qualitative data). Given the nature of this qualitative study, I opted for the design of instruments that would allow my participants to provide rich accounts of their understanding about participation in the practices of CoPs in different school contexts. Table 2 summarizes the data collection sources:

Table 2

Data collection sources

Online survey	Interviews & observations
NTEs from north, south & Santiago ($n=138$)	NTEs from Santiago ($n=11$)
Private (21 schools)	Private (3 schools / 4 NTEs)
Semi-private (30 schools)	Semi-private (3 schools / 4 NTEs)
Public (87 schools)	Public (2 schools / 4 NTEs)
Data type:	Data type:
Closed ended: demographic	Qualitative
Open-ended: qualitative	Demographic

Online close and open-ended survey

The purposes behind the design and application of the online survey were to learn about the general participation experiences in schools from a larger number of novice teachers of English, to reach out novice teachers in the different regions in Chile, and recruit for the subsequent interview. One hundred and thirty eight NTEs answered a two-part online survey with closed and open-ended questions. I used the on-line Fluid Surveys software to design and distribute the survey. Fluid Surveys is an online survey software used to create surveys, collect responses, and analyse data. Both parts took the teachers no longer than 30 minutes to complete and were completed at the teachers' convenience. As NTEs were not asked to identify themselves, confidentiality was secured by assigning the respondents a number. Two versions of the survey were sent, one in English (see sample in Appendix B) and one in Spanish (see sample in Appendix C) in order to give NTEs the option to respond in the language of their preference. In the recruitment section in this chapter above I explained how the surveys were distributed nationally.

The closed ended questions (part 1) collected general demographic information. The questions asked NTEs to provide information about their age, gender, socio-economic backgrounds, ethnic backgrounds, first and second languages, university degrees, years of teaching experience, types of contract, average of teaching hours per week, grades taught,

average number of members in their English teaching communities, and level of English. However, given the survey response rate (19.7%), I decided to remove the demographic information gathered from the survey from my analytic procedure because 138 responses were not enough to make an informed judgement. Therefore, I only included the qualitative data gathered in my analysis.

In order to be consistent with my theoretical framework, the questions forming part 2 of the survey (open-ended questions) were based on Wenger, McDermott and Snyder's (2002) framework of *domain*, *community*, *practice* in a CoP. By answering these questions, NTEs provided insights into: (a) the *domain* established in the English teaching community (e.g., goals shared) (b) the *community* (e.g., NTEs' their integration, support and relations established in the English CoP); (c) the *practice* activities NTEs and experienced teachers engaged in. The survey also contained questions based on activities that generally occur in CoPs (e.g., problem solving, requesting information, seeking experience, reusing assets, coordination and synergy, discussing developments, documenting projects, visits, mapping knowledge, and identifying gaps). This list was taken from my theoretical framework, based on the recent work of Wenger and Wenger-Trayner (2015) about the shared practices within communities of practice. The aim of this section was to give novice teachers more options to describe what they engaged in their CoPs. The NTEs were also asked to answer questions about their approaches to teaching English in the CoPs where they worked. The open-ended responses were transcribed by Fluid Surveys. I then translated the extracts that I needed to illustrate the categories. I did not use any software or translation tool at this stage. Later, I asked a native speaker of English who knew Spanish and who lived in Chile to proofread the translated extracts to make sure they were clear.

I piloted the survey before sending the links to the EODP by sending it to a group of teacher trainers in one of the universities I worked at in Chile for feedback. Their comments helped me to modify the wording of some questions and clarify their meaning. All the qualitative raw data obtained from part 2 of the surveys was gathered by using the report application in the Fluid Survey software (see sample of data in Appendix K).

Interviews

Seidman (2013) argues that the stories told through semi-structured interviews are a “way of knowing” and that the act of telling stories “is essentially a meaning making process” (p. 7). The main objective of conducting in-depth interviews is to understand “the lived experiences of other people and the meaning they make of that experience” (Seidman, 2013, p. 9). In qualitative research, interviews are one of the main sources for gathering information. They are designed to explore the participants’ lived experiences and their understanding of the world (Maxwell, 2013; Seidman, 2013, Yin, 2016).

The main aim of conducting interviews in my investigation was to simply understand the novice teachers’ participation experiences in the practices of English teaching CoPs and their approach to teaching in those communities from the point of view of their stories. For this part of the research, I designed one-on-one semi-structured interviews. Details about these teachers are provided below in the Participants section in this chapter.

The interview protocol was divided into two sections. Part 1 contained a set of structured questions aiming at collecting demographic information about the novice teachers (e.g., age, gender, educational background, socio-economic background, etc.) and data about their teaching context (years of teaching experience, type of school where working, teaching hours per week, level of English, grades taught at the moment, etc.). Similarly to the open-ended part of the survey and consistent with my theoretical framework, the interview questions in part 2 were based on Wenger, McDermott and Snyder’s (2002) framework of *domain, community, practice*. By conversing on these topics, my participants talked about their participation in their CoPs (e.g., support received in the community, integration in the community, the activities and practices they engaged in with other members of their communities, NTEs and team’s language teaching goals, etc.) and their perception of the approaches they used to teach English in those CoPs (e.g., influence of the teaching community; reported teaching approaches, teaching activities and teaching materials). I also included questions based on Wenger and Wenger-Trayner’s (2015) shared practices in a CoP to give interviewees more options to discuss the practices they engaged in their CoPs (see Appendix L for interview protocol).

Before meeting the participants for the interviews, we communicated via email and phone. In this way, they were able to ask questions about the interviews and the interview process. Some of the participants preferred to see me in person. Therefore, we met to introduce one another, schedule the interviews and clarify any doubts about the process. Each novice teacher was interviewed once. These interviews were all scheduled in advance with the participants at times and places of their convenience. However, during the process other topics emerged which gave room for more open conversations, as this is a common occurrence in this form of data collection (Whiting, 2008). The interviews took between one hour and a half and two hours. Even though English is the tool NTEs used at work, they were given the option to be interviewed in English or Spanish in order to give them more linguistic choices to express their experiences, again this is a common aspect of this form of data collection (van Nes, Abma, Johnson & Degg, 2010). All teachers opted for Spanish initially but in the end they used a combination of both languages during the interviews. The interviews were audio recorded and transcribed in Spanish (see samples of transcribed interviews in Appendix M). As the transcription process was lengthy, I used the VLC software to slow down the speed of the recorded material in order to be able to produce transcripts in Spanish. Whenever this process became tedious, I used the Spanish speech recognition application of Google translate to dictate chunks from the interviews. Once the extracts appeared typed on screen, I copied and pasted them into my transcribed documents. The files were saved in a password secured laptop. I also translated the extracts that I needed to illustrate the categories. Again, no software or translation tool was used at this stage. I asked a native speaker of English, fluent in Spanish, and who lived in Chile to proofread the translated excerpts to guarantee that the translation into English was accurate.

It is argued that most of the time the beliefs of teachers about their teaching do not match what they do in the classroom (Farrell & Bennis, 2013; Farrell, 2007). The purpose of this study was to examine how NTEs reported approaching their teaching of English depending on their participation in teaching CoPs and not from the point of view of their doings in the language classroom. I am confident that the stories told through the interviews provided enough insightful information to answer my research questions.

Observations

According to Merriam (2009) “observation is the best technique to use when an activity, event, or situation can be observed firsthand, or when a fresh perspective is desired” (p. 119). Observations allow the researcher to explore the research sites and create opportunities to carry out direct observation of environmental phenomena or behaviours (Yin, 2016).

The interviewed NTEs in this study were also observed during staff meetings in their English departments. The goal of observing these meetings was twofold: to find out how NTEs navigated their participation in the meetings and, for me, to formulate an understanding how CoPs and the participation of NTEs looked like. I opted for observing meetings because, in general, teachers in Chilean schools do not have much time to see each other or meet during the day. Some of the few instances where all teachers spend time together are staff meetings. Staff meetings are usually considered to be part a teachers’ workload, so generally all teachers attend these meetings. Meetings are an opportunity to make decisions, plan lessons, review teaching material, or discuss issues related to teaching and classroom management.

I shall mention here that I did not observe any classroom teaching as one of the aims of this study was to examine the NTEs’ point of view on the influence of the community and their reported approaches to teaching English not from their teaching practices in the classroom. Hence, I considered their verbal testimonials as well as the conversations in staff meetings sufficient evidence of the novice teachers’ perceptions and points of view.

The schools where the meetings took place were located in different parts in Santiago. The Chilean capital is a big city (641 km²), characterised for its diversity of social classes and a strong divide between rich and poor districts. Getting from one end to the other normally takes one hour or more. The north-east part of the city is the wealthiest area whereas working class districts are located in the south and the north-east. In some days, I conducted two or three interviews or did interviews combined with school visits. In a normal day, I visited private schools in the wealthy areas and then visited semi-private and public schools in marginalised neighbourhoods. Despite the lengthy journeys and the amount of hours spent moving from one place to another, this stage of the research gave me the very interesting and valuable opportunity

to know my own city better and to learn about the different school contexts and the realities of novice teachers.

The observation schedules depended on the departments' availability. All meetings took place in the schools at different times during the school day. Some of them were held in the mornings and others in the afternoons. Some were held in classrooms, meeting rooms, or English department staff rooms. The meetings lasted approximately one hour and a half or two hours and were carried out at the English teams' convenience. All NTEs were observed during staff meetings with the exception of one NTE in a public school whose English teaching community never met. I observed this teacher during a break in the staff room. Two meetings I attended were conducted in English. The rest were conducted in Spanish. The people who attended these meetings were experienced teachers of English, novice teachers, and the heads of the English teaching departments, or department supervisors. The meetings were conducted in a similar fashion. For the most part, the supervisors or heads of the English departments led the meetings, proposed a series of issues to be discussed and tasks to be accomplished, organized the discussions, and took notes to record what went on or what agreements were reached. Even though there were formal agendas, the discussions were also flexible. In most meetings, there was room for extra questions to be asked or extra issues to be dealt with proposed by the teachers in the different communities. Most participants sat in circles or around oval tables.

During the staff meetings, I took detailed notes in Spanish because it was easier that way for me to immediately record the events and my perceptions of what was going on. I paid attention to the topics discussed, the activities teachers engaged in, and how the NTEs navigated their participation in these CoPs. I transcribed these notes for analysis (see samples in Appendix N). I also audio recorded the meetings so as not to miss any events or discussions. I asked for permission to audiotape the meetings and teachers in the English departments agreed kindly. The recordings were also transcribed for analysis (see samples in Appendix O). Some extracts from these transcripts were used to complement my notes. In order to report the findings in this study, I translated the excerpts from my notes and transcripts that I needed to illustrate the categories. The same native speaker of English who helped me proofread the translated extracts taken from the surveys and interviews, helped me proofread the extracts taken from my notes to guarantee accuracy.

In order to get specific details about the context of the staff meetings, I used an observation record sheet to help me gather information such as the date, time, number of participants, topics, etc. I also added from my theoretical framework Wenger and Wenger-Trayner's (2015) list of the activities newcomers typically engage in with more experienced colleagues (e.g., problem solving, requesting information, seeking experience, reusing assets, coordination and synergy, discussing developments, documenting projects, visits, mapping knowledge, and identifying gaps). This list did not prescribe my observations. It only served me as a guide to examine the participation and the practices of NTEs in the CoPs I was observing (see samples of observation sheets in Appendix P).

At two meetings, the heads introduced me to the group of teachers and mentioned that I would be joining them. At the rest of the meetings, I was not introduced so I waited until the end of the meetings to introduce myself to the heads of department. In general, the reception of the teachers was good and I was well received. In some communities the teachers greeted me nicely while in others they were indifferent. I took a *non-participant observer* role (Creswell, 2013; Kawulich, 2005). I sometimes sat down outside the group, at the back of the room, or among the teachers depending on the space available. From there I watched and took notes. My idea was to interrupt as little as possible and not to distract the teachers with my presence. I do not feel my presence was disturbing. Once the meetings begun, the teachers concentrated on the issues discussed and acted naturally. They made comments, told jokes, asked questions, etc. Table 3 summarizes the observation procedure and the meetings in each school. In the first column I indicate the type of school where the NTEs worked (i.e., private; semi-private; public); the date when the meetings were held; the time of the day; the location in the school where the meetings were done (i.e., classroom, staff room, computer lab, meeting room); the number of participants and who specifically attended these meetings (i.e., novice, experienced teachers, head or supervisors); and the general procedure (i.e., who lead the meetings and what was done).

Table 3

Observation of staff meetings in English teaching CoPs

School	Date	Time	Location	Participants	Procedure
Private	Nov 19, 2014	4 pm	English department staff room: Ts sat in a big circle. I sat among them	15 (NTE; ETs; Head)	Head led meeting; introduced topics; led discussion; gave her opinion after Ts discussed the topics; asked for comments and questions
Private	Nov 24, 2014	12 pm	Meeting room: Ts sat at an oval table (high school teachers on the left/primary school teachers on the right). I sat behind the table	5 (NTE; ETs, Head)	Head led meeting; introduced topics; took notes; organized group work; asked for comments
Private	Dec 24, 2014	4 pm	Classroom: Ts sat in a big circle; form groups for discussion; I sat among them	15 (NTE; NTE; ETs, Head, exchange program teachers)	Head led meeting; thanked everybody for attending; introduced topics; asked questions
Semi-private	Nov 24, 2014	5:30 pm	Computer lab: Ts sat in a circle. I sat outside the circle	4 (NTE; NTE; ETs)	Head recapped last meeting; introduced new topics; took notes; asked questions and opinions; wrote suggestions from the Ts
Semi-private	Dec 4, 2014	8:20 am	Staff room: Ts sat in a circle. I sat outside	4 (NTE; ET; T1; supervisor)	Supervisor led meeting; proposed topics; brought material for discussion; asked questions and opinions
Semi-private	Dec15, 2014	10 am	Classroom: Ts sat at a table. I sat behind them	6 (NTE; ETs)	Head led meeting, told them what to work on; organized group work; gave information
Public	Dec 1, 2014	12 pm	Staff room: Ts together sat in a corner. I sat behind them	5 (NTE; NTE; ETs; Head)	Head led meeting, announced topics for discussion, asked questions and opinions; took notes; suggested solutions issues raised by Ts
Public	Dec 3, 2014	10 am	Staff room: NTE sat with religion teacher	NTE; 1 religion teacher	English teachers never met or see each other. No meeting conducted. NTE observed during break time

Adjustments during the data collection process

Even though I have presented the description of the data collection methods in a linear way, the data collection process did not necessarily occur in that manner. As Merriam (2009) notes, this is a common occurrence in qualitative data collection. The original conception was to conduct the online survey first, then the interviews, and later the observations. However, the process overlapped and in some occasions the three instances occurred at the same time. For instance, while I was receiving survey responses, I was conducting interviews and observations. In some cases, I was able to interview the participants first and then observe them, or observe them first and interview them later. This had a slight impact on the way I collected data. For example, when the interviews were done first, I was able to pay attention during the observation to the things NTEs mentioned about their community and English teaching. Hence, when I observed them first I was able to bring some of the issues about participation and teaching back to the interviews. However, during the data collection process I carefully read my notes and listened to my interviews before conducting subsequent collection. In that way, the order in which I gathered the data did not have an effect on the analysis.

One factor that could be considered a limitation of the study was the timing when the data collection took place. Once I obtained approval from the Ethics Board at the University of Ottawa (October 2014), I travelled to my home country to collect the data. The whole process was completed between November, December 2014, and January 2015. The end of the year in the southern hemisphere was not an easy time for data collection because teachers in all schools were very busy wrapping up the school year. Better timing would have probably meant having more participants and doing more observations. However, despite this timing constraint, the qualitative data gathered through the open-ended part of the surveys, the interviews, audiotaped observations and notes was extensive and in-depth enough to answer my research questions. Merriam (2009) notes that the amount of time taken is secondary to the quality of the data collected.

Data sets

As previously mentioned, the data originated from three sources. The written reports of the data collected through the online close and open-ended surveys generated by Fluid Surveys, produced 419 pages with transcribed information provided by novice teachers from the northern,

central, and southern parts of the country. The open-ended part of the survey generated 70 pages of qualitative data. As for the interviews, I recorded 28 hours of conversations with NTEs working in private, semi-private, and public schools in Santiago. From the transcripts, I obtained 250 pages of data. Later, I used NVivo 11 to analyse the interviews. This produced 118 pages or analysed data. Concerning the observations, I recorded 13 hours of staff meetings that generated 150 pages of transcribed data. My notes generated 26 pages of transcribed data and the observation sheets produced 9 pages.

Data analysis

Bogdan and Biklen (2002) define data analysis as the process of exploring and organising the material accumulated during field work in a systematic manner in order to understand it and present it to others. For Bogdan and Biklen, “analysis involves, working with data, organising them, breaking them into manageable units, synthesising them, searching for patterns, discovering what is important and what is to be learned” (p. 153). In this section, I explicate the rationale behind my analysis and describe the way I carried out the analytic process when working with the qualitative data gathered in my investigation.

Narrowing the scope of my study

The first step was to narrow the scope of my study. Even though, while collecting data, I tried to read, listen to my interviews, and reflect on the process and what I learnt from the novice teachers, the amount of data obtained from the three sources was overwhelming. The qualitative data coming from the open-ended portion of the survey, my interviewees and observations provided significant insights about how NTEs experienced their participation in the practices of their English teaching communities, and how they approached the teaching English from the point of view of their CoPs. I considered these three main elements: (a) my research questions, (b) the purposes, and (c) my theoretical framework (i.e., Wenger, McDermott and Snyder’s (2002) framework of communities of practice). I kept these on post-it notes on my laptop, my journal, my desk, my books, and my agenda book as a reminder to keep organized and focused.

Emergent themes and analysis

My analysis began before I started transcribing the data. Every time I conducted an interview or observed a staff meeting, I listened to the interview and read my notes to prepare for

the coming interviews and observations. Later, while I was transcribing, typing and listening, I paid attention to instances where NTEs talked about their participation experiences in the practices of their English teaching communities, their doings in those communities, and their feelings. I also considered their reflections of their approach to teaching English and how these related to their participation in their CoPs. I made notes about the types of CoPs they were describing and their practices.

While transcribing and coding of all the qualitative data was finished, I noticed that they were describing complex multiple experiences. I decided to initially organize the data following a deductive approach, i.e., under three main themes taken from my theoretical framework: *domain*, *community*, *practice* (Wenger, McDermott & Snyder, 2002). This helped me to organize the data and to be consistent with my theoretical framework. To better answer my second research question, I added a new category: *approaches to teaching English* to categorise the data about the NTEs' reported approach in relation to their participation in the practices of their communities.

Furthermore, while re-reading and organising the data in the above-mentioned themes, other categories emerged. For example, regarding *domain*, NTEs described specific goals shared in their communities and what they did to achieve these collectively. In terms of *community*, I realized that surveyed and interviewed NTEs referred to their CoPs in more positive terms than others. The data revealed that some communities were described in favourable terms when novice teachers were able to carry out certain practices in the communities. I then decided to use an inductive approach to categorise CoPs as supportive or less-supportive. Supportiveness in school contexts was distinguished by elements such as the level of integration NTEs experienced, the working atmosphere, or the help that they received from the community.

These experiences emerged from the point of views of the participating novice teachers and not from that of experienced teachers. The role of experienced teachers was thus based on what the NTEs reported about them. The NTEs described the shared *practices* of the communities in terms of both academic and non-academic activities. I also took into consideration what NTEs reported about their approaches to teaching English and related this to

what they said about their English teaching communities. Further details about the emergent themes are provided in the Findings chapter.

This process of analysis started with the data gathered from the open-ended portion of the survey. To be systematic, I conducted the same sort of thinking and analysis for the other sources of data (i.e., interviews, staff observations). So my findings are supported by the same basic method of analysis coming from three different sources. In particular, I color coded the emerging themes from the survey and observation data. Given the magnitude of the interview data, I decided to use NVivo 11 (see samples of the analysed open-ended survey data in Appendix Q; samples of NVivo analysis in Appendix R; and samples of analysed observation data in Appendix S).

I would like to mention that before initiating the study, conducting the surveys, interviews and observations, and doing the analysis process I had a clear idea in mind of the type of community of practice I wanted to study. Originally, I wanted to examine the community of English teachers in the schools formed by experienced and novice teachers. However, I realized that this was not the whole picture, that communities were not that straightforward, and that NTEs referred to more than one community of practice in their schools. In some contexts, the CoP was clearly formed by the experienced and the novice teachers in the English community while in others the NTEs' communities went beyond the team of teachers in the English department. I discovered that NTEs belonged to more than one CoP or that their CoPs were not based on disciplines. Sometimes, the NTEs felt more comfortable with teachers from other areas in the school or they belonged to online "app" communities such as WhatsApp or Facebook formed by their classmates from university. As I found all these variations on the road, my initial perception of the CoP changed. This relates to what Wenger McDermott and Snyder (2002) and Nishino (2012) assert: we belong to more than one community at a time.

Trustworthiness

My aim here is to address the trustworthiness of my study. I am addressing this by incorporating Lincoln and Guba's (1985) criteria in pursuit of trustworthiness in qualitative research:

- *Credibility*: Merriam (2002) asserts that credibility addresses the issue of congruency of the findings with reality. For Lincoln and Guba (1985), credibility is one of the most important factors in establishing trustworthiness. They suggest the following provisions to promote confidence in the findings: *prolonged engagement* (i.e., “investment of sufficient time to achieve certain purposes” (p. 301) such as learning the culture or identifying distortions (e.g., the researcher being a “stranger in a stranger land” (p. 301) or entering a site in an inappropriate manner)); *persistent observation* (i.e., identifying aspects in the research situation that are relevant for the problem to be solved); *triangulation* (i.e., establishing credibility of findings by using different sources of data collection, such as “interview, questionnaire, observation, testing” (p. 306); *member check* (i.e., data is tested with the participants in a study).

I was not a *stranger in a stranger land*. I worked in a school for 10 years and I have been a teacher trainer for almost 20 in Chile. I have worked with teachers in different communities when doing teaching practice supervision or conducting professional development workshops and have worked with novice colleagues in various instances during my profession. Hence, I believe I have gained an adequate understanding of the field in my country.

In order to establish credibility in my investigation, I have given details of the time I spent with my participants. Even though the interviews and the staff meeting observations time were not prolonged, I communicated with them via email, phone calls, or in person. This helped to establish rapport with the participants and they felt confident when clarifying doubts about the data collection process.

I have been able to identify through my interviews and observations relevant elements related to the purposes of my study, such as how NTEs participate in their CoPs. For this research, I have also used multiple sources of data collection (i.e., open-ended surveys, interviews and observations), I have provided details on the specific recruitment procedures and I have explicated the procedures and rationale behind the use of my data collection sources. I have also explained my role during the process. Moreover, my data collection tools and method of analysis have been used in comparable studies on the experiences of novice teachers at the beginning of their careers.

Furthermore, the theoretical framework that I used throughout the study has been applied in other investigations related to the same field.

I carried out member check by sending the transcripts to my interviewed participants. I also sent a handout I designed for them to sign and acknowledge that they had read and agreed with the transcribed data. Only two of them responded (see Appendix T for member check).

- *Transferability*: According to Merriam (2002) “the basic question for qualitative research is the extent to which the findings of one study can be replicated to other situations” (p. 28). However, since data samples in qualitative inquiry tend to be small, it is not possible to generalise any results (Merriam, 2009). Since the findings of my investigation are specific to a small sample of questionnaires, interviews and observations from novice teachers in very specific school settings, it is not feasible to declare that the findings and conclusions are applicable to other novice teacher populations and situations. Nonetheless, the application of Wenger, McDermott and Snyder (2002) theory of communities of practice and the methods for data collection and data analysis used in this study can provide insights into the study of the experiences of new teachers in different school contexts from a social perspective.
- *Dependability*: Yin (2016) suggests that “transparency” (p. 13) and “methodic-ness” (p.14) ensure trustworthiness. This implies describing, documenting, and following a methodical set of research procedures. I have divided my Methodology chapter into different sections and I have explicated how the different stages of the research were planned and conducted. I have provided details of how the surveys were conducted, how the interview process was done, and how the observations were carried out. I have also provided details on how the data was analysed.
- *Confirmability*: Findings are shaped by the respondents’ understanding of the world and not by the researcher’s agenda or motivations (Lincoln & Guba, 1985). To ensure as much as possible that the findings in this investigation emerge from the data and not my own predispositions and life experiences, I have included samples of transcripts and data analysis in the Appendix section of this study (Appendix sections K, M, N, O, P, Q, R, and S), so that my interpretations can be evaluated by other researchers in the field of novice teaching.

Participants

Novice teachers of English from Chile who had up to five years of teaching experience in private, semi-private, and public schools were invited to participate in this study. As outlined above, one group responded to a closed and open-ended online survey and a second group participated in the interview process that also involved observations of staff meetings in their respective English teaching departments (see full description in the data collection section). My intention was twofold: to present a description of the participants in the survey and to introduce a biography of each interviewed NTE. I would like to clarify that I cannot tell if the NTEs who volunteered to participate in interviews and observations stages of the investigation participated or responded the survey. The survey was confidential and the NTEs did not provide any information that could identify them.

Participants in online closed and open-ended survey

As I mentioned previously, given the response rate was not significant enough to provide accurate demographic information, I decided to use that data to provide a general description of the participants in the survey.

Most of the participants were female; their age range was between 22 to 33 years; and worked mostly in public schools in the northern and southern regions in Chile. As a teacher and teacher trainer from Santiago, this information was interesting to me because in my country centralisation is an issue. All main governmental offices and most traditional universities are located in the capital city, therefore, most of the training and research done is organized here. Having most of the respondents coming from the outer regions showed that teachers in more remote areas also wished to take part and collaborate in research.

The years of teaching experience of these novice teachers was from 1 to 5 years and their English teaching communities were formed by 1 to 8 members. This meant that some English teaching communities were formed only by the NTEs who responded the survey. Regarding the levels they taught, the participants said that they worked at all levels from PK to Grade 12. NTEs were also given options to indicate their level of English. These options were based on the levels proposed in the Common European Framework for Language Reference (CEFR) (Council of Europe, 2001) used by the Ministry of Education and all English teaching training departments

in Chilean universities as an indication of the language level achieved by student teachers at the moment of graduation (see Common Reference Levels in Appendix U). Most NTEs declared a B2 level of English. In other words, these teachers “can understand the main ideas of complex text on both concrete and abstract topics, interact with a degree of fluency and spontaneity that makes regular interaction with native speakers, produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue” (Council of Europe, 2001). Interestingly, despite having the level of English that would allow NTEs to understand the questions in the survey, 92% opted for the Spanish version.

One final piece of information is worth mentioning, when these teachers were asked to indicate in what type of educational institution they worked, an important number of them declared more than one place of employment. For example, 65% of NTEs in the public sector and 45% of teachers in semi-private schools had side jobs either after school or during the week. For instance, some of them taught English language in universities and language institutes, some worked in more than one school or taught private lessons to adults or children. This mirrors what Chilean scholars have stated about the working conditions of new teachers in different types of schools. Teachers in the public and semi-private sectors earn 40% less than their colleagues working in private schools (that have more economic resources to hire better qualified teachers and offer them better pay). The workforce situation is such that NTs in public and semi-private schools have to find other ways to make ends meet (Avalos & Aylwin, 2007; Mizala & Torche, 2012; Valencia & Tant, 2011). More detailed information about the survey participants is presented in Appendix V.

Participants in interviews and staff meeting observations

Eleven NTEs from Santiago volunteered to be interviewed and observed. Table 4 summarizes the number of schools and the number of participants coming from each school.

Table 4

Schools and participants per school

Schools (<i>n</i> =8)	Participants (<i>n</i> =11)
Private school 1	2
Private school 2	1
Private school 3	1
Semi-private 1	2
Semi-private 2	1
Semi-private 3	1
Public 1	2
Public 2	1

As Table 4 shows, four NTEs teaching in three private schools participated in the interviews and observations. Two of these worked in the same private school (private school 1) and the other two worked in two different private institutions. With regards to semi-private schools, two NTEs worked in the same school (semi-private school 1) and the other two worked in different semi-private schools. Three NTEs from the public sector volunteered to participate in the study. Two of them worked in the same school (public school 1) and one NTE taught in a different school. A description of each site is provided further in the chapter.

The NTEs who participated in this part of the process were asked some demographic questions in order to create a profile of the interviewed and observed novice teachers. Similar to the demographic questions asked on the online survey, NTEs provided information about their gender; age; background education; family background; socioeconomic background; ethnicity; their first and second languages; university degree; teaching experience; type of contract at school; number of hours in the contract; number of teachers in their English team; grades they taught; and their level of English. Table 5 summarizes the demographic data gathered from the NTEs.

Table 5

Demographic interview data (n=11)

School	Demographic data
Private NTE1	Male/ 27 years old / 4 years of teaching experience / Studied in public schools / Degree from a private university / Middle class / Family from Santiago / L1: Spanish & L2: English / Chilean descent / Full time contract / 34 hours per week / Grades: 5 & 8 / C1 level of English / 14 teachers in team
Private NTE2	Female/ 27 years old / 2 years of teaching experience / Studied in public schools in USA / Degree from a private university / Middle class / Family from Valparaiso / L1: Spanish & L2: English / Chilean-Spanish descent / Full time contract / 34 hours per week / Grades: from 9 to 12 / B2 level of English / 14 teachers in team
Private NTE3	Male/ 28 years old / 4 years of teaching experience / Studied in public schools / Degree from a private university / Low class / Family from Santiago/ L1: Spanish & L2: English / Chilean descent / Full time contract / 24 hours per week / Grades: 5 & 8 / C1 level of English / 5 teachers in team
Private NTE4	Female/ 24 years old / 3 years of teaching experience / Studied in semi-private schools / Degree from a private university / Mid-high class / Family from Chillan / L1: Spanish & L2: English / Spanish descent / Full time contract / 34. 5 hours per week / Grades: 3 & 4 / C1 level of English / 17 teachers in team
Semi-private NTE1	Female/ 24 years old / 1 year of teaching experience / Studied in semi-private schools / Degree from a private university / Middle class / Family from Santiago / L1: Spanish & L2: English / Chilean descent / Casual contract / 44 hours per week / Grades: 1 to 5 / B2 level of English / 4 teachers in team
Semi-private NTE2	Female/ 25 years old / 1 year of teaching experience / Studied in private schools / Degree from traditional & private universities / Middle class / Family from Santiago / L1: Spanish; L2: German; L3: English / Chilean descent / Casual contract / 43 hours per week / Grades: 9 to 12 / C1 level of English / 4 teachers in team
Semi-private NTE3	Female/ 27 years old / 4 years of teaching experience / Studied in semi-private schools / Degree from a traditional university / Middle class / Family from Santiago / L1: SP & L2: ENG / Chilean-German-Spanish descent / Full time contract / 34 hours per week / Grades: 9 to 12 / C1 level of English / 3 teachers in team
Semi-private NTE4	Female/ 27 years old / 1 year of teaching experience / Studied in semi-private schools / Degree from a private university / Mid-low class / Family from Santiago / L1: Spanish & L2: English / Chilean descent / Casual contract / 44 hours per week / Grades: all grades 1 (7 classes) / C2 level of English / 6 teachers in team
Public NTE1	Female/ 32 years old / 3 years of teaching experience / Studied in semi-private schools / Degree from a private university / Middle class / Family from Santiago / L1: Spanish & L2: English / Chilean descent / Full time contract / 43 hours per week / Grades: 7 to 11 / B2 level of English / 4 teachers in team
Public NTE2	Female/ 27 years old / 2 years of teaching experience / Studied in public schools / Degree from a private university / Middle class / Family from Calama / L1: SP & L2: ENG / Chilean-Bolivian descent / Full time contract / 40 hours per week / Grades: 5-9-10-12 / B2 level of English / 4 teachers in team
Public NTE3	Female/ 51 years old / 1 years of teaching experience / Studied private schools / Degree from a private university / High class / Family from Valparaiso / L1: Spanish & L2: English / Chilean descent / Casual contract / 31 hours per week / Grades: 10 & 12 / B2 level of English / 4 teachers in team

Next, I introduce a brief description of the sites (based on my conversations with the NTEs during the interviews) in order to provide some contextual information about the schools

where the novice teachers worked. Then I introduce a brief biography of the teachers who came forward to be interviewed and observed.

Private school 1

This co-educational private school was located in one of the wealthiest areas in Santiago. It was a Catholic school that was linked to a congregation in the United States and had more than 2000 students from PK to Grade 12. Although this was not a bilingual school, it had a strong English language programme. From PK all the way to Grade 12 children were exposed to English and all English teachers that wished to work there needed to have their level of English validated by an international institution, such as the Test of English as a Foreign Language (TOEFL) or the English for Speakers of Other Languages (ESOL) examinations from the University of Cambridge. Every two years, teachers of English had to take one of these two exams paid by the school to keep their proficiency in the language up to the standards required by the institution (C1). Local teachers worked hand in hand with American student teachers from a Catholic private university who visited the school for six months in an exchange programme. Unlike many private schools, each teacher had his/her own language classroom. This school was characterised for being less conservative than other religious private schools. There was also more social and political diversity. According to my interviewee, Pinochet's grandchildren studied in the same room with kids coming from socio-democrats' families who fought against the dictatorship. This was a social and politically active school in the 1970s. That is why it was the only private school that was administered by the military forces during dictatorship. Well known left wing politicians, poets, and actors have graduated from this school.

Teacher 1 (NTE1/PR.): This NT was 27 years old and had 4 years of teaching experience. He studied in a public school and obtained his teaching degree from a private university. He came from a middle class background from Chilean descent. His first language was Spanish and his second was English. He had a full time contract of 34 hours per week and he taught all Grades 5 and 8. The year before being interviewed, he took an English test to determine his level of English, which indicated that he had a level C1 on the CEFR. His team were made up of 14 teachers of English. He received a scholarship from the Chilean government to spend a semester

abroad in La Guardia Community College in the U.S. studying ESL methodology and English language. This was the first time he had travelled abroad.

Teacher 2 (NTE2/PR): This teacher was 27 years old and had 2 years of teaching experience. She studied in Catholic private schools in Valparaiso (the largest port in the country) and studied from Grades 9 to 12 in the USA. She loved this experience because she was exposed to diversity and freedom of expression. She obtained her teaching degree from a private university. She judged her level of English as being B2 on the CEFR. She came from a middle class background from Chilean-Spanish descent. Her first language was Spanish, second English, and French her third. She had a full time contract of 34 hours a week. What she liked about the school was that she did not have to deal with parents, whom the homeroom teachers met.

Private school 2

This Catholic school owned by the Archbishopric of Santiago was located in the south east part of Santiago. This area borders a wide variety of socio economic levels in the richest and poorest districts in the city. This school together with many others in South America, was founded by Father Poland from Belgium 62 years ago. It belonged to the group of Catholic Scouting schools, and was organized under a system of trust, that is, the school trusts teachers, teachers trust students, and students trust the school. However, according to the interviewee, this trust was sometimes misunderstood as issues regarding students, such as misbehaviour, were not dealt with in a transparent way. The school did not have a mission or a vision but it was governed by the rules and regulations of Scouts: loyalty, fraternity, service, and the well-being of students. Classes were small with the aim of giving students personalized education. Students had English classes 2 or 3 times a week as a subject in the school's curriculum.

Teacher 3 (NTE3/PR): This teacher was 28 years old at the time of the interview and had 4 years of teaching experience. He studied in public schools and obtained his degree in a private university. He came from a lower class background and had Chilean descent. His first and second languages were Spanish and English. He worked under a full time contract of 24 hours per week and taught Grades 9, 10, 11, and 12. He judged his level of English was B2 on the CEFR and his team of teachers consisted of 5 teachers. The school decided that he should be less

involved in English teaching and devote most of his time and energy working as a headroom teacher, a scout guide, and a mountain climbing coach.

Private school 3

This private school was also Catholic but it did not belong to any particular religious congregation. It was also located in one of the most affluent districts in the capital. Even though this school was co-educational, girls and boys did not study together in the same classroom. The school's authorities believed that by having girls study with girls and boys with boys, the learning styles, paces, and needs of students were respected. The school proposed an inclusive educational programme where students with Autism, Down Syndrome, and others study in regular classes. According to my interviewee, even though this was a praiseworthy initiative, the school did not offer teachers the tools or the support to work with students with special needs. English had an important role in the school as students studied in an intensive program framework. Students had 10 hours of English language a week from PK to Grade 8 and 8 hours per week from Grades 9 to 12. Students were trained to take the international examinations from the University of Cambridge, such as the Preliminary English Test (PET) in Grade 8 and the First Certificate in English (FCE). Once a week, each class had a workshop session with two native speakers of English hired by the school. Students were offered the opportunity to be immersed in an English language context by communicative activities and projects. Only the new teachers entering the school had to have their English language level validated by an international institution.

Teacher 4 (NTE4/PR): This NTE was 24 years old at the time of the interview and had 3 years of teaching experience. She studied in semi-private schools in the south of Chile and obtained her teaching degree from a private university. She came from a mid-high social class background of Spanish descent. She had a full time contract of 38.5 hours per week and taught children in Grades 3 and 4. The English department in her school comprised 17 teachers. She took an English test before graduation that indicated that her level of English was C1 on the CEFR. She had previously spent a year in New Zealand working and studying English in an exchange program.

Semi-private school 1

This secular co-educational school was located in the suburbs of a middle and working class area. There was a range of social classes that attended this school, as there were some students who come from vulnerable backgrounds (i.e., family violence, drug trafficking) and others from middle class families. The English department consisted of 4 female teachers, 2 NTs and 2 experienced teachers. As students had only two hours of English a week, the English department organized extra-curricular activities to motivate students to study the language, such as the English day or an English music festival.

Teacher 1 (NTE1/SPr): This NTE was 24 years old at the time of the interview and had one year of teaching experience. This was her first year in that school. She studied in semi-private religious schools and obtained her teaching degree from a private university. She came from a middle class background of Chilean descent. Her first and second languages were Spanish and English. She judged her level of English was B2 on the CEFR. She was hired under a casual contract, meaning that her contract ran from March to January. Only a few days before starting the new school year she was informed if her new contract was renewed. After 3 years working in the school and if she had good evaluations, she was going to be eligible to apply for a permanent contract. She worked 44 hours a week and taught 12 classes, Grades 1 to 5. This teacher was also awarded a scholarship from the government and spent a semester in Australia taking methodology and English language training, she was very fond of watching movies, reading novels in English, and studying the language.

Teacher 2 (NTE2/SPr.): This teacher was 25 years old at the time of the interview and had 1 year of teaching experience. She had attended a German Catholic private school. She obtained two degrees, one in English literature from a traditional university and a teaching degree from a Catholic private university. She came from a middle class background of Chilean descent. She indicated that her first language was Spanish, German was her second (she spent 12 years studying German at school and was granted a scholarship to study in Germany when she was in high school), and that her third language was English. She took an English test that showed that her level of English was C1 on the CEFR. She had a casual contract for two years of 43 hours and was hoping to obtain a full time status. She taught 8 classes from Grades 9 to 12. In her team

there were 4 teachers, two NTEs and two experienced teachers but they also worked with a support team hired from Libreria Inglesa to help them move from a grammar based approach to a communicative one.

Semi-private school 2

This school was one of many schools owned by the Society of Primary Instruction (SPI) funded by one of the wealthiest families in Chile. These schools were located in the poorest districts in the city. This co-educational semi-private school was situated in the old district of downtown Santiago and it offered classes from Grades 7 to 12. This school was well known for its high student achievement in standardised tests and its young team of teachers. Teachers were carefully selected and academic excellence was sought. English was part of the curriculum and students had between 3 to 4 hours of language per week. The English teachers in this school worked hand in hand with an assistant hired by SPI to help and guide new teachers into the teaching philosophy of the organisation. They regularly met once a week and talked about their classes, their lesson plans, assessment, and teaching in general.

Teacher 3 (NTE3/SPr): This NTE was 27 years old at the time of the interview, had 4 years of teaching experience, and came from a middle class background. She studied in semi-private schools as a child and obtained her teaching degree from a traditional university. This NT obtained a first degree in Applied Linguistics and later obtained her degree in teaching. She had Chilean-French-German descent and her first and second languages were Spanish and English. She believed her level of English was C1 on the CEFR. She had a full time contract of 38 hours a week and taught all Grades 5, 7, and 8 and one Grade 9 class. In her school, there were 3 new teachers hired when the school opened in 2012. She had a very particular view of education framed by her work as a teacher of English in an institute for visually impaired people.

Semi-private school 3

This school belonged to an educational foundation that owns 12 schools in Santiago funded by another of the richest families in Chile. This was a Catholic school located in a working class district in the capital city. The educational system was very formal. For example, students could not enter the classroom unless they lined up outside after each break and the

students could not talk during class time unless given permission. Teachers were lecturers and learners were listeners. Every day teachers and students said a morning prayer; on the first week of every month the whole school attended mass; and spiritual retreats were organized for teachers and administrative staff. According to the interviewee, the working rhythm was very fast, “everything has to be done for yesterday”, everything had a deadline, everything had a structure. The teachers’ daily lesson plans and assessment tools had to be approved by the academic department before being applied.

Teacher 4 (NTE4/SPr): This NTE was 24 years old at the time of the interview and had one year of teaching experience. She studied in semi-private schools as a child and obtained her teaching degree from a private university. She came from a middle class background of Chilean descent. Her first and second languages were Spanish and English. She judged her level of English was B2 on the CEFR. This teacher had a casual contract. She was working as a substitute teacher for a year but she was looking forward to be hired by any other schools in the foundation. She had a partial contract of 44 hours a week and taught 7 primary classes that had English lessons every day for 45 minutes. This teacher suffered from burn out during the first term of the year because she could not cope with the working rhythm and lacked experience. She went on medical leave for depression but was glad to have received the school’s support during this period. When she went back to school, she was given a 38 hours per week contract.

Public school 1

This school was located in the north-eastern district in Santiago which bordered two of the richest districts of the capital. Unlike all public schools run by the government, this school was sponsored by one of the wealthiest British private schools in the city. Parents from the private school volunteered to pay 50 dollars a year to contribute to cover the cost of teaching materials for the students in this public school. The curriculum resembled in part that of the private school. For example, in English a select group of students were trained to sit for the PET exam from the University of Cambridge. The teachers in this school regularly attended workshops and met with the teachers from the private school. A characteristic of this school was that the majority of its students came from social risk backgrounds whose parents were involved in drug trafficking and domestic violence. Therefore, it was not surprising for teachers to find out

in class that their students' relatives had been imprisoned the night before. That is why teachers and administrative staff worked in complete coordination to achieve the aim of decreasing school dropout.

Teacher 1 (NTE1/PU): This teacher was 32 years old at the time of the interview and had 3 years of teaching experience. During her childhood she studied in semi-private schools. Later, she spent 4 years studying English teaching in a private university but failed Phonetics twice and had to leave the school. Then she moved to another private institution where she finally got her teaching degree. She came from a middle class background of Chilean descent. Her first language was Spanish and English was her second. She took an English test that showed her level of English was B2 on the CEFR. She had a permanent full time contract of 43 hours a week spanning Grades 7 to 11. In her school, there were four teachers in the team, all of them were NTEs, two of them had English teaching degrees, the other two teachers had a degree in history and art but as they used to teach in bilingual schools they got hired by the institution. All teachers worked hand in hand with the wife of the principal from the private school who worked as the head of the English teaching department in the public school.

Teacher 2 (NTE2/PU): This NTE was 27 years old at the time of the interview and had 2 years of teaching experience. She studied in public schools in the north of Chile and got her teaching degree in a private university in Santiago. She came from a middle class background, had Chilean-Bolivian descent, and her first and second languages were Spanish and English. She judged her level of English was B2 on the CEFR. She had a full time contract of 40 hours a week and taught Grades 5, 9, 10, and 12. She said she was in love with the school's project because she could make real contributions there. However, she did not feel very well in the team, she felt excluded.

Public school 2

This co-educational secular public high school was one of the oldest schools in the country (125 years old) and was located downtown Santiago. Initially, the school was created to offer the aristocracy who lived there a high quality public education. Now, the neighbourhood is a working class area with high levels of unemployment, drug trafficking, and domestic violence. According to my interviewee, academic achievement had decreased in the school. She felt that

the main goal of the authorities was to have students graduate no matter their grades or their attendance because the school was financed according to the number of students registered and graduated. Motivation was very low and students felt empowered to do whatever they pleased. The participant indicated that in terms of English teaching, the language was a mere subject in the curriculum. There were four teachers in the team who hardly ever saw each other because their teaching hours did not coincide, therefore all teachers taught what they thought was appropriate without coordination.

Teacher 3 (NTE3/PU): This teacher was 51 years old at the time of the interview and had 1 year of English teaching experience. She pursued two other careers before teaching English. She graduated as a PE teacher and counsellor but stopped working when her children were born. Once they graduated from high school she decided to go back to teaching and obtained her English teaching degree from a private university. She indicated she came from an upper class background as she lived in a wealthy area in the city. However, as a child she and her family (5 sisters and parents) had a hard time and money was scarce. Her parents decided to give their daughters the best possible education and enrolled them in private schools. She had Chilean descent and her first and second languages were Spanish and English. She took an English test that showed her level of English was B2 on the CEFR but she was preparing to obtain a C1 degree. She started working in a private high class school but she left the job after a month. She could not bear the students' misbehaviour, disrespect and mockery, and moved to a public high school where most of the students came from backgrounds at social risk. She wanted to make a contribution. In this school she was hired under a casual contract of 31 hours a week.

Reflections on the research process

This was a very challenging process. However, all this trial and error was a valuable learning experience. I learnt many things about being a novice researcher. Recruiting NTEs from the public sector in order to have a representative sample was a challenge. When arrived in Chile, I learnt that public school teachers started a strike a month before my arrival and it lasted after I returned to Canada. Their demands were related to workload, low salaries, lack of job security, and a new educational reform the government was planning to implement. Gradually, some teachers left the strike due to social and family demands as teachers and students would

have to spend their summer vacations finishing the school year. The gradual return of teachers to their public schools allowed me to contact NTE in these institutions. The main impact the strike had on the study was less representativeness of the public sector in my investigation. I refer later to this point in the limitations of the study.

I mentioned earlier, one limitation was the timing of the year for the data collection. At the end of the year in Chile schools, universities, governmental institutions, and even banks wrap up the year. However, participants kindly provided me with their time and energy to make this happen, showed real interest in the study, and were thankful for being part of a study of this kind. Timing did not also allow me to start the data collection process in a linear and orderly manner. The process overlapped and it made me feel doubtful of the way I was dealing with the process and fearful to realize that I could not control everything. This helped me to realize that as a researcher it is important to step aside, take a deep breath, and reflect on the process. Then, I noticed that teachers were interested and that the information was actually flowing.

In the literature, there is agreement that for the novice researcher, one of the most overwhelming processes of doing research is the data analysis phase. This occurs because the sources of information are varied (interviews, observations, etc.) and the amount of information is large (Hancock & Algozzine, 2006; Yin, 2016). No matter how much I read about methods of analysis in books, handling my own set of data was a challenge. I learnt that organisation is key, piles of pages mean nothing if I did not know what to do with them. At a point I asked myself: what am I seeing here? Am I missing anything? Am I seeing too much? Then I realized two crucial things. One is to always keep the research questions and the purpose of the study in mind, all the time, as the guiding lights in this lonely process. Secondly, talking about the process and the experience with someone who is also involved in doing research helps to organize the ideas in your head but also to verbalise and communicate something that only me understands (or maybe misunderstands). Venting this process was crucial at the moment of understanding what was useful (or useless) in my findings. Telling all this to a dear PhD friend and getting feedback from her was invaluable.

In the next chapters, I report the results obtained through the analyses of my data. I do so in two separate chapters. In chapter 5, I will report the findings per data set regarding my first research question (i.e., the participation of NTEs in the practices of their CoPs). In chapter 6, I

will report the findings related to my second research question (i.e., NTEs' reported approaches to teaching English from the point of view of their participation in their communities). In both chapters, I provide extracts from the transcripts to further support my results.

CHAPTER 5

FINDINGS

PARTICIPATION IN COMMUNITIES OF PRACTICE

In this chapter, I report the findings on the participation of novice teachers of English in the practices of their communities. In the chapter that follows this (i.e., Chapter 6), I report the findings in regards to approaches to teaching.

The presentation of the findings in this chapter will be the basis to address my first research question:

How do novice teachers of English in Chile experience their participation in the practices of communities of practice?

As I report below, my analysis of the data revealed that communities matter and the relationship established among their members has an impact on the participative experiences of novice teachers. Independently of the socioeconomic background of the schools, NTEs described their English teaching CoPs in more or less positive terms on the basis of their participation experiences. Based on the analysis of their descriptions, I classified CoPs as *supportive* or *less-supportive*. *Supportive* communities were distinguished by the existing *symmetrical* relationship among members. In other words, new and experienced members had a less-hierarchical working relationship. They shared experiences and practices, could express opinions, and issues were discussed openly and in a reflective manner. Furthermore, in these CoPs, clear domains were shared and experienced members assisted NTEs in their academic, administrative, and moral needs. Members had an accepting and respectful attitude. Moreover, NTEs felt integrated and worked actively with others. *Less-supportive* CoPs were distinguished by the *asymmetrical* relationship established among members. In other words, members had a hierarchical or a disconnected working relationship. Two situations were distinguished: (a) the heads of department or experienced teachers were more dominant and (b) members worked in an individual and disconnected manner. Experienced members provided administrative assistance or no assistance at all to NTEs. Novice teachers tended to work alone, felt less integrated, and the working conditions were not always favourable. Moreover, the findings showed that even though these English teaching communities were not exempt from conflicts and tensions, NTEs strived

and dealt with issues by joining other communities or by doing other activities (not shared by the community) they believed were right for the benefit of their learners. Table 6 summarizes the features of supportive and less-supportive CoPs obtained from the analysis of all data sets.

Table 6

Supportive and less-supportive CoPs

Characteristics of school communities of practice	
Supportive CoPs	Less-supportive CoPs
Symmetrical relationship	Asymmetrical relationship
Less conflictual	Conflictual
Open non-hierarchical participation and discussion	Formal hierarchical participation and discussion
NTE allowed to innovate, suggest, contribute	NTE restricted by prescribed curriculum
Accepting and non-judgemental attitude of ETs	Less accepting and more judgemental attitude of ETs
More joint coordinated practices among members	Less-joint practices among members or practices done in isolation
More integrative	Less integrative
Domains: shared and reflective	Domains: shared and surface; no domains shared

In this chapter, I use the analytic categories of *domain*, *community* and *practice* taken from my theoretical framework to organize the findings and provide other emergent themes. To be systematic, I also present the findings for each data set separately. Specifically, I begin by addressing the findings of the open-ended part of the survey that was responded by a group of NTEs in different regions in Chile. Then, I introduce the findings regarding the one-on-one semi structured interviews conducted with 11 NTEs who volunteered to participate at this stage. After, I address the findings obtained from the observation of staff meetings. I illustrate my arguments with quotes taken from teachers in the private, semi-private, and public sectors. This helps me report the happenings and doings of different school contexts. I conclude with a summary of the overall findings coming from the different data sources.

Online open-ended survey

The qualitative data gathered from the NTEs of English who responded to the open-ended part of the online survey reveals that independently of the school context, my participants experienced *support* in different ways. Different levels of support had an impact on the participation of NTEs in the practices of English teaching CoPs. In what immediately follows, I describe the findings in relation to *supportive* CoPs and, later, the findings regarding *less-supportive* CoPs.

Supportive English teaching CoPs: Domain, community and shared practices

Supportive communities were characterised by the shared domains, the assistance NTEs report given to them by community members, their integration and recognition, and the practice activities they and the members of their CoPs did together. This section presents the results in terms of *domain*, *community*, and *practice*.

Domain in supportive English teaching CoPs

As discussed earlier, Wenger, McDermott and Snyder (2002), conceptualize domain as the interest or shared competence collectively established in a community. This allows members to have a purpose and to commit to the development of a CoP. Three main domains were shared by the majority of the respondents: *develop the English language*, *motivate learners to enjoy and learn English*, and *follow institutional mandates*. There are two other useful domains that were not shared by all my participants: *develop the personal growth of the students* and *develop team work*. The examples I provide to illustrate these categories are a few among many.

- *Develop the English language*: Within this type of domain, I organized two subcategories. Specifically, these communities aimed at developing *the language skills* of their students (i.e., speaking, listening, reading and writing) and their *oral competence* (i.e., speaking and communicative skills).
(a) *Four language skills*: One novice teacher commented: “we aim at developing a fluid development of the four skills to be able to pass standardised tests. This is important for us because the school pays attention to these results”. Another NTE said:

Our goal is that grade 9 students learn to develop little by little their four skills in English. In this way, we can consistently develop it in the coming years, so when they get to grade 12, we can implement a whole module in another discipline in English. (Public school NTE)

(b) *Oral competence*: One NTE indicated: “we want to give our students tools to be able to use their language orally in any situation”. Another one said: “our goal is to develop their professional oral proficiency”. One novice teacher indicated: “we just want them to develop their communicative skills in the second language so that they can communicate in the future”. One NTE also commented:

We want to develop their speaking and listening skills. We had a project last year with our colleagues that we were able to carry out when a new principal arrived in our school. She approved the project and now we have a fully equipped computer lab with software for all our levels to learn and practice English. (Public school teacher)

- *Motivate learners to enjoy and learn English*: Some NTEs and their CoPs aimed at motivating learners to become interested in learning English. For example, one novice teacher reported: “we want to motivate our learners to learn English because it is a useful tool for their future profession”. A second NTE indicated: “more than anything, we want our students to become interested in English”. Another teacher said: “our goal is to motivate students to acknowledge the importance of English, to use it in any situation, and to show them that English can open us doors”. One NTE commented: “we just want our students to be motivated to learn and love this foreign language”.
- *Follow institutional mandates*: Some established domains were framed by what the schools wanted members in the community to do. For instance, one NTE said: “we aim at developing the curriculum and to do 100% of the things we plan”. Another novice teacher commented: “we have students with very varied achievement levels of English because lots of teachers missed classes last year or because the school year began late, so our school asks us to review stuff to level them. That’s all we do”. Two other novice

teachers noted: “our goal is to meet the deadlines, stick to the plans and the program and always be ready to teach”; “the school has a very specific objective that we must follow to achieve the goals established by the school.

Another domain reported was: *Develop the personal growth of the students*. For example, one NTE asserted: “the main aim in our department is to form open minded, autonomous and creative learners with a high level of proficiency in English as a universal language”. Another NTE noted: “we want to develop fully integral learners who can use different abilities in today’s world”. Another domain was *develop team work*. Two NTEs indicated: “we want to keep a good working atmosphere and promote personal growth”; “we aim at working in teams in order to organize our work, share material, assessment techniques, and our knowledge”.

Overall, supportive CoPs shared domains related to the development of the English language, student motivation, institutional mandates, and develop the personal growth of students, and team work.

Community in supportive English teaching CoPs

According to Wenger and Wenger-Trayner (2015) members in a CoP “engage in joint activities and discussions, help each other, and share information” (p. 2). In a solid community, interaction, sharing ideas, respect, listening, doing things together, and trust are fostered (Wenger, McDermott & Snyder, 2002).

The analysis of the findings reveals that *supportive* communities were distinguished by the type of support they provided NTEs to help them solve different problems and satisfy different needs. A majority of NTEs reported that in supportive communities they experienced support of two *types*: *academic* and *administrative*. Within each *type of support* a number of categories emerged, which I decided to include here to illustrate each type more effectively:

(a) *Academic support*: Academic support was reflected in the different ways the communities helped novice teachers navigate their participation in CoPs. For example, CoPs gave NTEs *advice* on how to manage large classes with different types of students, how to teach young learners or students with special needs, and how to manage discipline. For instance, one NTE said: “I’ve received support from the homeroom

teacher and the REDES coordinator on how to reach little children and to achieve their learning”. Other NTEs reported:

I receive constant support from the team of teachers in the English department and the Head who I speak to most of the time. We are a very united group of teachers and I am the only new teacher in the team. All my colleagues constantly support me on my adaptation and professional development. The experienced teachers have given me a huge amount of advice on how to deal with students with learning difficulties. (Private school NTE)

The homeroom teachers of the classes I teach have given me advice on how to deal with certain students who have difficulties behaving in class due to behavioural or attitudinal issues. They informed me about their family contexts and backgrounds and how these affected their achievement. (Semi-private school NTE)

I received a lot of advice from my colleagues on how to manage a large class with diverse cognitive disorders and a lot of professional and academic support. I was also allowed to innovate in certain areas of teaching. I even received support to collect data for my Masters’ investigation. (Public school NTE)

CoPs also offered *teaching support* to NTEs (e.g., support with lesson planning, methodology tips and ideas). For instance, one of the novice teachers said: “I have received pedagogical support at all levels from the teachers with more experience, the academic unit coordinator and from a team of teachers in my region that belongs to our RED”. Another one said: “the academic coordinator helped me to plan classes, to establish teaching and learning goals that were coherent with the educational project of the school”. Other NTEs commented:

In my department, we are all new (3 teachers of the same age and with no previous teaching experience), so we made a tremendous effort to work as a team, do projects, plan our lessons, apart from all the administrative stuff. Therefore, we

talk about the things we live in class, we give each other support to try to improve our teaching practices with our students. Among novice teachers, we share different teaching methodologies we learnt in our universities, we share our lived experiences during the practicum, and on what we do every day in our classes. From the other teachers in the school we have also received advice on how to teach in the school, how to improve our day to day methodologies. There's a very good relationship among teachers. We work together and we support each other mutually. (Public school NTE)

Our head of the department visits our classes, supervises our work, and gives us tools and advice in a respectful manner. She always tries to support our teaching work and if we need extra time to talk to her, you can have it. The place where I work is characterised for having a good working atmosphere. We are a team of young teachers and we support each other mutually. (Semi-private school NTE)

My whole school community has helped, from the principal, teachers, heads, my English department, and the academic unit coordinator. My boss taught me the *modus operandi* in English. The important thing is to reinforce constantly the 4 [language] skills. This made my job easier at the beginning. I could teach her the technology part. I downloaded videos or power points for her. We fed our knowledge mutually. (Public school NTE)

(b) *Administrative support*: The support NTEs reported dealt with the *logistics* of how the schools functioned. This included how to calculate and register grades, use templates for lesson plans, and use the “libro de clases”.

One main concern for novice and experienced teachers in Chile is the “libro de clases”. Each class has a “class book”. This book is some sort of “life” book of what happens in schools. Here, teachers register the daily attendance of students, write the contents taught each day in each class, and register the students’ grades. At the back of each “libro de clases” students have an individual page with their photos. In this section, teachers register the *good* and *bad* behaviours of students, with regards to class participation, cooperation, doing homework or uncooperative behaviour. The libro de

clases is very important for schools because it is *the* physical evidence of the lived experiences of teachers and students. When the Ministry of Education supervises schools, they audit these books. The books are handwritten and kept neat and tidy.

The class book was a recurrent issue among the NTEs in this study. One participant noted in the open-ended part of the survey that “from academic directors and my colleagues I have mainly received advice on administrative issues. That is, completing the class book and how to register the bad behaviour of students”. Other NTEs indicated:

At first, I was assigned a tutor to help me. She shared with me information about the school, clarified doubts regarding how the student and academic systems worked. She also helped me to plan lessons. I also received help from a friend and my boss. (Private school teacher)

I think the rewards of working in a school are not many. But I can rescue the good working relationship with my colleagues. We always support ourselves mutually and we give each other ideas on how to deal with discipline. When I first arrived, I received a lot of support on how to use the class book, use the lesson plan template, and to proceed in case of student indiscipline. (Public school teacher)

The NTEs in this study did not receive support only from their immediate English teaching communities. From the analysed and quoted data, it is possible to distinguish *diverse sources* of support. The support they reported also came from members of the broader school communities or beyond. For instance, the main sources of support of NTEs were: (a) *internal communities*, in other words, members of the English department, such as ETs, heads of the English department, other novice teachers of English, or teacher candidates doing the practicum; (b) *external communities*, that is, members of the school community (i.e., principals, academic unit directors, teachers from other disciplines, administrative staff); (c) *macro communities* or communities *external* to the school context (i.e., ex university classmates, university teachers, or *REDES de ingles* organized by the EODP program).

In particular, depending on their needs and issues to be solved, NTEs sought support from different members from different communities, not limiting themselves strictly to their English teaching CoPs. For example, one NTE said: “depending on the type of issue I know I can count on specific people to help me out, like colleagues or the academic coordinator”. Another indicated: “I belong to different teacher networks like REDES and I always get good advice and help depending on what I need”. One said: “when I need support I rely on my colleagues or academic supervisors. It depends on the help I need. It’s good to know who to consult in order to channel my questions and doubts in a better way”. Two other NTEs commented:

I receive different support depending on the help I need. If I need help about my discipline, I contact friends or colleagues from my university; if it’s something related to teaching itself, I go to the pedagogic unit coordinator in the school; if I need help in relation to an interdisciplinary project, I go to other teachers in the school or my principal. (Semi-private school NTE)

I believe knowledge and learning about the profession is obtained in the field. Theoretical knowledge can help us have an idea of what to expect in the workplace but this is not real life. Relationships with warm, kind people can help you to learn from their experience. For instance, when I worked with children in Pre-K, the early childhood education teacher helped me to establish routines, taught me games and activities for young learners. Some people in the school contribute positively to your professional development, and help you learn to value what they do and what you do. (Public school NTE)

Another finding on supportive communities reinforced the feeling of *integration* that NTEs experienced. Integration occurred when CoP members invited NTEs to participate in different activities and meetings, showed respect, or encouraged their contribution. For example, one NTE said: “I feel very integrated to this school community. I’ve been invited to participate in many teaching activities and I have been lucky to be able to participate”. Another novice teacher commented: “I feel absolutely integrated in my community. We work in teams to organize our teaching and develop our own teaching styles”. For other NTEs integration did not

happen overnight. They described this as a process that takes some time. These extracts illustrate this finding:

I feel I still need to adapt to certain aspects because I've been working in this community just for 2 months. However, my adaptation has been quite good and I feel quite integrated given the short time I've been working here. (Private school NTE)

At the beginning I arrived at a very hostile environment towards new teachers but the situation started to improve little by little. Working in teams with the teachers in my department allowed me to feel more integrated and keep my communication skills in English. (Semi-private school NTE)

It was very difficult to work with the teachers in my department at the beginning. I think being too shy made me feel insecure in front of them but I have overcome this with time. Now, I feel totally part of the team. I also feel considered and respected as a teacher. At first they were critical and distant. I feel more integrated and I feel I can contribute. I have more weight as a teacher. At the beginning it was horrible. I felt lonely and clumsy. (Private school NTE)

In sum, supportive CoPs provided different levels of support (academic and administrative) and NTEs sought support from different sources (within the CoP, outside the CoP or external to the CoP).

Practice in supportive English teaching CoPs

As described earlier, Wenger, McDermott and Snyder (2002) understand practice as something beyond tools or stories and involve continuous interaction among members. Specifically, these theorists see practice as “a set of socially defined ways of doing things in a specific domain: a set of common approaches and shared standards that create a basis for action, communication, problem solving, performance, and accountability” (p. 38). The practices in a community help members to develop a shared repertoire of activities. For instance, they do things together, engage in discussions, conversations, and share experiences.

NTEs who responded the open-ended portion of the survey reported participating in two types of shared practices *within* their communities: *academic* and *extra-curricular*. I provide below quotes to illustrate these types of practices in supportive CoPs.

- *Academic practices*: NTEs reported they participated in various practices of their CoPs. For example, NTEs engaged in activities, such as: attending meetings in their English departments and general teachers' meetings; planning lessons together; attending professional development courses; sharing teaching material; evaluating projects, etc. These excerpts illustrate this finding: "we always try to do different activities to showcase English in the rest of the community. We try to innovate. Our most important activity is the English week"; "we attend meetings twice a week and we participate in all the activities organized in the school. When we meet we solve problems and make teaching decisions"; "I have learnt to value my knowledge and to share it. Sharing things with colleagues and listening to different experiences is enriching. We prepare and share teaching material and share experiences". Other NTEs provided more details about their participation in the academic practices of their CoPs:

We receive constant support. Every week, we have 2 days when meet the principal and the academic directors in the school to talk about all the issues related to students, such as discipline, etc. Here, we can talk about the situations we live every day with the students and we receive feedback from our colleagues and coordinators. We also have department meetings where we reflect and talk about English teaching in different levels. We discuss how to improve our teaching practices and we get comments from the English teachers in the community. I like working in teams because I feel the burden of working alone gets lighter, such as planning, looking for activities, etc. we share ideas, methodologies, and learn from each other. (Public school NTE)

I always attend department meetings. We also have planning meetings for every level I teach. Besides, we are always in contact with my team and we share lots of other instances on a regular day. Specifically, we jointly plan activities, lesson plans, and the assessment of the educational progress of the students. For

example, every two weeks we meet to evaluate the progress of projects we organize for students. (Private school NTE)

With the other English teachers and the academic coordinator, we share material to improve our lesson plans; we work on our lesson plans and share strategies. I have also received feedback after being observed in order to improve my practice. Even though I am novice, I had to be in charge of the English team. After 3 years, I have realized that I have learnt more from observing the other teachers' classes and my reflections on my own practice after observing others. One can learn a lot from observation, constructive feedback, and by focusing little by little on what steps to improve. (Semi-private school NTE)

- *Extra-curricular practices:* NTEs in the survey also reported that they engaged in extra-curricular practices within their communities, such as retreats, workshops, mass, activities for students and parents, anniversaries, etc. For example, one NTE said: "within my department we organize internal and external activities, such as parades, celebration of the Students' Day, the school's anniversary, etc.". Another one said: "I participate in different extra-curricular activities such as the Anglo-Saxon Feast, parades, graduation ceremonies, potlucks with older students. These activities allow us to know students better". One novice teacher commented: "I participate in my school community. We organize activities inside the school (commemorations, assemblies), recreational activities in our English department, pedagogical development training, retreats for pedagogical reflection". Another noted: "we organize events, work organising workshops for teachers and students, and I am part of the school council". One NTE also reported:

We attend meetings and organize extra-curricular activities. I was elected to represent teachers in the school council. I've done some admin work such as managing the data base of students in the school. We also organize activities for students and parents on special dates or field trips on weekends. (Semi-private school NTE)

The NTEs in this study who participated in supportive CoPs also engaged in *joint practices external to the community*. In some occasions, NTEs participated in activities organized by external communities, such as the RED de ingles from the EOPD program from the Ministry of Education. One teacher reported: “I participate in the Comunidad Educativa, RED de ingles, and the Microcentro which is an instance for teachers coming from schools with similar social realities to meet. We discuss and organize activities”. Another said: “I participate in the RED de ingles meetings, seminars and conferences, and PD courses to create teaching material”. Other NTEs commented:

In our district there is a RED from EODP for teachers of English. We meet voluntarily once a month and we discuss the organization of events such as the English week, activities, or approaches. We talk about the new reforms and useful material we can use in our classes. (Semi-private school NTE)

I belong to my RED de ingles in my district. I regularly attend meetings and we organize activities. Every year we coordinate the English week. I’d love to have more time to time to work in teams to design a plan of work. (Public school NTE)

I launched a program in my school. I got external resources from the Ministry for my high school to start a CRA (Centro de Recursos para el Aprendizaje) [Learning Resource Center], a computer lab. I actively participate in every available activity like the RED de ingles, attend courses, and PD workshops from EODP. (Public school NTE)

The fact that these novice teachers of English participated in the practices of CoPs that were not restricted to the teachers of English in their communities reflects what Wenger, McDermott and Snyder (2002) call *multimembership* in CoPs.

In the next section, I report the findings gathered from the online open-ended survey from the point of view of *less-supportive* communities of practice.

Less-supportive English teaching CoPs: Domain, community and shared practices

Less-supportive communities had an impact on the shared goals established in the CoP (domain); the assistance provided by CoPs and the integration of NTEs to them (community);

and on the participation in the practices of the NTEs' communities (practice). To be systematic, I begin this section by presenting the results around *domain*; then, *community*; and *practice*.

Domain in less-supportive English teaching CoPs

The open-ended survey data reveals that in less-supportive CoPs there were also established domains. Similarly to what was reported by NTEs in supportive CoPs, the same main domains were identified in *less-supportive* communities: *develop motivation* and *develop the English language*. No sub-categories emerged from these main domains. However, a new domain was reported (*future career*) and in some cases there was *no clear domain* established.

The following quotes illustrate these main types of domains shared by most NTEs in this study:

- *Develop motivation to learn English*: One NTE stated: “we aim at achieving students become interested in the English language”. Another said: “we want to teach students the importance of learning a second language”. One novice teacher commented: “our goal is to develop interest and motivation in our students to learn the language”. One NTE indicated: “we want our children to understand the importance of English in today’s world”;
- *Develop the English language*: A novice teacher noted: “[we want students] to speak English”. Another said: “we aim at achieving them [students] to learn basic knowledge of English and generate interest in the language”. One NTE said: “achieve the language objectives and teaching goals proposed by the team”. A NTE commented: “just develop the language to be able to practice it”;
- *Future career*: One teacher commented: “we want to teach English to help students integrate it in the careers they study and help them show that they are able to use it”. Another said: “we want students to understand that English can help them later to go to university and get a good job”.

In a few cases, NTEs reported there was *no established domain* in their CoPs. One teacher said: “I have no idea if we have a goal”. Another said: “the school says it wants to be bilingual but nobody gives real importance to the language to achieve this”. Two other NTEs

indicated: “we have never discussed this in our high school”; “students’ lack of interest makes any goal very hard to achieve”.

Overall, NTEs in supportive CoPs shared domains that aimed at developing motivation and the English language in their students and fostering the importance of English for their future. However, some NTEs in the study said there was no established domain in their CoPs.

Community in less-supportive English teaching CoPs

The analysis of the findings reveals that *less-supportive* communities were limited by the type of support to superficial concerns and the lack of opportunities provided to NTEs to share experiences. The community experiences reported by the NTEs in the survey were more problematic. They generally experienced *superficial support* provided by the members in the communities. This had a direct impact on their feeling of *integration* in the CoPs. In less-supportive CoPs, the participants reported experiencing isolation, indifference, envy, feelings of inferiority, or mistreatment from other teachers. However, the NTEs often sought support from other sources to satisfy their needs.

For instance, One NTE reported the following: “I don’t receive much support. Only some hints on how to fill out the class book. They [English teachers] listen but they don’t make any comments. They don’t have time for anything”. Another NTE said: “it’s been hard to feel integrated because experienced teachers do not welcome people without experience. They don’t have time, so I decided to work alone”. One novice teacher commented: “I have received more help from the other teachers in the school than from the English teachers. This is because they are very competitive. I feel more integrated and accepted by the other teachers”. Other NTEs provided more details. These excerpts exemplify their support experiences:

There’s no support. I have tried to join the RED de ingles unsuccessfully because in this school my colleagues don’t like it when I participate in the EODP activities. In this school, we don’t have language classrooms, materials or resources. Every time I decide to study or if I receive a scholarship, I don’t get any help. I have to juggle to go to classes and pass the courses. There’s a lot of envy to the point of being harassed because I am doing a Masters. (Public school NTE)

I never received any help from any of my English colleagues. They do their individual job and rarely share their experiences or give advice. Unfortunately, I feel this is common practice in all schools. If I need something, I find the right person to solve a problem. (Public school NTE)

From experienced teachers, I have just received a few nice words. When they see that a new teacher already has a Masters in Second Language they feel threatened. The support they have given me is good but superficial. Teachers avoid talking about pedagogical issues or how to teach English. I work alone because no one shares their teaching experiences or what is good for a certain group of students. Here, I have learnt to distance myself from the other members and to comment only on what is necessary in order to keep harmony in the workplace. This community is individualist and hedonists to the point that I believe my colleagues are linguistic divas who believe they possess a higher level of knowledge and language than others. I don't feel integrated in this community. I feel I do my job and I leave as soon as possible. (Private school NTE)

During my teaching practice and at work, I have always found bitter and impolite colleagues. One notices that in very few places people are willing to welcome you. As a new teacher, one must learn that human relations are complicated and that you cannot get on well with everybody. The only thing one can do is to establish a cordial relationship with all teachers and avoid bumping into nasty and unfriendly ones, and if you happen to meet them you have to treat them politely. (Public school NTE)

Overall, NTEs commented that experienced teachers in their CoPs did not have time to provide significant support, were unwelcoming, competitive, or impolite. As a result, NTEs experienced isolation. However, they joined other CoPs to satisfy their needs (other teachers in the school, RED de ingles).

Practice in less-supportive English teaching CoPs

The open-ended survey data reveals that in less-supportive CoPs members engaged in few practices together. Very few academic or extra-curricular activities were done jointly. For instance, one NTE reported the following: “in this community I have just participated in meetings and there are no activities that we do together”. Another said: “I just attend some

meetings. We don't do anything together". A NTE commented: "I never participate. I just organized once the English week". One teacher indicated: "we meet once a week to talk about students mainly, their learning difficulties or discipline problems. Together we have organized Easter celebrations, Mother and Father Days, Thanksgiving, Christmas, etc.". Two more stated: "we don't have time to do anything together. We sometimes talk about our lesson plans or student discipline"; "we don't do any activities together because of lack of time. There isn't time to share experiences. We do everything on our own". Another NTE said: "I've done more things with the RED de ingles than with my team. At the RED we talk share experiences; we receive training, get feedback, etc.". One NTE related support to workload and school management:

I have realized that due to the enormous amount of work of teachers, in general, they don't have the time and the means to improve or get trained. I also noticed that in most municipal [public] schools everything is messier. A lot has to do with the principals and coordinators in the institution, their leadership, and their degree of commitment with their work. I've been invited to do things but I can't. I don't have time. (Public school NTE)

Other emerging findings

Even though this investigation does not aim at examining issues such as teacher identity development, the effect of initial teacher training on the experiences of novice teachers, or the reflective process, some of these aspects in the survey data were also salient. With regards to *identity*, some NTEs commented:

What I've learnt in this community is that I don't want to be like the other teachers in the high school. They only motivate me not to become them with their long lists of words and their hackneyed grammar translation method. (Public school NTE)

I believe the main challenge so far has been to achieve that high school students see me as a grown up teacher. I'm 24 and to my students in grades 11 and 12 I was one more student in the group. (Semi-private school teacher)

Something bad happens to me when I work with the other teachers. I tend to become lazy and permissive to avoid conflict. I let the others do what they want and how they want it. I don't like this about me. (Public school NTE)

NTEs in the public sector also made comments about their *education training*. Some perceived an important difference between what they learnt in their universities compared to the hard reality of working in schools. Some of them asserted:

The biggest challenge for me this time has been the false idea they give you at the university. They teach you methodologies that sound beautiful and innovative. They say you have to pay attention to diversity but they NEVER tell you that in real life it is impossible to apply all that in a classroom with 35 different kids. Besides, I graduated to teach English in high school. This allows me to work in primary and secondary education but NO ONE teaches you to teach in primary school and how the hell to do it. All the jobs I've done so far have been with very little children, even from Pre-K. To this day, this terrifies me. I resent my university because they NEVER prepared me to for this. Another challenge has been working with kids with special needs. This is another issue that you don't even deal with in universities and it's a present and delicate issue in schools today. (Public school NTE)

My first challenge was to work with children that were so little. At the university, we had a course about methodology for young learners. What they taught me wasn't enough to really apply what we learnt. I'm not saying it was useless. It was only superficial. Working with children is complicated, if one doesn't have the experience or the skills to work with children with diverse abilities. I am not ready to work with autistic kids. Some careers train you for it but not English. I feel universities should develop a curriculum where future teachers have the chance to know different realities so that, in the process, one can develop tools to work with those learners. (Public school NTE)

The survey also served as tool for NTEs to reflect on their *learning to teach* experience. Learning to teach was affected by bored students, discipline, the students' knowledge of English, and extra work. Some NTEs said:

I've noticed that students are not interested in learning English. Parents don't do their jobs to educate kids at home. They see school as a daycare for children while they work. You can't do much about it because of lack of time, resources, and norms specific to each school. Not being able to send a disruptive student outside is a burden on the teachers'

shoulders or trying to teach students who simply don't want to learn and don't allow the others to learn is frustrating and stressing. (Private school NTE)

The hardest things have been to adapt what I knew about English to what learners know about it, manage my class time to make the lessons more effective, establish teaching and learning routines, and plan in a different way from the one I was taught at the university. (Semi-private school NTE)

A few NTEs reflected on the hard reality of the Chilean *education context*. Some NTEs commented:

I've learnt that education in Chile does not work as it should be. Seeing reality from outside is one thing and another one is seeing things inside an institution. Municipal education is totally different. Every obstacle makes the job of a teacher more difficult. You get low salaries for a job that implies listening to students, being a psychologist, a tutor, a babysitter. (Private school NTE)

This is all wrong. First, the gruelling hours of work outside the school and the indignant salaries we receive. Second, the number of students per class (35/40/45) and the extreme diversity of students in the classroom. It's pedagogically impossible to keep up with 35 people at the same time. It's urgent that we have fewer students per class. I once had 15 and it was marvellous. Third, none or very few resources, especially if we consider that one cannot teach English only through dialogues because I have students who are extremely visual and auditory. Fourth, curricular demands. Sometimes, we can't even achieve things because of lack of time and because 2 hours of English per week is insufficient. I need 5 or 6 hours to cover what I'm asked. I've learnt that this job requires enormous skills and willingness in many aspects because it's more than a full time job. I've realized that the political context of education in Chile doesn't help. Teachers do a deficient job. How can you have positive results with exhausting long hours of work and mental and physical demands? But no one understands this. What happens in this country is sad. That's why many of us think of leaving the profession. We need a national change. (Public school NTE)

Overall, the analysis of the data shows that NTEs reflected on issues such as teacher identities, educational training, learning to teach, and their Chilean education context.

Summary of open-ended survey data

So far, in this chapter I have presented the participative experiences in the practices of CoPs from the points of view of the novice teachers of English who responded to the online open-ended survey. This data reveals that the participation experiences of NTEs in their CoPs are varied, numerous, and shaped by the type of communities where they work. There is a clear distinction between the practices in *supportive* and *less-supportive* communities and how they are characterised.

In *supportive* CoPs, NTEs reported they shared three main types of domains: *develop English language; motivate students to learn English; follow institutional mandates*. NTEs also shared domains regarding students and their teachers in the departments. For example, the NTEs and their CoPs aimed at developing the *personal growth of students* or *team work*. As to how they perceived their communities, NTEs reported they obtained two main types of *support*: *academic* and *administrative*. With regards to *academic* support, NTEs received *advice* on how to handle discipline and students with special needs and received support regarding *teaching* (i.e., tips, methodological suggestions, shared material, etc.). *Administrative support* was more related to the logistics of the schools and how things functioned in those contexts. In these contexts, NTEs reported feeling more *integrated* to their CoPs; however, this was not magical. Teachers went first through a process of acceptance from the teachers in their departments that took some time. In relation to the *practices* NTEs and their communities engaged in, they took part in *academic* and *extra-curricular* practices within their communities and schools but also participated in practices that were *external* to the CoP.

Conversely, in *less-supportive* CoPs the experiences of novice teachers varied in form and frequency. Some of these communities shared two *domains* that were similar to the ones shared in supportive CoPs (i.e., *motivate students to learn English* and *develop the English language*). However, most communities had no clearly established domains. With regards to their perception of their *communities*, teachers experienced more challenges. For example, they received *superficial* or little *support* enough to survive in a CoP. This impacted on how

integrated (or not integrated) they felt. NTEs also reported feeling isolated, received mistreatment, or perceived envy from their colleagues in the English department. Interestingly, these teachers did not stay idle. The data reveals that they sought for support outside their English CoPs both within (i.e., other teachers, coordinators) and outside their school contexts (e.g., RED or online). The participation of NTEs in the *practices* of their communities varied. The shared practice among the members was mainly *administrative*. Few activities were done jointly. The following table summarizes the findings I have described above:

Table 7

Summary of open-ended survey data

Open-ended survey data	
Supportive CoPs	Less supportive CoPs
Domain: Develop English language Motivate students to learn English Follow institutional mandates Others: develop personal growth of students; develop team work	Domain: Motivate students to learn English Develop English language Future career No clear domain
Community: Support: Academic (advice; teaching)/ Administrative (logistic) Sources of support: varied within the community, outside or external to the community Positive effect in integration: process	Community: Superficial support or little support Experience: isolation, mistreatment, envy Seek support outside the community Negative effect on integration
Practice: Academic Extra-curricular External to the CoP	Practice: Administrative Few joint activities

Even though this study is more concerned about the participation of NTEs in CoPs, through the survey, NTEs were able to reflect on other matters related to their first teaching experiences. Some other findings that emerged were related to: *identity* (i.e., not to be like other colleagues, be seen as an adult teacher, change way of being when working with other teachers); *teacher education training* (i.e., mismatch between what universities teach and school realities,

lack of preparation to work with young learners, students with special needs, teaching diverse students); *learning to teach* (i.e., lack of student motivation, lack of parental support, disruptive and aggressive students, low level of English of learners); and *education in the Chilean context* (i.e., hard job, long hours of work, taking extra work home, low salaries and lack of teaching resources). Four things have captured my attention after the analysis of the survey data and the report of its findings: (a) not all the experiences of novice teachers are reality shocks; (b) novice teachers find ways to alleviate the shocks by addressing other members in other communities; (c) my perception of what I initially understood as a community of English teachers has changed; (d) interestingly, the survey served as valuable tool for collecting qualitative data.

Interviews

In the following section, I report the findings obtained from the interviews conducted with 11 novice teachers of English who volunteered to participate in this stage of the research. Similarly to the experiences reported by the novice teachers who responded the open-ended part of the survey, the interviewed novice teachers of English also experienced working with *supportive* and *less-supportive* communities. Their participation experiences were shaped by the level of support received in their CoPs. To be systematic, I begin by describing the findings in relation to *supportive* CoPs and, later, the findings regarding *less-supportive* CoPs. I also present them from the point of view of the characteristics of CoPs: *domain*, *community*, *practice* to be consistent with my theoretical framework.

Before reporting these findings, I consider it is important to remind the reader how novice teachers have been identified. Novice teachers were given a code to keep confidentiality, for example: NTE4/PR (i.e., novice teacher number 4 working in a private school); NTE1/SPr (i.e., novice teacher number 1 working in a semi-private school); or NTE2/PU (i.e., novice teacher number 2 working in a public school).

Supportive English teaching CoPs: Domain, community and shared practices

Supportive communities in private, semi-private and public schools were distinguished by the shared domains established, the help NTEs were offered, their feelings of integration, and the opportunities given to participate in the practices of the CoPs. To be systematic, I use the

broad analytic categories of *domain*, *community* and *practice* taken from my theoretical framework to organize the findings and provide other emergent themes.

Domain in supportive English teaching CoPs

The supportiveness of the English teaching CoPs influenced the domains shared in the communities. Similarly to the domains described by the NTEs in the survey, novice teachers in the interviews also reported working in supportive school communities who shared domains primarily related to the *learning of English* of their students. In particular, NTEs in their CoPs aimed at: *developing the English language* in the students and *fostering the idea that English was a tool for their future*.

- *Develop the English language*: When developing the language of the students, the interviewed NTEs from private, semi-private, and public schools wanted to enhance oral communication so that students could express spontaneous ideas or attain certification. For example, some interviewees reported:

We want our students to speak in English and to communicate. That is the goal of the English department: all students have to speak English. At every department meeting we are told: speak English with them, in the playground, always, squeeze them. Some of the girls I teach in grade 11 tell me: Miss, I have a question for you. How do you say ...? And I wonder: how is she speaking like that? I learnt to say that at the university in my third year! Some of them have an awesome level of English, well they have skills, while others look at you and don't understand anything until grade 12. Most of them understand a lot but we want them to produce. That's what we have to strengthen. That is the goal for this year: speak, speak, and speak. (NTE4/PR)

We want our students to be communicative. I believed this is more important than accuracy. We want them to feel free to speak. When I receive students in grade 8, they already have a good grammar and lexical base in English. They just need to use all that. My goal every year is that they are able to express orally what I teach

them, to give opinions. If they decide to study abroad, I want them to do it without major difficulties. (NTE3/SPr)

Two NTEs who worked in the same public school described their school context as vulnerable. They worked with students at social risk who came from homes where domestic violence was the norm. These NTEs and their community added a social element to the domain of developing communicative practice. NTE1/PU and NTE2/PU concurred:

In this school, we have 6 hours of English a week. We have been able to achieve many things so far. Our best students are taking the KET [Key English Test] and PET [Preliminary English Test] from the University of Cambridge but the idea is that in the future a whole cohort takes the tests. When we tell the students that their English has a level and that certification is validated anywhere, at the end of the world and abroad, their eyes sparkle. They want to know their level and progress. Because for them to finish grade 8 is already a huge achievement. When they graduate they cry, their families cry and we cry. Most of the time, they are the first persons in their families who get to high school. (NTE1/PU)

Our mission is that students graduate from grade 12. Dropout has dropped compared to previous years. The level of extreme poverty and the overcrowding conditions in which they live really impress me. We also want our students to communicate and be certified ... we have 6 hours a week for that which is a lot compared to other places. This is the first time the school hired real teachers of English. We're all new and committed to this project. We always talk and we agree that we have to level the students up. We certified 4 students this year ... and I already told our coordinator that we need to get funds for the future generations. I'm sure these students can make it. (NTE2/PU)

- *Tool for the future:* The NTEs in this study stressed the need to impress upon their learners the importance of English as a tool for their future. For example, teachers wanted to encourage students to continue studying English after school and see language as a

close and useful tool that will open doors and better job prospects. These exemplary quotes from the interviewed NTEs also illustrate this domain:

Our aim is that students don't see English as just one more subject in the school because I feel that English is in the middle. It is the poor subject. I want them to see that English will take them far away in their future. They can even be paid more, if they know English. For instance, I tell my high school students ... between an engineer that knows English or one that doesn't there is a big difference in their salaries. I tell them: English will open doors for you in the future. I don't want English to be the dull subject. I want them to see it will be very useful in their future. Luckily, we ... new teachers and experienced ones are all on the same boat. (NTE2/SPr)

I'm concerned about their future. Even if the students don't study a career related to English itself, it will be useful for all of them. Many will have to read papers in English, find information, or relate with people at work, or talk to a foreigner. They shouldn't be afraid to speak, to make mistakes. That's very important. (NTE3/SPr)

In sum, NTEs and their communities shared domains that aimed at developing the English language and help students see the importance of the language as a tool for their future.

Community in supportive English teaching CoPs

In *supportive contexts*, NTEs reported that the main sources of support came from their English teaching teams (e.g., head of the English department, other novice teachers, or experienced teachers). Moreover, the findings reveal that supportive English teaching communities provided assistance of three types: *academic*, *administrative*, and *moral*. These types of support helped the NTEs to navigate better their participation in their communities. In what follows, I outline the types of support and provide examples to illustrate them:

- *Academic support*: CoPs provided NTEs with strategies and tips about teaching, offered assistance with difficult students, classroom management, feedback, freedom to innovate.

This support allowed the novice teachers to understand the technicalities of teaching English. Some interviewees commented:

The head of the department is always attentive to everything. She asks us to keep her informed. If we have a problem with the children, we have to tell her. For instance, if one kid is not learning because I ask him questions and he doesn't know how to respond, we do some small research. You check his history, talk to his homeroom teacher, and the head takes an active role and finds out what is going on. In general, if we have a problem, she comes and observes our classes. Then she sees what is really going on in class. Maybe it is us, the teachers, who are doing boring classes. That's why the kids talk and do not learn. So, these are things that she can observe. I feel absolutely supported by her. I can approach her and ask for advice, suggestions or help. She knows because she is a teacher of English too. I didn't know how to teach literature and she sent me documents and materials. In that way, I can study and learn. (NTE1/PR)

When I got here, this English department was forming. Now, we have a solid team of teachers. As new teachers we had the doors open to innovate and use new methodologies. I simply asked: can I do this? and they told me: yes, do it! If it works, you can do it with the rest of the classes. This is good about this school. We say, let's try this and we just do it. If it doesn't work, it doesn't matter but we try. We are constantly trying to do new things. This doesn't happen in all schools. My ex-classmates tell me they must do what they are told. Here, I can apply all the things I learnt in the university. (NTE1/PU)

- *Administrative support:* This kind of support pertained to the information that experienced teachers shared about logistics. This helped the NTEs to understand the functioning of the schools (e.g., meeting parents, norms, protocols, use of the class book). NTE4/PR shared her perception of administrative support that she received from her community:

I jumped on board really quickly! Everybody has been very kind and caring. They gave me quick lessons: for this ... you have to do this; the photocopies are here; this is what you need, did you get it? So, little by little they informed me about the school procedures. Whenever I need something or there's a problem, I talk to the team first. Three or four of them love to give information. It's because they've been here for a long time. I always say: thanks, thanks, thanks. Besides, they have never criticised me or said: you're doing everything wrong. They always say: this is how you can improve. They always use kind words. (NT4/PR)

Our vice-principal is very strict but she knows a lot. We love her. At the beginning everything was new to me. I had never worked in a school before. The class book was the biggest mystery in the world. The class book is sacred; it's a legal document. So, at the beginning I was really afraid on how to write on it. I didn't want to screw it with the attendance, the contents, or when writing the grades. She helped me a lot. In fact, everybody is willing to help. Whoever I ask, they help. (NTE3/SPr)

- *Moral support:* This support helped NTs feel more confident because their teams trusted their teaching decisions, calmed them when challenges occurred, and accepted them. Experienced teachers expressed empathy towards the NTEs in difficult times, did not judge the NTEs' actions and decisions, or gave the NTEs enough freedom to try new things in the classroom.

My boss helps me a lot. She listens to me and I can tell her my sorrows about any problem I have at school. When we talk, she gives me advice and makes me laugh. The other teachers in the school are very caring. They know that in our team we are all new, so they helped us a lot to deal with conflicts. If I get into the staff room and tell them what happens to me, they always calm me down and give me advice: if this student gets complicated, ignore him because he will calm down alone. I had a crisis once. It was November. They gave me a lot of advice and cheered me up. One said: look it's November! No one passes April! You're great! (NTE1/PU)

It has been great because I entered this school with another new teacher [NTE1/SPr]. We graduated recently and we both have a similar view of teaching. We want to implement a communicative approach in the classroom. It's been nice because as we're new, we manage well. Also, the relationship that I have with my boss is really good. She is understanding and whenever we have a problem she says: girls don't worry. We will solve this. It's been great to have teachers with more experience. They are not the typical close-minded teachers. They give us freedom to work and I never felt watched. They trusted us when they saw that we were coming with energy from the university, that we had travelled, and that we brought different experiences with us. (NTE2/SPr)

For those NTEs who worked in a school where social risk was high, students and parents were exposed to drugs and family violence, moral support and participating in social events were highly relevant for these novice teachers. These novice teachers who worked in the same public school agreed:

We know where we work and we carry heavy problems on our shoulders. If we didn't have fun with all our colleagues, it'd be an utter disaster. With the teachers we organize the girls or boys' nights out. All women meet at a teacher's home for dinner and all men meet somewhere else. We send each other WhatsApp messages and pictures ... everybody goes! When grade 12 students graduate, we go to a pub and celebrate, we share and laugh. In the teachers' room the same. There's always someone telling a joke or funny anecdotes about the students. (NTE2/PU)

Even though there are small groups formed we all try to go out, we laugh and share. I haven't worked in another school, so I can't compare ... but I've heard that the atmosphere in the teachers' room can be cut out with a pair of scissors. Here, I love coffee breaks. We laugh our heads off. We've even had teachers who have left the school and who come back and visit us. Well, we can't do otherwise. We work with kids who are exposed to drugs and family violence. They are

beaten ... they go home after school and find out that their dad was taken to jail.
(NTE1/PU)

In ways that were similar to the experiences reported by the NTEs who responded the open-ended part of the survey, interviewed novice teachers in supportive contexts felt integrated in their CoPs. *Integration* occurred when English teaching communities and other communities in the school (e.g., other teachers, students) displayed an *accepting attitude* towards NTEs. For instance, this interviewee noted: “I feel part of this team, comfortable, accepted, and respected by my colleagues. Especially with my boss, she listens to me a lot. I can tell her all my problems and she gives me advice” (NTE1/PU). Likewise, these other NTEs commented:

I think feeling part of the group has a lot to do with who we’re talking about. This is a big school. We have three units in our department. The first unit is for primary levels, the second for middle school, and the third unit for high school. I work in the second unit and I work very well. I feel comfortable and calm ... accepted and valued. Last year, I felt tense because everything was uncertain but now that I’m well evaluated and considered and I’m happy and relaxed. I have a good relationship with the teachers in my unit.
(NTE1/PR)

I feel great, integrated, important, and valued. In this school, I feel validated as a teacher ... because to the Chilean society the teacher has less value than a zero, nothing. Here, I feel the opposite. The teacher’s role is very important for children and parents, the principal and coordinators too ... and they let you know this. For example, if the vice-principal goes to your classroom while you’re teaching, she knocks and asks: may I come in? They make you feel that you are the authority in your class and she’s the one interrupting. As teachers, we are valued and respected. Another plus of this school is that I feel that all the staff is tuned and that motivates me to do things well. If you see that everybody is giving the best to teach their courses, you cannot do something different. What I like best is that all these teachers wanted to be teachers in the first place. I’ve never seen anyone with burnout. They are all shiny! (NTE3/SPr)

Overall, NTEs received academic, administrative and moral support from their communities and felt integrated to them.

Practice in supportive English teaching CoPs

My findings show that in supportive school contexts, the *academic* aspect was paramount. NTEs principally engaged in joint academic activities that were carried out in teams. For instance, NTEs worked with other NTEs or NTEs worked with experienced teachers. The NTEs who engaged in academic activities: attended staff meetings, got together to plan the school year, designed and marked tests in groups, agreed on the marking criteria, met in small groups to plan lessons, prepared material, attended workshops, or discussed teaching activities. Two interviewed novice teachers noted: “we do lots of things together. When we meet we plan our classes together, we revise the tests formats before giving them to the students”; “we do lots of things together actually. Within the English department we plan lessons, we check each other’s plans, we revise the test formats before applying them, etc.”. Other NTEs also commented:

We plan and organize the yearly program together and we decide what we are going to incorporate. We check what the other levels are doing and we plan based on that. We want all levels to have specific contents not to repeat the same thing every year. We also get together to plan our lessons and to prepare material but we try to accommodate the plan based on what activities make each of us feel comfortable depending on our teaching styles. Everything we do is shared and you have the option of using those things or not.
(NTE1/PR)

In this English department, if we teach the same levels, we work together. For instance, with NTE1/PU we plan the classes for grades 10 and we meet in various occasions outside the school to do it. We revise the objectives, share opinions and put those ideas on paper. Then we split the job: you do the worksheets and I do this. Perfect! We also attend team meetings and teacher assemblies. When serious things happen in the school, the principal calls for a special meeting. For example, one student stole the telephone from his teacher. The principal didn’t know what to do, so we all voted and decided. This is a vulnerable school, so we already have 8000 meetings scheduled for next year.
(NTE2/PU)

Most novice teachers also engaged in *extra-curricular* activities, such as organising ceremonies, festivals, etc. For instance, the two NTEs who worked in a vulnerable public school organized and participated in the school's celebrations and anniversaries, assemblies, dances, acting, sport activities, taking photographs. NTE1/PU and NTE2/PU asserted:

I love dancing! And there I am ... always available to prepare choreographies with the students and teachers. For the Students' Week, we compete in teams, act, and wear costumes. It's been good because students see you participate and they like that. (NTE1/PU)

Our students play rugby with the rich students from the private school that sponsors my school. I'm the number one fan of my rugby players. We [teachers] get organized and we drive the students very long distances to get to their fancy stadium. I also volunteer to coach girls for the volleyball team in the school ... and last year I took a photography course, now I'm the school's official photographer! I take the photos for the graduation ceremony and other events. (NTE2/PU)

A NTE from a semi-private school noted:

We work jointly a lot with the other teacher of English. This year, we organized contests. For the public speaking contest, we worked the speeches together. We stayed with the kids after class and an American volunteer –Eric– worked with us. We also attend PD together. Last year, Krashen came to the IATEFL conference, so we both went. We spend a lot of time together because we both have a full time contract; we are together all day every day. We have lunch together. That helps us relax. In fact, during breakfast and lunch time we socialize with the other teachers in the school. We talk. It's very nice. There aren't groups formed or any negative vibes. (NTE3/SPr)

As I explained in the Methodology chapter of this thesis, during the interviews I purposely showed the NTEs a list of CoP activities in the recently published work of Wenger and Wenger-Trayner's (2015) (e.g., problem solving, requesting information, seeking experience, reusing assets, coordination and synergy, discussing developments, documenting projects, visits, mapping knowledge, and identifying gaps). I did so to give the teachers more options to discuss

the practices they engaged in with their community members. This list has been described in the Theoretical Framework chapter. All NTEs identified *visits* as a significant type of activity. *Visits* were primarily organized as observation sessions. NTEs reported being observed by the department head, peers, or an external evaluator. For all NTEs, observation was a valuable tool in their professional development because they received suggestions and help on improving their teaching strategies. This exemplary quote illustrates this finding:

I can observe other teachers in the school. You can if you ask. I just say: can I observe your class? In general, they say yes, no problem. In our department, only our boss does observations. She pays us a visit, sits down and writes everything. Then in the staff room she says this and that, always constructive. That's cool because it's like building. She says: I suggest you do this or I think this wasn't very good, you could try this way. What do you think? I have a book here for you. So, that is an incentive for me to change my strategy. (NTE2/PU)

Some NTEs agreed that peer observation among the members of the team would be more beneficial. Unfortunately, not many schools had time assigned for this. This NTE commented:

This year our head asked us to do peer observation but we don't have time for this. I think only 2 teachers were able to do it during the year. It'd be great if I could observe the teachers that I admire because I do admire some of them! I'd love to learn or see what things they do. For instance, they tell me how they solve problems and I say: how did you think of this? It never occurred to me! But there's no time. Sometimes, you have time but that teacher is at home or I would have to get here one hour earlier than normal to observe her. So I say: I'm too tired. I'd rather sleep for one more hour. Things happen too. Once, one of them was going to observe me but the teacher got sick, so you're trapped by the machine. (NTE4/PR)

However, some NTEs found ways to make visits a more regular practice. One semi-private school described as supportive had an open doors policy for classroom observation. All teachers, independently of the discipline, got organized and observed each other. This was beneficial for all teachers because they could help each other, communication flowed better,

everybody knew what the other teachers were doing in the classroom, and it helped not to fear the discomfort of being observed. These novice teachers noted:

This year, the school wanted that all teachers should be observed at least once. It worked really well. After the observation, we gave each other a lot of feedback. It was really enriching for us, the new teachers, to receive suggestions from an experienced teacher who's been years in the school and who knows the students or the text book very well. We shared ideas and opinions but it was a hard thing to plan because our schedules overlapped. (NTE2/SPr)

Here, the classrooms are open for visits. We do peer observation in the department. For example, there was a new teacher who joined us and he observed me and the other teacher in the department. Sometimes, we observe teachers from other departments. A new science teacher was hired in the second semester and asked if she could see my classes because we shared the same group and wanted to see what things could be useful. I also observed her later ... I do it out of curiosity to see what things work for some teachers that I might integrate in my classes. We do it informally and formally. When the academic supervisors come, they send us a report. If we do it among ourselves, we talk about it at the meetings: this was good or this can be different. I think this is very helpful because when you're in classroom with 40 kids obviously there are things that you don't see and two brains always think better than one. (NTE3/ SPr)

In one case, the novice teacher was observed by an external examiner hired by the school. The NTE who worked in a marginalised school felt that the feedback was negative and out of context:

A teacher from a private university was hired to observe us. I think the experience was good but the feedback was a bit out of context. She focused too much on classroom management in an idealised school context ... and here you have to remember that some of these students don't even have breakfast in the morning. (NTE1/PU)

In relation to other activities suggested by Wenger and Wenger-Trayner (2015), NTEs indicated that many of them were intertwined and the boundaries between one activity and the

other were fuzzy. For them, different problems required different protocols and solutions from diverse members in the English teaching community or the broader community in the school. When dealing with challenges, NTEs identified knowledgeable people within the CoP. For example, for challenges related to teaching English, they consulted the English team or the department head. Personal problems of students were dealt with the home room teacher. Discipline problems were solved with the inspector in the schools. Family and social problems were dealt with a social worker or a lawyer in the case of vulnerable schools. NTE1/PR commented on this aspect:

If I have a problem, I try to solve it on my own but I always respect the school's protocol. I go to different people to solve different problems. For example, when I can't manage a problem with a student, I talk to the homeroom teacher. If it's something about English, I talk to my boss or if I have issues with discipline, I meet the inspector. Respecting the school's protocol is very important. Also, different things are done at the same time. I solve a problem by requesting information or seeking experience from a colleague. These things [Wenger's activities] are interrelated. (NTE1/PR)

It is important to point out that, similarly to what was reported by NTEs who responded they online survey, the interviewed novice teachers also moved beyond their immediate CoPs for support. They also engaged in activities with members outside their communities but within the school. Next, I describe the participation experiences of interviewed novice teachers in *less-supportive* communities.

Less-supportive English teaching CoPs: Domain, community and shared practices

Similarly to what was reported by the NTEs who responded the survey, *less-supportive* communities impacted how the CoPs were characterised. I begin this section by presenting the results in regards to *domain*, *community*, and *practice*.

Domain in less-supportive English teaching CoPs

Some novice teachers of English perceived that their communities were less-supportive than others. The findings obtained from the analysis of my data reveal that community less-supportiveness influenced the domains established in the English teaching community. Even

though some domains were generated, the quality of the goals established differed from the ones set in more supportive CoPs.

Unlike the domains in supportive CoPs reported by the NTEs in the survey, the data reveals novice teachers in these communities tended to establish *personal domains*. In some cases, these goals were not shared within the English department. In some others, the NTEs did not know if any domains were shared because the members in the communities never discussed their goals. For instance, one *personal domain* of a NTE was to stimulate curiosity, motivation to learn, and appreciate the English language with the students. This quote from NTE3/PR illustrates this idea:

My goal is that students feel curious. Curiosity is the base to keep on learning English after they leave the school. If they don't have the means to continue learning English, well, curiosity will help them to find the means. I know it's difficult for them to be bilingual when they leave school; we just have 4 hours of class a week. However, if I provide them now with a good language base ... in the future they can develop their English, listen to something, understand, and continue studying. I'm not going to feel frustrated if they aren't bilingual. I want them to take off, face the real world, go somewhere else and continue studying. Unfortunately, that's something that I want. The English department is more worried about students passing international exams. Our boss likes the KET [Key English Test] and the PET [Preliminary English Test] from the University of Cambridge. (NTE3/PR)

Another personal domain was to *help learners enjoy learning English* because it was a fundamental tool for their future:

I wish my students liked English. I don't mind if they don't learn much with me but I'm happy if they love learning it. Learning English is necessary. It's fundamental because it opens a new world. My goals are: to motivate them to love the language, make them realize that they can learn if they want to, and see that a whole world opens when you know another language ... I have no clue if the team shares this goal. What they do or want is unknown to me. (NTE3/PU)

A further personal domain was to *be a role model* for the students:

I don't know if the team shares this goal because we never talk about it. My goal is to be able to guide the students, to be a good example, and not to teach them bad things. I want to be someone who can guide and motivate them, someone who can make them feel love for the language. To teach them that English is important. (NTE4/SPr)

Overall, NTEs tended to establish personal domains rather than sharing domains in their CoPs.

Community in less-supportive English teaching CoPs

Interviewed NTEs felt that their English teaching communities offered less support. These less-supportive CoPs were distinguished by the fact novice teachers experienced conflicts within the members of their communities, lack of opportunities to interact, and were less integrated in their English communities.

My findings show that supportiveness was impaired by *personal and professional conflicts* within the members of the CoP or by *school policies* (i.e., challenges imposed by the broader community). Working in CoPs where *personal* and *professional conflicts* arose was a challenge for NTEs. Being part of a disconnected and uncoordinated community led NTE3/PU from a public school to work in isolation. Having a department head in charge of the team did not guarantee that experienced teachers and NTEs would experience mutual support. One NTE received the bare minimum help at the beginning of the school year and the rest of the time she had no choice than to trust her own way of doing things. NTE3/PU indicated:

When I arrived in this school the department head gave me the book from the Ministry ... and that's it! That was all the support I got. God forbid me for saying this but I think he's not very enthusiastic about working here ... only with the money he gets at the end of the month. He's comfortable, nobody bothers him and he earns his money easily. I have no clue what the others do in the team. As I'm new, I've had a few interactions with the others. We only meet once a year, we are always running, and we never communicate. We do what we think is right. (NT3/PU)

NTE3/PR also experienced the challenge of working in a CoP in conflict. Even though there were occasions in which the teachers in the team worked cooperatively, the experienced teachers did not consider the suggestions and ideas proposed by the NTE because the teachers were more concerned about their internal problems. NTE3/PR stated:

As a team we talk. We agree on things as teachers, for example we choose the material, agree on the dates for evaluations but I feel like Switzerland, in the middle. When I ask or propose ideas they don't listen to me because they are more worried about their coexistence problems in the team. For example, the children have to keep a portfolio but it doesn't work because the kids don't put their work together. I asked if I could ask the children to keep a neat notebook instead. I think that is more organized. As the team is divided, some said yes and the others said no. So no one listened to me when I said that the students copy the assignments from one another just to complete the portfolio. That is not significant. But as they [the team] didn't agree I wasn't heard. (NTE3/PU)

My findings showcase that *school policies* also affected the support that members in the English teaching CoPs gave each other. This occurred when the authorities running the schools did not give enough time or resources for the teachers in the team to interact, meet, work together, and share ideas. Therefore, in these cases, team support did not flow naturally because of lack of time and teacher work overload. NTE4/SPr asserted:

At the beginning it was hard for me to fit in the group. Everyone was Ziploc closed ... it was because they didn't have time. All the relationship we have established has been in short periods of time, mainly during breaks. It has been a good experience though; the few things we have been able to engage in have been significant and we help each other the best we can. I can ask them questions and we share material. (NTE4/SPr)

In addition, NTEs reported feeling more *integrated*, accepted and valued by the school community in general than the English teaching CoP. These NTEs asserted:

I don't feel integrated in my English community because they're just a group of people. I feel better with the other teachers in the school. I get on well with 99% of them. My colleagues validate me as a teacher, they respect me. I can tell because they notice me,

they observe me, they ask me things, and show interest in what I do. When I'm at my table hiding working on my things, they approach me and ask: what are you doing? Why are you doing this? They stop and I explain what I'm doing. They notice the small things I do. They listen to me. I've received good comments from the academic coordinator, other teachers, and the principal. Once the principal invited me to his office and told me: you never complain of these students, you're always working like a little ant, always attentive. Then he asked me if I wanted to stay, if I'd like to be a homeroom teacher, or be in charge of a sports club. I told him working in this [vulnerable] school is very challenging but I am happy here. (NTE3/PU)

However, the NTEs working in less supportive and less harmonious communities were not passive. On the contrary, they managed to strive, seek support and join communities beyond their immediate English teams. One NTE commented:

At the beginning, I made so many mistakes! Especially, the class book, I always screwed it because you can't use pencil, it has to be pen and you can't simply erase and correct things. So, if I had a problem or a question I had to leave the classroom and ask the coordinator. She always told me not to worry. She always said: you must ask everything. Even if you have a tiny question, ask, ask, and ask. That's the only way of learning. So, I always found someone to explain me things, help me, or show me things not only related to English but anything. I approached anyone who could have an answer. At the beginning I didn't know anyone, so I simply asked: are you a teacher? Then, I figured out if he was helpful or not. I think at the beginning it's hard for a young teacher who doesn't ask. There's no drama in asking, especially if they know you're new. Well, of course there are teachers who believe you know it all. (NTE4/SPr)

In sum, communities were affected by personal and professional conflict and school policies. NTEs felt more integrated in external CoPs.

Practice in less-supportive English teaching CoPs

NTEs did not engage in a range of shared *practice* with their colleagues. Members of the CoP mainly engaged in administrative practice because teachers did not have much time to do things together, or they worked in a disconnected manner. For instance, NTE3/PR commented:

We only do the yearly plan together. I do the day to day plan on my own ... except when another teacher and I teach the same level. Then, we agree on a time to meet. We also attend staff meetings which are mainly informative. We meet to check how everybody is doing, how we are teaching the planned contents, or we set the dates for the tests. (NTE3/PR)

Another NTE lamented the lack of time her team had to do things together:

In this school we are paid only one hour every two weeks to meet and to plan lessons. The English team is known for having lots of face to face teaching hours, so it's very hard for us to see each other at the same time. Only during our break time, we manage to do something. I normally use my break to prepare material, my power points, pick up the photocopies, or fill in the class book. (NTE4/SPr)

The NTE whose team never met felt disconnected and was very critical of the team's lack of shared practice:

I'd dare say the people I work with are good people but they are not a good team. We never meet, there isn't a line of work, and I have no idea where we are heading with the students. If we happen to bump into each other in the teacher's room, we only talk about administrative stuff, nothing academic. For example, we were asked to plan a whole level individually. I taught all grades 12 in the school so I just planned that. No one ever saw those plans because we individually presented them to the academic unit. I really have no idea what others do. I feel there's total discontinuity and no follow up of what happens with the students. You teach the students thinking that they have already seen some contents but they say they have never studied those things before, so I have to go back to square one and teach from scratch. If we worked in a team, there would be a logical sequence and continuity. The students could see that there is a body of work with a head and feet. So far we're all teaching bits and pieces. Another teacher and I teach grades 10 ... and I just discovered that she has been using a book which is different from mine. I have no clue why. (NTE3/PU)

In terms of Wenger and Wenger-Trayner's (2015)'s list of activities commonly conducted in a CoP, the interviewed NTEs who worked in less-supportive CoPs were more inclined to act alone or ask people outside the English teaching community for support for their activities. Activities such as problem solving, seeking experience or reusing assets were often conducted with colleagues from other departments in the school. For instance, NTEs talked to teachers from other areas, administrative staff, academic coordinators, or former classmates. NTE3/PU commented: "I normally explore things outside. I talk to other teachers or my students' homeroom teacher".

Visits were also done but from a different perspective. Most NTEs were observed but were given no opportunities to observe other teachers or receive feedback. One NTEs asserted:

Everybody observed me ... my boss, the academic coordinator, the English coordinator hired by the fundación ... I received a lot of feedback. We always talked after the class but I was normally told the bad things I did, never something good. So, like pulling teeth I got them to refer to the good things I did as well. Unfortunately, I never had the chance to observe other teachers. That would have been good ... to get ideas or techniques. (NT4/SPr)

Another one noted:

I would love to visit others and observe but it's been purely a matter of time. My hours don't coincide, classes have English at the same time, and I rarely have the time to see others. I've even thought of observing my ex-classmates and see how they are teaching. I think it's necessary, one learns but I haven't had the opportunity to do it. Here, I was observed by the academic coordinator only once but she never gave me any feedback. I asked many times and I was told: yes, yes you will get it. Until today I never received any feedback, so I have no clue if I am doing things well or not or what I should improve. I haven't tried observing my English colleagues, they are very picky and jealous and our schedules don't coincide. I even tried to access their class books to see what they are doing but they didn't let me. (NTE3/PU)

Varied dynamics of English teaching communities of practice

Wenger (1998) states that “effective communities are not necessarily without conflict” (p.37). In fact, acknowledging the challenges that occur within a CoP “enable members to handle new situations and create new knowledge” (p. 38) and increase the meaning making experience (Wenger, 1998). Wenger, McDermott, and Snyder (2002) add that being aware of “community disorders” (p. 141) helps in the development and continuity of a CoP. Hence, the process of making meaning becomes dynamic (Wenger, 1998).

Even though the experiences of NTEs working in supportive communities were relatively positive, a number of challenges arose. These challenges were more likely to occur in those English teaching communities that were big and formed by different groups of teachers teaching at different levels. This was the case of a private school formed by three teams: the primary school English team, the middle school English team, and the high school English team. The NTs who reported these incidents worked in the same middle school team. Within their teams they worked in a supportive and accepting environment. However, the conflicts they described occurred outside their immediate CoPs. For example, they noted:

I work in the second unit and I work very well. I have a good relationship with the teachers in my unit ... with the teachers in the third [unit –high school] we just have a polite relationship but I see that they are very competitive. They are all the time paying attention to what you do or don't do and if they have a problem they don't talk to you directly ... they go straight to our boss. M [the head of the department] asked me if I wanted to move to that unit and I said no. She accepted and allowed me to stay in my unit (NT1/PR)

I feel free to make the decisions I want inside the classroom and free to talk to the Chilean teachers in my team about situations in which they can also say something. I also have to work with the teachers from the exchange program but I don't like it. They are people from different areas -biology for example- who take a year on teaching pedagogy and get a Masters. None of them comes with this attitude: oh, I'm here to learn. They come like ... *I am* going to teach you a couple of things. They look down on you, are arrogant, critical, and with a very unrealistic view of life. I studied in a public school in the States. They don't even represent the American culture ... none of them is Asian or

Afro-American. They come from a very high class background; they studied in private schools and got their degree from the most expensive university in the USA ... they think the students in this private school are poor! This creates conflict, we clash. Our methods clash. When we meet to plan lessons they are more concerned about their vacations on Easter Island. *I* am the one who has a teaching degree, *I* am certified and *I* respect the teaching profession ... they should show some respect. (NTE2/PR)

Despite working in a community where teachers shared the same the domain and engaged in diverse academic, extracurricular, and social practices, one NTE from a public school referred to some personality conflicts among some teachers in her team. NTE2/PU noted:

NTE1/PU and M [name of teacher] are friends. M has a very complicated personality. If she likes you, she will love you for eternity. If she doesn't, she doesn't even say hello. To her, I don't exist. Our boss had to intervene because it was too notorious and constant. Did you see her at the meeting? She turned her back on me. Come on! We're adults. In this team, they formed a group. I am excluded. They go out for drinks and they meet with their husbands and boyfriends, etc. Then on Monday they talk and talk about what they did. I have my life and my friends. I just observe and talk to the people I have to talk. I separate my private life from my job. I don't want this to interfere with my teaching. (NTE2/PU)

Despite the challenges experienced by some NTEs in less-supportive contexts, they did experience positive things. For example, one interviewed NTE talked about how her feeling about the community evolved. NTE4/SPr said:

I don't have any problems now. I feel integrated and accepted. We can exchange ideas and talk about educational issues. Of course, this didn't happen overnight. At the beginning, I felt lonely and uncomfortable but I think it was part of the process of adapting myself. Then I thought ... nobody is going to integrate me. I am the one who has to do it because the teachers in the team don't have the time. After my burnout incident, the teachers were really nice. This made me feel good, not fully relaxed but OK. For me, the working environment is very important. If it's good, you feel the push to come to class every day. When it's bad, there's no way back. (NTE4/SPr)

Overall, even though some CoPs were more supportive, NTEs experienced some challenges. Even though some CoPs were challenging and less supportive, NTEs experienced positive things as well.

Other emerging findings

Similarly to what occurred with the data gathered in the open-ended survey, other themes were identified. Independently of their school contexts and the qualities of their CoPs, the interviewed NTEs also reported feeling that their identities changed and an awareness that learning to teach was a process. They also talked about their educational training and reflected about their education contexts.

Regarding *identity*, tolerance, patience, generosity, and respect were object of self-reflection. NTEs mentioned:

I feel there's been an important personal growth in me. A few years ago, I was in psychological treatment. I was treated because of guilt syndrome and low self-esteem. Somehow, I feel the school has helped me lot to overcome all this. The students have validated me, they are affective and the teachers who have been working for 30 years in the school trust me. They say I am a good professional and a good person. That's very important for me. (NTE3/PR)

I've become more patient and tolerant with my colleagues. I've learnt no to judge them. Sometimes, you can be very busy working and they come and talk to you. You can't say: sorry I'm working! You have to listen and relax. You can't be jumpy. At home, my mom tells me: you are not the same anymore ... [imitates mother's voice] SIT DOWN! Well, that happens when you spend the whole day talking like a policeman. You internalise it. (NTE4/PR)

I am more tolerant now and I respect diversity. I became tolerant with these students because they are very special. I never imagined I would teach boys or girls with piercing and with crazy hair. I've noticed that those things don't matter. I don't care and I think this is positive. The other day, my daughter told me I used to be like old people, always prejudging others. She said: since you entered university and you started working you are

more open-minded, you see things from a different perspective now. It was hard because I am square-minded. This was like an earthquake. It's been a learning experience, being around a huge diversity of minds, spirit, and experiences ... everything. (NTE3/PU)

I've become more organized and I feel I'm living my life in a lighter way. I feel like an adult because I use adult language now. It's incredible for me to talk about contracts or health insurance. That's grown up language. Physically, I am an adult but not mentally. I've also learnt that I can talk to people and that I have no problem adapting myself to situations. That confirms that I don't have personality issues! Now I'm cheekier. (NTE4/SPr)

The *learning to teach* process was full of concerns for NTEs. They expressed fears, such as not knowing how to explain things clearly, how to find new ways to teach, or admitting they didn't know everything. They also became aware that bad things were temporary, that lesson planning was challenging, or that knowing a lot of English language is not equivalent to being a good teacher. These examples illustrate this finding:

This time, I have realized that I can teach! I was terrified of students not understanding me or me feeling unable to find other ways to explain things. When they don't understand, I have learnt to go back and back, even using Spanish, until they get to the process of following what I say. I used to think that teaching was easier! Even if I knew it was hard from my experience as a learner. This was very challenging. Stopping and thinking: how can I do this? How can I explain it? How can I make it easy to understand and not be boring at the same time? Looking for ways to motivate and engage students was very difficult but positive because you learn to value the things you do, you know? Now, I feel less afraid to stand up in front of a class and acknowledge that there are things that I don't know. I tell them: I will check that word in the dictionary because I don't know it. This calls the students' attention. I've learnt that I can make mistakes: sorry guys I made a spelling mistake, and I erase the board. These things used to terrify me. I thought the students were going to believe that I was lame and ignorant. Then, I realized that they thought I was only a human. This is just a language and one can make mistakes. (NTE3/PU)

This is the profession that I really like. Maybe I'm not that good but I feel happy when I go to class or when a lesson goes just right. This year, I allowed my grade 5 girls to use my session to express their feelings about the English class. It used to be awful. They hated it but now they say English is their favourite subject. They tell me I am the best teacher they've had. So these things help me think: OK what happened before was just a bad moment. There are always bad days but if you balance things there are many more positive things. The bad times occur only when they don't pay attention to you or because you thought that one activity was going to work well and then you see that the kids couldn't do it, hated it, or did it very fast. You thought it would take them long and they finished in 5 minutes! I've realized that when you plan a well-planned lesson it can be incredible. The problem is that you spend 2 hours of your life working on something that no one pays you, so that sucks. What I do is keep all the activities I've done for later. Then, I don't waste all that time again. (NTE4/PR)

Planning has been a learning experience. I've learnt to plan things better because at the beginning I planned my lessons thinking of me. I didn't think much of the children only on what *I* wanted to do. It was my goal, not the kids'. Then, I realized that they didn't understand, the activity that I planned was too difficult, the level was too high, or too easy. So, I started to observe and plan better. Sometimes, the children looked at me with a blank stare because they didn't understand or because I was unable to give a simple instruction. It was very complicated. One has to be observing all the time, analysing what you do, paying attention to why things worked or didn't. If they didn't work, you must change them right away. I remember suddenly stopping in the middle of a lesson, thinking: OK! No. Let's do this other thing. (NTE1/SPr)

I've realized that as a teacher you are not always right and that you have to listen to the constructive criticism you receive from others. Sometimes, I feel very self-confident with my knowledge of English and the methodologies that I use to transmit knowledge. However, one has to be aware that students don't like these things or maybe I am not using the best way to teach. So, one has to be humble and say: why? Maybe, I am not the best teacher. One teacher can say: my English is outstanding and another one can say: mine is not, but she really knows how to teach. One has to be humble and acknowledge

this fact. Especially, if you are starting your career and there's a long road ahead. If we have this clear as professionals, we will improve. You realize that knowing English only is not the key to success. Being prepared is crucial but knowing how to teach is more important. It's a constant challenge. (NTE3/SPr)

About their teacher *education training*, a few NTEs mentioned that the communicative approach taught in universities did not work in traditional settings or that the preparation they received regarding test design was unrealistic. These NTEs commented:

I always believed the communicative tale they teach you at university. Then, I realized that one single person can't row against 300. So, I believe you can innovate and make changes but you have to start from a base, from zero. Getting to a school still sticking to the convictions created in university only generate clashes, emotional clashes, clashes in all sense. What I believed about communication, doesn't work here because this is a traditional school with a system based on grammar and vocabulary. If I get here and do something different, the children feel disturbed. In the end, I adapted my ideas. If they [the English department] ask me this, then I add a bit of that. (NTE4/SPr)

From our supervisors, I have learnt all about tests. Everything I know about designing a test, I owe it to them. Not my university. At the university, I designed fake tests, very unrealistic. The supervisors told me: the test is not the moment you get creative. I never forgot that statement. I mean, if you never did an exercise in class ... don't do it in the test! Because children can manage the content but not the activity. I felt like a newborn chick when I got here. (NTE3/SPr)

These novice teachers also reflected on their *Educational contexts*. Issues, such as working in marginalised schools where students lived at social risk or in highly traditional schools where teachers and students must follow norms and regulations were discussed. NTEs stated:

This is a vulnerable high school where you get children sent from a youth detention centre. There's a high percent of drug addiction, not only marihuana but hard drugs too, trafficking inside the school, alcoholism. I cannot say how high but we also have teen

pregnancy. Kids have no motivation. They are used to the law of the minimum effort, zero effort because it's our responsibility to graduate them. We must change their grades and manipulate everything. They even tell me: miss, don't complicate your existence. We will all graduate in the end. So, they protest, demonstrate against the system but they just do it to skip classes because they are not really convinced. I talk to them. They are against capitalism, very resentful but they don't realize that this doesn't change anything. I tell them they are right but things won't change without education. That's the only weapon they have. With education and effort they can get to higher places and make real changes but these kids are alone, alone in the world ... teachers don't have a say here. In fact, one colleague attended a meeting from the DMS (Department of Municipal Schools) where all the principals were gathered. The person leading the meeting said: we have to fight the enemy! And she thought: who *is* the enemy? Well, the enemies are private and semi-private schools. Public schools have to fight to eliminate semi-private schools because in that way they increase the registration of students and get more state money. They said if students insulted us or spit at us we cannot send them out of the system. We have to bear all these things. So, then, I wonder ... how can you be asked to educate a child, if you must deal with all this? You can't. How? Then, they say that teachers are bad and that we don't do our job well ... and I say: *excuse me?! (NTE3/PU)*

In this school, normalization is an issue. Normalization means that students have to understand that once they arrive in the school, they get to a formal setting. Of course, during recess they run, destress and shout but once they get into the classroom, this is another moment on the day. This is the time when they pay attention, learn, and can't interrupt. The idea is that all of them are quiet. We have mats by the door, the kids get in, must clean their shoes, sit down with nothing on their tables. I have to tell them all the time: nothing on your tables, no pencil cases, no cell phones, no pieces of paper, no nothing. So, they sit down with their hands crossed, like this [shows hands]. They only have to follow the teacher's instructions, they can't speak. I don't like this. I can't be this strict. I'm not like that. I've never been. (NTE4/SPr)

Summary of interview data

Five CoPs were considered supportive. Two of them belonged to schools in the private sector, 2 in the semi-private sector, and one in the public sector. In *supportive* CoPs, novice teachers dealt with two main types of *domain*: *oral communication* (e.g., speak and express ideas) and English as a *tool for their future* (e.g., to study, read papers, get a better paid job). With regards to how they perceived their communities, the findings show that CoPs offered NTEs support in three ways: *academic* (e.g., shared teaching strategies and teaching tips, received feedback, or were allowed to innovate); *administrative* (e.g., logistics and functionality of the school, use the class book); *moral* (e.g., CoPs calmed them, trusted them and showed empathy). This had an impact on their feeling of *integration* as they could say things, were valued and accepted, and did things together with the other members of the English teaching CoP. They engaged in various *academic* and *extracurricular* activities that were done jointly among the members. *Visits* were also important. Teachers thought that being observed was positive because they received feedback and they could improve their teaching practices. However, some said they would have liked to have more time to observe others. Other activities were not as clear as Wenger and Wenger-Trayner (2015) identify them. Some NTEs said that the boundaries between these activities were fuzzy because in order to do one thing they required other things to happen. For instance, if they wanted to solve a problem, they did it by seeking for experience from the other teachers in the English department or by requesting information from other members in the school community.

Conversely, three CoPs were considered less-supportive (i.e., one in a private school, one in a semi-private school, one in a public school). In *less-supportive* contexts, no shared *domains* within CoPs seemed prevalent. Due to this, NTEs tended to establish individual goals. In relation to *community*, in these CoPs teachers experienced more challenges. Challenges happened because of two reasons. NTEs worked in places where the other members of the department had personal conflicts or where the schools' policies did not provide teachers with time to meet because of academic demands. This had an impact on their feeling of *integration*. Teachers felt more integrated and valued by the school's community rather than the English teaching one. However, despite these challenges, NTEs in less-supportive communities found ways to get support, ask questions, and address people who could help them. *Visits* were also important but

the purpose they served was not very useful. NTEs reported that when they were observed they never received any feedback back. This made them wonder if they were doing the right thing. Table 8 summarizes all the findings gathered through the interviews:

Table 8

Summary of interview data

Interview data	
Supportive CoPs (2 private; 2 semi-private; 1 public)	Less supportive CoPs (1 private; 1 semi-private; 1 public)
Domain: Develop oral language Foster the importance of English as a tool for their future	Domain: No shared domain Developed individual personal domains (enjoy English; be a role model)
Community: Support: Academic (strategies, feedback, allowed to innovate)/ Administrative (logistic)/ Moral (trusted, not judged) Sources of support: English department or members of the school community Positive effect in integration: accepted and valued by immediate CoP (English Department) and the school community	Community: Lack of support due to internal conflict or school policies Worked alone Fewer shared practices Integration: more integrated in the school community than the English community Found ways to strive: asked others, joined CoP in the school
Practice: Academic Extra-curricular External to the CoP Visits	Practice: Administrative Few joint activities Visits

Other themes emerged as well, such as *identity*, *education training*, *learning to teach*, and *education in their school contexts*. Concerning *identity*, NTEs commented on feeling like adults, using adult language, becoming more tolerant, generous, and respectful as teachers. About their *education training*, they indicated they changed their views about communicative teaching and test design arguing these were unrealistic. In regards to *learning to teach*, they commented on their first fears and the hurdles of planning lessons. When referring to their *education contexts*, they described the difficulties of working in marginalised and traditional schools. Furthermore,

NTEs who worked in supportive communities experienced some challenges and NTEs who worked in less-supportive contexts lived positive experiences.

In the next section, I present the findings obtained after observing staff meetings the interviewed novice teachers took part in.

Observation of staff meetings

As described in my Methodology chapter, ten of the eleven interviewed NTEs were observed in staff meetings. One novice teacher worked in a public school where her CoP never met or discussed issues related to teaching English. To be systematic with the presentation of these findings, I use the analytic categories of *domain*, *community* and *practice* taken from my theoretical framework and provide other emergent themes.

The context of supportive CoPs

The analysis of my observations and transcripts of the meetings reveal that in supportive communities the participation of novice teachers was influenced by how the CoPs were characterised (Wenger, McDermott, & Snyder, 2002). *Supportive* CoPs highlight the interactions and the relationships established among the members of the community. In these CoPs, novice and experienced teachers had room to ask questions, make comments, and openly say things. All heads of the departments were polite and considered the opinions of teachers. Moreover, most experienced teachers praised the NTEs' and acknowledged their contributions.

In what follows, I address first the *domains* shared in these communities; the *communities* that form part of these novice teachers' lives; and finally, the practices NTEs and the members of their CoPs engaged in.

Domain in staff meetings

Head of departments chose the topics and led the discussions in the meetings. Novice and experienced teachers worked and discussed goals in teams, pairs, or as a whole group depending on the number of CoP members present. The main issues discussed were: the *planning* of different teaching activities to be incorporated in the following school year; the *analysis and improvement* of the teaching of the four language skills (reading, listening, speaking, writing);

insight building from action research experiences done in the school; and the *reporting* of experiences after doing peer observation.

- *Planning activities:* Planning was discussed in two staff meetings. One in a public school context and one in a private school. The following extracts from my notes and quotes illustrate this finding:

[Public school 1] The head introduces an idea for the lesson plans of the next year. In order to develop writing and teach editing to the students, she proposes having *working walls*. She shows her tablet to the teachers. She has some pictures of working walls and empathises that this is a different and motivating tool for students. She noted:

It also motivates the kids, it makes the classroom look really nice. Directly using the wall can be used for teaching, displaying the students' work. It looks lovely in the classroom, it gives the students ownership, you can have a group of collectors, you can have an interactive display where they have to create the sentences and use it. (Head in Public school 1)

[Private school 3] The head and the teachers in the department talk about the things they need to include in their lesson plans for the following year. One main issue discussed is the booking availability of a learning centre for English called the HUB. They need to plan their visits so that the teacher in charge of the HUB knows what grade levels are attending. Overlaps in the booking occur and in order to avoid that within the English department or with the teachers from other departments who wish to take their students to the HUB, they must plan their visits. The head noted:

The best way to solve the problem is to try to organize everything from the beginning of the year so that J [the teacher in charge] knows that grade 1 whatever is doing a unit in which they need to use the HUB. But if you have something planned it's easier, I mean you don't need to plan all the

activities there but at least the topic and when you are going to be there.
(Head in Private school 3)

The question about how detailed the lesson plans should be was highlighted by the head who will pass on those detailed plans to the next teachers taking those classes in the future. She said:

In your lesson plans, don't forget to include that because I will collect all the plans. There are too many things missing in your plans. I want to keep them for next year, so if a teacher takes grade 3 primary or whatever, I will give her the plans ready to use. So, everything is supposed to be there. (Head in Private school 3)

- The *analysis and improvement of language skills*: Discussed among the members in a semi-private CoP. The following discourse illustrated this theme:

[Semi-private school 2] The English teachers discuss some tests results. The tests show that students were not doing very well. The teachers look at some tests and talk about the writing component for the KET and PET international exams. They are worried because students leave the pages blank. The aim of the discussion was to improve reading and writing in the students. The head said:

OK, we are going to analyse the test results. This is not quantitative because we still don't have the numbers. We will have them next week. Then we can cross-analyse the results and see how we are going to improve writing. We've made a revision. In fact, I have some tests with me. In the KET as well as in the PET, there's an important weakness in reading and writing. This is concerning because students are not committed, they are not serious when they respond the tests. Look at this.
(Head in Semi-private school 2)

The NTE, her colleague, and the head flip over the pages of the tests and discuss what students did or did not do in the test and the reasons behind the behaviour of the students. In this extract they say:

T1: Wow, he didn't write anything

NTE3/ SPr: No, he didn't do anything, look

T1: Not even the listening

NTE3/SPr: Here, look. Nothing again

H: I don't understand why they are not doing anything. To tell you the truth, I want to pull their ears!

- *Insights from action research:* Some members of the English department did action research projects. The day of the observation they presented their results at the meeting. These excerpt showcases this finding:

[Private school 1] Some teachers presented their action research projects in the last meeting. Today, the rest of the teachers present their projects too. The idea is to see what the department can learn from the results. The head recaps and summarizes the projects that they have seen so far (how to work with project based learning, tools to prepare a website). The website is an important issue because the department wants to create one to showcase what they do and invite parents to be more involved. The head commented:

Today, we're going to continue exploring different areas that T, T, and J did for their ARPs [action research projects]. These researches were very related to the specific classes they taught but I believe the results can be shared with all of us. It's been very interesting and useful to see your findings and suggestions. (Head in Private school 1)

- *The reporting of peer observation experiences:* A group of teachers of English in semi-private school 1.

[Semi-private school1] All teachers stop talking about textbooks and tests. They discuss a new topic. One of the main activities carried during the year were peer observation sessions in which novice and experienced teachers participated. At the meeting, the head of the department explained that the goals of the session

would be to discuss what she saw when observing each other and give feedback. She noted:

Our main goal today is comment on the collaborative observation sessions we had to get feedback. In some cases, the observations were quite different, for example NTE1/SPr works in primary and she observed NTE2/SPr who works in high school. So, any experiences, suggestions, feedback, opinions, etc.? Who would like to start? (Head in Semi-private school 1)

Overall, in supportive CoPs, the heads of department introduced the topics to be discussed during the meetings. They had clear goals and a clear agenda. Teachers talked about planning activities, improving the language skills of the students, gaining insights from action research conducted in the school, reporting peer observation experience.

Community spirit in staff meetings

In communities described as supportive by novice teachers in the interviews, I observed a great deal of member participation and interaction. In smaller communities formed by 4 or 5 members, novice teachers participated actively, interacted a lot, made suggestions, and shared their experiences. However, I also observed that in communities of more than 10 teachers, experienced teachers tended to dominate the conversation. Yet, when novice teachers intervened, ETs made comments, asked questions, and shared experiences. NTEs were listened and the teachers in their communities agreed with them. I also observed that these CoPs were relaxed and provided room for saying things.

In particular, heads always *greeted* and *thanked* teachers, asked for their opinions and always allowed teachers to ask questions, make comments, or express their opinions. These exemplary excerpts illustrate these findings:

[Private school 1] At the beginning of the meeting the head thanks everybody and notices that some teachers are absent. She knows exactly why they are absent. She said: “good afternoon. Thanks for being here. Is everybody here? Some of you are on a field trip. G is recovering from sickness. T is late so we will probably have her here soon”

[Private school 3] The meeting starts. The head of the department greets all teachers. She checks attendance. Teachers reply out loud because the room is packed. The head introduces the main topic: the use of the HUB.

H: Good afternoon! Is everybody here?

Ts: Yes!

H: I know you're very busy so thanks for coming. We've had some issues with the HUB. What I would like you to do is give me your opinion about the HUB. How is it working? Has it been difficult for you to go? I would also like to have the opinion of teachers from lower levels because I was talking to J yesterday and he said that younger students love going there but he's having lots of troubles regarding discipline. But I want your opinion first about how it is working.

[Public school 1] The head asks teachers if they have heard from S, a teacher candidate doing the practicum in the school. NTE 1 reports that he sent his lesson plan but he has been sick for two weeks, so she has only seen him teaching for 15 minutes. The head asks teachers about the number of hours he is supposed to teach. She is worried about his evaluation and because he has taught very few hours. One teacher tells her experience with the teacher candidate. The head asks for advice on how to proceed. The teachers said:

H: How many hours was he supposed to do?

NTE1/PU: I think it was 10 hours

H: I'm asking if he was observed because apparently he was pass the date of his evaluation, so if he's going to be doing his next practicum here it's a problem because he's way down his hours.

T1: At least, I was very supportive with him. I told him if this week you can't do this, next week you do blah blah. I told him 3 times how to do a warm up and the three times he wasn't prepared for that. I always asked him: did you do it? And he was like eh

H: So what can we do?

NTE1/PU: Contact the university?

H: Yes. What we are going to do is to get back to the university and say that he actually didn't prepare his classes and he had many opportunities to plan his lessons.

At the meetings, I also observed that experienced teachers and the heads *praised* novice teachers and spoke highly of them. These extracts illustrate this finding:

[Semi-private school 1] Teachers discuss their observation experience. One experienced teacher reports on what she observed from NTE1. She details what she saw in the classroom and acknowledges that the novice teacher is very brave because she used a lot of technology. The ET is very happy and says that she learnt a lot from NTE1's lesson because she is scared of technology. She said:

I observed NTE1/SPr and I loved her because we work with the same levels but I don't know if I'd be brave enough to dance with all of them [the children] in the classroom [teachers laugh]. I'd be entirely crazy with those kids but she has a virtue. That is, all that technology thing that I have to learn or put into practice actually. It's not that I don't know anything about technology but I don't dare use it because it scares me. But in her class, she used it to help her! She had this screen with all these little cartoons dancing and singing! And the kids ... they turned around and danced like the cartoons! [all laugh]. They came to the board and they felt like artists. And no one made a mess, you see? So, it was very good. The children knew what to do, what to respond, they listened, and imitated the sounds of the animals. I loved it! She is so young and brave. She's awesome! ... I have nothing to say. More than observing to look for something, I learnt from that activity. (Experienced teacher in Semi-private school 1 on observing NTE1/SPr)

[Semi-private school 2] The young teachers talk about their classes and the activities that they are doing with their students. They participate actively in the meeting. They show the head photos about the projects they have been doing with students. The head tells me that the English department functions well because of the teachers and their professional work. She said:

This is an outstanding school in all sense but regarding English, this school functions really well ... I believe these teachers are key to this success. The way in which they ... the professionalism they put into everything they do. They are

meticulous, committed, and demanding and that is reflected on the work of the students and the results they get. Students know that. (Head in Semi-private school 2)

I observed in these CoPs that members worked in coordination with others and they were relaxed and used humour. These notes and extracts from the transcripts illustrate these points:

[Semi-private school 1] The head refers to the results of her observations. She is happy because all the teachers coordinated their activities and did the same things in the classroom. They have the same routines, use the same classroom management strategies, give clear instructions, etc. She commented:

I have the results of the observations here ... We all have developed classroom management skills, and we're working with routines. For instance, we all write the date and the objectives on the board. We register names and we inform the students about the activities that will be done in class. We are doing a motivation pre-stage and we use word maps in class when we develop the lesson. We make students participate more and English is fully used. This was a bit more difficult for us the old teachers but it is effective and that's the way it should be. With clear routines, our students are following the lesson. Clear instructions make them participate and use more English. This has been very positive. (Head in Semi-private school 1)

[Semi-private school 2] Young teachers show the head the work they have been doing with students. They enthusiastically talk about the English bulletin board and what they do to showcase the work of the students. The head likes their ideas and praises them for the work done.

H: These are the writings you showcased on the bulletin board? [NTE and T show the head some pictures]

T1: Yes

H: But this is a fantastic idea!

NTE3/SPr: We did many more things

H: It's important to continue doing it. This should be scheduled on your calendars too. I think that this is super important. It'll help the students feel the bulletin board is theirs and proud of the good work they've done

NTE3/SPr: The kids love the board. They are always attentive to when it changes

T1: It has always called their attention

NTE3/SPr: And they ask: when is this grade going to be in charge of the bulletin board? They love it. They even volunteer

H: I think it's a fantastic idea to engage them

[Private school 3] Teachers talk about the HUB. Primary school teachers say they want to take their students but the head argues it is only for older students because they are less motivated to learn English than children. One teacher insinuates that teachers in high school are boring. Teachers laugh and openly say things.

T9: I don't understand why we can't take our students [grades 1 and 2] to the HUB

H: T9, the reason they have [the board of directors] for creating that space for older students is because they think that motivation in lower levels is really high regarding English and it decreases when they are older

Ts: Yes! True! I agree!

H: I think they are right

T9: But that's because of the teachers in high school! [Ts laugh]

T4: What?! Are you blaming us?

T9: It's true, we jump, we sing, we play

H: I know, but the principal reason is because motivation decreases ... and the programs are more demanding

T4: You see? We are more demanding! [Ts laugh]

I also observed that in small CoPs novice teachers had more opportunities to interact with the members of their communities. Small CoPs were formed by 4 to 6 members and they belonged to one private school, three semi-private schools, and one public institution. In these CoPs, NTEs spoke freely and confidently about the issues discussed at the meetings. There was room for them to ask questions and provide information. They also proposed ideas and shared

experiences. I confirmed this observation with the analysis of the audio recorded data. I provide below some examples to illustrate this finding:

[Public school 1] The teachers and the head of the department discuss the situation of a teacher candidate who is doing the practicum in the school. S, the teacher candidate, has not come to school, does not present his lesson plans on time, or when he shows up he does not teach. NTE1 comments that it would be good for them to have clear guidelines of what student candidates can or can't do in the school. Both novice teachers working in this school made comments about this issue:

H: S never came

T1: How could have we supported him if he was never here?

NTE2: But he did come those days

T1: Yes, but he came to the class and didn't do anything. How can you help him?

H: Well, one day he did come early and he went to the classroom and he didn't get told off, so he probably learnt to arrive on time [Ts laugh]

NTE1: And I think if you miss a lesson, you have to rearrange another time to complete the hours, no?

H: He told me he was going to keep his hours. Was he here this morning?

Ts: No

H: I wonder if he stopped coming

NTE2: Do we have to see any plans?

H: He was supposed to give us his plans

T1: Did you ever get a lesson plan?

NTE2: No

T1: He did a class without a plan

H: I'll see if I have a lesson plan

NTE1: I have a lesson plan but I don't have a class! [Ts laugh]

T1: Good! Let's mix it!

H: Two other universities are asking to send their students.

NTE1: You know that I agree with having practicum students. The only thing we need to clarify is what they have to do and what they cannot do, what type of practice it is, how many hours, and they have to be ... I don't remember the word in English: con iniciativa?

H: proactive?

[Semi-private school 1] As it is the end of the year the teachers comment that the students are tired, do not even want to refer to the textbook, or do more work. NTE1 proposes one idea. She has been thinking of doing a Christmas activity with the children. One of the ETs likes the idea. All teachers give ideas on how to make a Christmas tree for children to write wishes. These teachers commented:

NTE1: I've been thinking about doing an activity, like a Christmas activity. For example, they can write something, tell a Christmas story, or a letter to their parents. Something like that

NTE2: We could make a wish Christmas tree

ET: Yes! On the bulletin board! That's it! Let's make a tree

H: Yes, let's do that

ET: Great

NTE2: OK, so we call it The Christmas Tree

NTE1: They can bring cardboard triangles and you put them like this [shows with hands] one after the other and they paste them like ornaments, do you get me?

ET: Yes! OK, let's ask them to bring materials or we can ask the Pre-K teachers. We need different colours for them to ...

NTE1: to write a wish and they glue these on the tree

At the meetings, I observed that in bigger CoPs NTEs interacted less. Two of the eight CoPs that I observed had 15 members. Both belonged to private schools. Most of the meeting time was dominated by experienced teachers. They lead the conversations, said things openly, made follow up comments, told jokes, or asked questions. The NTEs intervened twice during the meetings. However, their interventions were well accepted. They were allowed to speak and ETs listened and acknowledged the relevance of their comments. These examples showcase this finding:

[Private school 3] The head of the department and the teachers discuss who has access to the HUB and why grades 1 and 2 students cannot have access to the learning centre. The

NTE raises her hand and asks permission to change the subject of the discussion. She shares her experience at the computer lab and mentions the problems she has had there. Some ETs jump in to say things but the head asks them to let her speak. It seems that the NTE is not the only one who has had problems when taking her students to the lab. The NTE and some teachers said:

NTE4: Can I refer to something different?

H: Yes, please

NTE4: When I go to the Ellis room [computer lab] with my classes I have a lot of problems

Ts: Yes! Not only you!

H: Shh. That an important issue! Go on

NTE4: Is there a possibility to fix the computers or to have more in the lab?

T3: We need more computers

T1: Going there is punishment! [Ts laugh]

H: Thanks NTE4. The answer will be no way because the money they spent there was huge. They bought ... how many computers?

T6: More than 30

NTE4: They don't work, they are never updated, you can't do any projects, and they are slow

T3: It's a waste of time. It's true

NTE4: If you have 40 minutes, the children take 20 to make them work and if they want to send their work to their emails, it takes them another 15

H: Yes, they are extremely old

[Private school 1] The teachers discuss the use of technology and social media after one teacher presented his action research project. He did his project on the use of Instagram in his class. The head asks about the school policies in the school regarding the use of social media. NTE1 and NTE2 give some ideas on the use of platforms for education. They commented:

H: Do we have here [in the school] any policies regarding the use of technology in classes? There's a variety of uses that we haven't been informed of. For example, in

grade 2 students created a fake Facebook account for one class but at that age they are not allowed to create Facebook pages, right?

NTE2: Here in Chile, you can't

NTE1: There are restrictions but they have accounts anyway

H: I know but it's illegal

NTE1: They just say they are older

T1: Yes! With that scenario I think we definitely ... we are facing it but we need support from the institution

H: That's why it's better to be asking all that

T2: It's a touchy area

H: Sure!

NTE2: I'm sorry I'd like to add something

H: Sure!

NTE2: There are some schools that have a private platform to do these activities. Most of these schools use a kind of Moodle platform where you have chats, blogs, you have everything. You can even upload material from the same school. So, it makes it easier for schools to control what comes in and out of the web. It's a good idea but there's always a risk

H: Definitely!

Overall, in supportive CoPs, the heads of department greeted, thanked teachers for attending the meetings, and considered their opinions. There was room for comment, asking questions, expressing ideas. ETs praised and acknowledged the work of novice teachers.

Practice in staff meetings

In meetings, I observed that novice and experienced teachers engaged in varied joint activities. Some of these activities have already been illustrated in the sections above. The analysis of my notes and the transcripts show that members in the CoPs engaged also in varied discussions. For example, they talked about practicum students, the use of a learning center, end of the year activities, or the use of technology. Novice and experienced teachers also analysed tests results to understand the problems that students had with listening and writing. They

reported their experiences of peer observation and shared experiences. Other practices were done jointly, such as a prayer, view student videos and discuss their content, or do group work activities. I provide examples to showcase these findings:

[Private school 1] After the head of department greets teachers for attending the meeting, she thanks a teacher who is in charge of saying a prayer before the meeting begins. The teacher asks the group if they want to say something before starting. One teacher asks for their colleagues and another one for a student whose mother died. We all stand up and pray. This extract complements my notes:

H: I would like to thank K for helping us with the prayer today

K: Before we do the prayer, would you like to say anything?

T2: I'd like to ask for one of my students who lost his mom to breast cancer

T5: I would like to ask for T and G so that they recover soon to have them back with us soon [prayer begins]

[Semi-private school 2] The novice teacher asks the head of department if she can show some videos that she recorded of her students doing some presentations. The presentations are called the "talking points". The head agrees and the teachers watch the videos on the NTE's phone. They talk about the topics the students presented. The teachers said:

H: Let's watch your videos NTE3

NTE3: OK. I brought the speakers. The volume is a bit low because during presentations at sit at the back

H: These are the Talking Points students do every term based on a given topic or they choose one. What did you do?

NTE3: A bit of both. I gave them broad topics and they can pick one from there. For instance, I gave grade 8 Olympic sports and they chose one of those. This is done at the end of the term

H: It can cover topics from the units or free topics. OK. Let's see (Teachers and Head in Semi-private school 2)

[Private school 1] One teacher presents his action research project he prepared for the teachers. He gives instructions to form groups and asks the teachers to give ideas on how to use Twitter and other social media in class. He said:

Now, I'm going to give you a card and on the back it's going to have a letter, so find the person with the same letter and get together. You are going to come up with 2 ideas for using Twitter, 2 ideas for using blogs, and 2 ideas for using Instagram in class. The idea is that you work with someone from a different level. Please find your partners. (Teacher in Private school 1)

In sum, members of supportive CoPs engaged in various joint activities, such as discussions, prayers, video discussions, or group activities.

The context of *less-supportive* CoPs

In less-supportive communities the participation of novice teachers was influenced by how CoPs are viewed (Wenger, McDermott, & Snyder, 2002). *Less-supportive* CoPs were distinguished by the asymmetrical interactions and relationships established among the members of the community. The meetings in these communities were strictly informative and instructive and there was less interaction and discussion among the CoP members. In some contexts, the discussion of issues was mainly dominated by the heads of department. Even though there was room for teachers to ask questions and give opinions, the environments were formal and serious. In one CoP, I could observe some tension between two members. This was later corroborated by the novice teacher who worked with them. Novice and experienced teachers worked on very specific tasks except for NTE3/PU who worked in isolation.

The analytic categories of *domain*, *community*, and *practice* were taken from my theoretical framework to organize the findings and the emergent themes.

Domain in staff meetings

Similarly to what occurred in supportive CoPs, the domains shared in these communities were most of the time communicated by the heads of the department. From what I observed at these meetings and the analysis of my notes and transcripts, I found that members in these

communities worked and discussed goals in groups. In one semi-private school the goal was to *analyse a document to make curricular changes*. The following extract illustrates this point:

[Semi-private school 3] The head of the department starts the meeting by informing teachers of the things that they have to do. She says she will have more information about the lesson plans for the following year because she will meet the owners of the school the next day. She tells teachers that they will change the focus of how English is taught in the school, from grammar to the development of the 4 skills. She explains that at the end of the meetings teachers have to analyse a report sent by the owners of the school. Teachers are asked to gather useful information from the document. The head takes 40 minutes to give information and explain the task. The following excerpt complements my notes:

... tomorrow I have a meeting at the main branch [from Fundacion] because they are going to indicate what modules we have to plan this year, OK? This coming year, we have an important curricular change. As you may have noticed, these past two years we've been assessing too much content and we haven't paid enough attention to the development of skills. We're just focusing on grammar and not on the children speaking, writing or communicating ... Here, I have the report of the study done by the school. You have to read it and revise it according to the information that we need. You have to do a deep analysis job. You know your students and how you work based on their needs ... (Head in Semi-private school 3)

Another goal announced in one meeting was to *select readers* for the following school year. The following extract illustrates this point:

[Private school 2] The head greets teachers and informs them that the meeting will be short because they have tests to prepare. The aim is to end the meeting when the readers are selected. She said:

Good afternoon. We are going have a short meeting so that we can prepare our synthesis tests. So, the first question is: have you chosen the titles of the readers? This is the only thing we have available, the catalogue. In the catalogue, we have marked what ... I suppose ... should be the best topics to work with all levels. Did you have a chance of looking at the catalogue? (Head in Private school 2)

One NTE commented that in her CoP teachers of English never met or did things together. When I observed her, she was planning her day. Her students who did not show up for a test were given a second chance. She had also prepared a worksheet to do with another class.

Community spirit in staff meetings

At these meetings, I observed that teachers felt confident to ask questions and make comments. However, the working atmosphere was formal and serious. For instance, in Semi-private school 3 the head of the department spoke extensively about the report teachers had to analyse. Teachers listened attentively and took notes. Some asked a few questions. Then she instructed them to work in groups depending on the levels they taught. The following extract complements my observation:

H: ... What time is it? It's 10:30. The idea is that after lunch we could have a plenary session to discuss the things you do today. OK. Write things [the analysis] at the back of the report or you can do it digitally but I'm going to need that information for Wednesday when we start planning lessons for next year

T1: Do we have to analyse the result only or we need to write something about the students too?

H: Yes. Do it on the same report at the back

T1: So what do we do now? Work in teams?

H: I'm just interested in you doing the thing. You two begin with grade 5 and P and C work with you

In Private school 2 teachers spent most of the time discussing the title of the books the students will read the following year. Teachers formed two groups according to the levels they taught (primary and secondary). The NTE worked with two other teachers selecting readers. By the end of the meeting, the teachers in the department talked about the final grades of the

students. The head of the department was worried about the deadline to publish the final marks. Teachers discussed this:

H: I have this issue. Time is almost up and they [academic coordinators] suddenly say: ready! Let's send the reports home

T2: Sure

T1: OK, ready to work on the tests now?

H: One last thing before doing the tests. This obsession to have the grades ready on time

T2: Me too

H: I was told today that our deadline is Friday to publish the final grades. That's very clear, AM told me: please all grades must be ready before the final exam

T2: But I have my last test on Thursday

NTE3: Well, we just have one week left

The only instance of community participation of NTE3/PU was in the staff room when she showed her test and worksheet to the Religion teacher sitting next to her. As I mentioned previously, this NTE considered that it was not relevant for me to record her stay in the staff room, so I can only provide an extract of my notes when I observed her:

I met the novice teacher in the playground where I was waiting for her. G came and we walked to the staff room. All teachers gathered around a big round table located in one side of the room. The novice teacher told me that the department does not have a separate room for the English department and that everybody shares the same room. She also told me that there is nothing to record because the department never met. So, I put the audio recorder in my bag and just took notes. She walked towards a table where there was a teacher sitting down, having tea, and writing notes in a notebook. She had some books on the table. The novice teacher sat down next to her. I sat with them too. She introduced me to the teacher. She was a Religion teacher and the novice teacher's colleague. The novice teacher informs me that they regularly spent recess together. This teacher looked experienced. The novice teacher took her books and worksheets and started writing the plan for the coming lessons in her notebook. The Religion teacher took one of the worksheets. G explained to her what the exercises were about. The teacher asked some

questions about the objectives for each item. The novice teacher explained one by one each item. The Religion teacher made some comments and G wrote these down. The teacher also gave G some advice on how to deal with those students because she was also teaching them. (Notes taken on December 10, 2014 at 10 am)

In one meeting, I observed that NTE3/PR was actually sitting between two ETs. These teachers never looked at each other or never spoke to one another. In fact, they talked individually with the NTE, even if they were discussing the same thing. I also observed that one ET asked the novice teacher to give the other ET the message. Later, in the interview, the NTE commented that he perceived in his community there was conflict between two experienced teachers. He said that he felt used and in the middle (“like Switzerland”). He was also asked to work with each one of them because they could not bear work together. This extract corroborates this situation:

[Two ETs and NTE3/PR were choosing readers for their grades]

T1: NTE3 don't forget it's complicated if we mix the press publishers

T2: NTE3 and this one? Peter Pan for what class would it be?

NTE: I was thinking of grades 7 and 8

T1: NTE3 tell her these are for KET level. I don't think it should be 7 and 8. It's more for KET

NTE3: These are for KET, T2

T2: I loved these

NTE3: They are very good

T2: And I like them a lot for the culture thing. Tell him that he has to read them this time

NTE3: OK

Overall, in these communities the work environment was formal. Teachers had opportunities to ask questions but, in general, there was little room for open discussion. In one community, some conflict could be perceived.

Practice in staff meetings

The participation of NTEs in the practices of their CoPs was shaped by the domains established by the heads at the beginning of the meetings. In general, these communities were small and had 6 and 5 members; except for the NTE who worked alone. In one CoP, the teachers engaged in the selection of readers. In another, they talked about the activities they were planning to do. These extracts illustrate these points:

[Private school 2] Two ETs and the NTE read the book catalogue the head gave them. They also work with some copies of the books they received from a book store. They look at the covers, the titles, the pictures, the vocabulary, etc. They flip over the pages and discuss. They talk about their levels and vocabulary. The NTE gives his opinion about the books and one of the teachers likes his comment. They said:

T2: NTE3 are you taking notes?

NTE3: Yes

T2: Have you seen the vocabulary? Have you noticed any difference? Is it too big?

NTE3: Not really. Look at this. Somehow it invites you to read when it's shorter. Have a look

H: OK

NTE3: It's less complex. However, the book prepares them and has questions

T1: Level 4 in grades 9 and 10 then

T2: Then, it's not only the vocabulary and the grammar. It's the presentation as well

NTE3: Check the vocabulary. In some places it's written and in others there are pictures

T2: Yes ...

NTE3: Perfect! And the Great Gatsby? The Great Gatsby is more directed to grade 12. It's not a bad story but we have to see if it contributes to the cultural capital of the learners

T2: That! I loved that. The cultural capital

[Semi-private school 3] The teachers spend a great amount of time analysing the report they received from the school owners. Then the NTE and another teacher talk about doing an activity in the playground. They said:

NTE4: T3 how are you going to do the physical activity for vocabulary?

T3: In the classroom

NTE4: Oh. I was thinking of doing it in the playground

T3: Maybe. I'll copy you ...

T3: In the unit about animals we will have to choose what to do: what's your favourite animal? They can say why

NTE4: Why don't we work with the sounds that animals make?

T3: That can help them to relate. They can also relate the picture with the word

NTE4: True! Let's do that

Overall, in these CoPs teachers engaged in very specific practices, such as selecting readers, analysing a report, or discussing vocabulary activities.

Summary of staff meetings observation data

In *supportive* CoPs, the heads of the English departments established the *domains* discussed at the meetings and the teachers' work revolved around domains proposed by their heads. In these CoPs, members *planned* different teaching activities to be incorporated the following school year; *analysed and discussed* how to improve the teaching of the four language skills (reading, listening, speaking, writing); *gained insights* from action research experiences done in the school; and *reported* the experiences after doing peer observation.

Depending on the size of the CoP, the participation of NTES varied. In smaller communities, they had more opportunities to share experiences, ask, and interact whereas in bigger CoPs, they participated less because the discussions were led by the experienced teachers. However, when the NTEs intervened, ETs listened to them and gave them the chance to speak. These CoPs tended to be relaxed: teachers spoke their minds and used humour.

With regards to the NTEs' participation in the *practices* of these communities, members of the CoP engaged in varied joint activities such as discussions (e.g., about practicum students; the use of learning center; end of the year activities, or use of technology); analysis of tests results; reporting peer observation sessions, sharing experiences, participating in a prayer, watching student videos to discuss their content, or doing group work activities.

Notwithstanding, in *less-supportive* CoPs, members also organized their work according to the *domain* established by their heads (e.g., analyse a document, select readers for students). The participation of NTEs in these CoPs tended to be more formal but there was room for them to express ideas and ask questions. In relation to the participation in the practices of the CoPs, NTEs participated in discussions and the planning of teaching activities. Only two CoPs were more complex, the one where the NTE experienced conflict between two members of the department and the one where the NTE worked in isolation. Table 9 summarizes the data collected through the observations:

Table 9

Summary of staff meeting observation data

Observation data	
Supportive CoPs (2 private; 2 semi-private; 1 public)	Less supportive CoPs (1 private; 1 semi-private; 1 public)
Domain: Plan activities; improve language skills; gain insights from AR reports; report peer observation experience	Domain: Analyse documents; select readers
Community: Small CoPs: NTE active participation Big CoPs: NTE limited participation Both cases: room for questions, opinions, share experiences, use humour	Community: Small CoPs: NTEs active participation Formal environment
Practice: Shaped by the domains established by heads (discussions, sharing experiences, watching and analysing videos, etc.)	Practice: Shaped by the domains established by heads (discussions, planning)

Status of schools and efficacy of CoPs

The analysis of the data showed that there was no significant difference between the types of schools (i.e., private, semi-private and public) and the efficacy of their communities. For example, the analysis of the open-ended survey data shows that in 30.3% of private schools, 36.3% of semi-private and in 33.3% of public institutions there was evidence of support. In the

interviews, evidence of support was reported by 3 NTEs from private schools, 3 from semi-private schools, and 2 from the public sector. Conversely, the numbers vary in communities considered as less-supportive. In terms of the NTEs who responded the open-ended survey part, 64.7% worked in public schools, 29.4% in semi-private institutions, and 5.8% taught in the private sector. However, evidence of less-supportiveness was present in 1 private, 1 semi-private, and 1 public interviewed NTEs. All this indicates that it is not the status of the school what shapes the efficacy of CoPs. In other words, it is the relationship between members and the activities they perform together.

Summary

In this chapter, I have employed Wenger, McDermott and Synder's (2002) characterisation of a community of practice in terms of *domain*, *community* and *practice* to analyse the participation experiences of novice teachers of English in private, semi-private, and public school CoPs.

The three data sets: open-ended surveys, interviews and staff meeting observations show that NTEs participated in communities where varied levels of support were shown. This impacted the feeling of integration that novice teachers perceived, the domains established in the CoP, the relationship between NTEs and the members of their communities, and the practices they did jointly. Independently of the social background of the schools and the supportiveness offered by members of the communities, CoPs established varied domains that guided the work dynamics of novice and experienced teachers. In the case of supportive CoPs, these domains tended to be collectively established while in less-supportive communities domains were personally defined by NTEs. In both cases, NTEs sought support from different sources (i.e., internal and outside the CoP or external to the CoP). For novice teachers, it was important to receive support to deal with their needs but also it was important for them to identify who could help them address their needs and challenges. This shows that: (a) the English teaching CoP is not the only community novice teachers join and (b) novice teachers find ways to deal with their challenges.

Their participation in the practices of their CoPs was also characterised by its diversity. NTEs participated in activities and engaged in practices beyond their immediate English teaching CoPs. Moreover, in supportive contexts, members of the CoPs were accepting and non-

judgemental, teachers could share ideas and experiences, ask questions, and express opinions. In contrast, in less-supportive environments, NTEs experienced conflict or envy from the members of the CoPs, and worked alone. However, both types of CoPs presented variations. In supportive communities NTEs also experienced challenges and in less-supportive communities, teachers had good experiences, participated in practices determined by their departments, and felt integrated to their broader communities (e.g., the school) rather than within their English departments. Table 10 presents a summary of all the data that emerged per data set:

Table 10

Participation of NTEs in the practices of school CoPs

NTEs' participation in CoPs		
	Supportive	Less-supportive
Open-ended Survey	<i>Domain:</i> Develop language / Motivate students / Follow institutional mandates Others: personal growth of students; team work <i>Community:</i> Support: Academic/ Administrative Sources of support: within, outside or external to the community Positive effect in integration: process <i>Practice:</i> Academic / Extra-curricular / External to the CoP	<i>Domain:</i> Motivate students / Develop language / Future career / No clear domain <i>Community:</i> Superficial support or little support Experience: isolation, mistreatment, envy Seek support outside or external to the community Negative effect on integration <i>Practice:</i> Administrative / Few joint activities
Interviews	<i>Domain:</i> Develop oral language / Importance of English as a tool for their future <i>Community:</i> Support: Academic / Administrative / Moral Sources of support: English department or members of the school community Integration: accepted and valued by immediate CoP and the school community <i>Practice:</i> Academic / Extra-curricular / External to the CoP / Visits	<i>Domain:</i> No shared domain / Developed individual personal domains <i>Community:</i> Lack of support / Worked alone / Fewer shared practices Integration: in the school community than the English community Ways to strive: asked, joined CoP in the school <i>Practice:</i> Administrative / Few joint activities / Visits
Staff meeting observations	<i>Domain:</i> Plan activities; improve language skills; gain insights from AR reports; report peer observation experience <i>Community:</i> Small: NTE active participation / Big: NTE limited participation / Room for questions, opinions, share experiences, use humour <i>Practice:</i> Shaped by the domains established by heads	<i>Domain:</i> Analyse documents; select readers <i>Community:</i> Small: NTEs active participation / Formal environment <i>Practice:</i> Shaped by the domains established by heads

In the next chapter, I examine the teaching approaches NTEs report using in these communities.

CHAPTER 6

FINDINGS

APPROACH TO TEACHING IN COMMUNITIES OF PRACTICE

In this chapter, I report the findings regarding the approach to teaching English that NTEs reported using in their communities. The presentation of these findings will be the basis to address my second research question:

How does their participation in different forms of communities of practice influence how they report their approach to teaching English?

My analysis of the data revealed that in *supportive* communities NTEs approached the teaching of English from a communication-focused perspective. In these communities, NTEs reported that they were allowed to innovate in the classroom and proposed different kinds of activities they learnt in university. NTEs said that ETs trusted their teaching decisions and provided them with feedback and teaching ideas. In *less-supportive* communities, novice teachers reported that they approached teaching from a form-focused perspective. This occurred because the schools privileged a traditional approach that the NTEs had to follow or because they worked in isolation. These teachers did what they thought was best for their students (i.e., rely on grammar and accuracy as a means of instruction). When NTEs worked in isolation, they had no one in their CoPs to address their teaching concerns, share ideas, or receive teaching or methodological suggestions. A summary of the distinction between supportive and less-supportive CoPs was provided above in the previous chapter, table 6.

In the interest of consistency, I present here the results of each data set separately. In particular, I begin by addressing the findings related to the open-ended part of the survey followed by the findings regarding the one-on-one semi structured interviews conducted with 11 NTEs. Finally, I describe the findings obtained from my observation of staff meetings. To be systematic, I present the results of supportive communities and then less-supportive communities. I illustrate my arguments with quotes taken from teachers in the private, semi-private, and public sectors. Thus, I report the approaches to teaching English from the point of

view of the novice teachers in different school contexts. I conclude the chapter by presenting a summary of the overall findings.

Online open-ended survey

The NTEs reported approaching English teaching in varied ways. I examine these findings from the point of view of *supportive* and *less-supportive* CoPs.

Novice teachers' approach to teaching in *supportive* CoPs

In *supportive* CoPs NTEs' approaches to English teaching focused on *achieving the domains* established by the communities. For example, one respondent said: "it [the community] has been quite influential because they have given me the guidelines about the methodology used in the school". Another said: "this school works with a very particular system. They work with the IB [International Baccalaureate] and I have had to internalise many things about teaching. I'm constantly learning". One NTE commented: "[the department] has been very influential because they have a very specific aim that I must follow in order to achieve the goals established by the school". Another teacher indicated: "in this school, passing standardised tests is considered important, so I must work on the skills to achieve that"; "my community has been very influential because they the fundamental pillar to help me achieve our goals".

A few others responded that their CoPs did not influence their approach. For example, these NTEs said: "[this community] does not influence me because each teacher must base their teaching on the reality of each class"; "not much influence because I established my personal goal which is to make English known in the community".

In *supportive* contexts, they reported approaching English from two main perspectives depending on the students they taught. They said they used *combined teaching approaches*, such as approaches that aimed at achieving *communication* and *interaction* (e.g., communicative approach, project based approach) while others aimed at developing *language accuracy* (e.g., grammar based approach, audio-lingual approach, total physical response).

One NTE from a private school said: "I do group work and projects to approach English teaching from a communicative point of view". Another said: "I believe all methods are useful for different purposes. I generally use more a communicative approach together with repetition

because I want the children to realize that they can produce something useful with this new language”. A teacher from a public school commented: “I try to use an approach based on practical things such as tasks done in class based on the reality of the students who come from a rural background. I use a lot of audio and repetition”. One NTE from a semi-private school stated: “I use a communicative approach based on projects, task based learning and content based learning” (Semi-private school teacher). Other novice teachers commented:

My approach varies depending on the type of student I have and their learning styles. What has worked for me is communication combined with lexical approach and TPR. Sometimes, I tend to get more traditional but I always try to use a combined approach. (Public school NTE)

With little children between 5 and 7 years old I use stories and music to try to foster communication and listening. From 6 years old we work on written vocabulary and short sentences. Grammar is integrated at 7 with short readings. We do projects and presentations related to the units in the textbook. (Public school NTE)

I use varied approaches: grammar because it is specified in the textbook and that is the base for learning English. I also do listening and repetition so that they can develop better their listening and speaking skills. I do individual and group projects in order to develop interaction among the students, especially in grades 9. This helps them to get to know each other, see their similarities and differences. (Public school NTE)

Varied combined activities to achieve their goals were expressed. For instance, some activities involved more interaction and the use of technology, such as writing comics, doing reading projects, group competitions, role-plays, debates, designing flyers and posters, singing karaoke, watching internet videos and movie clips. Other activities were more form-focused, such as reading aloud, doing oral repetition, doing worksheets, reading authentic material, singing songs, presenting dialogues, etc.

For example, a teacher from a semi-private school noted: “we do group interaction activities, group competitions, songs, etc.”. A private school teacher said: “I mostly use songs, repetition, and we work with visual material”. One semi-private school NTE said: “I do activities

related to the development of the communicative skill”. Another said: “we do role-plays, debates, we elaborate materials such as itineraries and flyers, we do presentations, design comics, sing songs, do posters and describe flashcards”. These extracts also illustrate these findings:

For listening, we identify words of vocabulary, the order in which information is given, and we identify explicit information through questions. For reading, we apply reading strategies, identify explicit information with questions, true and false information and we summarize information. We identify vocabulary and grammar based on a communicative function but from the point of view of the receptive skills. We work oral and written communication through communicative activities such as projects. (Semi-private school NTE)

I use songs for the listening part, karaoke in English for them to practice pronunciation. We do pair and group work and we read a book a term. The book is worked in class and we see also the movie to facilitate comprehension and increase interest. I use a lot of images to catch the attention of the students and to teach vocabulary, and we work with short videos for listening comprehension. (Public school NTE)

They also used varied materials to carry out these activities. Some teaching materials involved technology, such as videos, movie clips, music from the internet, power point, or karaoke. Other complementary materials that NTEs reported using were: textbooks from private publishers or given by the Ministry of Education, flashcards, and worksheets generally designed by the NTEs.

For instance, a private school teacher said: “we use videos, movies, books (novels) and support material such as worksheets and power point presentations”. One semi-private NTEs noted: “I use worksheets, videos, internet, and flashcards among others”. Another said: “[I use] material based on the ministerial curriculum, texts, videos from internet, magazines and material we take from the ministry book Teen Club”. Other novice teachers commented:

I use the books *Kid's Box* from Cambridge University Press. The worksheets that I use are also designed by Cambridge for the same books. Even the graphics are the same and

the children are used to them. Besides, I use a lot of videos from internet about the topics that I need to reinforce, flashcards created by me to review commands, power points, etc. (Private school NTE)

Overall, NTEs in supportive communities perceived some influence from their communities. They indicated they tended to approach English teaching from a perspective more focused on the development of communication than grammar and they applied diverse combined communication-focused and form-focused activities and materials.

Novice teachers' approach to teaching in *less-supportive* CoPs

In *less-supportive* CoPs, NTEs were not inspired by ETs on how they reported teaching English because they mainly worked alone. For example, one NTE said: “very little influence. I’m the only teacher of English and I have no one else to educate my students”. Another said: “little influence given the working conditions in this school, I do what I can”. One NTE commented: “I work alone, there’s no influence”.

NTEs also reported a *combination of form-focused* approaches. These approaches developed language accuracy and lexis while a few fostered communication or developed the four language skills. For instance, one NTE from a private school noted: “I’ve used different methods because I’m not a purist person. I believe all methodologies contribute to the students; hence, using a bit of everything is valid because what matters is that students learn the language”. A public school novice teacher said: “to teach vocabulary I use images and mimicry and the grammar aspect is always commented to vocabulary”. Another one commented: “I use a combination of communicative, audio-repetition, TPR [Total Physical Response], and grammar approaches depending on the characteristic of my students” (Public school NTE). Other NTEs asserted:

So far, I use a grammar approach. The students have an awful English base, so I always have to introduce vocabulary, explain simple verb tenses. I do all this in Spanish because if I teach the class in English, my audience decreases to 3 students per class. They get distracted because they don’t understand and end up doing something different. (Public school NTE)

Form-focused *activities* the NTEs reported using were more grammar oriented. For example, a NTE from a private school said: “we do group work, presentations, sing along, grammar based activities, listen and repeat, and TPR”. A semi-private school novice teacher commented: “I mainly have experience with children in primary school so we mostly do activities such as completing sentences or describing pictures”. Another teacher said: “we do reading comprehension, questions and answers, dialogues, chants, listening comprehension, etc.”. A public school NTE noted: “we do a lot of repetition of songs, repeat vocabulary, do vocabulary matching exercises, etc.”. Another novice teacher reported:

I always begin my first lessons by asking questions. I want to know why students need to study English. Then, I provide an introduction of the usefulness of English and the main characteristics of the language. After, I review contents to see their level because you never know what was covered or not in previous years. From there, I know how to proceed but a lot depends on the group; hence, you can't do the same with all of them. I always start with grammar and vocabulary because they're important, that's my base. We study readings from a theoretical and a practical point of view and then we do listening and speaking activities. (Public school NTE)

Novice teachers were very resourceful at selecting *teaching material*. They reported using a combination of materials in order to motivate students. The following extracts showcase these findings:

I design my own material and I create my own activities. We do worksheets, quizzes, and tests. I use a textbook distributed by the government called Bounce, some songs from the internet and for older students we use videos of current affairs, biographies of famous singers. When we do grammar, they complete sentences on big posters with colored markers to call their attention. (Semi-private school NTE)

I download worksheets from the internet and I design mine too. We watch videos from the internet and cartoons. I prepare my power points and we also play games. I try to look for a variety of things to see with what activities and materials students get more motivated. So far bingo, videos, and cartoons have been the most successful ones. (Public school NTE)

In sum, NTEs in less-supportive communities perceive less influence of their CoPs. Their reported approach to teaching and activities tended to be form-focused. The materials they reported using were varied and combined textbooks and technology.

Summary of open-ended survey data

So far, I have reported the findings revolving around the approach NTEs reported using in different school contexts and types of CoPs. When participating either in supportive or less-supportive CoPs, novice teachers experienced more or less influence from their communities. Their approaches to teaching varied in terms of focus but in general they reported using a combination of different approaches in order to develop communication or language accuracy. The activities reported by NTEs were also combined, more focused on communication in the case of NTEs in supportive CoPs, and more focused on grammar in the case of NTEs working in less-supportive communities. In either case, NTEs indicated that they tended to be resourceful at the moment of selecting teaching materials. Table 11 summarizes the findings that emerged from the survey qualitative data:

Table 11

Summary of approach to teaching in survey

Approach to teaching English	
Supportive CoPs	Less-supportive CoPs
More influence from the CoP: to achieve goals	Little or no influence from the CoP
<i>Approach:</i> combined communication- focus (CLT; TBL; Project Based) and form-focused (ALT; GTM; TPR)	<i>Approach:</i> combined form-focused (ALT; GTM; TPR)
<i>Activities:</i> combined communication-focused (role-plays, debates, karaoke) with form-focused (read aloud, do worksheets)	<i>Activities:</i> combined form-focused (complete sentences, reading comprehension, question, answers)
<i>Materials:</i> combined technology (internet videos, music clips) and traditional (textbooks, worksheets, flashcards)	<i>Materials:</i> resourceful, combined technology (internet videos, cartoons, power point, games) and traditional (worksheets, textbooks)

Next, I address the findings that emerged from the interview data.

Interviews

The ways in which they approached teaching was shaped by their participation in the communities where they worked. To be systematic, I address first their teaching approaches from the perspective of *supportive* communities, and later from the perspective of *less-supportive* CoPs.

Novice teachers' approach to teaching in *supportive* CoPs

In supportive communities, NTEs were influenced by their CoPs on two levels: *teaching* and *personal*. With regards to *teaching*, NTEs experienced influence on how they approached the teaching of grammar and language skills; the use and selection of different teaching strategies, activities and materials for different learning styles; and how to design tests. Even though the communities were influential, NTEs indicated that they found ways to do extra things that they considered relevant for the students. These excerpts illustrate the influence of a supportive community:

The way we work in this school has had an impact on how I do things. I have adopted the way English is taught here. For example, we [the team] all agree that grammar is no longer taught in a traditional way. Now, I use various teaching strategies and activities that are more appropriate for group work than individual work. From the teachers with more experience and my boss, I have gained experience on how to teach literature, what materials to use, or how to design worksheets using the school's template. However, we still have the freedom to decide what to choose and how to teach certain things in the classroom. (NTE1/PR)

Working here has influenced the way I do things. For example, the team reinforces the importance of motivation and empathy. So, one knows that these things have to be used from the beginning of the class. I have learnt that there isn't a lot of formality here ... and sometimes you think that being strict is easier because all the kids just follow the rules but when you are in front of the class you realize that nobody wants to learn with somebody policing you all the time. (NTE2/PR)

From a *personal* perspective, sometimes community influence was reflected in individual classroom decision making, on their personality, on self-organisation and use of humour in the classroom. Two NTEs added:

We're a small group and they have influenced me in many ways. For example, M has taught me how to use humour in the classroom. She has this quick on the spot sense of humour, every day and every moment. She is like that, happy. From her I have taken that. From my boss [L] I have taken organisation. She takes advantage of every single minute she has to mark tests or plan lessons. If she takes the kids to the language lab, she marks tests ... she's never overwhelmed with work. From the other new teacher [N], her creativity to assess students, to motivate children to speak English ... she is amazing. She had to deal with all the complaints from parents because the previous teacher only did worksheets and gave students good marks. Now the children adore her. She changed the switch in this school in 180 degrees, she is radical. From her I take her courage to change the system. I like that. (NTE2/SPR)

NTE1/PU is inspiring. She is a swot, always reading or studying. For instance, it's Saturday, 6 pm and I'm here having a glass of wine and she sends me a WhatsApp message: Look N I found this book. She's fantastic. She feels alive with all this. She also asks me: how did you do that? Where are you going? I want to go with you. She's a great support. (NTE2/PU)

The reported *approach to teaching English* of NTEs in private, semi-private, and public supportive communities was a *combination* of teaching methods that oscillated between the development of *communication* and *grammar* (e.g., communicative teaching, task based with grammar, total physical response, or audiolingual repetition). When NTEs decided to stimulate communication in the classroom, they reported doing it because their *teams had agreed* to it or because the novice teachers *strongly believed* languages were learnt through interaction. These exemplary quotes illustrate the approaches they reported using:

I like it when students talk a lot in class. I always try to have them tell stories about things that happen to them. I think I use a mixture of things. I ask them to produce and we analyse what they did and how they did it. In some cases, I start with situations and I

brainstorm ideas from them ... then they naturally use the grammar. I try to do this often but it's hard not to fall and go back to grammar. Besides, I'm a number one fan of grammar. It's hard for me to leave it aside. So, I mix things because boys and girls are different. Sometimes, boys are more logical and they ask why I'm using -ing with verbs. Sometimes, they need explicit explanations about language. (NTE4/PR)

I strongly believe in exposure to language, especially if you're teaching children. The younger the better ... and trying to teach English in English is key. I think it is possible by using different ways but the starting point is: English is taught in English. The school hired a team of consultants and they said that English has to be taught in English, it has to be close to what the students need, applicable and productive. Skills are much more important than grammar. So, this corroborated what I and the other new teacher believed and learnt in university. It was great because the experienced teachers weren't very convinced and now they've realized that this works. Actually, I think that what you need is the willingness to do it and dare to change. Of course, it is easier to say you can't. (NTE1/SPr)

I believe that a communicative approach is the closest to reality. When I was a student, I worked with long lists of vocabulary, grammar structures, and translation. I translated so many songs at school. Actually, it was really useless. I feel that placing English in daily life contexts is the best way to teach and it works, for that we use videos and games. The classes have to be taught in English too. Our children come from vulnerable homes. I'd say that 60% of them come from single-parent homes, with very few professional parents, kids who are disadvantaged socially. Despite the socioeconomic difficulties, it is possible. That is not an excuse. (NTE3/SPr)

In supportive English teaching contexts, the choice of *activities* encouraged students to communicate (orally or in written form) and develop the four language skills. For example, NTEs reported doing things such as: project work, discussion of current issues, speaking games, prediction, watch movie trailers and express opinions, mimicry and guessing, videos, songs and picture cards as input for speaking and writing. For example, these NTEs noted:

I do a lot of competitions at the end of each unit, as closure, or after a test. Students sit in columns and they compete. They love it. They work, cheer each other, and use English. Another activity that we do where they use a structure through speaking without noticing it, is game with a stuff toy. They practice something we're studying by saying it out loud. One student says something and throws the toy to a classmate, he/she has to say something related in English, and throws it to somebody else. All of them are more concerned about catching the toy and don't even realize they're using the language. If I tell them: read this or answer this question, they get too shy and embarrassed. (NTE1/SPr)

We get boxes with dictionaries from the Ministry of Education for grade 5. I store them in the students' classroom and I tell them: these are yours only but you have to take good care of them because other students will use them next year. We use them to look up words and definitions and to play vocabulary games. They like drawing. So, I give them a word, they look it up in the dictionary, and draw it. With high school students we do speaking circles. They sit in groups –an inner and an outer circle- and they rotate asking and giving each other personal information. Then, in Spanish, they report what they learnt from their classmates. Older students help each other so that these activities work. We do tutoring. (NTE2/PU)

NTEs reported using varied combined *materials* in the classroom. For example, these NTEs reported using innovative materials such as booklets designed by the teachers instead of textbooks, games, story cubes, online games, iPods for listening activities, laptops, YouTube videos and music videos, background music, projectors, iPad, art craft, Facebook, mind maps, Prezi, or online apps for teachers. Moreover, they used handouts, worksheets, verb lists, flashcards, posters, textbooks, reading texts, students' notebooks, radios, and the white board. Despite the difference in economic resources of these different schools, all NTEs said they found ways to incorporate technology and to give access to a wide variety of materials to their students. Even when teachers stated that they had no option than using the textbook imposed by the school or the Ministry of Education, the NTEs identified the challenges of using the material, tried to adapt it, and incorporated new elements. This was possible because the communities where the

NTEs reported working supported them when proposing and trying additional material. These excerpts illustrate the use of materials in the classroom:

I use the textbooks given by the Ministry. To me, the way they are organized is too complicated because they have too many units and I was told here not to skip any units because kids need continuity. However, what is good about this school is that we have data shows and audio system in every classroom. You'll never see a teacher running up and down with a radio ... I just bring a cord ... well, I have my own cord because the ones from the school don't work. In my iPad, I have the lesson power points, videos, the audio for the textbook, everything. So, it's very easy in that sense. I believe that for children who come from working class backgrounds this is good because they can have access to technology too. I like that. We also use worksheets that we share and file for next year and we suggested the idea of having an English corner in each classroom ... now we have a bulletin board just for English. (NTE1/SPr)

When I arrived here, the teachers had chosen a book that I didn't like. The topics were boring, like: blackberries in the USA with the history of the Blackberry phone. No connection with the children at all. They were really uninterested. So, I presented a project to our head that consisted of creating unit booklets. This is a lot of work for the teacher because we have to create all the material –the contents, the activities- and introduce the units with a Prezi. We piloted it and the head of the department observed classes and saw that the children were working better and more motivated, so she asked who liked the idea and most teachers opted for this. Now, instead of asking parents to buy expensive textbooks, we ask them to buy novels to start a library in each classroom. I also use handouts, flashcards, lots of games that our boss keeps in her office, story cubes, balls that you roll and have instructions, posters, we have iPods for the listening activities so you give kids a worksheet and they listen at their own pace. We also have a cart with 20 laptops with software and activities. (NTE1/PR)

Overall, NTEs in supportive contexts perceived personal and teaching influence from their communities. Their reported approach to teaching was combined. They tended to focus more communication and used the development of grammar as a complement. They also used combined communication-focus and form-focus activities and materials.

Novice teachers' approach to teaching in *less-supportive* CoPs

In *less-supportive* contexts, NTEs perceived two things: there was *no influence* of the community on the way they taught English and there was *some influence* of the CoP on their teaching. The NTEs who did not feel a direct orientation from the community expressed that their teaching was affected by the students, their level of English, and their behaviour. For example, NTE4/PR noted:

I came to this school with the juvenile dream of using the communicative approach and that all classes had to be taught 100% in English. Later, I realized that when you have kids that have serious problems to express feelings, the English language only generates stress. They feel overwhelmed, or even cry when the lesson is going to start because they do not understand. (NTE4/PR)

A second NTE also saw how her initial approach to teaching English was affected by the students, how much she had to modify her teaching, and how fearful she was of getting used to the situation lived in that public school. NTE3/PU posited:

I told you I work alone, so I feel that the students have been more influential. I came here thinking that I was going to be able to have students discover and notice things about the language, without me teaching about the language explicitly ... but there's no chance for them to discover anything. Nothing. I have to give them everything digested; everything has to be very clear. I had another view of teaching and now I feel that I had to go back to the 60s to achieve the minimum. I don't like this. I would have liked something different but I can't complain because I wanted to teach in a vulnerable school context. This reality exists. What terrifies me is losing my sense of wonder, getting numb and used to working with students who are like that. I don't want to be indifferent. (NTE3/PU)

One NTE perceived her community had an impact on her teaching because she felt pressured by her community to follow strict guidelines. She noted:

Yes, this community has influenced me because I must follow the structure predetermined by the school. I had to follow a routine, the book and activities. This community has influenced me because it has formed me as a teacher but I try not to

forget what I learnt in the university. Despite the clash I have with my convictions, I have adapted myself to this school and I have adapted my convictions to the school's convictions. One gets used to anything I think. (NTE4/SPr)

More specifically, participating in less-supportive communities impacted the teaching *approach* that NTEs reported. For instance, when referring to approaching teaching in private, semi-private, and public less-supportive communities, novice teachers were more inclined to use *combined* methods that focused more on *grammar* and the practice of syntactical structures (e.g., grammar translation, audiolingual or repetition) and the use of Spanish. For instance, NTE4/SPr claimed to use a grammar based approach because the whole school system functioned in a formal and structured way, that is, language is learnt through the study of structures and vocabulary. She noted:

I always believed that the best way to teach English was through the communicative approach, as we studied it at the university. Then, I realized that I can't swim against three hundred. In this traditional school it is believed that English is learnt by learning grammar and vocabulary, so arriving here with innovative ideas is just too disturbing for teachers, students, and administrative staff. For me, it was an emotional and ideological clash, in all sense. The only thing I could do was to adequate my ideas to follow a predetermined structure. (NTE4/SPr)

Another NTE who opted for a traditional form-focused approach believed that this was the only way her students could work with the language, either because they needed concrete experience and were unable to think in abstract terms or because the lack of team coordination of approaches affected the continuity of language teaching in her school. She commented:

Demotivation in this school is horrible. I tried to find so many different ways of motivating them. On the one hand, you try to convince them that yes, they can do it but on the other, they are convinced that there is no possibility. They lost this battle a long time ago, they are not interested. Besides, in this school we have to give the students all the possible chances for them not to fail, no one ever fails English, so they don't really work. I really thought that teaching English would be easier. This was a great challenge ... to think and think on how to do it, how to explain things, how to say things for them to

understand and get hooked or motivated. I tried to teach them to discover the structure. I used colors and whatever that came to my mind but no. Nothing happened. So, in the end I ended up using the grammar translation method. That was the only thing that worked. I tried to use songs and power points but they didn't work. It was clearer for them with explicit grammar. I think it's dead boring but I tried. Because of the lack of language knowledge these students have and the lack of department coordination, I think I would have to go back to the level of concrete operations ... by asking them draw, to do art craft, to work with realia. Not even my students in grade 12 could relate things or make connections. They are too concrete. (NTE3/PU)

The interviews revealed that the toolkit of activities NTEs reported focused on those *activities aiming at practicing forms and structures*. NTE3/PU illustrated this point:

I did a lot of “dragging the pencil” activities –as I call them. A lot of writing and worksheets but even that didn't work because they cheated. Only one student did the whole worksheet and the rest just copied the answers but I learnt my lesson. I take them all back and mark what they did. It's time consuming because I have a huge pile of things to mark in my locker. I really want them to work alone. We did reading activities but always recycling and revising vocabulary that we had learnt to see if they remembered things. Always going back. Not to be so boring, we all designed bingo cards with pictures ... verbs, so when I said an action out loud they had to find the picture and write the name of the verb. We used big sheets of paper and coloured markers to do writing activities and to conjugate verbs in groups. We couldn't do much writing though, only something really short ... 10 lines at the most. I had to spend too much time paving holes with a lot of grammar. I tried these things in between. We did listening activities without doing any translation. They liked them because they realized that they could understand more than they thought. They gained trust in themselves. (NTE3/PU)

Despite the formality of many practices, some NTEs managed to add some activities that exploited games and storytelling (even if it was done in the mother tongue of the students). These extracts from NTE3/PR and NTE4/SPr illustrate this aspect:

I do a lot of role plays because in this school we seek for expression and according to Scouts, kids have to do sketches. I start my classes with a story that I tell in Spanish or English, then we create characters and voices for those characters ... then we do role play activities ... sometimes prepared, sometimes improvised. They interact, get kinesthetic, work with others, do something physical, and use humour. This helps because they work together and ask each other questions. When we read stories together, I try to use some degree of metacognition, that is, we go beyond the text we read and talk about the author's point of view, the context, or what the text tells them. If I have a disruptive class, I can't use these things. I have to get grammar oriented but if the kids are quick, we rap or do tongue twisters. (NTE3/PR)

We have to work with a lot of norms and regulations: line up before the classroom, chairs in columns, the teacher stands in front of the students, only the teacher speaks, the students just listen! Even though everything is traditional, I manage to do things in the classroom because we have the advantage of having lots of teaching materials and games. So, we do competitions, we sing, we dance, we play games. I ask them to give opinions and I use buzzers ... you give each student one and ask questions. When they know the answer, they push the buzzer and give the answer. Another thing I did this year ... I saw them throwing paper planes in the garbage bin ALL the time. So, I thought ... I have to use that. I asked them to make paper planes and decorate them. When they answered something correctly in English, they were allowed to throw the plane in the bin and I gave them points. (NTE4/SPr)

The *materials* that novice teachers said they used in their language classroom were also combined. The NTEs managed to add new materials to make the lessons more attractive to the students. For example, NTE3/PR used a textbook but incorporated the use of technology such as videos from YouTube and music playlists. He commented:

In all the classrooms we have a data projector. I have my computer and I use the textbook support software from Cambridge. I have a digital advanced copy of the textbook that I downloaded, so I can use the videos and audios. I use lots of YouTube videos, music videos, and I play background music. For example, for reading or if we have a

competition, I play music from well-known competition TV programs. We also use the white board, worksheets, and lists of verbs. (NTE3/PR)

Although some NTEs could access a wealth of materials, they were unable to use them because of lack of time and the school's pressure to teach the textbook. NTE4/SPr noted:

There's a lot of material that we don't use. We even have a library in English but because of lack of time it's lost. We also use the textbook sent by the Ministry and all the contents we teach are mainly based on what the book says, but we want to change that. We're using the contents but we are planning to teach them in a different way. I tried to change things a bit because the kids were exhausted of using the book the whole year. For example, I took the vocabulary and used flashcards to play games on the board. I added some videos and songs ... or art craft. The children loved doing things using their hands. I don't mind if they make noise as long as it is in a suitable context, I'm fine. (NTE4/SPr)

In sum, NTEs in less-supportive communities approached teaching from a form-focused perspective and used activities and materials that had the same focus.

Summary of interview data

Overall, NTEs working in *supportive* contexts discussed in their CoPs the value of communication and interaction as an approach to teaching the language. This resulted in teachers using combined teaching approaches. This was also evident in the types of activities and materials that they used. Supportive communities allowed teachers to innovate. They were given freedom to decide what to teach, apply what they learnt at the university, adapt the materials imposed by the school, or propose changes. ETs agreed with the NTEs' proposals and supported their suggestions. In these CoPs, NTEs learnt from others about teaching and about their personas. In particular, most NTEs applied communicative activities such as doing project work, discussing, and expressing opinions. In order to achieve this, NTEs were very resourceful. They always tried to adapt traditional materials such as the textbook and tried to incorporate new resources into teaching such as internet, iPods and iPads, videos, music, etc. This array of strategies, activities and materials was the result of what the NTEs themselves felt: they were given freedom and encouragement to try new things. It is interesting to notice that the socioeconomic backgrounds and the financial resources of the schools were not relevant factors.

In private, semi-private and public schools, CoPs provided NTEs with the support they needed to approach teaching from an innovative point of view.

By contrast, in *less-supportive* contexts, NTEs did not feel that the English CoPs impacted their teaching. Their teaching was inspired the broader community (school) and the students' level of English and behaviour. In a traditional school context teaching was formal, English teachers had to use the material provided by MINEDUC, and they were imposed the units in the textbook. In these schools, schedules and deadlines were demanding. Teachers did not have much time to meet in order to share ideas or propose new ways of teaching English. In CoPs that worked in a disconnected manner, NTEs worked alone. Hence, their points of reference were the students. NTEs approached English teaching depending on their students' needs. In particular, in these contexts, novice teachers were also more inclined to use a combination of methods that were more focused on grammar and the practice of structures. The implementation of activities combined the development of form and grammar with some aspects of communication. Whenever NTEs had an opportunity, they added novel elements to their teaching that would make the lessons more attractive for them or their students, such as playing games, watching videos, etc. Supportive CoPs encouraged NTEs to innovate. Less-supportive CoPs relied more on the prescribed curriculum. It was the school community, the students, and the disconnect among English teachers that constrained their teaching. Again, socioeconomic and financial factors were not relevant. Less-supportive Cops were found every school contexts. Table 12 presents a summary of the findings that emerged from the interviews:

Table 12

Summary of approach to teaching in interviews

Approach to teaching English	
Supportive CoPs	Less-supportive CoPs
<i>More influence from the CoP: teaching (what to teach, what strategies to use) and personal (personality, less formality)</i>	<i>No or some influence from the CoP</i>
<i>Approach: combined communication-focused and form-focused (CLT, TBL, PB, GTM, ALM)</i>	<i>Approach: combined form-focused (GTM, ALM; TPR)</i>
<i>Activities: combined communication-focused (projects, discussions, speaking games)</i>	<i>Activities: combined form-focused (</i>
<i>Materials: combined traditional (handouts, verb lists, textbook) and technology (games, iPods, laptops, YouTube videos, Prezi). NTEs with less monetary resources incorporated technology</i>	<i>Materials: combined traditional and technology (textbooks, technology, playlists)</i>

Observation of staff meetings

In what follows, I address the findings from the staff meeting observations. I begin by describing the findings revolving around *supportive* and *less-supportive* CoPs.

Approach to teaching in *supportive* CoPs

From my observations of staff meetings, members in supportive communities discussed openly issues related to their teaching of English. At the meetings, teachers discussed issues and tips concerning the development of the four language skills. They also talked about teaching activities, assessment and tests procedures. Teachers and the heads of departments discussed differentiated teaching, lesson plans, motivation, the use of technology in class, and teaching materials. Some of these topics have already been presented in the previous chapter (i.e., findings of research question one). I illustrate these findings with extracts from my notes. In order to complement these, I use some exemplary quotes taken from the transcripts of the meetings:

[Private school 1] Another teacher presents results of a project that involved reading aloud to improve comprehension. She shows some videos of students reading a short passage out loud. Then she asks them a few comprehension questions to confirm if students are able to read and understand different texts. The head of the department is concerned about the activity because reading aloud makes comprehension more difficult for some students. The head mentions that a few of the students in the videos are students with language learning difficulties. They said:

H: One of these kids went to the States, the other 2 didn't. They have reading comprehension problems even in Spanish. Something else, I believe that reading aloud sometimes makes comprehension even more difficult in a foreign language

T: That's true

H: ... when you're doing silent reading you have the possibility of going back. It's a different step but you cannot ask questions to students when they start or they stop reading aloud. It makes their comprehension challenging because if you're listening to something you were saying, for example ... that girl doesn't even understand what she's saying. Probably, if someone reads for her she is going to get more ...

T: Yeah. I mean the goal was to read and comprehend what they were reading ... (Head and teacher in Private school 1)

[Public school 1] Teachers talk about their difficulty to teach students with different levels and little tolerance to being asked to take turns. The NTE shares her experience with students who are faster than others. The head suggests that they should establish a set of routines so that students learnt to take turns. They noted:

NTE1/PU: And also with fast students, as is the case of T2's group, the fast students answer without ... you say: OK, you can answer but they just throw the answer and the rest doesn't even have time to think!

H: They don't!

NTE1/PU: Even if you tell them: please don't say anything. They feel bad or restricted. For example, D sometimes gets angry when you stop him and tell him let your classmates participate

H: So at the beginning of the term next year we should establish some routines so that the kids work with a partner, they work in a group and you don't worry about their English, what you do is pay attention to their routines and attitudes (Teachers and Head in Public school 1)

Overall, in supportive communities, members of the CoP discussed issues related to teaching, such as developing the language of the students, activities, assessment, lesson plans, or the use of technology.

Approach to teaching in *less-supportive* CoPs

In these communities, members also discussed their teaching at meetings. There was no salient difference between the topics discussed in supportive or less-supportive CoPs. However, the discussion of relevant topics in less-supportive communities happened on a surface level while in supportive communities the discussions of these topics seemed more reflective. I have already discussed some of these issues in the previous chapter (domains and practices). In this section, I provide some additional extracts from my notes to exemplify this finding. I use a few quotes from the transcripts to complement my notes:

[Semi-private school 3] The head of the department informs her team of the new changes for the coming school year. She has already mentioned that the next year the focus should be on the development of the skills rather than using the textbook from MINEDUC as the basis of their teaching. She informs the teachers that next year they will teach fewer units. She said:

The units the children are going to study are going to decrease in grades 3 and 4, for example, we will not teach 8 units; we are going to have 4. All grades will have only 4 units. This also means that we won't plan lessons based on the textbook. We are going to plan the lessons based on the study programs from the ministry. (Head in Semi-private school 3)

[Private school 2] T1 and the NTE look at readers and the catalogue and discuss what readers they will use. These have to match the level of the international exams they are preparing student for. They commented:

T1: Look at our lesson plans of the PET [Proficiency English Test] and our notes of grades 10 and 11. Maybe you can work with the blue series from grade 10 onwards

NTE: Do you think so? Until grade 12?

T1: It's because I prepare the boys for KET [Key English Test] and I have students from grades 8 and 9, you see? Therefore, we organize the same contents, methods and approaches we will use

NTE: I would use the red ones

Overall, in these CoPs teachers discussed issues related to teaching English, such as number of units to teach the following year or the level of readers selected.

Summary of staff meetings observation data

In less-supportive CoPs, teachers talked about curricular innovations, teaching units, selecting reading material, assessment, and grading. Table 13 summarizes the issues discussed about teaching at the staff meetings I observed:

Table 13

Summary of approach to teaching in observations

Approach to teaching English	
Supportive CoPs	Less-supportive CoPs
Issues and tips concerning the development of the four language skills	Curricular innovations
Teaching activities and materials	Teaching units
Assessment and tests procedures	Selections of readers
Differentiated teaching	Assessment and grading
Lesson plans	
Motivation	
Use of technology in class	

Summary

Participation in communities showed different levels of support. In fact, novice teacher participation in the practices of different school communities varied according to how

welcoming their CoPs were. This also affected, somehow, the way they described English teaching. Table 14 summarizes the findings gathered per data set regarding my second research question:

Table 14

Summary of NTEs' approach to teaching in all data sets

NTEs' approach to teaching all data sets		
	Supportive	Less-supportive
Open-ended Survey	More influence of CoP on approach to teaching <i>Approach:</i> combined communication-focused and form-focused (develop communication and accuracy) <i>Activities:</i> combined communication-focused with form-focused (role-plays, debates, karaoke, reading aloud, answer worksheets) <i>Materials:</i> combined technology and traditional (technology, videos, internet games, textbooks, worksheets)	Little or no influence of CoP on approach to teaching <i>Approach:</i> combined form-focused (develop accuracy) <i>Activities:</i> combined form-focused (sentence completion, reading/listening comprehension questions and answers) <i>Materials:</i> resourceful; combined technology and traditional (internet videos, cartoons, power points, textbook, worksheets, flashcards)
Interviews	<i>More influence from the CoP:</i> teaching (what to teach, what strategies to use) and personal (personality, less formality) <i>Approach:</i> combined communication-focused (develop oral communication) and form-focused (develop language accuracy) <i>Activities:</i> combined communication-focused to develop oral communication and the 4 skills (projects, discussions, speaking games) <i>Materials:</i> combined traditional (handouts, verb lists, textbook) and technology (games, iPods, laptops, YouTube videos, Prezi). NTEs with less monetary resources incorporated technology	<i>No or some influence from the CoP</i> <i>Approach:</i> combined form-focused (language accuracy) <i>Activities:</i> combined form-focused (develop the use of forms and structures) <i>Materials:</i> combined traditional and technology (textbooks, technology, playlists)
Staff meeting observations	Issues and tips concerning the development of the four language skills Teaching activities and materials Assessment and tests procedures Differentiated teaching Lesson plans Motivation Use of technology in class	Curricular innovations Teaching units Selections of readers Assessment and grading

In the following chapter, I discuss the findings in relation to the literature review and the theoretical framework that informed this investigation.

CHAPTER 7 DISCUSSION

In general terms, the findings of this study are in agreement with the perspective that communities matter. And they matter in two fundamental ways. My findings show that, independently of the social context and the financial resources of different school contexts, community support has a direct impact on the quality and diversity of the practices of novice teachers in CoPs, their commitment to participation, their integration in the communities, and their approaches to teaching English. Moreover, in supportive contexts, NTEs' approach to teaching was communicative-focused.

In what follows, I reframe the overview of the study. Next, I discuss the two main findings of this study. Then, I address the limitations of the study and I make suggestions for further research.

Overview of the study

This study aimed at exploring the experiences of novice teachers of English in school communities of practice from their points of view. In particular, the purpose of this thesis was to investigate the experiences novice teachers while participating in the practices of the communities to which they belonged and examine the influences of these communities on their reported approaches to the teaching of English.

To reiterate, the two research questions that served as the basis for this exploration were: *How do novice teachers of English in Chile experience their participation in the practices of communities of practice?* and *How does their participation in different forms of communities of practice influence how they report their approach to teaching English?*

Wenger, McDermott and Snyder's (2002) framework of communities of practice, which is Wenger's latest development of his theory, was chosen as lens to this study. The rationale behind selecting Wenger's latest work is its practicality for studying the practices of CoPs in situated contexts: of schools in my case. Furthermore, this framework provides a more in-depth description of the flexible nature of CoPs and the lived challenges within communities. CoPs comprise three main components: *domain* or the purpose that brings together members of a

community; the *community* or group of people that interact and support each other to create opportunities for learning and develop a sense of “mutual commitment” (Wenger, McDermott & Snyder, 2002, p. 34); and a *practice* or the mutual engagement in socially defined activities such as shared discussions, conversations or experiences.

Main findings

Two main findings of this study will be discussed.

First, community support is a key condition to the participation experiences of novice teachers, their professional development, and their level of integration in schools. The socioeconomic background and financial resources of schools do not significantly influence the quality of life in their school CoPs. No matter the type of school, novice teachers flourish or are restrained according to the kind of community to which they belong.

Second, supportive communities help novice teachers enact what they have been trained to do in universities. Specifically, in these contexts, NTEs approach English teaching as a communicative act rather than a grammatical exercise. They do this because members in their CoPs allow them to experiment, innovate, and propose new ideas. Moreover, NTEs feel trusted and valued professionally.

Communities of practice are paramount no matter the socioeconomic status of schools

In my review of the literature, I made reference to the experiences of novice teachers at the beginning of their professional career. The literature on the experiences of novice teachers is extensive and provides valuable information about the reality shocks lived by NTs (Farrell, 2016a, 2012, 2008; Ulvick, Smith & Helleve, 2009; Varah, Theune & Parker, 1986; Veenman, 1984). These reality shocks are the result of various factors. For example, during the sink and swim process NTs face issues related to their school contexts such as isolation or lack of support from colleagues and school administration (Ingersoll, 2003; Scheopner, 2010, Scherff, 2008). They also have to assume the same responsibilities as experienced teachers with minimum assistance (Farrell, 2016a, 2012; Veenman, 1984). Moreover, at a social level, NTs strive to survive in inequitable educational contexts, receive low salaries, and experience low social recognition (Avalos & De Los Rios, 2013; Falla, 2013; Lofstrom & Eisenschmidt, 2009). Other

researchers argue that these shocks are caused by factors prior to working in a school context, such as teacher training approaches and practices (Baecher, 2012; Faez & Valeo, 2012; Farrell, 2012, 2006; Veenman, 1984; Yakawa, 2014). These factors have a direct impact on their teaching (Shin, 2012), their identity formation (Cook, 2009; Farrell, 2016a; Martel, 2015), and attrition risk (Scheopner, 2010; Valenzuela & Sevilla, 2015). Although a number of issues were identified in this study, two additional dimensions are relevant: the influence of support (or the lack of it) from the community on the experiences of novice teachers and the influence of the socioeconomic status of the school context.

Previous studies have reported the effect of community support on the experiences of novice teachers (Farrell, 2008; Ingersoll, 2003; Jensen et al.; 2012; Mann & Hau Hing Tang, 2012). For instance, Brannan and Bleistein (2012) demonstrate that support networks help NTEs navigate their first years in teaching. Their study revealed that the main sources of support of novice teachers of English were mentors, coworkers, and families. From these three categories of support they received advice, teaching ideas, feedback, logistic information about their schools, and moral support, such as encouragement or friendship. In this present study, my findings also show that the sources of support of novice teachers were varied and worthy. However, my study adds to the work on Brannan and Bleistein (2012) by revealing that these sources of support were also dynamic. In other words, when novice teachers sought help, they approached different members in various communities at the same time depending on their needs or tried to solve diverse issues with members of the same CoPs. In other words, finding the right person for the right need was paramount.

As I described in chapter 5, the findings show that the main sources of support of novice teachers in this study were *internal* to the CoP (i.e., the English department). For issues related to the English language or the teaching of English, NTEs approached ETs of English, heads of department, other NTEs and practicum students. For other issues, such as those pertaining to administration and logistics, NTEs approached their *external* community *within* the schools (i.e., teachers from other departments, academic coordinators, administrative staff, or principals). Moreover, the findings show that NTEs sought support and participated in the practices of *macro* communities or CoPs *outside* the school. This extends the notion of support to a level beyond the CoP and the school. Many NTEs participated actively and received support from their RED de

ingles, or the network created by the Ministry of Education for teachers to connect in the different regions in the country or from former classmates or teachers. This reveals two things: (a) NTEs try to navigate their first year in teaching without being idly waiting for solutions to come to them and (b) support is critical not only at the CoP or school level but also at a governmental level. Figure 1 below shows the support networks of Chilean NTEs.

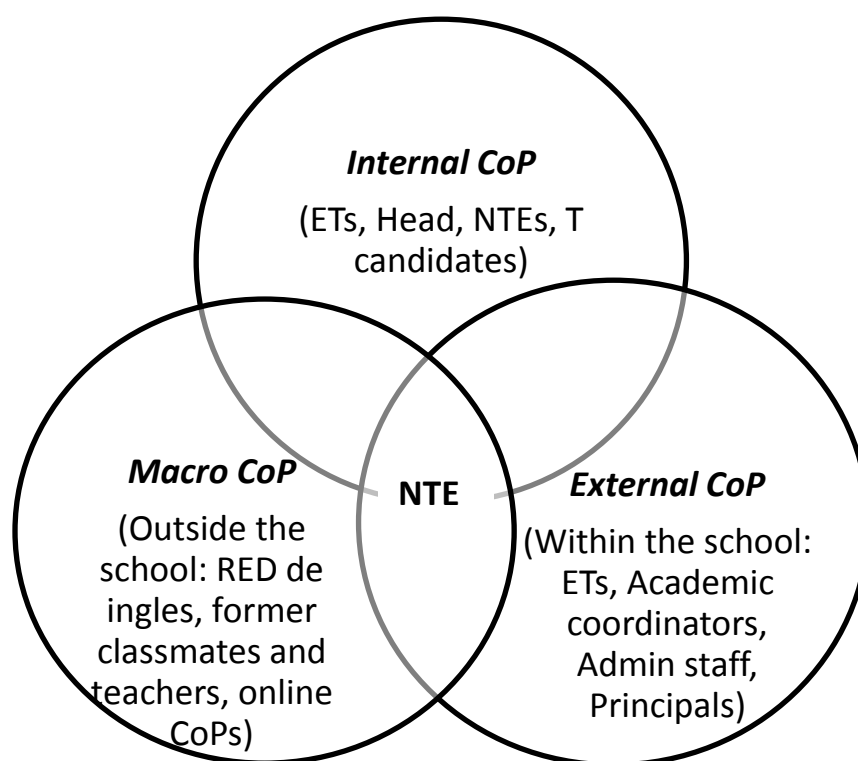


Figure1. Support networks of novice teachers of English in Chile

So, if sources of support are identified, what is their effect on the practices of novice teachers in complex education contexts such as the Chilean one?

In the introduction of this thesis, I addressed the socioeconomic disparity between schools in Chile. Avalos and Aylwin (2007), Cornejo (2009), Elacqua et al., (2001) and McEwan, Urquiola and Venegas (2008) have distinguished the lived experience of teachers in the private sector versus teachers in the semi-private and public sectors. Researchers have shown that elite private school have the economic resources to attract the best qualified novice teachers,

pay higher salaries, offer better job prospects and resources than in the semi-private and public sectors where teachers work under precarious conditions (Avalos & Aylwin, 2007; Cornejo 2009). My findings confirm what has been discussed in the literature about the Chilean context. The study's NTEs from the private sector had access to technology (e.g., iPads, internet connectivity), privately published materials to teach their students, and learning centers (e.g., the HUB). They also had time allotted in their schedules to meet other teachers or prepare classes. In contrast, the NTEs who worked in semi-private and public schools tailored their materials to provide children with varied means of instruction and the opportunity to have access to technology. Even though they had time allotted in their schedules for meetings, this was insufficient because of school demands. They had more classes to teach, a textbook to follow, and used their break time to plan, meet other teachers, or prepare materials.

Matear (2008) argues that such socioeconomic disparities affect the teaching of English in Chile. Semi-private and public schools cannot compete with what private schools can offer in terms of resources in English language teaching. For example, semi-private and public schools provide English instruction 4 hours a week and have less choice of teaching material. In contrast, private schools hire native speakers of English, get the students certified internationally, or offer study abroad programs (Barahona, 2016; Paez, 2012). It would not be surprising then to ask ourselves if these disparities influence what novice teachers live in their communities. My findings reveal that the support members of the community give each other influence the quality of the community more than the socioeconomic background of students, the financial resources or the status of the schools. Supportive CoPs in private, semi-private and public schools were quite differentiated in this study.

There exists a trend in the literature on novice teachers to portray the negative effects of lack of support. Researchers have emphasised issues such as social pressure (Shin, 2012), physical isolation of novice teachers (Farrell, 2008, 2006), repercussions on novice teacher commitment and wish to remain in the education profession (Cooper & Alvarado, 2006; Ingersoll, 2003), or novice teacher frustration and demotivation (Scherff, 2008) rather than reporting the positive effect of support on the experiences of novice teachers. The importance of support and the role of the community have been discussed by Wenger, McDermott and Snyder (2002) in the context of organizational and managerial institutions. These academics show that in

solid and well-functioning CoPs, members foster interaction, respect and trust. These communities leave the door open for sharing ideas, acknowledging weaknesses, listening, and acting initiatives. Although CoPs are heterogeneous (given the diversity of members), what brings them together is their engagement in joint practices and the support they give each other. For Wenger, McDermott and Snyder (2002) support systems are paramount for CoPs to prosper. Furthermore, support encourages participation and the development of problem solving skills and strategies.

The findings in this study concur with the findings of Wenger, McDermott and Snyder (2002) and provide insights into CoPs in complex educational contexts. *Supportive* CoPs were characterised by the quality of the relationship among the members of the community and the joint practices carried out. In particular, in such CoPs, members were united and the working atmosphere was positive. It was important for the novice teachers in this study that their CoPs provided them with advice, were approachable, respectful, and non-judgemental. Moreover, members showed an accepting and empathetic attitude and treated the new members as equals. The findings show that in these CoPs, NTEs felt more integrated, valued, more relaxed, were able to make contributions to the community, and felt free to make teaching decisions.

The findings in this study also show that in private, semi-private, and public schools some NTEs experienced less support. In the literature, support and assistance are related to the professional cultures that exist within school contexts. The relationship between novice teachers and experienced teachers is closely connected to novice teacher success and failure in the first years (Kardos et. al., 2001). In integrative professional cultures, novice teachers interact with ETs, are recognized, and receive assistance. However, in non-integrative professional cultures, NTs isolate themselves and teach alone (Kardos & Moore Johnson, 2007). Independently of the status of the school, in *less-supportive* CoPs the interrelationship between NTEs and ETs was asymmetrical. Less-supportiveness coupled with lack of integration in the CoPs, revealed an unwelcoming attitude of ETs, and evidenced conflict among members of the community.

Wenger (1998) warns us of the complexity of CoPs. Relationships are not always harmonious due to the different backgrounds of members who form CoPs and the difficulty of doing things together. Farrell's (2008, 2006) study of Wee Jin shows that collegial relationships

impact the integration of novice teachers of English in their communities and the quality of support they receive. My findings show that in these contexts, NTEs were isolated and distant from key CoP members. One NTE even expressed feeling used. Moreover, ETs often did not welcome novice teachers and could be critical, impolite, and bitter. In addition, ETs did not encourage novice teachers to participate in activities organized either within or outside the school. One NTE referred to his community as “individualist and hedonist” and described his colleagues as “linguistic divas” who believed they possessed a higher knowledge of English. In less-supportive contexts, ETs were not interested in discussing relevant teaching issues and provided a minimum support in navigating between academic and administrative issues.

Kardos and Moore Johnson (2007) recommended that schools not only provide more resources but also create strong support networks where the interactions between novice and experienced teachers are valued. In this study, even though members tried to provide support, school demands restrained ETs. School bureaucracy, curriculum pressures, and the obligation to fully teach the textbook did not give members of the CoPs time and space to interact or share experiences. Novice teachers perceived members as closed and unhelpful because they were too busy. Specifically, schools used the teachers’ meeting and preparation time for issues related to the school functioning rather than issues pertaining English teaching.

In sum, the findings show that no matter the social context of the school, the socioeconomic background of the students, or financial resources of the school, supportiveness of CoPs is critical to the full inclusion of novice teachers. Specifically, in terms of the status of schools and the supportiveness provided to NTEs, my findings reveal that the difference between supportive and less-supportive schools was not significant. It is not the status of the school (i.e., public, semi-private, or public) what shapes the efficacy of CoPs. In other words, despite the general belief that private schools are better because they offer more and better job opportunities for teachers compared to schools for middle and low class students (Avalos & Aylwin, 2007), some NTEs in the private sector also experienced hurdles and turbulence. Despite the fact that semi-private and public schools possess all the elements that facilitate reality shocks for teachers, some NTEs in my study were content and had positive experiences.

I agree with Farrell's (2016a, 2012) argument that in teacher education programs, future teachers should be informed of what lies ahead in the first years in the profession. I would add that NTEs should also be informed of positive examples as well, what happens when teachers are lucky enough to work in supportive contexts.

With regards to the socioeconomic aspect of the experiences of novice teachers, this study showcases that it is not the status of the school, the resources, or the social background that define supportiveness. It is the symmetrical interrelationships established among their members which molds support and shapes their participation in the practices of CoPs. Hence, financial resources are not critical for the way a community of practice functions. Overall, the findings in this study address a factor that has not been addressed in previous studies in ELT, add to the importance of collegial relationships identified by Farrell (2006), and reinforce Avalos and Valenzuela's (2016) argument that relevance should also be given to the conditions where novice teachers work.

Supportive communities of practice: A key factor in novice teachers' approach to teaching

Practices in a CoP do not occur in a vacuum. There exists a recursive relationship between persons, social relations and the activities performed in a CoP (Lave & Wenger, 1991). Members are active participants in the social practices established in a community. Hence, practice is a social act (Wenger, 1998). Social participation transforms our experiences and shapes CoPs. Newcomers and old timers frame what they do and how they understand what they do (Wenger, 1998). The dynamic life of CoPs is shaped by the support members give each other independently of the status of the schools.

According to Wenger, McDermott and Snyder (2002), CoPs are spaces for learning where learning depends on the opportunities offered by its members to participate actively in the practices of a social community. My findings show that *supportive* CoPs incorporated NTEs in their practices. Novice and experienced teachers attended meetings, planned lessons, prepared material, designed tests, and shared ideas about teaching English and teaching students. In staff meetings, members in these communities discussed teaching concerns and NTEs were given opportunities to ask questions, clarify doubts, and express opinions. These instances allowed

novice teachers to showcase their work and contributions. Furthermore, supportive CoPs had a positive influence on the reported approaches to teaching of novice teachers.

The influence of teaching contexts (e.g., universities) on novice teachers has been examined in quite a number of studies (Farrell, 2016a, 2008, 2006; Pennington & Richards, 1997; Shin, 2012). These studies show that as soon as NTEs enter the profession they change their initial beliefs about teaching language and abandon the teaching practices they learnt in universities. In other words, once novice teachers enter the profession, they rapidly shift their teaching from a student-centred approach based on communication to a teacher-centred one typically based on grammar, prepare students for exams, and teach to the textbook. The findings in this study reveal that supportive communities allowed novice teachers to experiment with communicatively-based teaching activities and materials. CoP members in this context encouraged NTEs to propose new ideas and fostered innovation. This permitted NTEs to approach the teaching of English from the point of view of communication. NTEs used differentiated teaching activities, such as debates, project work, presentations, reading, listening and speaking activities, and various combined teaching materials (e.g., technology, such as internet, videos, teaching applications and textbook, worksheets, games, etc.).

Despite initial hurdles, such as the opposition of parents and students, NTEs taught English in English and worked to foster oral fluency. This was possible because their CoPs valued their decisions and acknowledged their strengths and contributions. Studies have shown studies have shown that *collegial relations* matter (Farrell, 2008, 2006). One main complication of NTEs is the effect *individualistic* communities have on what teachers teach and the approaches they adopt to teaching the language. The novice teachers in this study perceived the positive effect of welcoming communities.

One of the main reality shocks lived by NTs in general education is the mismatch between what they learn in university and the cruel reality of the classroom (Veenman, 1984; Wang, Odell & Schwille, 2008). Teacher education programs do not prepare new teachers to perform in diverse educational contexts (Varah, Theune & Parker, 1986). Second language education programs are also disconnected from the classroom realities (Farrell, 2016a, 2012) and fail to prepare novice teachers to teach the language to a wide range of students with a wide

range of learning needs (Faez & Valeo, 2012; Yakawa, 2014). Hence, the usefulness of what novice teachers learn in universities is questioned by the members of school communities who value traditional approaches to teach English (Pennington & Richards, 1997; Shin, 2012).

In the Chilean context, the main concern of authorities and researchers is the effectiveness of initial English teacher training (Abrahams, 2015; Barahona, 2016). The dominant view of the Ministry of Education and academics is that teacher education programs do not adequately prepare all student teachers to ensure success in the national standardized tests. Only the private schools that attract the top teacher education students do ensure success in such tests (Abrahams, 2015; Barahona, 2016). As a result, the current Ministry of Education (2014) developed a series of *Standards for English Teaching Training* for universities to inform teachers who face the complex Chilean school reality. The novice teachers in this study came from different teacher training backgrounds, studied in private and public universities, and worked in different school contexts with varied socioeconomic realities. My findings reveal that what allowed them to function in public or privileged school contexts and approach teaching from an innovative perspective was *supportive* communities of teachers. Despite the general belief that schools in the private sector offer better instruction and language learning opportunities for students (Matear, 2008), novice teachers working in public and semi-private schools were progressively and slowly training and qualifying their students to have their English language validated through the PET international examination from the University of Cambridge. This was possible because of the clear domains established in the CoP and the mutual support provided among members of the communities.

Barriers for members to learn, innovate, expand knowledge, and participate in CoPs can occur (Wenger, McDermott & Snyder, 2002). Such obstacles do not permit communities to develop and grow. The findings in this study reveal that in *less-supportive* communities, members had less time to meet and share ideas with others. This being the case, novice teachers had less opportunities to innovate because of prescriptive school policies. Lack of feedback and guidance from the community constrained novice teachers. As a result, these NTEs reported their approaches to teaching as more formal and form-focused. They used combined activities targeting language accuracy and grammar. One NTE referred to these activities as “dragging the pencil” activities, that is, doing long written form-focused exercises and worksheets.

In the literature in second language education, the use of a more formal grammatical approach can be considered the norm within foreign language contexts (Block, 2003; Kenning 2008). Novice teachers “follow the herd” (Shin, 2012) and adopt the teaching practices and approaches of their communities (Farrell, 2008, 2006; Pennington & Richards, 1997). However, this norm can change if there is a supportive community behind a novice teacher. Figure 2 summarizes the influence of CoPs in the participation experiences of novice teachers on English in Chile.

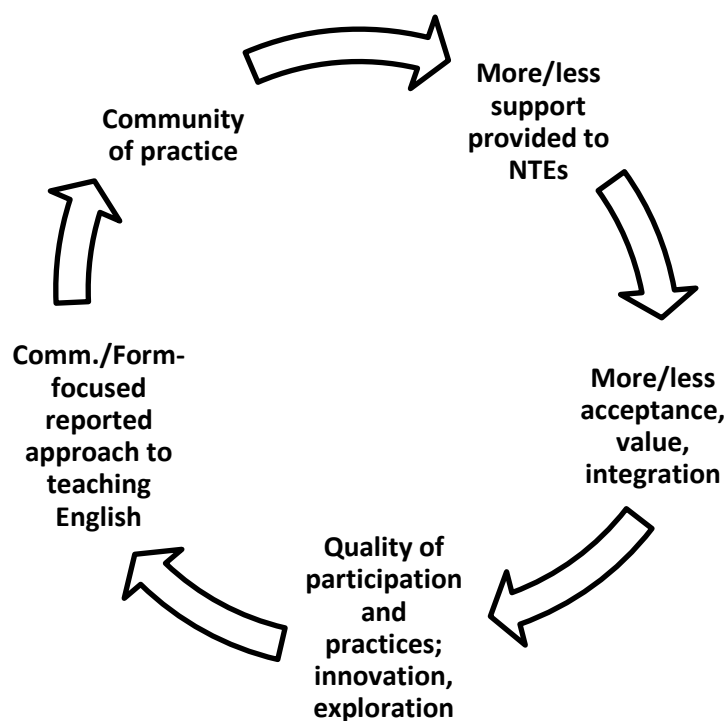


Figure 2. Influence of CoPs in the participation experiences of novice teachers in Chile

Limitations of the study

I acknowledge that the findings concerning the participation experiences of NTEs in CoPs are limited to what teachers express. The current study did not query experienced teachers as participating members of CoPs or involve classroom observation to examine the teaching of novice teachers. A more comprehensive view of the participation experiences of NTEs and their teaching in Chilean school CoPs should involve the views of experienced members. The study may have benefitted from more than one perspective. I would argue though, that the study was designed from the perspective of the novice teacher and their perceptions of teaching and not

from their teaching per se. Moreover, the data obtained from my three sources of data collection provided insightful information on the perspectives of novice teachers and their communities.

I also acknowledge that the time of the year in which the study was conducted was less appropriate. The school year in Chile runs from March to December for students but it continues until January for teachers. At the end of the school year, teachers teach or review contents, wrap up the school year, send report cards, have meetings, and start planning the following year. Additionally, at the time I collected the data, the teachers in the public school system went on strike for better working conditions. This may have influenced their availability to volunteer to participate in the study and the representativeness of different school contexts. I would argue that the strike was something unexpected. However, I believe the data gathered provides substantial information about novice teachers who work in the complex Chilean school system.

Finally, the findings and the conclusions drawn from this study are context-bound and therefore, this may limit its generalisability. Still, some characteristics of the Chilean context and the impact of CoPs on novice teacher participation can be identified elsewhere.

Limitation of Wenger, McDermott and Snyder's model in the context of this study

Wenger, McDermott and Snyder's (2002) framework was useful in this study of the participation experiences of NTEs in their CoPs. The recursive relationship between community support, the practices within communities, and the reported teaching approaches of novice teachers were examined. However, in the description of the theoretical framework of this study a big portion is devoted to the functionality of communities of practice and a smaller portion is devoted to CoPs that are challenging to newcomers. In Wenger's early work with Lave (1991), Wenger (1998), and later in cooperation with McDermott and Snyder (2002) a few sections and chapters examined CoPs that are not "healthy" (Wenger, McDermott & Snyder, 2002, p. 37) or "successful" (p. 147) leaving this aspect of CoPs less well formulated, and mostly dealt with organisations, enterprises, and management issues. This lack of attention to challenging communities make it harder to reflect on why and how communities of practice function in complex contexts such as educational ones.

Furthermore, the experiences of novice teachers at the beginning of their careers are multifaceted. The use of this framework provides one side of the story, that is, the social part of

it and in relation to the practices in specific communities. In order to understand the experiences of novice teachers from a more in-depth perspective, it is important to understand what they think about these doings and happenings, how they reflect about these things and make meaning of them. Farrell's (2016a) reflective practice model can be used as a complement to Wenger, McDermott and Snyder's (2002) framework in order to explore the personal dimension of being a practitioner in a community of practice. For example, Farrell's reflective guidelines can help NTEs to analyze their practices introspectively and reflection groups can help them share experiences and engage in joint discussions of their practices.

Moreover, I found that lack of prior research studies in ELT and novice teachers that use Wenger, McDermott and Snyder's (2002) model to be challenging because I did not have a clear knowledge base to establish any connections to my research. Additionally, this model allows examining only the social dimension of the complex experiences of novice teachers.

Summary

My discussion has shed light on the importance of the recursive relationships established between NTEs and ETs and the influence of communities and supportive contexts on the participation of novice teachers in school CoPs and their approaches to teaching English. The study proposes that in supportive contexts NTEs experiment, propose ideas, and contribute. As a result, they approach English from a communicative-focused orientation and apply diversified activities and materials to achieve a domain that is established by a community that offers opportunities for engagement and support. Furthermore, this study shows that independently of the socioeconomic background of students, the financial resources and the status of schools, communities matter more.

CHAPTER 7 CONCLUSION

I used Wenger, McDermott and Snyder's (2002) framework as the main lens in the study of novice teachers of English in Chile. From this perspective, I explored the participation of NTEs particularly in relation to their context (i.e., novice teachers in English teaching CoPs in private, semi-private, and public school contexts); the shared domains that bring novice and experienced teachers together in CoPs; the communities and the relationships established between NTEs and experienced teachers; and the participation of novice teachers in the social practices of their English teaching CoPs. These components of a community of practice were connected to the approaches to teaching that novice teachers reported performing.

In this chapter, I revisit my research questions with regards to the findings in my study, the literature review, and my theoretical framework. Finally, the contributions and implications for theory and practice are presented.

Research questions

The research questions that served as launching pad for this study were: *How do novice teachers of English in Chile experience their participation in the practices of communities of practice? How does their participation in different forms of communities of practice influence how they report their approach to teaching English?*

We have learnt in this study that the level of support the community provided to novice teachers is critical in CoPs. Different levels of support shaped the participation experiences of NTEs in the practices of their communities. In *supportive* contexts, NTEs participated actively in the practices of their communities and more activities were done jointly. NTEs felt integrated in communities that were accepting and welcoming. In *less-supportive* contexts, NTEs tended to work in isolation, their communities offered surface support and they experienced more challenges. As a result, NTEs participated more actively in the practices of external communities. Both, supportive and less-supportive CoPs had an impact on the approach to teaching of novice teachers. In supportive contexts, NTEs were able to enact what they were taught in universities and approached English teaching from a communicative perspective. NTEs

used diversified teaching activities and materials. Experienced teachers in these CoPs allowed NTEs to explore, try new ideas, supported their teaching decisions, valued and acknowledged their contributions. In contrast, in less-supportive CoPs, novice teachers worked in more traditional teaching environments where members of the communities did not have time to meet, worked disconnectedly, or there was some conflict. Lack of opportunities to talk about teaching made NTEs work alone. Individually, they decided what was best for their students. Using a form-focused approach worked best for them.

Contributions of the study

What this study enlightens is the conditions needed for NTEs to actively participate in school communities and to innovate in the classroom. It also enriches the knowledge base of communities of practice in education and the knowledge base of the experiences of novice teachers of English in the Chilean context.

Within the field of communities of practice, the findings in this research expand the work of Wenger, McDermott and Snyder (2002) in organizations and enterprises by describing the practices of members of CoPs in foreign language school contexts and the relationships between the types of communities and the domains and practices of its members. It has also helped to expand Wenger, McDermott and Snyder's conceptualisation of communities that present challenges to their members by looking at how novice teachers perceive them. Particularly to ELT, Lave and Wenger (1991) and Wenger's (1998) theory of CoPs have been used more extensively to examine the experiences of novice teachers when interacting with experienced teachers or to explore their identity formation. This study provides insights into the application of the recent work Wenger, McDermott and Snyder on practitioners and their practices in the field of novice teachers of English as a foreign language.

Additionally, this investigation expands the knowledge base of the existing relationship between the school context and the teaching of the English language. More specifically, this research captures the positive and challenging relationships between novice and experienced teachers as to how young colleagues are considered and as to how novice teachers seek ways to cope with their challenges in order to find solutions to their needs in more than one community.

Furthermore, the findings in this research target an issue that has not been explored in the literature on novice teachers: the socioeconomic factor.

In the Chilean context, studies conducted on the experiences of novice teachers are scarce and more related to general education. This investigation adds to the knowledge base of novice teachers but in the context of ELT in different school contexts. Recently, local authorities and academics have been more concerned with the teacher training of English teachers and the realities of the school context have been forgotten. This study provides insights into the realities of private, semi-private, and public school communities and the importance of supportive contexts for Chilean novice teachers in their integration and participation process. The literature about school life in Chile emphasises the socioeconomic disparity between private and public schools and the advantages offered by the private sector to teachers and students. The findings in this investigation address this issue and provide insights into the relevance of the functioning of certain communities rather than the influence of financial resources on the experiences of novice teachers. The fact that these novice teachers seek support beyond their English teaching CoPs, highlights the importance of community involvement as a whole to help novice teachers strive and thrive in the first years. The integration of NTEs in their communities is not only the responsibility of English teachers, but teachers from other disciplines, academic coordinators, administrative staff, students and parents, and the English Opens Doors Program.

Implications

I present here, the implications of this study for practice and theory that could further extend this study.

Practice and teacher education

- This study provides insights into what participation and joint practices are within CoPs. This information is typically absent from educational language training programs in universities. Student teachers should (or have to) be informed of the communities of practice phenomenon. Learning about the functionality and supportiveness of CoPs in diverse school contexts and their effect on the opportunities to improve teaching practices of new teachers, may help NTEs to be better prepared to enter the profession. Novice teachers can gain insights into how to navigate different school contexts, be aware of

what to expect, learn how to enrich the experience in communities of teachers with their new knowledge and expertise, and/or to learn how to start new communities. Informing teacher candidates of the realities of different school contexts is valuable (Farrell, 2012, 2008). However, they should also be informed that in some schools the experiences of some novice teachers are positive. Independently of the status of a school and its financial resources, some novice teachers who are already part of the system are happy;

- In regards to the school context, this study also provides information to in-service teachers working in schools. In particular, in professional development courses that teachers take during the school year, information about CoPs and their effect on teaching should (or must) be incorporated. This may provide experienced teachers with opportunities for self-reflection on how they treat, support, welcome, and work with new teachers. Moreover, this presents an opportunity for experienced teachers to remember that once upon a time they were novice teachers as well. Farrell's (2016a) reflective practice model provides valuable tools on how to explore this issue.
- This study also shows that the socioeconomic background and the economic resources of schools do not per se influence the way teaching communities interact and work together. Hence, this is an indication that the shortcomings in ELT in the Chilean context are not compensated with monetary resources on a grand scale. By this I suggest that part of the expenditures produced in the regular update and re-publication of ministerial material for English teaching and the state money given to private and public universities should be assigned to help teachers in schools to invest in the formation of school communities of practice. For example, paying extra hours for teachers to meet and work together.

Teaching English

- This study also establishes the influence of CoP participation on NTEs' approach to the teaching of English. Insights for ELT practitioners of the relation between communities and how teaching is approached either from communicative or form-focused perspectives are highlighted. Connecting the personal with the professional in regards to approaching English teaching improves teaching practices;
- Despite social and economic obstacles, NTEs and experienced teachers are able to progressively implement innovations in their classrooms and to get the students' level of

English certified. This is reminder for ELT teachers in foreign language contexts that despite the hurdles, it is possible to teach English in English, it is possible to implement small changes than can make a difference.

Theory and research

- Importance of extending the social dimension provided by Wenger, McDermott and Snyder's framework in order to study the participation of NTEs with members of CoPs in various instances, such as meetings to plan lessons, prepare classes, design tests, or in informal social events such as lunch time, breakfasts, etc. Moreover, it would be valuable to extend the boundaries of CoPs to explore the participation of NTEs in other communities (e.g., students, other teachers, or RED de ingles). These social dimensions can be further complemented by incorporating Farrell's (2016a) RP framework to study the participation experiences of NTEs from a personal point of view;
- Further research is needed to extend the knowledge on communities of practice and teaching, not only to understand the relationships established between NTEs and experienced teachers but to understand the practices within CoPs. Furthermore, valuable insights can be gained by exploring the relationship between supportive and less-supportive communities and the actual teaching of teachers in the classroom through classroom observation. Given the diversity of teacher education programs in English in Chile, it would be interesting to investigate the effect of the teaching training of NTEs on their participation experiences in various school contexts and their classroom practices;
- In this study only the voices of NTEs were considered in relation to their English teaching CoPs. It would be valuable to add the voices of experienced teachers to explore NTE participation and teaching from different perspectives;
- In this study other themes emerged beyond communities of practice. Hence, it would be valuable to extend Wenger's theory of CoPs to further examine the process of teacher identity formation and socialization in foreign language school contexts.
- Little is known about the experiences of NTE in the diversity of the Chilean education system and their level of attrition. The existing knowledge base in that area is related to novice teachers in general education. Hence, further study is needed to understand how many new teachers of English leave and why;

- Even though the use of a survey, interview and staff meeting observation as tools for data collection provided insights into the participation experiences of NTEs, it would be significant to complement these with other sources, such as lesson plans, journals, reflective blog postings, or a focus group. Combined data collection tools would give a richer and more detailed picture of their doings in English teaching communities.

Final remarks

Before starting this investigation, I held the belief that well settled private communities were better places for NTEs to flourish. I thought of the advantages that teachers and students have in the private sector compared to the reality of teachers in semi-private and public institutions. However, while analysing the evidence from the open-ended survey, interviews, and observation data, I kept thinking of my initial belief. I then realized I was very much influenced by the sociopolitical and socioeconomic neoliberal historical roots of my home country. This study allowed me to realize that no matter the type of school and the social disparities of the contexts to which surveyed and interviewed NTEs belonged to, their participation experiences were varied and were influenced by the practices in such communities. Conducting this study helped me to better understand that teaching, learning and participating in a CoP do not occur in a vacuum. Everything is interrelated and social. Everything impacts something.

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APPENDIX

Appendix A: Email sent to the Coordinator of the Program of Teaching and Professional Development. English Opens Doors Program (EODP). MINEDUC

Mrs. P. R.

National Coordinator

Program of Teaching and Professional Development

English Opens Doors Program (EODP). MINEDUC

Date:

Dear P.,

Hope you find yourself well. I require the assistance of the EODP to send an online survey to novice teachers who have recently graduated from English education programs in Chile. I also require assistance to have access to the data base containing the names and contact information of the Heads of English Teaching Training Departments of the universities offering EFL teacher training.

This will help me to initiate the data collection process of my study on novice teachers of English, their participation in communities of practices and their teaching experiences.

Thanks for your time.

Best regards,

G. R.

PhD candidate in Second Language Education

Faculty of Education

University of Ottawa

Appendix B: Sample of English version of open-ended online survey

Participating in school communities of practice

Filled Wednesday, March 25, 2015

I understand that I have read the description of the purpose and the procedure underlying this research. I acknowledge that my participation is voluntary and that I can withdraw from the survey at any time without negative consequences. I also understand that my responses to the survey are fully confidential and anonymous

Thanks very much for agreeing to respond the questionnaire. These are some important key terms in this study: Novice teachers: newly graduate teachers from a teaching training institution with 1 to 5 years of working experience. School community of practice: a group of people in a school community or team of teachers formed by new comers and experienced teachers who learn to function and work in a school through active interaction and participation.

This survey has 3 parts.

Part 1: DEMOGRAPHIC DATA. Please provide as many details as possible. Respond based on your current or past teaching experiences.

What is your gender?

Female

What's your age?

34

What's your educational background? (School you attended as a Primary and Secondary student)

colegio Vichuquen, Curicó y Colegio Universitario Inglés

Page 3

What area does your family come from?

In Santiago (region)

Providencia

Outside Santiago (region)

(no response)

What's your ethnic background? (e.g. Mapuche, Chilean, Spanish, etc.)

Chilean

What's your first language?

Spanish

What's your second language?

English

Page 4

Part 2: TEACHING INFORMATION. Please provide as many details as possible.

Where did you get your teaching degree (name the institution)?

Universidad Chileno-Británica de Cultura

How long have you been teaching?

2 years

In what type of educational institution are you working at the moment? Choose as many as you wish.

Private school

What type of contract do you have?

Full time

If "Other" specify

(No response)

How many hours a week do you teach?

20

Page 5

What grades are you teaching now?

Please, also describe what type of students you have / you had

8th, I, II, II

How many English teachers are there in your institution? If you are working in more than one place, please indicate how many teachers in each place.

5

What do you think is your level of English? (University of Cambridge level examinations)

CAE

How long did it take you to find a job after graduation?

3 months

Page 6

*Part 3: PARTICIPATING AND TEACHING IN SCHOOL COMMUNITIES OF PRACTICE.
Please provide as many details as possible.*

*What have been the "challenges" of these first years in the profession? Please provide details.
There is enough space*

Classroom management

*What have been the "rewards" of these first years in the profession? Please, provide details.
There is enough space*

(No response)

Is there a team of English teachers where you work?

Yes

How do you work in your institution? You can choose more than one option.

With other English teachers

Page 7

At work, what kind of support does your team (e.g., experienced teachers; other new teachers) provide? Please elaborate your response

They give me information about the school and give me teaching tips

Page 8

How do you participate in the teaching community? (Things you do together: Attend staff meetings, take part in extra-curricular activities, assemblies, etc.) Please, specify

Meetings, plan together, design tests

When you need who do you ask for help? Please, expand your response

It depends. My boss, the teachers, the inspector

Page 9

What have you learnt PERSONALLY in the teaching community where you work? Please, provide details

To be patient

What have you learnt PROFESSIONALLY in the teaching community where you work? Please, provide details

That I can teach

How integrated do you in the teaching community? Why? Please, provide details

(No response)

Page 10

Novice teachers normally engage in different activities when participating in a teaching community. What activities do you engage in with experienced teachers? Mark as many as you want. Please provide some details. There is enough space.

(No response)

Page 11

What is goal of the (English) teaching community where you work?

To help students to pass SIMCE

How influential is the English teaching community on your approach to teach? Why?

Not much

Page 12

What materials are you using at the moment /did you use?

Textbook (name); worksheets designed by you or my colleagues; my own material (such as ...); videos (such as ...); Internet sites (such as ...); other material

Textbook, workbook, videos

What teaching approach/ methods do you use to teach English? (e.g. communicative, grammar focused, audio-lingual, task based, etc.)

A combination

Please, give examples of activities you use more often.

Listening activities, games

Page 13

Would you like to receive a summary with the results of this study?

(No response)

THANKS VERY MUCH FOR YOUR TIME!

...@...

Appendix C: Sample of Spanish version of open-ended online survey

Enseñando en comunidades escolares de práctica

Lleno Viernes, Abril 17, 2015

He leído la descripción, el propósito y el procedimiento detrás de este estudio. Entiendo que mi participación es voluntaria y que puedo dejar el cuestionario en cualquier momento sin consecuencias negativas para mí. También tengo entendido que mis respuestas son completamente confidenciales y anónimas.

Muchas gracias por querer participar! Estos son 2 términos importantes usados en este estudio: Profesor novato: profesor recientemente graduado desde una institución de educación superior donde se dicte la carrera de pedagogía (en inglés u otra) y que tenga de 1 a 3 años de experiencia de enseñanza Comunidad escolar de práctica: grupo de personas que trabaja en una comunidad escolar o en un equipo de profesores y que está formado por “recién llegados” (profesores nuevos) y profesores con experiencia. En dicha institución, ellos aprenden, funcionan, trabajan y se desarrollan mediante la interacción y participación activa.

Este cuestionario contiene 3 partes.

Parte 1: INFORMACION DEMOGRAFICA. Por favor, da la mayor cantidad de detalles posibles y responde en base a tu experiencia actual o pasada

Cuál es tu género?

Masculino

Qué edad tienes?

24

A qué colegios fuiste durante tus estudios de básica y media?

Liceo Nuestra Señora del Rosario (Linares)

De dónde viene tu familia?

De Santiago (comuna)

(sin respuesta)

De regiones

Linares, Séptima región

Página 3

Cuál es tu procedencia étnica? (e.j. Mapuche, Chileno, Español, etc.)

Chileno

Cuál es tu primer idioma?

Español

Cuál es tu segundo idioma?

Inglés

Página 4

Parte 2: INFORMACION ACERCA DE LA Enseñanza. Por favor, dar la mayor cantidad de detalles posibles

Dónde obtuviste tu título de profesor de inglés? (mencionar institución)

Universidad Católica de la Santísima Concepción

Cuántos años llevas enseñando?

Este es mi primer año enseñando desde que obtuve mi título.

En qué tipo de institución estás trabajando? Marca cuantas sean necesarias y detalla si corresponde

Colegio privado

Página 5

Qué tipo de contrato tienes?

Jornada completa

Cuántas horas enseñas a la semana o has enseñado?

30

A qué cursos le estás haciendo clases?

Desde 6to básico a 3ero medio

Página 6

Cuántos profesores de inglés donde trabajas?

El colegio es bilingüe, por lo que muchos profesores de primer ciclo tienen título de profesor de inglés, pero somos 7 los profesores que hacemos la asignatura de Inglés.

Cuál crees es tu nivel de inglés? (niveles de acuerdo a la Universidad de Cambridge)

C1 (CAE)

Página 7

Cuánto te tomó encontrar trabajo después de graduado/a?

3 meses

Página 8

Parte 3: PARTICIPANDO Y ENSEÑANDO EN COMUNIDADES ESCOLARES DE PRACTICA. Por favor, da la mayor cantidad de detalles posibles

Cuáles han sido los “desafíos” en estos primeros años en la profesión? Por favor da detalles. Hay suficiente espacio.

Mi primer gran desafío fue insertarme en el sistema del colegio donde trabajo, porque tienen un sistema bastante particular, y el colegio trabaja con el Bachillerato Internacional (IB), por lo que han habido varias cosas que he tenido que internalizar y estoy constantemente aprendiendo. También he tenido que trabajar un poco en manejo de grupos, pero sin complicaciones importantes.

Cuáles han sido las “recompensas” de estos primeros años en la profesión? Por favor, da detalles,

El reconocimiento de alumnos y colegas, y el notar que aprendo cosas nuevas cada día.

Hay un equipo de profesores de inglés en tu lugar de trabajo?

Si

Cómo trabajas en tu institución? Puedes elegir más de una alternativa

En equipo

Página 9

En tu trabajo, que tipo de apoyo recibes de tu equipo de profesores de inglés (ej. profesores con experiencia, otros profesores nuevos)? Por favor, expande tu respuesta brindando detalles. Hay suficiente espacio.

Recibo apoyo constante de parte del equipo de profesores de inglés, somos un grupo bastante unido y como yo soy el único nuevo miembro del equipo, todos mis demás colegas me aportan constantemente a mi adaptación y desarrollo profesional. Además de eso, toda la planificación se trabaja en conjunto como departamento de inglés. Mis colegas con más experiencia me han brindado una gran cantidad de consejos en cuanto a cómo funcionan las cosas en el colegio, y en cómo lidiar con ciertas situaciones con los alumnos. No he recibido mayor apoyo de otros profesores novatos, porque en mi equipo de trabajo al menos, yo soy el único novato.

Cómo participas en esa comunidad de profesores de inglés? (Cosas que hacen en conjunto: asistir a reuniones, participar en actividades extra programáticas, etc.) Por favor, detalla tu respuesta

Siempre asisto a reuniones de departamento, o de planificación para cada uno de los niveles que enseño, además siempre estamos en contacto con el resto de mi equipo y compartimos muchas instancias durante un día normal. Dentro de las actividades que realizamos en conjunto está la planificación y la evaluación de los procesos educativos, es decir, cada par de semanas nos

reunimos a ver cómo están resultando los proyectos que realizamos en clases y para evaluar los progresos. Hasta ahora he recibido un montón de apoyo de parte de mi equipo.

Página 10

Cuando necesitas ayuda, a quien se la pides? Por favor, da detalles

A los demás miembros del departamento de Inglés, sobre todo a la jefa del departamento, con quien hablo y comparto mayoritariamente.

Qué has aprendido PERSONALMENTE en la comunidad de profesores donde trabajas? Por favor, da detalles

He aprendido a hacer de mi trabajo una forma de vida, por decirlo de algún modo, y no verlo como algo completamente separado de la persona que soy fuera de una sala de clases.

Qué has aprendido PROFESIONALMENTE en la comunidad de profesores donde trabajas / trabajaste? Por favor, da detalles

Muchas cosas, he aprendido sobre manejo de grupos, y también metodología, en concreto he aprendido sobre cómo trabajar con literatura

Qué tan integrado(a) te sientes / te sentiste en esa comunidad escolar? Por favor detalla tu respuesta

Siento que aún me falta adaptarme en ciertos aspectos, porque llevo tan solo dos meses trabajando en esta comunidad; sin embargo, mi adaptación ha sido muy buena y me siento bastante bien integrado hasta ahora considerando el poco tiempo que llevo acá.

Página 11

Los profesores novatos generalmente realizan diferentes actividades en conjunto cuando participan en una comunidad de profesores. En cuales de estas actividades conjuntas participas / participaste al interactuar con los docentes o colegas con más experiencia? Marca cuantas sean necesarias y por favor da detalles de tus respuestas. Hay suficiente espacio

Solicitar información

Buscar experiencia

Reutilizar aciertos

Coordinación y sinergia

Discusión del desarrollo

Visitas

Página 12

En tu institución, cuál es objetivo compartido por la comunidad de profesores de inglés? Por favor, dar detalles

Los objetivos principales del equipo de Inglés son el formar alumnos con mentes abiertas, autónomos y creativos, y con un alto dominio del inglés como lengua universal.

Qué tan influyente es el equipo o comunidad de profesores de inglés en tu enfoque hacia la enseñanza del idioma? Por qué?

Bastante influyente, porque me han orientado sobre la metodología que usa el colegio.

Qué materiales estas usando para enseñar inglés? (Nombre del texto; guías (quien las diseña?); mi propio material (de qué tipo?); videos; Internet (por ejemplo?); otro tipo de material). Por qué?

Hemos usado videos, películas, libros (novelas), y material propio como guías de trabajo y presentaciones de power point.

Página 13

Qué enfoque o métodos usas para enseñar inglés? (ej. comunicativo; enfoque gramatical; audición-repetición; trabajos y proyectos; etc.). Por qué?

Trabajos y proyectos, con un enfoque también sobre la comunicación.

Por favor, da ejemplos del tipo de actividades que usas con más frecuencia para enseñar inglés

Normalmente hacemos lectura en voz alta durante una mitad de una clase, con pausas para hacer scaffolding y asegurar la comprensión; y durante el resto de la clase trabajamos en algún proyecto, como la elaboración de algún poster sobre un tema relacionado con lo que estamos leyendo. En este momento estoy trabajando en unos comics para celebrar el día del libro, con todos los niveles; lo hicimos como una actividad de colegio y compartiremos el trabajo de los alumnos con toda la comunidad escolar.

Te gustaría recibir un resumen con los resultados de este estudio?

Sí. Yo me contactare con la investigadora al ...

Comentarios?

(Sin respuesta)

Página 14

MUCHAS GRACIAS POR TU TIEMPO!

Appendix D: Email sent to universities' heads of English teaching departments

Dear Sir / Mrs.

Head of the English Teaching Department

Universidad

Date:

For the research: exploring how EFL novice teachers participate and teach in school communities, I need to contact the graduate teachers from your program who have been working in the last 5 years.

Novice teachers from your institution will be sent an online survey aiming at obtaining demographic information and data about their participation and teaching practices in school communities. They will be also invited to participate in the follow up stages that involve interviews field observation.

I would really appreciate it if you could pass on my contact information to them so that they contact me back to invite them to participate in this study.

Thanks very much for your time.

Best regards,

G. R.

PhD Candidate in Second Language Education

Faculty of Education

University of Ottawa

Appendix E: Invitation email to participate in the online survey

Dear

Date:

This is an invitation for you to participate in the study: **Novice Teachers of English as a Foreign Language (EFL): Participation and Teaching in School Communities of Practice** done by G. R. (main investigator) and supervised by Dr. D.F.

Purpose: The purposes of this multiple case study project are to investigate how Chilean novice teachers of English participate in the public and/or private school communities where they work, explore how participation takes place in these different communities of practice, determine in what ways this participation influences their approaches to teaching.

Participation: If you agree to participate, you will be sent an open-ended online survey aiming at obtaining demographic information and data about your participation and teaching in school communities of practice. The survey will be sent to you via email and it won't take you more than 30 minutes to complete. It is strictly confidential and anonymous.

Risks: Assurance has been made to minimise any risk or inconvenience to you. The main investigator will be the only one to gather data in this study and will assign numbers to participants to ensure complete anonymity.

Benefits: Your participation in this study will help you to reflect on, identify your English teaching practices and become aware of the way you participate in school communities of practice. Mrs. R. will send you a summarized version of the research results.

Confidentiality and anonymity: The information received from the survey will remain strictly confidential and the contents will be used only for the purposes of this study. Only the main investigator will know who has participated and she will not be given the authority to release any personal or identifying information about the participants in the study. Anonymity will be protected by assigning participants a number. Mrs. R. will be the only person recruiting participants and gathering data.

Conservation of data: The data collected through the surveys will be transcribed and analysed. Electronic copies will be made and kept in password protected computers. Hard copies of the transcriptions will be made and kept in locked cabinets in Mrs. R.'s office. All hard copies will be shredded and electronic copies will be deleted ten years after the data is collected.

Compensation: There is no compensation for participating in this research.

Voluntary participation: You are not obliged to participate and if you choose to do so, you can withdraw from this stage of the study.

If you reply to this email affirmatively by stating that you agree to take part in the survey, I'll contact you back to send you the survey. By giving a positive reply to this email you understand the following:

I have read the description of the purpose and the procedure underlying this research and I agree to participate. I acknowledge that my participation is voluntary and that I can withdraw from the survey at any time without negative consequences. I also understand that my responses to the survey are fully confidential and anonymous.

Thanks very much for your time.

Best regards,

G. R.

G. R. (Main Investigator) Faculty of Education. University of Ottawa 613-562-5800 ex. ... LMX 145; 145 Rue JJ Lussier, Ottawa. ON K1N6N5	Dr. D. F. (Project Supervisor) Faculty of Education. University of Ottawa 613-562-5800 ex. ... LMX 145; 145 Rue JJ Lussier, Ottawa. ON K1N6N5
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Appendix F: Invitation email to participate in interviews and staff meeting observation

Dear

Date:

This is an invitation for you to participate in the study: **Novice Teachers of English as a Foreign Language (EFL): Participation and Teaching in School Communities of Practice** done by G. R. (main investigator) and supervised by Dr. D. F.

Purpose: The purposes of this multiple case study project are to investigate how Chilean novice teachers of English participate in the public and/or private school communities where they work, explore how participation takes place in these different communities of practice, determine in what ways this participation influences their approaches to teaching.

Participation: If you agree to participate, Mrs. R. will conduct a semi-structured interview with you at a time and place of your convenience. The interview will be approximately one hour duration and it aims at gathering data about the way you participate and teach English in your school community. Mrs. R. will also conduct a field observation of a teachers' meeting session where you take part. The interviews and the notes taken will be transcribed and coded using NVivo research software to obtain themes and patterns related to novice teacher's participation and teaching in communities of practice.

Risks: Assurance has been made to minimise any risk or inconvenience to you. The main investigator will be the only one to gather data in this study and will assign numbers to participants to ensure complete anonymity.

Benefits: Your participation in this study will help you to reflect on, identify your English teaching practices and become aware of the way you participate in school communities of practice. Mrs. R. will send you a summarized version of the research results.

Confidentiality and anonymity: The information received from the interview and observation will remain strictly confidential and the contents will be used only for the purposes of this study. Only the main investigator will know who has participated and she will not be given the

authority to release any personal or identifying information about the participants in the study. Anonymity will be protected by assigning participants a number. Mrs. R. will be the only person recruiting participants and gathering data.

Conservation of data: The data collected through the interview and observation will be transcribed and analysed. Electronic copies will be made and kept in password protected computers. Hard copies of the transcriptions will be made and kept in locked cabinets in Mrs. R.'s office. All hard copies will be shredded and electronic copies will be deleted ten years after the data is collected.

Compensation: There is no compensation for participating in this research.

Voluntary participation: You are not obliged to participate and if you choose to do so, you can withdraw from this stage of the study.

If you reply to this email affirmatively by stating that you agree to participate in these stages of the research, I will contact you back to arrange the interview and observation session.

Thanks very much for your time.

Best regards,

G. R.

G. R (Main Investigator) Faculty of Education. University of Ottawa 613-562-5800 ex. ... LMX 145; 145 Rue JJ Lussier, Ottawa. ON K1N6N5	Dr. D. F. (Project Supervisor) Faculty of Education. University of Ottawa 613-562-5800 ex. ... LMX 145; 145 Rue JJ Lussier, Ottawa. ON K1N6N5
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Appendix G: Letter sent to department heads to request permission to do staff meeting observation session.

Dear Mr./ Mrs.

Head of the English Teaching Department

School

Date:

Mr/ Mrs ...(name of teacher participating in the study)_, English teacher from your staff at school is participating in the following qualitative study: **Novice Teachers of English as a Foreign Language (EFL): Participation and Teaching in School Communities of Practice** done by G. R. (main investigator) and supervised by Dr. D. F.

As a result of his/her participation, the researcher would like to observe a session of a teachers' meeting of the English Department where Mr/ Mrs participates. I would like to request your permission to attend this meeting.

The purposes of this qualitative study are to investigate how Chilean novice teachers of English participate in the public and/or private school communities where they work, explore how participation differs in public and private school contexts, and determine in what ways this participation influences their approaches to teaching English.

Mrs. R. will conduct an observation of a teachers' meeting session of the English department. The researcher will take descriptive notes of what novice teachers do –the way they interact with other teachers and what type of activities they engage in this event, for example requesting for information, seeking experience, etc. (Wenger, McDermott & Snyder, 2002) and descriptive notes of the meeting in general -what is said about English teaching, teaching activities and strategies, materials, assessment, etc. and what is done –individual discussions, group or team work, work in isolation. The meeting will be audio recorded only with the purpose of complementing the field notes.

Assurance has been made to minimise any risk or inconvenience to you or the team of teachers. The main investigator will be the only one to gather data in this study complete anonymity is ensured.

The information collected from the observation will remain strictly confidential and the contents will be used only for the purposes of this study.

If you reply to this email affirmatively by stating that you allow Mrs. R. to observe a teachers' meeting session, I will contact the teacher working in your school and who is participating in this study to arrange the meeting.

Thanks very much for your time.

Best regards,

G. R.

PhD candidate in Second Language Education

Faculty of Education

University of Ottawa

G. R. (Main Investigator)

Faculty of Education. University of Ottawa

613-562-5800 ex. ...

LMX 145; 145 Rue JJ Lussier, Ottawa. ON. Canada

K1N6N5

Dr. D. F. (Project Supervisor)

Faculty of Education. University of Ottawa

613-562-5800 ex. ...

LMX 145; 145 Rue JJ Lussier, Ottawa. ON. Canada

K1N6N5

Appendix H: Research Ethics Board approval letter

File Number: 10-14-18

Date (mm/dd/yyyy): 11/11/2014



Université d'Ottawa
Bureau d'éthique et d'intégrité de la recherche

University of Ottawa
Office of Research Ethics and Integrity

Ethics Approval Notice Social Sciences and Humanities REB

Principal Investigator / Supervisor / Co-investigator(s) / Student(s)

<u>First Name</u>	<u>Last Name</u>	<u>Affiliation</u>	<u>Role</u>
Douglas	Fleming	Education / Education	Supervisor
Gloria	Romero	Education / Education	Student Researcher

File Number: 10-14-18

Type of Project: PhD Thesis

Title: Novice Teachers of English as a Foreign Language (EFL): Participation and Teaching in School Communities of

Approval Date (mm/dd/yyyy)	Expiry Date (mm/dd/yyyy)	Approval Type
11/11/2014	11/10/2015	Ia
(Ia: Approval, Ib: Approval for initial stage only)		

Special Conditions / Comments:
N/A

File Number: 10-14-18

Date (mm/dd/yyyy): 11/11/2014


Université d'Ottawa

Bureau d'éthique et d'intégrité de la recherche

University of Ottawa

Office of Research Ethics and Integrity

This is to confirm that the University of Ottawa Research Ethics Board identified above, which operates in accordance with the Tri-Council Policy Statement (2010) and other applicable laws and regulations in Ontario, has examined and approved the ethics application for the above named research project. Ethics approval is valid for the period indicated above and subject to the conditions listed in the section entitled "Special Conditions / Comments".

During the course of the project, the protocol may not be modified without prior written approval from the REB except when necessary to remove participants from immediate endangerment or when the modification(s) pertain to only administrative or logistical components of the project (e.g., change of telephone number). Investigators must also promptly alert the REB of any changes which increase the risk to participant(s), any changes which considerably affect the conduct of the project, all unanticipated and harmful events that occur, and new information that may negatively affect the conduct of the project and safety of the participant(s). Modifications to the project, including consent and recruitment documentation, should be submitted to the Ethics Office for approval using the "Modification to research project" form available at: <http://www.research.uottawa.ca/ethics/forms.html>.

Please submit an annual report to the Ethics Office four weeks before the above-referenced expiry date to request a renewal of this ethics approval. To close the file, a final report must be submitted. These documents can be found at: <http://www.research.uottawa.ca/ethics/forms.html>.

If you have any questions, please do not hesitate to contact the Ethics Office at extension 5387 or by e-mail at: ethics@uOttawa.ca.

Signature:

Protocol Officer for Ethics in Research
For Barbara Graves, Chair of the Social Sciences and Humanities REB

Appendix I: Online survey research description

Participation in school communities of practice

CONSENT DOCUMENT: This survey is part of the study: Novice Teachers of English as a Foreign Language (EFL): Participation and Teaching in School Communities of Practice done by G. R. (main investigator) and supervised by Dr. D. F. from the University of Ottawa, Canada.

The purposes of this qualitative study are to investigate how Chilean novice teachers of English participate in the public and/or private school communities where they work, explore how participation differ in public and private school contexts, and determine in what ways this participation influences their approaches to teaching English. The survey aims at obtaining demographic information and data about your participation and teaching in school communities of practice.

The survey won't take you more than 30 minutes to complete. It is strictly confidential and anonymous. Assurance has been made to minimize any risk or inconvenience to you. The main investigator will be the only one to gather data in this study and will assign numbers to participants to ensure complete anonymity. Your participation in this study will help you to reflect on, identify your approach to English teaching and become aware of the way you participate in school communities of practice.

The information received from the survey will remain strictly confidential and the contents will be used only for the purposes of this study. Only the main investigator will know who has participated and she will not be given the authority to release any personal or identifying information about the participants in the study. Anonymity will be protected by assigning participants a number.

The data collected through the surveys will be transcribed and analysed. Electronic copies will be made and kept in password protected computers. There is no compensation for participating in this research. You are not obliged to participate and if you choose to do so. If you wish to participate and then decide to withdraw from this part of the study, the data will be removed from the survey.

I understand that I have read the description of the purpose and the procedure underlying this research. I acknowledge that my participation is voluntary and that I can withdraw from the survey at any time without negative consequences. I also understand that my responses to the survey are fully confidential and anonymous.

☐ Yes

☐ No

Appendix J: Letters of consent

Informed Consent

Study: **Novice Teachers of English as a Foreign Language (EFL): Participation and Teaching in School Communities of Practice**

Name of Researcher:

G. R.
Faculty of Education. University of Ottawa
613-562-5800 ex. ...
LMX 145; 145 Rue JJ Lussier, Ottawa. ON
K1N6N5

Name of Project Supervisor

Dr. D. F. (Project Supervisor)
Faculty of Education. University of Ottawa
613-562-5800 ex. ...
LMX 145; 145 Rue JJ Lussier, Ottawa. ON
K1N6N5

Invitation to participate

I am invited to participate in the above-mentioned research study conducted by Mrs. G. R. and supervised by Dr. D. F.

Purpose: The purposes of this multiple case study project are to investigate how Chilean novice teachers of English participate in the public and/or private school communities where they work, explore how participation takes place in these different communities of practice, determine in what ways this participation influence their approaches to teaching English.

Participation: Mrs. R. will conduct a semi-structured interview with me at a time and place of my convenience. The interview will be approximately one hour duration and it aims at gathering data about the way you participate and teach English in your school community. Mrs. R. will also conduct a field observation of a teachers' meeting session where I take part. The interviews

and the notes taken will be transcribed and coded using NVivo research software to obtain themes and patterns related to novice teacher's participation and teaching in communities of practice.

Risks: Assurance has been made to minimise any risk or inconvenience to me. The main investigator will be the only one to gather data in this study and will assign numbers to participants to ensure complete anonymity.

Benefits: My participation in this study will help me to reflect on, identify my English teaching practices and become aware of the way I participate in school communities of practice. Mrs. R. will send me a summarized version of the research results.

Confidentiality and anonymity: The information received from the interview and observation will remain strictly confidential and the contents will be used only for the purposes of this study. Only the main investigator will know who has participated and she will not be given the authority to release any personal or identifying information about the participants in the study. Anonymity will be protected by assigning participants a number. Mrs. R. will be the only person recruiting participants and gathering data.

Conservation of data: The data collected through the interview and observation will be transcribed and analysed. Electronic copies will be made and kept in password protected computers. Hard copies of the transcriptions will be made and kept in locked cabinets in Mrs. R.'s office. All hard copies will be shredded and electronic copies will be deleted ten years after the data is collected.

Compensation: There is no compensation for participating in this research.

Voluntary participation: You are not obliged to participate and if you choose to do so, you can withdraw from this stage of the study.

Acceptance:

I, _____, agree to participate in the above research study conducted by G. R., PhD candidate from the Faculty of Education at the University of Ottawa which research is under the supervision of Dr. D. F.

I understand that by accepting to participate I am in no way waiving my right to withdraw from the study.

If I have any questions about the study, I may contact the student and/or his professor at the following email accounts: ... or the following phone number: 613 -562-5800 ex ...

If I have any ethical concerns regarding my participation in this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, 550 Cumberland Street, Room 154, (613) 562-5387 or ethics@uottawa.ca.

There are two copies of the consent form, one of which is mine to keep.

.....

Participant's signature

Date

.....

Researcher's signature

Date

Acceptance:

I, _____, agree to participate in the above research study conducted by G. R., PhD candidate from the Faculty of Education at the University of Ottawa which research is under the supervision of Dr. D. F.

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There are two copies of the consent form, one of which is mine to keep.

.....

Participant's signature

Date

.....

Researcher's signature

Date

Appendix K: Sample of Fluid Surveys qualitative data

Cuáles han sido los “desafíos” en estos primeros años en la profesión? Por favor da detalles. Hay suficiente espacio |

#	Respuesta
	Mi primer gran desafío fue el trabajar con niños tan pequeños. En la universidad habíamos tenido un semestre sobre metodología de primer ciclo, pero realmente eso no fue suficiente para aplicar lo aprendido. No digo que no haya servido, porque sí lo hizo, pero sólo como una guía inicial. Además mi previa experiencia tampoco fue de ayuda, ya que había estado trabajando sólo con estudiantes de media. Segundo, el poder entablar una relación cordial con los colegas del establecimiento en general. Tanto durante mis prácticas laborales como en la actualidad ejerciendo mi profesión, me he encontrado con colegas bastante ásperos y poco cordiales o para nada cordiales en absoluto. Uno nota que en pocos lugares, la gente está dispuesta a darte la bienvenida al lugar donde llegas y una como principiante debe aprender que las relaciones humanas son complicadas y es imposible congeniar con todos. Lo que se puede hacer es tratar de entablar una relación cordial con todos los colegas, y los que no sean gratos ni amistosos, evitarlos y si una obligadamente se los encuentra, tratar con ellos con educación. Con los niños de nuevo, es complicado trabajar si una no tiene el dominio ni experiencia con niños con capacidades distintas. Yo misma no estoy preparada para trabajar con estudiantes con autismo o similares. Si ciertamente hay carreras especializadas en ello (Educación diferencial) no todos los niños pueden costear un colegio con profesores especializados en síndromes. Siento que falta que las universidades formen una malla curricular donde los futuros docentes tengan la posibilidad de conocer realidades distintas y poder crear en el proceso herramientas para poder enseñar apropiadamente a esos estudiantes.
	class management
	nivelar alumnos de desde 5to que no han tenido nunca la asignatura. Tengo clases 1 vez a la semana con cada curso.
	El mayor desafío fue trabajar en un colegio público que se encuentra en la comuna de Puente Alto (en un lugar céntrico) pero a este colegio asisten alumnos con variadas falencias, tanto académicas como personales, la mayoría eran repitentes y tenían cero compromiso con el estudio. Problemas judiciales, alumnos del SENAME, agresivos, etc. Esta experiencia fue muy enriquecedora ya que de cierta forma fui capaz de ver más allá, es decir la realidad a la que me enfrenté y cómo poder hacer clases a alumnos que no deseaban nada en la vida fue motivadora, tuve que buscar distintas estrategias para poder ganarme a los alumnos y tener una relación de confianza con ellos. Después de esta experiencia y todo lo que viví en ese lugar, puedo decir que estoy preparada para realizar clases en cualquier tipo de establecimiento educacional. Y como decimos aún con los colegas que siguen trabajando ahí, de cierta forma, gracias a eso, tengo "cuero de chanco", ya que nada me sorprende.
	El principal desafío es, la competencia de los equipos directivos. Algunos de mis jefes me han, amonestado por enseñar inglés en inglés. Otro desafío es lidiar con apoderados que no conciben la idea de que todo lo hagas en inglés y reclaman. Otro desafío es adaptar mi planificación de, la enseñanza mil veces pues mis alumnos en general, son de estratos

sociales muy, bajos en los que el inglés es casi inexistente. desafío es también cumplí con todo el deber administrativo en horas de colaboración. Aceptar que el área no es el, más importante para muchos porque no es una PSU.,
En primera instancia, el nulo interés de los estudiantes por aprender inglés, la escases de materiales y el poco tiempo para preparar clases. En mi segundo trabajo, el poco tiempo que tenían mis estudiantes para tomar sus clases porque eran impartidas en sus lugares de trabajo. Finalmente la poca motivación de mis estudiantes ya que por su contexto sociocultural piensan que jamás van a usar inglés. y la cantidad de horas aula comparado con las pocas horas que tengo para preparar las clases.
Aprender a lidiar con el medio escolar, en el ámbito de las escuelas públicas de Chile con alto grado de vulnerabilidad
Motivar a los estudiantes a desarrollar las habilidades productivas y encantarlos con el idioma. También trabajar el incremento de vocabulario.
Mi mayor desafío fue lograr abrimme paso entre mis colegas con más experiencia. Me titule a los 23 años y me fue difícil que los colegios aceptaran gente joven entre sus docentes. Hoy en día me encuentro feliz trabajando en un colegio que si toma el reto de contratar profesores jóvenes y se llevan excelentes sorpresas.
aprender sobre la docencia en sí, trabajo administrativo y manejo de grupo
Sentirme feliz, plena, respetada, querida y buena en mi profesión.
Acercar a los estudiantes al idioma Inglés, a la cultura, y a los beneficios que esto entrega en su vida.
Ha sido establecer que las clases deben ser en inglés y sobrevivir con un bajo sueldo.
enseñar a mapuches. manejo del tiempo. Disciplina
Enseñar las asignaturas en inglés, ya que, se debe simplificar el contenido.
Lo que enseñan en la universidad no tiene nada que ver con la realidad que nos encontramos en los colegios. La metodología es solo teórica, es necesario más práctica, más sicología.
Mejorar nivel de inglés, didáctica en la enseñanza de un segundo idioma, conocimientos de neurolingüística, asistencia a cursos y seminarios.
Variedad de alumnos, gran cantidad de alumnos en el aula, motivación de los alumnos, contextualizar el curriculum, nivelar a los alumnos cada nuevo año, compromiso del establecimiento con el nuevo idioma, falta de tiempo para planificar y preparar material para las clases, pocas horas aula para el idioma en los distintos niveles, sueldos bajos y poca gratificación.
Lo más complicado todos los años es hacer clases a 6° básico, ya que, ellos tienen otra forma de comportarse y aprender. Están acostumbrados a profesoras mucho más maternas.
hacer entender a la comunidad educativa lo importante de la enseñanza del Inglés
En mis primeros años fue el dominio de grupo, la planificación según los contextos, la evaluación, y como completar el trabajo administrativo
Enseñar a estudiantes de nivel nb1 y nb2, es un gran desafío que uno debe aprender todos los días, hacer clases mucho más lúdicas. también el hecho de que los alumnos de las comunidades rurales no tienen acceso a computadores ni menos a internet, haciendo que su contacto con el resto del mundo sea como el del siglo pasado. Además de solo poder trabajar con los cursos una vez a la semana, esto realentiza el proceso de enseñanza y de

lograr mayor entrega en los colegios, ya que ir a un colegio una vez por semana no es suficiente para que haya un real avance y tampoco una real muestra de lo que puedo lograr como docente en una escuela
Desorden curricular ministerial, ambiente de aula, exceso de estudiantes por sala
PRIMERO QUE TODO: Las extenuantes horas de trabajo fuera del colegio, y la indigna remuneración recibida. SEGUNDO: Número de estudiantes por sala (35- 40-45); La extrema diversidad de estudiantes en la sala de clases, es pedagógicamente imposible ir al ritmo de 35 personas se hace urgente bajar el número de estudiantes por curso a un máximo de 15 o 20, tuve esa experiencia en un proyecto de LEY SEP y fue maravilloso.. TERCERO: poco o nada de recursos, en conocimiento de que el inglés no puede enseñarse sólo a través de diálogo ya que los estudiantes son tremendamente visuales y auditivos en términos de aprendizaje. CUARTO: La exigencia desmedida en cuanto a Bases curriculares que muchas veces no pueden cumplirse por tiempo y carga horaria insuficiente semanalmente (con 2 horas de inglés a la semana no puedes cubrir todo lo deseado o requerido, se necesitan al menos 5 o 6)
Poder llevar a cabo la teoría a la práctica. El ser constante en los métodos de enseñanza y que exista coherencia interna entre el discurso entregado y las acciones realizadas. Y en mi caso personal, la organización de un grupo de personas sin necesariamente tener las herramientas necesarias para llevar a cabo este tipo de tareas administrativas.-
Seguridad en mi misma, manejo de emociones,
El mayor desafío fue trabajar con pequeños(pre-básica y básica), puesto que en la universidad me enseñaron para trabajar con jóvenes.
aspectos formales como llenar el libro. manejo de clases.
Aún no egreso y por lo tanto no se me han presentado "desafíos"
Relaciones con compañeros de trabajo, jefes, apoderados, materiales limitados, plumones, papel, etc.
Enseñar la importancia de un segundo idioma.
Los desafíos más grandes para mi han sido más que nada lo falsa que es la realidad educativa en la universidad. Te enseñan metodologías que son suenan hermosas e innovadoras y a como lo primero es la atención a la diversidad pero JAMÁS te dicen que en la realidad es casi imposible lograr aplicar todo eso en un aula con 35 niños diferentes. Asimismo, yo salí con título de Profesora de Inglés de Educación Media, lo que me permite trabajar en Media o Básica pero NADIE te enseña que es realmente trabajar en Básica ni mucho menos cómo diablos hacerlo. Todos mis trabajos desde que salí han sido con niños muy chicos, incluso Pre Básica, y hasta el día de hoy me aterra y le tengo mucho resentimiento a mi universidad porque JAMÁS me preparó para esto. Otros desafíos han sido los niños con necesidad especiales, otro tema que ni asoma en los contenidos de las universidades y que es una realidad muy importante, presente y delicada en los establecimientos hoy en día. Es mucho más difícil aún si uno enseña OTRO idioma. También, y más que desafío (ya que para mí esta palabra tiene una connotación de alguna forma positiva), una carga y una mala sorpresa, fue como uno deja de tener vida y es un esclavo de los colegios debido a las planificaciones y los materiales por preparar. Si hay que lamentar de ser profesora es eso, no tener vida ni dentro ni fuera del colegio por esto. Otro punto a mencionar podría ser es el aprender uno mismo a crear sus propias metodologías y formas de enseñar a través del "prueba y error"; con el tiempo y la experiencia uno va probando cosas que funcionan y otras que no, contenidos que

entretienen y otros que no, actividades que hacen maravillas y otras que son un desastre y va a armando su propio arsenal de conocimiento y recursos. Es mucho trabajo pero es gratificante cuando funciona y uno aprende (uno como profesor).
Control de la disciplina en el aula y el logro de los objetivos mínimos de la asignatura por el bajo nivel de aprendizaje que los alumnos han adquirido durante su formación académica.
Mantener mi nivel de ingles
to get a job
Aprender a trabajar con niños con necesidades especiales ha sido probablemente lo que me ha costado más trabajo debido a que es mi primera vez enseñándoles. Además de manejo de curso con situaciones complicadas de comportamiento.
EL PRIMER DESAFIO ES PODER INSERTAR EL CONCEPTO DEL BIEN EN COMUN, EL TRABAJO EN EQUIPO ADEMÁS DE NORMAS QUE PERMITAN EL DESARROLLO DE LA CLASE. EL AUTOCONTROL Y POR SOBRETODOS EL RESPETO EN LOS ESTUDIANTES DE DISTINTOS TIPOS DE ESTABLECIMIENTOS SE HA DEJADO DE LADO.
La realidad de la enseñanza en cuanto a las dificultades ambientales y conductuales de los alumnos. Es difícil enseñar un idioma en medios hostiles donde nos encontramos poco respaldados como docentes.
estar con angloparlantes en comunidades educativas
El logro de los objetivos de enseñanza propuestos. Buen resultado en la evaluación docente. Realización profesional.
Experiencia
El agradecimiento de los niños. Que ellos expresen lo mucho que les gusta ahora la asignatura y ver su felicidad al darse cuenta que realmente pueden aprender otro idioma. Además del reconocimiento de padres, apoderados y colegas.
EL APRENDIZAJE DE LOS ALUMNOS Y EL AUMENTO DEL AUTOESTIMA EN LOS ALUMNOS, ADEMÁS DEL AGRADECIMIENTO DE LOS PADRES.
Sin lugar a dudas, el cariño de los niños y la satisfacción de que siempre hay alumnos que logras motivar para aprender y querer aprender el idioma extranjero.
conocer realidades diferentes

En tu trabajo, que tipo de apoyo recibes / recibiste de la “comunidad o equipo de profesores de inglés” o de la “comunidad de profesores en general”? Por favor, expande tu respuesta brindando detalles. Hay suficiente espacio |

Respuesta
En términos sociales, recibí desprecio de un par, indiferencia de unos pocos y una grata bienvenida en general. Del equipo de inglés recibí apoyo profesional y social. Se me ofreció el material, plan anual y consejos. La jefa de departamento el año pasado me ayudó mucho en lo que fueron actividades y sugerencias en cuanto a la disciplina. Y ahora que ambas compartimos cursos (grados) trabajamos súper bien, todo en pro de los estudiantes.
recibi mucho feedback de parte de los profesores que eran más antiguos aparte se trabajaba en conjunto con otras asignaturas contextualizando las clases y programando en conjunto actividades extraprogramaticas
no hay colegas de inglés en mi comunidad con los cuales intercambiar experiencias.

Actualmente donde trabajo, no recibo apoyo de ningún tipo y donde trabajé (colegio público) tampoco recibí apoyo.
no hay apoyo. he intentado pertenecer a una red de inglés por cuatro años y sin éxito. en, los colegios no les gusta que participe en las iniciativas del PIAP. No hay salas de idiomas, no hay material ni, insumos pertinentes. Cada vez que,vuelvo,a estudiar o me gano alguna beca no recibo apoyo y me las debo arreglar sola para poder asistir y aprobar
Poseo una sala de inglés, la cual puedo letrar a mi gusto. Puedo solicitar todo el material (papel, tijeras, etc.) que necesite. Tengo televisor y pizarra inteligente. Pero no hay apoyo en el tema curricular ni en el tema de planificación ni metodología en las NEE.
Ninguno
Se articulan los contenidos de los diferentes niveles y se concuerda en el tipo de metodologías a utilizar. Se hacen observaciones al aula de modo que sea posible mejorar las prácticas pedagógicas en favor de nuestros estudiantes. Luego se conversa y analiza en reunión lo observado y se hace retroalimentación.
Recibo apoyo de parte de mis colegas en el mismo colegio y de mis directivos. El departamento de inglés, del cual soy coordinadora, trabaja eficientemente y bien organizado en los diferentes aspectos que se necesitan cubrir; materiales, evaluaciones, compartir conocimiento, etc.
existía una red con la cuál realizábamos reuniones para planificar concursos e intercambiar ideas, pero eso ya no existe más
Comunidad Educativa, Red de Profesoras de Inglés, Microcentro (Encuentro entre profesores de colegios con realidades similares)
Los docentes me entregaron los lineamientos generales de la asignatura, compartieron sus experiencias, materiales e ideas para lograr un buen desempeño.
El apoyo que recibo es técnico ligado al traspaso de información la que corresponde a fechas de evaluaciones, así como el cumplimiento de ciertas normas dentro de la institución además del traspaso de materiales para utilizar en las clases.
capacitación en inglés y en el área pedagógica
Jefatura de departamento, visita el aula, supervisa tu trabajo y entrega herramientas y consejos de manera respetuosa y apoyando t labor como docente. además si uno necesita extra tiempo lo puede obtener.
En el colegio ninguna ayuda. La ayuda viene de la RED de Inglés, es un equipo de apoyo donde se comparten ideas, energía y trabajo.
Incorporación y permanencia en Red de Inglés. Facilidad para realizar actividades didácticas. Además, facilidad para representar al colegio en actividades de la Red de Inglés.
Feedback de pares y dirección, compartir experiencias y material didáctico.
No hay un equipo de profesores de Inglés en el colegio. Nunca hay reuniones, si hay que preparar alumnos para algún concurso siempre es la profesora encargada de ellos la que los prepara. Considero que no hay mayor apoyo entre colegas. En relación a los profesores en general, aquí si se realiza un trabajo en conjunto, compartiendo estrategias de trabajo dentro del aula. Además, de reuniones mensuales en las cuales están todos los profesores y se llegan a acuerdos en cuanto a protocolos de disciplina, etc.
en un principio no mucho apoyo hasta que en el colegio entendieron que podíamos lograr muchas cosas debido a los buenos resultados en competencias y la dinámica de trabajo del

equipo de inglés
No existe mucho espacio para apoyar a la asignatura, sin embargo los colegas ayudan con estrategias en el aula y técnicas que se adaptan a las lecciones.
poder lograr hacer mi trabajo sin mayores interrupciones, en la red de inglés apoyarnos en lograr metas para cumplirlas y concursos para los niños
comparador material para planificaciones
La verdad casi ninguno, un poco de apoyo material para contar con guías y cosas así....apoyo pedagógico en cuanto a la especialidad de Inglés no.
En mi caso personal, el hecho de estar a cargo de un instituto de inglés ha hecho de esto una tarea más solitaria. Aún así, el aporte realizado por los profesores que tengo a mi cargo ha sido primordial para poder integrar más herramientas y diversas visiones.
Compartieron información y aclararon dudas con respecto al funcionamiento del sistema escolar y académico
orientación y consejos. Delegar trabajo
Aún no egreso
Préstamo de planificaciones, intercambio de ideas
El apoyo fue de administración, por ejemplo: recordarme y guiarme cómo completar la información personal de mis alumnos (primer día de clases). Cómo mostrar el sistema y plataforma disponible de material para el alumno. Revisar el traspaso de mis clases a la plataforma. Y ocasionalmente, apoyo de mis clases, como por ejemplo: qué materiales podía utilizar en tal y tal unidad.
Aparte de la apoyo en términos generales, a lo que se refiere a mi asignatura no hay mucha claridad en lo que yo hago y en lo que me podrían ayudar ellos.
No recibí mayor apoyo de algún equipo o colega de la asignatura.
recibo apoyo de mi equipo de ingles
Más que nada consejos generales en temas administrativos principalmente. Vale decir, llenado del libro de clases, anotaciones, etc. Además de muchos consejos en cuanto a cómo poder llegar de mejor manera a los niños con necesidades educativas especiales.
Se nos apoya con un trabajo organizado por el equipo, o al menos con paralelos, en la entrega y distribución de los contenidos contemplados y el material y en el desarrollo de actividades extrapedagógicas que se desarrollan como comunidad.
no las ahí , es casi individual
Se me han acercado varios a ofrecerme consejos y apoyo en cuanto a la disciplina de los chicos. Sucede que en general los niños son muy desordenados, pero son buenos chicos. Me dan consejos de qué hacer para que estén tranquilos, para actividades y las profesionales del PIE (Proyecto Integración Educacional) me ayudan principalmente con los niños que presentan ansiedad, déficit de atención, hiperactividad, entre otros.
consejos de cómo manejar un grupo curso numeroso y con distintos tipos de desórdenes cognitivos
De la colega que jubilo, sus modelos de planificaciones.

Appendix L: Interview protocol

Interview number: / Participant:

Time: / Date: / Place:

ICEBREAKER

Tell me a little bit about yourself

Tell me a little bit about the school where you are working at the moment

DEMOGRAPHIC INFORMATION

What is your gender?

What's your age?

What is your educational background? (schools you attended as a primary and secondary student)

What area does your family come from in Santiago?

What is your ethnic background?

What is your first language?

TEACHING CONTEXT

Where did you get your teaching degree?

How long have you been teaching?

Tell me something about the school you are working in

What type of contract have you got?

How many hours a week do you teach?

How many English teachers are there in your institution?

What do you think your level of English is?

How long did it take you to find a job after graduation?

How many grades are you teaching at the moment?

PARTICIPATION IN CoPs

What have been the challenges in these first years in the profession?

What have been the rewards?

What activities do you participate in the school apart from teaching?

What is your relationship with the teachers in your team?

What activities do you and your colleagues do together?

What is your goal as an English teacher? What is goal of your English teaching team? (domain)

Look at this list of activities people normally engage in a community (Wenger's). Can you identify some of them? What things from this list do you do and how? (activities)

<i>Problem solving</i>	<i>Requests for information</i>	<i>Seeking experience</i>
<i>Reusing assets</i>	<i>Coordination and synergy</i>	<i>Discussing developments</i>
<i>Documentation projects</i>	<i>Visits</i>	<i>Mapping knowledge and identifying gaps</i>

TEACHING ENGLISH IN CoPs

What have you learnt in this teachers' community about teaching English?

How has the community of teachers influenced the way you approach English teaching?

What is your teaching approach?

What materials do you use?

What activities have proved to be successful with your students?

When you need assistance, who do you go to?

Thanks very much!

Appendix M: Sample of transcribed interview

- 1
- 1 Novice EFL teachers. Chile
 2 Colegio: Private school 2
 3 Profesor: J.O.
 4 Fecha y hora: Miércoles 17, Diciembre/ 2014
 5 Cuéntame algo acerca de ti.
- 6 Mi nombre es Juan, tengo 20 años, estoy en el Colegio ND. Este es mi 4to año trabajando. Es el
 7 primer colegio donde he trabajado. Cuando egresé de la universidad trabajé en marketing y
 8 difusión de la Alberto Hurtado junto a un proyecto similar a una consultoría que teníamos con
 9 algunos profesores que conocí en el pre-universitario de la Universidad del Santiago, el
 10 PreUSACH. Hice algunos amigos, teníamos un proyecto y el profesor que hacía clases se fue a
 11 trabajar a Pascua Lama porque hacía escalada y llegó yo al colegio. Y llevo 4 años acá. Altos y
 12 bajos pero he aprendido mucho, yo llegué como un niño y ahora estoy en una etapa de
 13 madurez que ha sido bien acompañada por el colegio. El colegio me ha acompañado mucho, ha
 14 sido un lugar de crecimiento muy importante, ha sido una nueva escuela. Estoy soltero, tengo
 15 un fuerte vínculo con mis padres y mi hermano menor. Vivo solo. El colegio me dio un poder
 16 adquisitivo a través del trabajo acá en que pude comprarme mi propia casa. Me compre un
 17 departamento. Por eso te dio. El colegio me ha acompañado en muchas cosas. Ha sido un
 18 proceso de vida importante y siempre enmarcado acá en el colegio. Eso, es más que nada a
 19 grandes rasgos. Por eso estoy tan vinculado con el proyecto. Cuando hablo de mí también hablo
 20 un poco de mi trabajo porque es la extensión de mi vida. No puedo hacer una dicotomía ahí.
 21 Están bien vinculados los dos. Ahora si me llegan a echar de acá rescataré lo bueno y seguiré
 22 adelante, pero la figura del colegio ha sido muy importante.
- 23 Estas viviendo por acá cerca?
- 24 No vivo en la Estación Central y me demora una hora y fracción en llegar acá. Me vengo en
 25 metro y micro. No poseo vehículo y tampoco me planteo poseerlo. Yo opte por vivir cerca de mi
 26 familia, de mis amigos del barrio donde yo crecí. Entonces yo veo a un amigo que se demora 5
 27 minutos en llegar en llegar a mi casa. Quiero ver a mi madre y me demora 9 en llegar a ella a
 28 pie. Entonces eso tienen un valor muy distinto y prefiero pegarme el viaje al colegio ... porque
 29 esto es pega. Yo tengo colegas que viven cerca y salen a comprar porque va a hacer un asado y
 30 compran cerveza y los niños de 5to básico los quedan mirando: y después oh el tío está
 31 tomando cerveza! Y no es agradable para nadie. Yo me desconecto con el trabajo, lo tengo
 32 como un lugar lejano físicamente. Logísticamente es malo, mentalmente es bueno. Incluso en el
 33 viaje son muy asiduo a escuchar podcasts, así es que voy escuchando mis podcasts. Tengo
 34 espacio para escuchar, para leer, para hacer audio books, pienso en el material, pienso en mi
 35 vida. Lo tomo como un lugar de reflexión.
- 36Cuál es tu género?

Comment [GR1]: Experiencia

Comment [GR2]: Positivo y negativo

Comment [GR3]: Vive muy lejos del colegio

37 Hombre, masculino

38 **Edad?**

39 28

40 **Cuál es tu background educacional? Donde estudiaste de chico?**

41 He pasado por 3 colegios. Empecé por el colegio Pablo Neruda número 2, en lo Prado. Estudie
42 mi kínder y mi pre kínder en un bus. Porque era un colegio muy pobre que estaba
43 reacondicionado eran buses viejos que los reacondicionaron para ser escuela. Mi madre fue la
44 colaboradora de la tía. Porque era muy pobre.

Comment [GR4]: Colegios a los que asistí en la básica

45 **Y se sentaban en los asientos de la micro?**

46 Sí. Después paso a ser una media agua. Después pase al Liceo Dagoberto Godoy número 3 de lo
47 Prado, en la básica donde legue hasta 8vo básico. Estuve hasta 3ro en el otro colegio, después
48 hasta 8vo en el otro. Después me cambio al Salesiano de la Alameda. El 2do medio lo tengo en
49 una escuela industrial. 3ro y 4to ... no tengo ocupación normal. Yo soy técnico en electrónica.
50 Yo no estudie en un humanista. Entonces hay muchos ramos que yo no tuve. Tuve muy pocas
51 horas de inglés. Solo tuve 2 horas de inglés a la semana. No tuve ni biología ni química. Tuve
52 física por todos lados porque estudiábamos las(¿)

Comment [GR5]: Estudio en liceos publicos

53 **Y como te cambiaste al lado humanista?**

54 Es que siempre quise ser humanista. Un poco personal. La figura de estudiar en un colegio
55 técnico es por mi padre. El estudio hasta 6to básico y que yo haya llegado a la media, para él
56 era un triunfo. Entonces él no pensaba que y podría entrar a la universidad o a la educación
57 superior. Entonces yo tenía que sacar un título mientras sacaba la [enseñanza] media. Eso me
58 hacía sentido a mí porque no conocía otra realidad. Sin embargo comienza la curiosidad y
59 comienzo a descubrir de que tengo un lado humanista. Lo comienzo a descubrir porque el ramo
60 de matemáticas me costaba mucho. Entonces en base a esa necesidad me di cuenta de que era
61 bueno en el lado humanista, me gustaba leer, leía libros que no me pedían en el colegio.
62 Entonces uno empieza a darse cuenta del perfil de uno. Me gustaba mucho la ficción, la
63 literatura, el cine, la religión. Todo estaba vinculado en el lado más humano, no tanto técnico.
64 Entonces salgo del colegio, hago la práctica, termino la carrera. Trabajo todo un año haciendo
65 arreglos de Play Station y desbloqueando video juegos hasta que en la empresa donde estaba
66 trabajando yo, el tipo que hacía traducciones se va de vacaciones. Le contaba que yo sabía
67 inglés y de que yo quería hacer cosas distintas. Me gustaba leer. Y me di cuenta de que me
68 gustaba el inglés porque me resultaba fácil, hago traducción de manuales. Entonces si tengo
69 esta veta humanista me gustaría enseñar algo, de mucho tiempo siempre me gusto enseñar y

Comment [GR6]: Descubre lado humanista

Comment [GR7]: Trabajos antes de estudiar pedagogia

3

70 dije: voy a enseñar esto, quiero que más gente juegue y decidí ser profesor de inglés. La opción
 71 era de historia, religión o de inglés. Y al final me di cuenta de lo práctico que es enseñar el
 72 inglés. Y opto por eso mismo porque trabaje ocupando el inglés que no sabía y me di cuenta de
 73 que lo hice pésimo porque había muchas cosas que traduje mal. Y ahí llegue la docencia. Y
 74 empecé, y era como estar en 5to medio en la práctica profesional, junto dinero y me matriculo
 75 en la UAH en la carrera de pedagogía en inglés. La cual me tomo 6 años sacar porque tenía mala
 76 base, tuve problemas personales en 3ro año me retraso y saco la carrera en 6. De ahí estuve un
 77 año trabajando en marketing y difusión, egreso y mientras trabajaba apoyando en el área de
 78 marketing me llaman de acá del colegio porque había un ex cura que se acordaba de mí cuando
 79 yo hacía catequesis y de que yo quería ser profe de inglés. Y bueno falta un tipo, voy a una
 80 entrevista y de las personas que fueron entrevistadas quede yo.

Comment [GR8]: Opcion de ser profesor de ingles

Comment [GR9]: Universidad privada

81 Porque estudiaste en la UAH?

82 Porque me gustaba la malla. Yo hice el trabajo de buscar malla entonces cuando veo que la U.
 83 de la Américas manejo de pymes o manejo empresarial yo dije porque no? En el caso de que te
 84 guste. Más encima tenía toda una vinculación con literatura inglesa y siempre me gusto leer. No
 85 es que sea seco pero siempre me gusto leer y tuve un disfrute por eso. Las otras no me
 86 parecían. Que en la UAB saques a carrera en 4 años me parece muy poco serio. Yo necesitaba
 87 un proceso normal, quería una experiencia formativa buena y como no tuve base mi puntaje en
 88 la PSU no fue muy alto. Y ahí se dieron todos los factores para la UAH, fue lo que yo quería.

Comment [GR10]: Carrera tenia literatura

Comment [GR11]: Opcion entre dos unis

89 De donde es tu familia?

90 De Lo Prado. Mis padres son el norte de Chile. Mi padre panadero, mi madre intento estudiar
 91 enfermería y no resulto. Se dedicó a hacer caja en una panadería y conoció a mi padre

Comment [GR12]: Trabajo del papa

92 Cuál es tu background étnico? Eres 100% chileno?

93 Nacido y criado en Chile pero tengo por el lado de mi madre por 5ta generación descendencia
 94 libanesa. Tabali es del Líbano. Pero no estamos vinculados en ningún aspecto con la cultura
 95 Libanesa, talvez sea alcance de apellido o inventado pero esta.

Comment [GR13]: Chileno Libanes

96 Cuál es tu 1ro y 2do idioma?

97 Español, ingles

98 Hablas un 3ro?

99 No

100 Cuál es tu nivel socio económico?

4

101 Si tuviese que ... hay algún tipo de escala?

102 **Siempre esta alto, medio alto, medio bajo, bajo**

103 En el colegio bruto yo gano un millón 90 mil pesos y vivo solo. Debiera estar en el medio alto
104 pero no lo soy porque mucho de ese dinero lo entrego para apoyar los estudios de mi hermano,
105 entonces de una forma mi hermano es una carga simbólica que tengo. Entonces apoyo a mi
106 padre y mi madre para que tengan una vida un poco más acomodada entonces son cargas pero
107 no son cargas. Entonces estoy en clase media. Pudo comer comida rápida, no paso hambre,
108 tengo techo, internet alta velocidad! Estoy bien!

Comment [GR14]: Sueldo en el colegio privado

109 **Hace cuanto que llevas haciendo clases?**

110 De inglés? 4 años y es este colegio voy a cumplir 4 años.

111 **Cuéntame un poco de este colegio**

112 Es un colegio del Arzobispado de Santiago bajo el rol de fundación educacional lo cual nos da
113 libertad para poder crear nuestros programas propios. Somos 100% privado es un colegio que
114 tiene 62 años de tradición fundado por el padre por Poland en Bélgica este es un colegio
115 vinculado al escoutismo Católico. Es un colegio que opta por tener pocos estudiantes nuestras
116 matrículas podrían ser más altas pero al ser educación personalizada todo se rige en un sistema
117 de confianza en la máxima de que el colegio confía en el muchacho y el muchacho en el colegio.
118 No hay inspectores, los profesores jefes son amos y señores de sus cursos. Es un ambiente
119 bastante familiar y todo eso está establecido en el libro educar para la libertad. Es curioso
120 porque el colegio no tiene ni visión y misión, no tiene eso definido. Solamente hay máximas que
121 se viven o que debiéramos tener como un manual de convivencia. Nos regimos por las leyes
122 Scout. Las leyes scouts buscan la lealtad, la fraternidad, el bien en el otro, estar al servicio.
123 Como colegio hemos estado trabajando en manuales de convivencia, en planes de prevención,
124 todo ese tipo de cosas. Entonces las máximas que en algún momento servían hace mucho
125 tiempo atrás, hace 60 años se han tratado de oficializar.

Comment [GR15]: Historia del colegio

Comment [GR16]: Estilo de colegio relajado

126 **Bueno va cambiando la educación**

127 Mi colegio no es lo que era, eso es lo que cantan los chiquillos en una canción

128 **Tu hablabas de la confianza entre el alumno y el colegio, cómo se da la confianza en las**
129 **personas que trabajan ahí?**

130 Hay una teoría y una práctica. La praxis es más compleja. Está la teoría de que confiamos, uno
131 confía esa es la máxima. El colegio confía y tiene un voto de confianza con los profesores jefes.
132 Sin embargo hay ciertos elementos que ayudan a que esta confianza no sea transparente. Por

Comment [GR17]: Teoría de la confianza en el colegio

5

ejemplo, los coordinadores y las papeletas, que son los sistemas en que nosotros hacemos informes a los muchachos. El tema de la confianza también en algún momento, si se mal entiende, y se ha dado en el colegio es que se hace mafioso: confíe en mí, arreglemos esto por abajo. Entonces no es una confianza que sea transparente y se transforma en prácticas medio matonescas entre personas, prácticas que no siguen los conductos regulares, chaqueteos, arreglines. Entonces los procesos no son muy transparentes y ahora se ha hecho un esfuerzo de arreglar esta situación que no corresponde

Comment [GR18]: Malas practicas en el colegio por el voto de confianza. No se cumplen reglas

Comment [GR19]: No hay transparencia

Qué tipo de contrato tienes tú en el colegio?

Indefinido

Y desde siempre fue así?

El primer año fue un contrato a fecha hasta marzo y después me dieron contrato indefinido cuando me dieron la Jefatura. El año pasado fui el profesor jefe más joven del colegio y qué pasó menos tiempo haciendo clases. Hay profesores que pasaron en 10 años haciendo clases y después les daban jefatura. El cargo de jefatura es un cargo de confianza del rector y con el cambio de rector se ha hecho cambio en eso. Entonces yo llegué muy joven a la jefatura. De un segundo medio. Igual me jugó en contra. Estaba la alternativa de tomar media jefatura o una sub-jefatura, eso es acompañar al profesor jefe y aprender de él. Entonces yo me fui al tiro de profesor jefe. Como te digo en un momento fui el profesor es jefe más joven del colegio y eso tiene su precio. Algunos aciertos y muchos errores pero fue una experiencia necesaria. Me renovaron la jefatura en segundo medio. Este año estoy con mi segundo segundo medio y para el tercer año y por una movida del colegio, y por una opción personal, decidí no tomar más segundo medio porque es un curso muy desgastante. Se busca en segundo medio a una persona que esté vinculada con el scoutismo así es que el colegio me nombra sub jefe del programa de montaña y me enseña primeros auxilios de montaña. Y tengo mi curso de rescatista de montaña. Ellos buscan que el profesor jefe haga eso y vaya a la gira de estudio. En el colegio en algún momento necesitaban monitores de confirmación. Y me hicieron un monitor de confirmación, entonces el año pasado en algún minuto me tuve que quedar a dormir acá porque no había tiempo para irme a mi casa este año lo mismo pero con menos horas académicas. El año pasado tenía 26 horas en aulas y este año tengo 24. Me alivió en parte poder hacer entrevistas con apoderados, pero el próximo año dejo la pastoral. Pero estoy ganando lo mismo, me las arreglo para poder ganar lo mismo.

Comment [GR20]: Contratado indefinitivamente

Comment [GR21]: Tiene voto de confianza de autoridades. Profe mas joven en ser professor jefe en el colegio

Comment [GR22]: Costos de ser joven profesor jefe. Errores y aprendizaje

Comment [GR23]: Involvement in the school community

Comment [GR24]: Participation en actividades extraprogramaticas del colegio

De cuántas horas es un contrato?

Tengo 24 horas en aula, 2 horas de Departamento de Inglés y una hora que se llama Tupahue. Esa es una hora de encuentro con todos los profesores cuando vemos cosas de profesores, son

Comment [GR25]: Contrato jornada complete con pocas horas de ingles. El resto son de jefaturas

6

167 todos los lunes de 4:30 a 6. Tenemos el espacio para poder hacer consejos, ver algún tema y un
168 par de veces danzas como por ejemplo danzas scouts, o compartimos.

169 **Tienes horas para planificar?**

170 Tengo horas de permanencia en las cuales se debería planificar, se deberían revisar pruebas
171 pero nunca alcanza. Yo tengo 24 horas y son las que tenemos de reunión de departamento,
172 pero por ser profesor jefe y por tener Scout, y por ser de Pastoral hasta ese año, yo ganaba
173 asignaciones. No tenían horario definido pero si tenía que cumplir con ciertas metas. Hay cosas
174 que no están en el contrato pero si me las pagan entonces tengo mi horario pero ese horario se
175 extiende por las asignaciones y por eso se explica mi sueldo. Resulta que tengo que hacer
176 muchas cosas

Comment [GR26]: Horas pagadas de permanencia o prep.

Comment [GR27]: Planificar y revisar pruebas

Comment [GR28]: Insuficientes

Comment [GR29]: Le pagan las horas extras

177 **Cuántos profes de inglés hay en tu equipo?**

178 5

Comment [GR30]: 5 profes en la CoP

179 **Cómo es su relación con los profes de inglés?**

180 Complicada. Tengo la figura de C. R. que fue mi jefe de departamento el año pasado. A él lo
181 sacan de su puesto de Jefe de Departamento porque hubo un escándalo que se pudo contener.
182 Según la investigación estaba viendo pornografía en la sala de clases, según él estaba leyendo el
183 diario. Se llega a un punto medio en que le quitan la jefatura de departamento. No se
184 comprobó nada pero de alguna forma tenía que hacerse algún tipo de medida. Le dieron la
185 jefatura de departamento a P. M. y ella ha hecho un trabajo silencioso y lento pero muy seguro
186 con el departamento. Está la figura de A.S. otra profesora, la cual ella presentó su renuncia al
187 colegio pero como no le estaban pagando se quedó. Se quedó porque por su renuncia no le
188 estaban pagando lo que ella quería, entonces le dieron horas de clases de todas formas.
189 Entonces es una profesora que está descontenta con el colegio y no quiere estar acá pero igual
190 la tienen acá. La retienen porque no le quieren pagar lo que ella estaba buscando qué son 5
191 años de trabajo y en el colegio dijo si tú renuncias solo te damos un año y ella dijo yo quiero 5:
192 no te podemos dar los 5 sólo uno y por buena onda. Entonces me quedo. Así es que ella es una
193 colega que no quiere estar acá, que se lleva pésimo con César y por eso mismo me ocupan a mí
194 porque yo tengo buena relación con el resto. Yo puedo trabajar en paralelo, yo puedo trabajar
195 con A y con C pero ellos no pueden trabajar juntos. Yo me quedo en octavo para que ellos en
196 séptimo y primero medio no se topen. Trabajo en Primero Medio en paralelo con Cesar y me
197 quedo con mi octavo tranquilo y no se tienen que cruzar

Comment [GR31]: Relacion complicada

Comment [GR32]: Problema con ex jefe de dpto

Comment [GR33]: Cambio de jefa por problema interno en la CoP

Comment [GR34]: Profe que se quiere ir pero no le conviene. Descontenta con lo que hace

Comment [GR35]: NT is used because the experienced teachers don't like each other

Comment [GR36]: AS se lleva mal con ex jefe. NT es usado porque se lleva bien con los demás

Comment [GR37]: Conflict entre profes

Comment [GR38]: NT tiene que tomar ciertos cursos para que los profes no tengan que trabajar juntos

Comment [GR39]: Sentimiento

198 **Tú estás mediando en el medio**

199 Sí soy Suiza

200 **Y esa decisión la tomó el jefe del departamento?**

201 El jefe del departamento y el equipo directivo. Si hubiese sido yo, hubiese despedido a A y no le
202 pago nada porque no quería estar acá. Se quiere ir, le pagamos incluso pero si no quiere estar
203 acá pone en riesgo el proceso académico de los muchachos.

Comment [GR40]: Da su opinion de la profe que esta descontenta

204 **Cuál es tu nivel de inglés?**

205 Hice una prueba, la de CORFO, y saque entre B2 y C1 del framework de Europa

Comment [GR41]: Nivel de ingles

206 **Y tú nivel de inglés después de que saliste de la Universidad ha aumentado o ha disminuido?**

207 Ha disminuido porque no lo puedo practicar. Tengo que producir y producir pero no tengo la
208 instancia de poder practicarlo o ir a algún workshop donde yo pueda practicarlo porque estoy
209 lleno de actividades. Y el colegio confía en que yo sé mi asignatura y tengo que practicarla. Me
210 he dedicado a estudiar de inclusión, de scoutismo, de montanismo, pero no me he dedicado a
211 mi asignatura. Porque lo que el colegio busca es a un profesor jefe. A mí me quieren como
212 figura, me quieren potenciar en eso. Yo hago la asignatura de inglés porque tengo que hacer
213 asignatura, pero a ellos les gusta mi parte formativa, mi parte de dirección, le gusta como yo
214 apoyo al área de orientación de los muchachos

Comment [GR42]: Perdida del ingles por falta de practica

Comment [GR43]: No puede practicar o ir a taller por las demandas del colegio

215 **Y a ti te gusta todo eso?**

216 Sí a mí me gustaría hacer carrera más en eso que en el área de inglés. Yo siento que me vínculo
217 más con la figura de profesor jefe que de asignatura. O hago un curso de orientación o algo más
218 formativo. Sin embargo me defiendiendo con mi asignatura, no quiere decir que yo no sé y si yo no
219 sé yo pregunto. Y le digo a los muchachos voy a investigar y me he dado cuenta de que muchas
220 veces un mal profesor dice yo sé eso y lo enseña mal. Como me pasó a mí en el colegio, yo no
221 sabía que las terceras personas en presente simple iban con "s". Hasta que llegue a la
222 universidad y yo no tenía idea de la voz pasiva o la voz activa, o de vocabulario. Aún deletreo
223 mal y tengo que asumirlo y tengo que tratar de enmendar errores, de ocupar el material y
224 ponerme al día, y ser un modelo, porque de otra forma eso no me lo puede ganar tampoco.

Comment [GR44]: Prefiere area de formacion que la ensenanza del ingles

Comment [GR45]: No se siente expert, se defiende

Comment [GR46]: Debilidades con el idioma

225 **Cuanto te tomo encontrar un trabajo después egresar?**

226 2 meses, me llamaron en realidad yo ya estaba trabajando cuando egrese, entonces yo llegué
227 acá después de 2 meses. Yo llegué en mayo y ni siquiera estaba titulado, incluso yo defendí mi
228 tesis después de estar trabajando está en el colegio y por eso me suque un 4.5. no tenía
229 tiempo. También tengo el problema de que yo no sé cómo darle el gusto a los profesores yo
230 tengo a veces una idea super clara y me cuesta expresarla verbalmente más que en forma
231 escrita.

Comment [GR47]: No demoro en encontrar trabajo

299 **Entonces lo positivo ha sido crecer tú como persona, poder apoyar a los alumnos**

300 Hacer **vínculos humanos con las familias y los muchachos y también el tema de valorización**
 301 **personal que si es importante. Destacar lo está el colegio me ha demostrado de que soy capaz.**
 302 Nunca tuve el área física desarrollada y acá he tenido que acarrear muchachos por kilómetros
 303 porque se me han desmayado, y eso no es parte de la asignatura en absoluto pero me tocó a mí
 304 como docente. O estar en un fogón frente a 600 personas y que todos se callen para
 305 escucharme ... si tuviese problemas con el ego a la inversa me creería la muerte pero me lo
 306 tomo con toda la andina del mundo porque acá todo lo tenemos que hacer. Se vive un realismo
 307 mágico. Tenemos un muro de escalada! En que colegio hay eso?

Comment [GR72]: Vínculo con los alumnos y las familias

308 **Cuáles eran sus creencias acerca de la enseñanza del inglés antes de entrar a trabajar?**

309 **Yo creía solamente en un approach comunicacional, creía que solo se podía aprender de forma**
 310 **significativa y ahora me di cuenta de que tiene que haber un vínculo emocional tiene que haber**
 311 **un vínculo relacionado con lo que es significativo. Sin embargo tienen que haber estas prácticas**
 312 **que son clásicas, como la construcción coral, la repetición, la memoria. Entonces exigirle a los**
 313 **muchachos que se aprendan los verbos irregulares es importante, es decir lo que es un noun,**
 314 **un verb, la diferencia entre un adverb y un adjective son importantes. Porque eso le da**
 315 **vehículo a sus mentes para que trabajen en español y puedan ver las cosas como corresponde,**
 316 **y tengan herramientas para que puedan relacionar y no solamente aprendan inglés sino que**
 317 **lenguaje. Mucho más allá, yo puedo engancharlos con una canción que les gusta o con algún**
 318 **tema que les guste, pero tiene que haber un approach también relacionado con la gramática**
 319 **que no puede quedar de lado. Hay que incorporarlo todo, hay que hacer una clase holística. No**
 320 **puedo tener casarme con tal o cual postura**

Comment [GR73]: Creencia de enseñanza del inglés CLT

Comment [GR74]: Lado emocional de usar ese approach

Comment [GR75]: Tradicional: ALM, GR

Comment [GR76]: Analysis de form

Comment [GR77]: GTM: uso de español

Comment [GR78]: GR approach

321 **Cómo te diste cuenta de que se necesita un enfoque más ecléctico?**

322 Cuando me di cuenta de que los niños no aprendían, no solamente en las pruebas sino cuando
 323 les preguntaba en clase: que vimos hoy? **Lo pasamos bien, pero no solamente bastaba con que**
 324 **lo pasaran bien. Entonces mis clases en los primeros días se transformaron en una anécdota, lo**
 325 **pasaban bien, aprendían algunos chiquillos, escuchaban y aprendían pero eran los más**
 326 **habilitados. Este es un colegio con inclusión, entonces hay chiquillos a los que les tengo que**
 327 **hablar de lo concreto, no entienden lo abstracto, no entienden el humor. Entonces tengo que**
 328 **hacer una clase para todos y tengo que hacer mi esquema como si fuese una ecuación. Por**
 329 **ejemplo, el verbo en la voz pasiva en este tipo de pasado, aquí tiene que ir el sujeto ... y hay**
 330 **chiquillos que aprenden así y hay otros que aprenden con un ejemplo.**

Comment [GR79]: Dificultades de aprender a enseñar

Comment [GR80]: Uso de GR y formulas para enseñar

331 **Hay otras actividades en las que participes en el colegio?**

11

332 Jefatura de curso, pastoral y aparte los chiquillos me reconocen como una persona que le gusta
 333 el cine. El profesor de arte es director de cine y él está dirigiendo su primera película y me pidió
 334 que actuara. Entonces me piden apoyo en el área de audición, si hay que editar un vídeo lo
 335 hago yo, si hay que arreglar un audio lo arreglo yo, por qué tengo background teatral. Y la
 336 profesora que hace el taller de teatro me ha pedido que haga un curso de improvisación teatral
 337 Y ahí salto yo y ataco con la improvisación teatral. Mañana me voy a San Fernando a apoyar
 338 al equipo de Misiones, porque tengo experiencia en misiones. Por eso digo, creo que todas las
 339 cosas sueltas que hice en mi vida ahora tiene sentido.

340 **Pero eso es bueno**

341 Sin embargo siempre en lo profesional buscan a alguien específico. Yo sé que así puedo trabajar
 342 muchos años más, pero si quiero hacer carrera tengo que dedicarme a alguna especialización.
 343 Esto me encanta, puedo estar así muchos años más, pero no me va a servir porque si sigo así
 344 voy a hacer una anécdota. Tengo que oficializar algo

345 **Cuál es tu idea?**

346 Me gustaría hacer educación continua y TIC dónde pueda vincular toda la parte multimedial y
 347 pueda vincular la parte curricular donde estoy algo débil. Entonces podría apoyar a mis colegas
 348 con métodos multimediales y tecnológicos para hacer mejores clases.

349 **Y cómo te puedes especializar?**

350 Con un diploma en TICs pero no hay tiempo para estudiarlo. Tiene código Sence hasta me lo
 351 podrían pagar, por eso mismo quiero hacerlo, estudiar 3 veces por semana en la noche por un
 352 semestre. Tengo que ir a matricularme, con esto puedo oficializar ciertas cosas que tengo

353 **Tienes que dar el primer paso. En tu equipo de profesores tu eres el más joven?**

354 Si

355 **Y como te llevas con los que tienen más experiencia?**

356 Bien porque yo no me las sé todas pregunto mucho tengo un perfil bien humilde, me lo han
 357 dicho. Tengo un bálsamo relacionado con el sentido del humor con los grupos, no es que sea la
 358 mascota, en todos los grupos con los que trabajo yo refresco. Si las cosas se ponen densas
 359 entro yo, sin embargo puedo hacer mi trabajo. Si veo que un equipo hay falta de liderazgo lo
 360 tengo que tomar. Yo después de 4 años en el colegio estoy posicionado para poder hacerlo

361 **Y cómo te llevas con los profes antiguos pero de las otras áreas?**

Comment [GR81]: Participacion en actividades extracurriculares en el colegio. Cooperación con profes de otros ramos

Comment [GR82]: Taller de teatro

Comment [GR83]: Sentimientos encontrados de hacer tanta cosa. Cree que debe especializarse en algo

Comment [GR84]: Le gustaria hacer en el futuro

Comment [GR85]: No tienen tiempo para tomar el curso

Comment [GR86]: Buena relación con los ETs del colegio. Puede lidiar con las dificultades generadas en los grupos. Siente que tienen herramientas ara lograrlo

12

362 Bien. Resulta que aquí hay mucho profesor que es apoderado, entonces los niños llegan
 363 contando las leyendas y yo cuento en clase o de las cosas que me ven haciendo a mí. Entonces
 364 saben que yo soy jugado por los muchachos y en el trato se dan cuenta de que yo soy amable,
 365 de que no me gusta cahuinear

Comment [GR87]: Bien con profes de otras áreas. Algunos con apoderados de su curso

366 **Y cómo es la disponibilidad de los profesores antiguos con los nuevos?**

367 En general es buena en ese colegio se busca eso. El colegio opta por ser bien familiar, entonces
 368 no se pueden hacer bandos. Sin embargo están los espacios en las coordinaciones donde, en
 369 algún momento, hubo mafias, amiguismo, nepotismo, con respecto a relaciones o soluciones
 370 de problemas, pero en el día a día se vive bien

371 **Cuáles son las actividades en las cuales tú y tus colegas trabajan en conjunto?**

372 Planificamos el año en conjunto pero el día a día lo hago solo, excepto en el paralelo dónde me
 373 tengo que poner de acuerdo con él. Tenemos las reuniones de departamento donde vemos que
 374 estemos todos bien, cómo estamos trabajando los contenidos, y las fechas para las futuras
 375 evaluaciones y si acá a los chiquillos tú les has evaluado algo que no has enseñado acá te lo
 376 cobran.

Comment [GR88]: Joint practice: plan del año. Día a día solo. Reuniones de dpto informativas: contenidos y fechas

377 **Y en general?**

378 Participo en reuniones de ciclo con los profesores de 3ro y 4to medio y con ellos tomamos
 379 soluciones respecto a responsabilidades, escritura de papeletas

Comment [GR89]: Participa en reuniones del colegio

380 **Cuál es tu objetivo como profesor de inglés?**

381 Mi objetivo es que los chiquillos sientan curiosidad, la curiosidad es la base para poder
 382 aprender más saliendo del colegio y la curiosidad para saber si no tienen como aprender inglés
 383 lo busque. Yo sé que acá en el colegio va a ser difícil que salgan bilingües, tengo 4 horas a la
 384 semana en la media, es difícil. Sin embargo que se puedan defender y que puedan escuchar
 385 algo y que más adelante en la educación continua lo desarrollen y que agradezcan la base. A C
 386 le llegó un correo de un muchacho que está en Bélgica estudiando y tiene el ramo de inglés y
 387 llegó un profesor con una lista de verbos irregulares. P se mató de la risa porque parte del
 388 programa de inglés es que se aprendan 7 Plana de verbos irregulares y le va súper bien porque
 389 agarro la base del colegio. Hay que hacer scaffolding para que después más adelante despeguen,
 390 de acá no van a salir al mundo real, de acá van a salir a otra parte a formarse. Yo lo tengo súper
 391 claro, yo sé si un chiquillo no me sale bilingüe no me voy a frustrar. De la misma forma en que
 392 yo tuve promedio rojo en matemática en toda la media y llego a la universidad y me eximo de
 393 matemáticas porque me iba bien. Me faltaba madurar, entonces mi experiencia escolar la
 394 pongo con los alumnos a ellos les falta madurez

Comment [GR90]: Objetivo personal: desarrollar curiosidad para aprender inglés en el futuro

Comment [GR91]: Objetivo del dpto: que sean bilingües. NT no le interesa ese objetivo

Comment [GR92]: Uno de los objetivos del dpto: que los alumnos aprendan 7 hojas de verbos

395 **Tú crees que ese objetivo de inglés se comparte con tu equipo?**

396 No. El antiguo jefe de departamento lo que buscaba era que a esos chiquillos les vaya bien en
397 pruebas internacionales y se validen de forma internacional. Entonces a él le gusta la prueba de
398 qué Cambridge, que del el KEP, el PET. El objetivo de él es buscar la certificación. La jefa de
399 ahora no. Ella no es clara, ella no tiene claridad, entonces yo le digo algo y ella dice sí eso es!
400 César le dice algo y ella dice que también! Todo es muy abierto

Comment [GR93]: No se comparten los domains. El jefe solo le interesa que pasen los exámenes internacionales

Comment [GR94]: Objetivo del dpto: certificación

401 **Qué has aprendido como persona en este colegio?**

402 Bueno lo que mencionaba anteriormente. Me he probado, me he puesto al límite físicamente,
403 emocionalmente y cognitivamente. He podido aprender a escribir, escribir informes para mí era
404 un parto. Yo soy un hijo de la transición comencé con pizarra de tiza, después al computador.
405 Entonces hay ciertas cosas que nunca pude desarrollar cómo escribir informes. En la
406 universidad me enseñaron pero se me olvidó, acá aprendí nuevamente a hacer objetivos,
407 hablaba desde mi sentir y no desde el hecho real. Entonces empecé a hacerme más profesional.
408 Esta escuela me hizo profesional, yo no llegue profesional acá. Acá me volví profesional

Comment [GR95]: Aprendizajes de profe:

Comment [GR96]: S siente mas profesional que en la u

409 **Te iba a preguntar qué has aprendido como profesional?**

410 A eso. La emocionabilidad, a tener la habilidad de saber lo que es familia o trabajo. Es sano
411 tener separadas esas aguas. Es sano saber cuáles son los límites, los límites de uno también o si
412 no se termina pareciéndose al síndrome de Estocolmo, dónde estás vinculado con el captor

Comment [GR97]: Aprendio a separar los temas: no mezclar

413 **Qué bueno que has podido darte cuenta de eso**

414 Sí. Si en algún momento el colegio se quema o me echan me va a doler profundamente pero la
415 vida va a continuar y no voy a quedar rayado con el colegio. Siento que nos hemos usado
416 mutuamente, el colegio me usa a mí y yo uso al colegio y ha sido una sinergia y un trabajo
417 bueno

Comment [GR98]: Gains de ambos lados

418 **Cómo te sientes en la comunidad de inglés?**

419 Bien. Siento que soy valorado, me siento bien, y siento también que ellos saben quién soy yo.
420 Saben cuáles son mis pros y contras, mis debilidades y mis fortalezas, y las ponen al servicio.
421 Porque me dan los cursos en los que yo puedo trabajar. Entonces no me tiran a mí y con 3ros o
422 4tos básico que yo no los manejo bien porque no soy profesor de básica. Yo creo que le sirvo
423 mucho al colegio, sin embargo por ejemplo me ponen al medio de 2 profesores que se llevan
424 mal.

Comment [GR99]: Aceptado en la CoP

425 **Cómo te sientes en la comunidad escolar en general?**

14

426 Me siento muy querido, saben también para lo que yo soy bueno: la edición de videos, la
 427 comunicación con la gente, los profesores me cuentan sus problemas. Entonces hay un poco de
 428 todo

Comment [GR100]: Se siente valorado y útil por los demás miembros del colegio

429 **Cuál es su nivel de aceptación y participación en la comunidad?**

430 Alto ya no soy anécdota, ya pasó esa fase, pero eso demandaba crecer

431 **Según la teoría que yo estoy estudiando en las comunidades de práctica los new comers y los**
 432 **old timers interactúan y se dan estas instancias. Mira si estas te han ocurrido y como se han**
 433 **dado?**

434 Problem Solving se da de manera tradicional, es decir hay un proceso de la resolución de
 435 problemas que es en base a la confianza y al diálogo. Es algo que fue novedoso hace 60 años
 436 atrás, confiar en el muchacho y tratar al profesor por su nombre. Los problemas se resuelven
 437 con el diálogo y en ese colegio como somos pocas personas cuando hay algún problema ya se
 438 está tratando por el conducto regular.

Comment [GR101]: Resolución de problemas: se habían las cosas

439 Y el resto de los problemas que tratar por igual?

440 Si por ejemplo hubo un caso de mobing o bullying en el trabajo y simplemente se habló y se
 441 manda una carta y paso. Hay tensión como en todos lados pero se trató, lo mismo pasa con mi
 442 equipo sucede esto y eso y se acabó. Requesting information esa es una característica de este
 443 colegio, acá están todos dispuestos a ayudarte el único problema es que hay mucha tradición
 444 hablada y hay pocas cosas escritas. Si algo llega a pasar acá nadie puede reinventar el colegio,
 445 porque es de tradición hablada. Ahora están tratando de oficializarlo todo. Un nuevo rector
 446 ajeno al colegio se reúne con gente que lleva 30 años acá y pide que escribirlo hay que
 447 registrarlo, hay que documentar. Seeking experience: eso lo hacemos todos los lunes en la
 448 mañana en las reuniones de departamento. Ahí vemos cómo estamos cómo, como ha
 449 funcionado, que ha resultado, eso. Hay colegas a los que les gusta inflarse, se ponen más éxitos
 450 que fracasos, todo les sale bien y bonito y cuando ando algo anda mal es culpa del niño.

Comment [GR102]: Todos dispuestos a dar información. Problema: poco registro de las cosas

Comment [GR103]: Nuevo rector esta oficializando las cosas

Comment [GR104]: Obtiene experiencias de otros en la reuniones

Comment [GR105]: Algunos profes del depto hacen todo bien y los niños todo mal. inflados

451 **Y tú tienes espacio para compartir tus experiencias?**

452 Si, por ejemplo estaba la semana del inglés y yo propuse y digo que quiero hacer el juego de la
 453 ONU, quiero que los niños representen países y ahí tuve algunos niños disfrazados de canguros
 454 de Australia, otros con falda de Escocia. Y me pescan me dejan hacer esa estupidez. También
 455 hacemos un concurso de talentos con César y lo animamos los dos y le decimos a los niños que
 456 hagan su gracia. Acá te pescan y si alcanza el tiempo se hace. Con Reusing Assests ahí hay un
 457 problema, por ejemplo nosotros tenemos la figura del portafolio qué es un resumen de los
 458 trabajos de todo el año de los niños. Ellos en vez de tener un cuaderno tienen un portafolio.

Comment [GR106]: Participación en el depto de inglés

15

459 Para mí eso es obsoleto pero ellos [los profesores] dicen es importante hay que tenerlo, pero
 460 los niños no aprenden, tampoco se informa cómo hacerlo. Entonces los profesores no me
 461 pescan cuando les digo que yo prefiero que mis alumnos tengan un cuaderno y tomen apuntes
 462 como los entiendan ellos, y que sea significativo, y no que sea un portafolio que se copian entre
 463 ellos. Hay ciertas cosas con las cuales el colegio se casa en la parte pedagógica y que no salen
 464 de eso

Comment [GR107]: Portafolio: problema. Da sugerencias de cambio pero el equipo no lo escucha

465 **Hay coordinación y sinergia entre Uds?**

466 Bueno de parte mía sí pero no van todos coordinados porque hay una profesora que está en
 467 distonía pero el resto remamos juntos

Comment [GR108]: Sinergia de parte de el sí, pero no entre los colegas

468 **Se discute el desarrollo de las cosas?**

469 Se conversa. Por ejemplo en la elección del libro nos ponemos de acuerdo como profesor, la
 470 elección de material se conversa, se conversan las fechas. Todo es conversable, ahora que te
 471 pesquen o no te pesquen es otra cosa pero se da el espacio para conversar y hay ejercicio de
 472 escucha

Comment [GR109]: Practica conjunta: seleccion de material

Comment [GR110]: Puede dar ideas pero no lo escuchan

473 **Tú me contabas que recién en el colegio es están documentando las cosas, que pasa en tu**
 474 **equipo?**

475 Durante los primeros años en que trabaje no había actas ahora tenemos actas. Yo también le
 476 saco foto a todas las cosas que hago, hago videos y si me piden algo yo muestro lo que hice

Comment [GR111]: Inicio de la documentacion , por su parte el NT hace cosas

477 **Visitas, se observan Uds? Hay peer observation?**

478 No hay peer observation, solamente el jefe de departamento lo hace, pero nosotros hacemos
 479 observación de pares de buena onda con otros profesores de otras asignaturas. He visto clases
 480 de química, vi clases de inglés, pero es porque nos caemos bien. Y esto sirve porque tomamos
 481 técnicas de los otros profesores: warming ups, formas de enfrentar la clase, lenguaje corporal,
 482 movimiento en la sala, ocupar el medio pero es completamente informal. Mapping? La jefa
 483 hace listas, yo actuó en base a una idea principal y hago un punteo de desarrollo, yo hago mind
 484 maps y outlines

Comment [GR112]: Solo jefe dpto visita

Comment [GR113]: Se las ha arreglado para observar a otros. Visitas informales

485 **Finalmente identifying gaps**

486 Si cuando hay alguna falencia se trata. Por ejemplo u profesor de 7mo básico que no dio el alto
 487 y se le envió una carta para hacerlo bien

488 **Que tan a menudo tu propones ideas para ponerla en práctica den la sala de clases?**

16

489 En mi equipo no muchas veces pero siempre las ejecuto yo, sin embargo las que son evaluadas
 490 las presento. Por ejemplo en 2do medio teníamos una unidad que era de medicina y a mí se me
 491 ocurrió hacer un video en relación al uso del vocabulario en medicina. Entonces yo puede decir
 492 **no voy a hacer una prueba, voy a hacer un video y me dicen: fantástico y se evalúa así. Muestro**
 493 la rúbrica, hago el trabajo que corresponde y son aceptadas las propuestas

Comment [GR114]: Puede cambiar una evaluación

494 **Que has aprendido tú en esta comunidad acerca de la enseñanza del inglés?**

495 En esta comunidad? Este es un colegio privado donde hay que cerrar los promedios antes
 496 porque hay niños que se van a EEUU. Son niños con un capital cultural muy alto. En mi curso
 497 tengo doctores en vulcanología, figuras del deporte, hijos de bajistas de grupos conocidos. Los
 498 chicos saben inglés, ellos no saben que saben. Me di cuenta de **que hay que oficializar ciertas**
 499 cosas. Que no hay que tener miedo de usar el español en la sala especialmente cuando uno se
 500 encuentra con chicos con situaciones curriculares especiales o con problemas cognitivos
 501 porque el inglés los espanta, pero si uno se los presenta como si fuera un juego y todos vamos a
 502 intentar de hacer lo mejor posible, los chiquillos enganchan

Comment [GR115]: Aprendizaje en la comunidad con el trabajo con los niños

503 **Y acerca del inglés en particular?**

504 Que hay que tener un **approach holístico, que las planificaciones son importantes**. En la
 505 universidad nunca valore las planificaciones, sin embargo la construcción de estas, es engorroso
 506 y entrapa a los profesores. No hay un sistema de planificación simple que ayude a los
 507 profesores, que sea mucho más expedita, que este enfocada al aprendizaje y no a la
 508 formalidad. Es solo formato, que ocupe bien el verbo ... y es importante saber si es que yo
 509 quiero que sepan enumerar a que sepan diferenciar. Es importante esa diferenciación, sin
 510 embargo el formato que me **enseñaron en la universidad es engorroso y entrapa el proceso**
 511 **pedagógico**. Tengo amigos míos que me muestran sus planificaciones y yo las encuentro buenas
 512 y sus profesores guías las destruyen completamente, y yo me pregunto porque? Si cumple con
 513 el objetivo, pero no hizo uso del verbo correcto.

Comment [GR116]: Aprendizajes como profe: planificar, usa approach variado

Comment [GR117]: Problemas con la planificación en la U

514 Y en este colegio hay más libertad para la planificación?

515 Absolutamente. La **planificación es un elemento importante** sin embargo la concepción de estas
 516 tiene que ser simplificada porque entrapan a los profesores y los hacen casarse con la
 517 planificación y no con el proceso pedagógico o de aprendizaje: tengo que pasar este contenido
 518 porque está planificado, y a veces no es necesario pasar todos los contenidos y a veces los
 519 contenidos se pasan de forma **más rápida** y los niños pueden aprender más y mejor
 520 dependiendo del ojo profesional del profesor que se da cuenta de las necesidades de los
 521 muchachos. Como puedo **enseñar reported speech si los niños no se saben los verbos?** Tengo
 522 que atacar antes, tengo que darme cuenta de la realidad. Hay muchos niños que saben an,
 523 under, over, entonces puedo atacar con otra cosa, puedo formar más vocabulario, pero para

Comment [GR118]: Libertad para planificar

Comment [GR119]: Reflexiones acerca de la planificación

Comment [GR120]: Importancia que le da a la enseñanza de gramática y verbos

17

524 eso. Se necesitan profesionales y jefes del área de la coordinación académica que estén
 525 abiertos también a eso, que no se espanten cuando un profesor diga: tranquilo todo va a estar
 526 bien, los niños ya saben eso, o me voy a demorar más en esto porque quiero que lo aprendan
 527 bien. Que no exijan cosas y la realidad no les permita.

528 **Cómo ha influenciado la comunidad de profes de inglés en tus prácticas en el aula?**

529 Me di cuenta de que venía con el sueño juvenil del aprendizaje comunicativo o de que todas las
 530 clases no tienen que ser 100% en inglés especialmente cuando tienes **muchachos** que les cuesta
 531 comunicar su sentir y se agobian con el inglés o se ponen a llorar cuando va a comenzar el
 532 inglés porque no entienden, en media, en 2do medio.

Comment [GR121]: Influencia de los alumnos, no del equipo de la comunidad escolar no de inglés

533 **Cuál es la influencia de tu equipo de inglés?**

534 Yo creo que los muchachos tienen que sentir ciertas seguridades y ciertas seguridades las van a
 535 sentir cuando las cosas que ellos esperan las reciban, por ejemplo ellos esperan que les
 536 evaluemos los verbos irregulares, desde 7mo básico a 4to medio y con las misma **lista**. Eso les
 537 sirve porque se habitúan. Hay una influencia totalmente

Comment [GR122]: Mucha importancia a la enseñanza de los verbos

538 **Cuál es tu teaching approach?**

539 Holístico, no puedo decir que estoy casado con uno, y tengo que ver el contexto

540 **Cuáles son las teaching techniques que más usas en la clase?**

541 Story telling, grammar que tengo que ocupar porque cuento **una** historia, desmenuzamos un
 542 párrafo y después trato de usar ciertos grados de meta cognición: muchachos vamos mas allá,
 543 que si hay ciertas cosas que le hablan a ellos, o que paso con el autor, o el contexto, o que le
 544 dice el texto ellos. De pende. Si tengo un curso que es disruptivo o que le cuesta aprender, no
 545 puedo ser muy meta ahí, **tengo que ser grammar oriented**. Pero si tengo un grupo que aprende
 546 así de rápido [chista dedos] como me pasa con el 1ero B, con ellos hacemos tongue twisters y
 547 terminan rapeando

Comment [GR123]: Actividades de desarrollo de la gramática

Comment [GR124]: GR

548 **Cuál es la actividad que siempre resulta?**

549 Role plays. En que este colegio busca la expresión, en el scoutismo en los campamentos tienen
 550 que hacer un sketch. Yo comienzo mis clases con una historia en español o en inglés, entonces
 551 hacemos voces o hacemos personajes. Tiene que haber un tipo de **role play**, ya sea de la hoja o
 552 lo improvisa. Con eso interactúan o se ponen kinésicos, trabajan con el otro, y puedo ocupar
 553 referencias que no puedo ocupar en otro lado, algo físico o algo humorístico. La creación o la
 554 interpretación de un role play ayuda mucho porque los muchachos se complementan, se

Comment [GR125]: Actividades: role plays por el tema de scout. Pueden usa la parte física con estas actividades

18

555 reúnen entre ellos, se preguntan entre ellos. Bueno dependiendo si no tienen la capacidad de
556 crearlo uno se los tiene que dar

557 Y los materiales?

558 En todas las salas hay una data show, tengo mi computador, tengo el soporte de Cambridge
559 que yo descargue de internet. Tengo el libro digitalizado en un formato de pdf avanzado,
560 entonces puedo reproducir videos, puedo reproducir audio. Uso hartos videos de YouTube,
561 música, o si con los chiquillos tenemos lectura les pongo música de fondo, si hay un concurso
562 les pongo música de concurso. Entonces me vuelvo medio DJ. También la guía, la pizarra, la lista
563 de verbos, el libro de Cambridge: English in Mind

Comment [GR126]: Materiales privados, tecnología para videos y audios

Comment [GR127]: Otros materiales mas tradicionales

564 El colegio te da la posibilidad de innovar en la sala de clases?

565 El colegio me da la posibilidad de poder seleccionar lo que quiero enseñar. Por ejemplo el
566 gerundio y el infinitivo yo no lo enseño porque ni si quiera me hace sentido a mí. Le pregunte al
567 jefe de dpto. si le hace sentido, porque esto si hace sentido en español. Por qué tenemos que
568 enseñarlo nosotros? Enseñemos más vocabulario, más estructura, más phrasal verbs

Comment [GR128]: GR, forma vocabulario

569 Entonces tu puedes tomar decisiones autónomas?

570 No. La informo al equipo y ellos me dan la venia porque hay una planificación yo no puedo
571 evaluar no evaluar algo que supuestamente los niños están aprendiendo. Por eso te digo,
572 revalorice en este colegio el tema de la planificación.

573 Esa fue la entrevista J, muchas gracias!

Appendix N: Sample of observation notes

Reunión de profesores de inglés número: 3

Participante: N.Z. & V.D.

Fecha: Noviembre 24/2014

Hora: 5:30

Asistentes: 4

Este colegio está muy lejos, en la comuna de Maipú. Mi papa me fue a dejar pero no se pudo quedar porque tenía que hacer en la tarde, así es que para irme tuve que tomar un colectivo y después el metro. Creo que viaje más de una hora para llegar a la casa de mis papas en Providencia. Pregunte por N la profesora que yo había contactado para la entrevista. Ella también hablo con la otra profesora nueva del equipo, V para que participara y accedió, así es que iba a observar a dos profesoras recién egresadas. Espere un rato en secretaria donde había hartó movimiento para ser tarde ya. En general los profes se veían amables y todos se despedían con cariño de la secretaria.

N llego y me llevo a la sala donde hacen la reunión. El departamento de inglés no tiene una sala propia. Todos los profesores comparten una gran sala de profesores, por eso es que cuando tienen sus reuniones de dpto. ellas piden la sala de computación del colegio. Me llamo la atención de ver que todas las profes habían traído cosas para comer. Tenían jugos fríos (que fueron bienvenidos porque hacía mucho calor ese día) y galletas de varios sabores. Tres profes más estaban y en la sala. Dos profesoras con experiencia, una de ellas la jefa de dpto., y la otra profesora nueva que se ofreció a participar en el estudio. Todas ya estaban informadas de mi visita y lo tomaron muy naturalmente. Amablemente me ofrecieron galletas y jugos. Yo tome solo jugo. Les avise que iba a grabar la reunión y me dijeron que no había problema. Trate de sentarme fuera del grupo pero era difícil por la ubicación y porque eran tan pocas. Trate de salirme un poco y moví la silla hacia fuera del círculo para indicar que yo solo observaría a las profesoras nuevas. Durante la reunión solo tome notas en silencio. No creo que mi presencia haya afectado el desarrollo de la reunión ya que la interacción se desarrolló sin problemas y ellas no me miraban, solo conversaban entre ellas.

La jefa M comienza la reunión saludando a todas y dando las gracias por la asistencia. Ella tiene un cuaderno muy ordenado donde tiene los temas a tratar y donde va tomado nota de lo que se habla y de los acuerdos a los que llegan. Ella parte recapitulando la reunión anterior y lee los puntos a discutir en esta ocasión. El primer tema que propone la jefa es el texto de estudio que

ellas usan en el colegio. Estaban contentas porque el texto gano un premio, el de Duke of Edinburgh. N ayuda con su Smart phone a anotar fechas en el calendario. Las dos profes nuevas opinan del libro y entre las 4 concuerdan que el libro es bueno y que van a seguir con este el próximo año. V se para y ofrece jugo a las profesoras. Después V opina del nivel de inglés que hay en el país. Ambas profes nuevas se ven relajadas y cómodas.

Las profes dicen bromas. N le pregunta a una colega algo y agrega información. Ella trata a las colegas con más experiencia de manera informal y por su nombre. Mientras todas hablan ella juega con un papelito pero está atenta a lo que pasa y comenta cosas relacionadas. V da información extra a una profesora.

Otro tema es el ministerio de educación y de las visitas que hacen a los colegios para revisar los libros de clases, que se está enseñando, y de si los libros se están llenando es castellano. También observan que está pasando con los alumnos que tienen necesidades educativas especiales. V pregunta que puede hacer con los niños con NEE porque ella siente que no aprenden, que no saben qué hacer. Una de la profes antiguas –Ma- le recomienda hacer lo mismo que con el resto de los alumnos pero debe evaluar diferenciado, usar otro ritmo, pero no bajar la escala. Ma logra clamar a V quien escucha con atención el consejo que le dan y está de acuerdo. La jefa dice que la psicopedagoga ha sugerido que deben revisar la prueba con los niños y completarla en forma oral. Dice que hay niños que se sienten mal haciendo la prueba igual que los demás. N también cuenta lo que ella hace para evaluarlos. Todos se ríen y bromean relajadamente.

También tocan el tema de la salida social del dpto. a fin de año de cuando salen y de cómo se van a organizar. Otros temas que menciona la jefa son los convenios que tiene el colegio con redes, alianzas y de los proyectos que quieren hacer. También de las notas y del diseño de un cuadro de aprobación de la asignatura y de la acción de mejora antes de fin de año.

Después la jefa le pregunta a N (EGB) y a V (EM) acerca de la experiencia de observación de clases. La otra profe con experiencia observo a N y hablo muy positivamente de ella. Dijo que N usa la tecnología, de que se atreve a hacer cosas y de que siempre ayuda mucho. N sonríe y se ríe. La profesora dice que los niños aprenden mucho con N, que es muy valiente! Y que fue capaz de mantener la disciplina todo el rato. Las profesoras se dan feedback de lo que observaron en las observaciones colaborativas. V también opina positivamente de N y asiente todo lo que dice la otra profesora. V dice que a ella le gusta la forma en que Ma usa lo que los alumnos hacen para dar ejemplos de los contenidos que ella esta ensenando. Ma uso a un alumno para el

Presente Continuo –él está durmiendo. A las profes les gusta el comentarios y se ríen del ejemplo.

La jefa reporta lo que ella vio. Todo fue positivo y destaca que todas las profes están alineadas en el tema de manejo de clases. Todas hacen lo mismo y reconoce que las ellas –las profes con experiencia- han aprendido mucho de las nuevas. La idea es ver si todas están siguiendo el mismo formato y la estructura de la clase, por ejemplo, anotar en cada clase los objetivos en la pizarra, la fecha, y seguir la rutina. La jefa se dio cuenta que todas las profesoras son cercanas a sus alumnos, que usan tecnología aparte del Cd, que tienen good timing, que siguen las etapas de la clase y que el uso de la tecnología está bien. Las profes antiguas hablan más pero siempre le dicen cosas buenas a las profes nuevas y ambas comentan lo que han aprendido de ellas, y les gusta contar lo que observaron.

N también habla de la observación y comenta lo que observo en la media. Ella alaba a la profe (V) que enseña en la media. N lee sus apuntes para justificar lo que dice de V y dice que está feliz por su colega nueva, y usa terminología de ELT para referirse a la profe. N dice que V usa TPR, que toda la clase se hace en inglés y que se sorprendió al ver que los alumnos hablan inglés en la sala. Después V cuenta su experiencia con la observación y dice lo que vio en la clase de tercero medio de N. Explica una actividad que ella hizo y conecta con una actividad que vio en un seminario, dice que N mantiene el humor y hace cosas locas. Todas las profes comentan lo que observaron y las cosas que más mencionan son el manejo de clases, las actividades, mantener la atención de los alumnos y la motivación usando TPR, como tratar a los adolescentes y como usar el humor en la sala de clases.

La jefa comenta que el objetivo principal de la observación no es gossip sino que una experiencia de aprendizaje y una manera de obtener feedback. También dice que los errores son bueno para el aprendizaje y le pregunta a las profes nuevas si vieron cosas novedosas en la observación. N reporta lo que vio de una profe con experiencia. Una profe antigua da ejemplos y habla de los estilos de enseñanza de los profes y de los de aprendizaje de los alumnos. Ella sugiere que los profesores se debieran adaptar a los alumnos. Ella interrumpe un poco. N da su opinión libremente y hace comentarios denotando experiencia, siempre justificando sus puntos de vista acerca de la disciplina y de hacer clases a ciertas horas del día. V interfiere y comenta lo que ella hace en clases. En general las profes concuerdan que el estilo de enseñanza es importante y que hay que calendarizarlo en las planificaciones al igual que las estrategias de enseñanza y de

aprendizaje de los alumnos y de cómo todo esto se relaciona con la hora del día en que hagan clases. Ellas comentan que a esta altura los alumnos están cansados y que es difícil hacerlos trabajar después de los exámenes finales. La jefa concluye que la observación fue muy exitosa y le da las gracias al equipo y propone volver a repetir la experiencia más adelante. También conversan de cómo algunos profes asustan a los nuevos con la observación (especialmente el director) y de cuán desconectados están a veces de la realidad de la sala.

N comenta acerca de los juegos que ella hace en clases y cuenta sus preocupaciones de no hacerlo en papel pero con los laptops. Ella indica que hay diferencia entre las actividades que ella practica en clases y lo que tiene que evaluar más adelante, ella se fija en cosas como la creatividad, que sean ordenados pero al final los alumnos son evaluados con una prueba. V interfiere y cuenta lo que ella hace. Sus alumnos se promedian ellos las notas. Una profe con experiencia le recomienda no hacer esa nota oficial y le cuenta que sucede cuando los alumnos no prestan atención en clases y como fallaron en la prueba. V habla de cómo los alumnos memorizan los contenidos pero ella los hace asociarlos con música y canciones.

La jefa pregunta que hacer una vez que los alumnos entregan la prueba. La otra profe con experiencia dice que podrían hacer una guía o practicar un dialogo. También hablan de la planificación y de las actividades de fin de año, como por ejemplo, sacar promedios, estudiar qué hacer con los alumnos que reprueben la prueba final. También hablan de las habilidades de los alumnos cuando se le enseña y evalúa más allá de la cognición. La profe con experiencia propone usar variadas actividades y herramientas de evaluación. N propone transformar una de las pruebas grandes en un proyecto y le pregunta a las profes antiguas si es posible de hacer. Ella comenta que hay muchas evaluaciones y que corregir porque también enseña a los cursos de EGB. N dice que no hay correlación entre lo que se evalúa y lo que está en programa y da ejemplos de cómo modificar la prueba final, por ejemplo, hacer más listening. A la jefa le gusta la idea y dice que es buena. V también dice al respecto que hay problema con las pruebas porque no están listas a tiempo para el día en que estaba agendada y tuvo que pedirle ayuda a la secretaria. M la jefa anota estas ideas que dan las profes nuevas. La jefa cuenta anécdotas acerca de los logros de los alumnos y dice que se siente orgullosa. También hablan de los resultados de los promedios del 1er semestre en básica y media concuerdan en que mejor subir las décimas en vez de bajarlas al redondear una nota.

Otro tema que se plante es el programa de estudio –actividades y libros- en PK y K. Ellas no han terminado aún el libro y la jefa pregunta si lo terminan hasta el final o no. Como es fin de año las profes comentan que los alumnos están cansados y que no quieren si quiera ver el libro o hacer tarea. N propone una idea. Ella ha estado pensando en hacer un árbol de navidad con los niños. A Ma le gusta la idea. A todas las profes le parece muy buena idea y dan ideas para hacer un árbol de navidad y escribir los deseos de navidad, etc. A N se le ocurre corchetear cosas en el diario mural.

La jefa le pide a N que planifique el uso del diario mural usando los libros de PK y K y N se ofrece para hacerlo. La jefa propone que el próximo año se debe mejorar el uso del diario mural porque no se cumplió el objetivo. Cambiando cada mes las cosas. El próximo año nadie quiere ser profe jefe. Vale seguiría tomando media y Nico PK, K, 7mo y 8vo y a lo mejor podrían tener contrato.

La jefa hace un resumen para cerrar la reunión.

Me parece interesante escuchar lo bien que resulta la observación de pares y lo dispuesto que está el equipo a realizar la actividad. Todas lo toman de manera muy positiva y dicen cosas buenas unas de otras. También me llama la atención la actitud de las profes antiguas respecto de las nuevas. Ellas alaban su trabajo e indican que cosas aprenden de las nuevas. Jefa siempre pide opinión del grupo y acepta todas las ideas de las nuevas. Las profes se veían cómodas podían decir lo que pensaban, las profes con experiencia siempre trataron bien y con respeto a las nuevas y respondían positivamente a las ideas que daban. Fue muy agradable observar esta reunión de dpto.

Appendix O: Sample of audio recorded meetings

Participación en CoPs

Reunión de profesores de inglés: 1

Colegio privado

Profesora: C.A.

Fecha y Hora: Miércoles 19, Noviembre, 2014

Head: Good afternoon, thanks for being here. Is everybody here?

Ts: Yes!

H: Good! Some of you have been asking about tests and tests procedures. All the teachers in our school we are not allowed to keep the tests once they have been corrected you have to hold them out

Ts: (all together) Really? Yes? The final?

H: not the final

Ts: we do it! Yes!

H: that's what I'm saying we always do it.

T3: of course!

H: because there are lots of complains about teachers holding the tests because it saves times; it's hard for them to create the items, so

T3: yeah

H: I don't know, just for you to know because we always hold them out

T1: L, one question. I know that's the school and department policy and all that. The reading tests we used to keep them

H: no you cannot now

T2: I have to give it back?

H: absolutely! You have to

Ts (together): That's new! Yes! That's new! We kept the reading tests!

H: all the tests that are kind of parciales or whatever they have to be handed out, except the reading books. What we can do is try to keep track of the items and then we can rearrange the items not to repeat the same thing in the tests. We can have something similar but not the same ones. But we can do it. We can do it. It's not that difficult.

T3. L, as some of the classes are reading the same books the idea is to use the same instrument, for example if the student gets a nota roja, then for the student ...

T4: and the instrument is the same for the next group

T3: the idea is to show them to see how they did

T5: and we give them back at the end of the year

H: I don't know. I will find out because it's a new policy

Ts (together): Yeah because we read the same books. Yes! We do it 6 times a year! Imagine!

H: OK

T5: by the way you don't use those

T4: by the way, it' por si a caso. It's for the rest (laughs)

H: I will find out. Anyway parents complained because they think the tests are ... no but I think it's reasonable because if you have your student having to study for the final test. What do you do? You immediately try to get all the tests throughout the year to study

Ts (together) of course! Of course!

H: I think they won't need the reading tests

TS: no! no! no!

H: but I will check it up and find out

Ts: perfect! good!

T3: and besides what we evaluate in final tests are skills so for you to remind them maybe that's from the English department

H: yeah but specifically for extensive reading they don't need to study

T3: no pore so

H: yes that's a good argument. And finally what I would like you to do is to give me your opinion about HUB. How is it working? Has it been difficult for you to go? I would also like to have your opinion of teachers from lower levels because I was talking to Joseph yesterday and he said that younger students love going there but he's having lots of trouble regarding discipline

Ts: yes! Sure!

H: specifically recess time. If you have 25 kids, our kids in the HUB with access to all those things, movies, games, it's difficult. But I want your opinion first about how it is working if you have had any ... not complaints but any difficulties when trying to go there. Try to say everything. Joseph was supposed to be here but he went to St. George's but I told him that we were going to evaluate this. Then I will tell him everything

T3: L, is he going? I think it would be a good idea if he came to our meetings too. I mean I general

H: yes he's going to be in our meetings now. Today it was just an exception. So I'm all ears

T6: L, are we going to have a duty in the HUB for next year? We English teachers?

Ts (all together out loud): no! we don't! we already do it in the playground? Sorry wait!

H: hold on, hold on, wait. Finish your idea

T6: yes, it's a way to help a little bit with discipline there, the same as we do in lunch, we could also help here. So it could be a way to help Joseph

All teachers mumble

T7: ok come on and do more duties no problem

Ts: ahhh! No! no seas pesa!

T7: laughs

T4: no seas pesa! (laughs)

T8: it's a very good idea

H: good we will write in in your next year personal commitment! (laughs) you have to do it now!

MT (only male teacher from the USA): yes! Every recess, everybody!

T3: yes! And for free!

H: well then it will be your personal commitment then!

All teachers laugh

T5: P what did you say?

T4: no nada just that I prefer to be in the playground looking for the kids and my kids. Because sometimes they are around and you that there are many problems

T8: but next time you are going to have the chance to go to the HUB with your kids

T4: with 5th grade?

T8: 6th

T4: yeah but I'm not sure they are going to go during break time. I know them

MT: but you can have that as an option plan, like they better go to the HUB instead of you having to deal with them in the patio or something

T9: it's an option sometimes when there are many people, because we have to do duty in the last period, for example on Fridays that's the only time you can go because there's no other option and that's it

T4: volunteers

T8: can I say something super short?

T3: perdona, regarding duty but on the other hand for example I've been the whole year doing duty in the patio and it's only me and there should be other teachers

All teachers talk to each other

T3: I really don't mind because I have fun and blah blah but if there's an accident

ML: I know what you mean. I have a good time

H: shh, shh. You shouldn't be alone during your duty

T3: and it's full of kids

H: it's good that you tell me that because I can pass it on to the IP (inspectorial). Back to our business. I was talking to Joseph and it came to my mind when he said that he went crazy with all the kids and the kids were so enthusiastic and they wanted and tried to use the language. So, we're talking about lower levels. We are not talking about 6th graders. We are talking about 4th graders, 2nd graders, so I suggested the idea or the possibility of having duties in the HUB instead of the ones that we know, like the playground

T4: of course!

H: now I considered that there might be a difference probably with the vision of the head teachers

T4: maybe

H: it could be. If you think the advantages of having duties in the HUB is really helping Joseph with the discipline and on the other hand we will definitely try him, or help the boys and the girls use the language in the HUB. Joseph in one person and it's not enough to try to cope with all the kids that are coming at recess time because he has all the kids, younger kinds

ML: yes, there are 2 stories and it's huge

H: it's huge and there is no way. So what if we make that difference? Probably head teachers maintain their duties in the playgrounds or at the cafeteria and English teachers (a few of us) we can go and do duties in the HUB

T4: yeah or we can volunteers

H: es que, I consider that volunteers won't work. Nobody is going to volunteer for an extra duty. O sea don't count on me!

T4: laughs

Ts: no, no

H: I would like to have your opinion because some of you who are not head teachers, what do you think about that? We are not too many

T7: I totally agree. I'd prefer to go to the HUB than to the patio

ML: yeah, me too

T2: me too

All teachers discuss and talk among themselves: right! Por supuesto! Is it 2 duties?

H: no, no no. it's instead of. I think head teachers are right. I think for them it's important to see what's going on, what their kids are doing, or they are planning

T5: why don't she [another teacher] could be J's helper

Ts: ah yes (all laugh and speak at the same time)

T4: ella es como una facilitadora

H: we have to think everything is carried in the HUB

T6: regarding my 6th graders, they are the ones who go during recess and they love it, specifically the ones that have like

T4: social problems

T6: social problems. They love going and it's been great for them because it's a different opportunity because before they used to go to the library and it was just hanging around in the corners somewhere and didn't participate in the other stuff and now they go to the HUB and they really really enjoy it. They don't only play in the computers and they can talk to J or they can watch TV and I've seen I don't know in the past month, they always come to me and say: miss I went to the HUB! And it is really awesome for them to have the space and specifically they are using the language. I feel that it's been something that has helped them and they get together with the other kids who also have some social problems and

H: they get along well

T6: yeah (laughs)

ML: it makes a difference for them

All teachers comment on this at the same time

NT: it's like a shelter for them

T6: they feel that really J accompanies them and listens to them and J is always: oh I got a new game or whatever or look I have this board game. They really feel that they are important and it's a good environment for them

H: great! What about the booking of the ...

T6: yes, that's my 2nd point

All teachers laugh and say: ahhhhh! more?

T6: I'm sorry about the booking, I don't know who's got priorities, if it's the person who is a really really good organizer and can schedule all the classes for all the year round or the one that hasn't had the opportunity to use it very much so who's the priority? Those people or those classes? I don't know how this is going to work so I'm going to be able to go once in a month with each of my classes or it depend on how I organize myself with my classes

T4: mmm

T5: exactly

ML: exactly. I volunteered because no one else ... I think it's the 3 of us?

T3: yeah it's Andrea

ML: yeah Andrea, we volunteered to go with one class 2do medio and we have all the classes there because that is the point

T6: yeah but it's only one class. If you have one class and you go what happens with the rest of us with have more classes?

ML: and the other thing is at the beginning of the HUB no one was using it. We were hey you're the only one who comes in and uses it because it was free and no else wanted to, so I went in and it's been really good for my kids, it's been very positive and there's been other times, let's say the last few weeks, I asked J the day before or the day of: hey is it OK if we're going to the HUB? So we go, so that's it! (laughs)

T8: but I think maybe we should ask J to be more flexible for example, is you need to go with your class and you haven't gone there maybe we can talk about it

ML: we can always switch

T1: or we can have 2 classes at the same time because sometimes

MP: even 3!

NT: so maybe we can do a schedule for next year

Most teachers: yeah! Yes! It could good!

T6: in the HUB there's been no problem in doing speaking and I was doing a completely different activity with no problem, I mean the noise wasn't so bad so that I couldn't watch a movie with one of the classes so that's not the problem because there's a lot of space

T9: maybe you can include us too (grades PK, K and grade 1)

Many teachers: no! that's too much! (laughs)

T9: es que yo me voy este otro anho poh!

All Ts react: oh no! true! Sad!

H: I think that you can tell them that they can go during the break time. They can go and visit the HUB

T10: tell J that you want them to go

H: don't forget that the idea next year is to have all the students create I don't know do something with younger levels. That is the idea right. So that would be next year, well now we have only a couple of weeks to ... but what I'm worried about is that if we are having this problem now that you feel that every time you want to use it, it's being used or booked, I think that we have to work on that during December, January I don't know. In your plans I would like you to sort of design activities and probably J will help you with that. If you have a topic that you would like him to help you with the activity. Like the NASA, who did that?

T4: la Monica

H: please include that in your lesson plan so that we can definitely allow every class to use the HUB as a, let's say in a fair way. So not one class being the one always using the HUB and the rest not doing anything because it's booked. Apart from that we are having other departments asking to use the HUB!

Ts: what? (comments)

H: and we have to be careful because now it's only for English

T4: yes! Science are asking

H: it means that it's good

All Ts speaking to one another

H: listen listen shh. This is something that we need to discuss because definitely J, he is by himself deciding, for example, to work with the biology department or whatever probably we will have problems if we want to use the HUB next year if you don't have the unit and everything planned, so I think the priority should be the English department and then when he gets a month's planning or whatever he can see what are

T4: the possibilities

H: the hours that are left but I think that definitely it's our place and I would like YOU to enjoy it, I mean not you but your kids to enjoy that place

Some teachers laugh and say: me? Good!

ML: there has to be time reserved for the other subjects too

H: I know but when we have a clear lesson plan and if you say, OK this unit, I will carry this unit out in the HUB there should be availability. You cannot say I want to use the HUB, so if you have everything planned you can give that plan to J so he can work it out. It's not that are not to let anybody else to come in. that's not the idea

Some teachers laugh

T3: the priority should be ourselves

MT: I agree but I understand we've always said that we want to encourage other classes to come in, we have to have a small but reserved time for other classes?

H: yeah but the same as we are planning I guess that biology or PE, they can also plan. So J can work out how to be fair and everybody has a chance

T3: to be fair, let's say 75% for the English department and 25% for the other departments in that schedule so that all the other departments fit there

ML: yeah

T3: time planed like all the rest, not who comes first. Otherwise it's going to be very messy. Let's see how it works out but maybe, I don't know

T4: I think they might go once or twice, not more than that

T3: or we give then 10%?

H: anything else?

MT: I have asked the students how they are doing and they are doing fantastic. The students have told me that they enjoy it much more now. Just today some of them told that English was their least favourite subject, that they did not enjoy it and now .. because that's the class that I've been taking to the HUB. They have enjoyed it and they are really happy, that they feel they are using the language a lot more now

because of the activities and the stuff that we've been doing. It's very cool. The kids have really been enjoying it

T6: that's why we should take all at least once. That's a very good reason

H: we really should

T3: what if we build another HUB?

All teachers laugh

H: remember that the policy comes from the board of directors

All teachers comment: yes! I remember that!

H: and what we've been doing, accepting the kids from 2nd grade and at recess time, it's illegal

T9: I don't understand why we're not allowed to go

T8: we should all be allowed to go

H: T8, the reasons they have for creating that space for older students is because they think that motivations in lower levels is really high, regarding English. And the motivation definitely decreases when they get older

A few teachers: yes! Yes! I agree!

H: that is the main reason, so we need to create space for older students to get motivated and to use the language and therefore they decided to create the space those ages

T3: that was the principal reason

H: I think they are right

T8: they are right?

H: they are right in the sense that is you want somebody to learn somehow motivate the person and create the need to use the language. So what happens is that in lower levels and I have been observing your classes and I can see the high motivation they have

T8: hmm

H: no but it's true. If you go to high school 6th grade on

T8: but it's because of the teachers!

Some teachers laugh

T3: they are blaming us?!

All laugh

T8: it's true we jump, we sing, we play

H: I know but the principal reason is that the motivation decreases because the programs are a lot more demanding

T3: and we teachers are also more demanding

Ts laugh

NT: what did she say?

T3: we are also more demanding

All speak and make comments

NT: L, ca I refer to something different?

H: yes, please

NT: when I go to the ELLIS room with my classes and I have lots of problems

All together react: yes! Not only you! Comments

H: shh. This is an important issue!

NT: is there a possibility to fix the computers or to have more in the lab?

T3: we need more computers

T4: going there is a punishment!

Ts laugh

H: thanks NT. The answer will be no way because the money they spent there was huge. They bought ... how many computers are there?

T6: more than 30

NT: they don't work, they are never updated, you can't do any projects there, they are slow

Ts: yes, it's a waste of time. True

NT: if you have 40 minutes they children take 20 minutes to make them work. And if they want to send their work to their emails it takes another 15

T4: yes. They are extremely old

T8: I don't have any problems

T6: because your programs are uploaded

T8: yes

T9: T8 yes but there still computers that are not working

All teachers comments at the same time

T8: there's another difference. We don't take them as one group. We take one group of 16 students and the other group stays in the classroom

T1: it is a problem for little kids. The little kids have the worst part of it, especially 2nd grades. We were talking about this with P and we came to the conclusion that next year we should have or create a schedule. The ones that have this year the ELLIS room, next year should use the bigger computer room that is used by older students. An all the way around

H: I think that's fair

T1: because the big students have the HUB, the best computer lab

H: what we could is that ... because I think that for next year we could also have the little ones come into the HUB. Even though it's not supposed to be a classroom but anyway because the work you're doing at the computer lab is different. Sometimes you have games and different activities. So I think maybe we can have most of the older classes using the HUB that will let you go to the Leonardo da Vinci room which is the best

Ts talk to each other

H: now I remember that Miguel Angel Pino told me that there was a plan to have a new computer room right there combining sala Papelucho and Ellis

All teachers: oh! Great!

H: wait wait wait. That was a plan and I don't remember what happened because when they were building the HUB they said they would be working on that too at the same time but they didn't so I need to talk to MA again about this because I think ... if he creates a new computer lab or computer room, I think we need new computers. I know they are extremely old

MT: even the ones we take to the classes in high school, their windows XPs are outdated. The Microsoft that they have, they don't play videos, anything!

Ts laugh

MT: it's a serious issue! They don't work

T6: one disappeared! We never got them back. Nobody know what happened

T8: that's the one I took home. Nobody was using it!

All laugh

MT: but there's one that's really nice. The new one that is in the locker right here. It's the newest one

Ts talk at the same time

T3: is that for media or basica

T6: I used it. I was really thin, it wasn't so heavy and it had a real nice bag so you could take it and carry it everywhere. It wasn't like the ones there

H: I remember we took one to tecnologia once probably it's still there

T6: yeah but consider that. It was donated. At the beginning of the year somebody donated us some laptops we ...

H: I remember we had 5

T6: no we don't have 5 and it was only for media because basica has their own laptops

T3: the old ones

All teachers talk at the same time

T8: how many are missing?

T6: there are 3 laptops missing in media

T3: media and basica should take care of their own computers

All teachers talk in groups at the same time

H: OK that's it. I think that the best way to .. going back to the HUB because I already wrote everything regarding the sala ELLIS and I need to talk to MA. Regarding the Hub I think the best way to solve the problem is to try to organize everything from the very beginning of the year so that J knows that el primero medio whatever is having a unit in which they need to go to the HUB right? Because if you have something planned, I mean you don't need to plan all the activities there but the topic and when you are going to be going there

T3: do we need to add the dates?

H: yeah, that's the idea. En el cronograma, you can put it there. And another reminder, I will give you the feedback but don't forget everything you change

Some Ts talk

T4: shhh

H: in the lesson plans don't forget to include that because then I will get them all again because I'm missing lots of things and I will keep them for next year, so if a teacher takes 3ro basico whatever I will give her the plans so everything is supposed to be there or almost there. As some people are changing the extensive reading tests and the way that you're evaluating, so don't forget to put everything in the lesson plan

T12: I have to say something but it's only for media, for high school. Can I say it now?

H: yes

T12: yesterday I was talking to a student and she told me that there are some charts in the classrooms that says English, history and I don't remember what other subject

T3: science, biology, chemistry

T12: if you have over a 6,5 average after the final test of the second semester a grade can be ...

MT: deleted

H: That is an agreement I guess with centro de alumnos

T12: I didn't know that

H: I received an email from Barby ...

T5: and Ken?

All laugh

H: no no that's her name! Barby Barbano. I almost deleted her email thinking it was spam

All laugh

H: she is an ex-student. I opened it and it was from the student council and they said that this was an agreement. I haven't talked to Eliana (academic coordinator)

T12: she told me that it was like that and the rest of the students said: no miss es verdad but I didn't know about it. I talked to Eliana and you do it only if the student tells you to

T3: sorry L but those are incentivos, one is discipline and the other one is academic but to have it clear it comes from them

H: I thought it was kind of informal

T12: exactly but it isn't. we should have known this

T6: some students in 3ro medio told me that in ciencia or other subjects if they over 6,5 se pueden eximir de la ETM

All at once: no, no

H: that is a lie. They can only erase one grade but I will find out. I just got that email

T6: I think if I am a good student with good grades I should be able to do that, why not us?

H: well Irene was telling me about this and parents are really really upset because they think their children should be allowed not to take the test if they have an average of 6,5 but Irene has maintained that it is not in or case. It tis way to review everything and sort of integrate everything and I agree with that idea. I consider it unfair when it affects you whole average. In the old times I remember that grade was double

All teacher talk

H: so I think that Irene is right in the sense that it helps the students to globalise everything. I consider it is good especially when you are preparing for the PSU. In our case it's different because we are evaluating skills. That's why I told you, for example in the writings. If you consider that the writing may affect or lower the grades they had in the reading and listening, probably because some of them have difficulty forget about it and don't count that for the final mark. I don't want their averages to be affected by one skills test

MT: I've seen some of my students made a lot of progress this year. For example a couple were starters and they will be intermediate next year, do I make a recommendation? How does that work?

H: you have to talk about that, see their grades, their behaviour, attitude, all together. Talk to your partners about them and so ... well that's it! I don't have anything else to say. Thank you!

T5: I've got something! May I?

H: sure!

T5: please close your books immediately

Ts: que pasa? Que vas a decir?

T5: the team in charge of the end of the year, the idea is to prepare a nice time so we need some things

Ts: money? No money!

T5: no we need the following. Please send or give V or me 3 photos: you as a baby

Ts: ahhh

T5: you as a teenager

Ts: hmmm

T5: and you as a

Ts: an old lady? As a granny? All laugh

T5: you should be in the mood for humour. We want to prepare something different this time

T3: like the old years

T5: we will have games and prizes

T4: are we meeting at P's house for secret santa?

T5: T4 we are thinking of doing it on the day of the retire because we are all here

T8: why don't we do it in my house after the retreat?

All Ts talk at the same time

H: those pictures are for the 23rd? but we send them before

T8: I'm thinking we can go to my place

T5: it's so boring!

All laugh and clap. One says: we love you!

T8: so wants to go to my place? Everyone!

NT: what time is it?

T5: around 1

H: hold on we need money for something to eat

T8: you will be guests!

All Ts: thanks! Thank you (and clap)

T4: the bank has no money this year. No money!

H: but we are having a social gathering at P's house

T4: yes! Sorry P

MT: so we are doing one social at Ps?

Ts: no! 2!

MT: ah ya

H: so that's it?

Ts: yes! All clap

Appendix P: Sample of observation sheets

Field observation (teachers' meeting)

Observation number: 3

Name of novice teacher: A. M. & C. A. / Private / NTE 1 & NTE2

Time	4 pm
Date	Dec 24, 2014
School	S.G.'s
Number of participants	15
Person leading the meeting	Ms. M. L.
Procedure	Head led the meeting, thanked everybody for attending, introduced topics, asked questions, thanked teachers who gave their opinion, told jokes, gave feedback, wrapped up presentations, listened, added extra information
Topics discussed	Theatre field trip, presentations on classroom issues (feedback, use of L1, use of Facebook)
Goal of the English teaching community	
Novice teacher participation	Teachers participated in all the activities presented by the American teachers, they took notes, asked questions to the person sitting next to them, made comments to the whole group

Participation activities the NT engages in:

Activities	Comments
<i>Problem solving</i>	Both teachers solved a solving problem activity presented by their American colleague
<i>Requests for information</i>	Both teachers asked questions to the person next to them (the head or a teacher)
<i>Seeking experience</i>	Sharing rather than seeking experience. A told his experience about an activity he did in class. Both teachers shared their experiences about a reading program applied in the school
<i>Reusing assets</i>	A proposed ideas based on activities that worked for him
<i>Coordination and synergy</i>	Relaxed atmosphere during the meeting. Both teachers felt at ease, participated, made comments, asked questions
<i>Discussing developments</i>	Mainly done during a task, they discussed how to do the task and proposed ideas on how to solve it
<i>Documentation projects</i>	
<i>Visits</i>	
<i>Mapping knowledge and identifying gaps</i>	

Teaching: field trip, reading program, use of social media in teaching, use of L1 in the classroom, motivation to speak

Field observation (teachers' meeting)

Observation number: 6

Name of novice teacher: V. P. / Semi-Private / NTE3

Time	8:20
Date	December 4, 2014
School	Liceo B. I.
Number of participants	4
Person leading the meeting	Asesora
Procedure	Asesoras led the meeting and proposed topics, they listened to the NTs suggestions, ideas and proposals, suggested things to do and offered material for reference
Topics discussed	Students' experience with mock tests from University of Cambridge
Goal of the English teaching community	
Novice teacher participation	Active: listens, takes notes, gives opinion, proposes ideas, shares experience, justifies,

Participation activities the NT engages in:

Activities	Comments
<i>Problem solving</i>	Students do not answer the PET/KET mock tests. Agreement on what things to do to improve that (extra material, analysis of tests). Student behaviour. She indicates that only well behaved students take more advantage of the English class. They discuss how to motivate students
<i>Requests for information</i>	She asks questions to the head or her colleague
<i>Seeking experience</i>	Sharing more than seeking. She tells how she has prepared her students for the test
<i>Reusing assets</i>	She will use idea of correcting and marking the students' notebooks. Her colleague indicates that notebooks are an important part of the process of learning
<i>Coordination and synergy</i>	The 2 teachers and the head get on well. They come to agreements, there is respect
<i>Discussing developments</i>	She discusses how the project on oral presentations is being developed. She shows pictures and videos she has taken of her students
<i>Documentation projects</i>	The NT and her team discuss reading program and write down what they do the following year
<i>Visits</i>	She gives feedback on the peer observation experience
<i>Mapping knowledge and identifying gaps</i>	The NT and her team identify what they need to improve the international test experience. She explains that books are not enough to carry out the reading program. she points out that the team does not have enough room in the staff room for them to leave all the material and the things they ask students to do

Teaching: international examinations, behaviour, reading program, oral presentations

General comments: the head acknowledges the good ideas given by the team, praises them, writes down their opinions, and the teachers show their achievements

Appendix Q: Sample of analysed survey data

ANALYSIS OPEN ENDED SURVEY DATA				
DOMAIN	COMMUNITY	PRACTICE	TEACHING	Comment (CR1):
1. Los objetivos principales del equipo de inglés son el formar alumnos con mentes abiertas, autónomos y creativos, y con un alto dominio del inglés como lengua universal. <i>for</i> Objetivo personal/formativo: alumno mente abierta autónomo creativo Objetivo lengua: dominio como lengua universal. Dominio del idioma. Lengua universal (globalización)? Formativo	Mi primer gran desafío fue insertarme en el sistema del colegio donde trabajo, porque tienen un sistema bastante particular, y el colegio trabaja con el Bachillerato Internacional (IB), por lo que han habido varias cosas que he tenido que internalizar y estoy constantemente aprendiendo. <i>Objetivo institucional: presión institucional</i> También he tenido que trabajar un poco en manejo de grupos, pero sin complicaciones importantes. <i>Recibo apoyo constante de parte del equipo de profesores de inglés, somos un grupo bastante unido y como yo soy el único nuevo miembro del equipo, todos mis demás colegas me aportan constantemente a mi adaptación y desarrollo profesional. Mis colegas con más experiencia me han brindado una gran cantidad de consejos en cuanto a cómo funcionan las cosas en el colegio, y en cómo lidiar con ciertas situaciones con los alumnos. El</i>	Siempre asisto a reuniones de departamento, o de planificación para cada uno de los niveles que enseño, además siempre estamos en contacto con el resto de mi equipo y compartimos muchas instancias durante un día normal. <i>Participación: reuniones depto./reuniones planificación/en contacto/comparten instancias</i> Dentro de los actividades que realizamos en conjunto está la planificación y la evaluación de los procesos educativos, es decir, cada par de semanas nos reunimos a ver cómo están resultando los proyectos que realizamos en clases y para evaluar los progresos. Además de eso, toda la planificación se trabaja en conjunto como departamento de <i>Idiotes Práctica</i> <i>conjugamos actividades en la comunidad: planificación conjunta, evaluación, reuniones, seguimiento de proyectos, evaluación de procesos</i> Además de eso, toda la planificación se trabaja en conjunto como departamento de	Muchas cosas, he aprendido sobre manejo de grupos, y también metodología, en concreto he aprendido sobre cómo trabajar con literatura. Desarrollo de enseñanza en COP: manejo grupo/metodología/trabajar literatura Bastante influyente, porque me han orientado sobre la metodología que usa el colegio, influencia COP: enfoque de la enseñanza. En este momento estoy trabajando en unos comics para celebrar el día del libro, con todos los niveles. Lo hicimos como una actividad de colegio y compartimos el trabajo de los alumnos con toda la comunidad escolar. Enseñando en la actualidad: desarrollo comics no nuevo pero innovador Hemos usado videos, películas, libros (novelas), y material propio como guías de trabajo y presentaciones de power point. <i>Material de enseñanza: combinación menos tradicional (tecnología) a tradicional</i>	Varios objetivos: formativo, desarrollo de la lengua, presión institucional por tener que usar IB / Apoyo: contacto, adaptación y PD, consejos logísticos, reconocimiento del COP y alumnos, buen clima, bien integrado/ Participación y práctica conjunta: reuniones, planificación, contacto permanente, evaluación, seguimiento / Desarrollo de habilidades: manejo, etc. / Enseñanza comics a nivel colegio. Materiales combinados tecnología y tradicional / Pb, Tbl. / Acto combinado tradicional a menos trad

ANALYSIS OPEN ENDED SURVEY DATA

DOMAIN	COMMUNITY	PRACTICE	TEACHING
1. Los objetivos principales del equipo de Inglés son el formar alumnos con mentes abiertas, autónomos y creativos. Y con un alto dominio del Inglés como lengua universal. ¿Por Objetivo personal/Formativo: alumno mente abierta autónomo creativo Objetivo lengua: dominio como lengua universal/ Dominio del idioma: lengua universal (globalización)? Formativo	Mi primer gran desafío fue insertarme en el sistema del colegio donde trabajo, porque tienen un sistema bastante particular. Y el colegio trabaja con el Bachillerato Internacional (IB), por lo que han habido varias cosas que he tenido que internalizar y estoy constantemente aprendiendo. Objetivo institucional: presión institucional También he tenido que trabajar un poco en manejo de grupos, pero sin complicaciones importantes. Recibo apoyo constante de parte del equipo de profesores de Inglés, somos un grupo bastante unido y como yo soy el único nuevo mientras del equipo, todos mis demás colegas me apoyan constantemente a mi adaptación y desarrollo profesional. Mis colegas con más experiencia me han brindado una gran cantidad de consejos en cuanto a cómo funcionan las cosas en el colegio, y en cómo lidiar con ciertas situaciones con los alumnos. El	Siempre asisto a reuniones de departamento, o de planificación para cada uno de los niveles que enseño, además siempre estamos en contacto con el resto de mi equipo y compartimos muchas instancias durante un día normal. Participación: reuniones depto./reuniones planificación/en contacto/comparten instancias Dentro de las actividades que realizamos en conjunto está la planificación y la evaluación de los procesos educativos, es decir, cada par de semanas nos reunimos a ver cómo están resultando los proyectos que realizamos en clases y para evaluar los progresos. Además de eso, toda la planificación se trabaja en conjunto como departamento de Inglés. Práctica conjunta/actividades en la comunidad: planificación conjunta, evaluación, reuniones, seguimiento de proyectos, evaluación de procesos Además de eso, toda la planificación se trabaja en conjunto como departamento de	Muchas cosas, he aprendido sobre manejo de grupos, y también metodología, en concreto he aprendido sobre cómo trabajar con literatura. Desarrollo de enseñanza en CoP: manejo grupo/metodología/trabajar literatura Bastante influyente, porque me han orientado sobre la metodología que usa el colegio Influencia CoP: enfoque de la enseñanza En este momento estoy trabajando en unos comics para celebrar el día del libro, con todos los niveles. lo hicimos como una actividad de colegio y compartiremos el trabajo de los alumnos con toda la comunidad escolar. (Enseñando en la actualidad: desarrollo comics en toda la comunidad). Actividad: no nuevo pero innovador Hemos usado videos, películas, libros (novelas), y material propio como guías de trabajo y presentaciones de power point. Material de enseñanza: combinación menos tradicional (tecnología) a tradicional

Comment (GR1): Valores objetivos: formativo, desarrollo de la lengua, presión institucional por tener que usar IB / Apoyo: constante, adaptación y PD, consejos logísticos, reconocimiento del CoP y alumnos, buen clima, buen liderazgo/ Participación y práctica conjunta: reuniones, planificación, contacto permanente, evaluación, seguimiento / Enseñanza: comics a nivel colegio, materiales combinados tecnología y tradicional / IB, Tla / Acta combinada tradicional / menos trad

	reconocimiento de alumnos y colegas, y el notar que aprendo cosas nuevas cada día. Tipo de apoyo del equipo de inglés: profesores/ adaptación y desarrollo profesional/ grupo unido, apoyo social y académico. Tipo de apoyo de profes con experiencia: consejos/funcionamiento colegio/ situaciones con alumnos La verdad es que me siento cómodo trabajando por mi propia cuenta, así como con los demás miembros del equipo. el clima de trabajo que tenemos es realmente bueno. Buen clima de trabajo, permite varias dinámicas de trabajo Siento que aún me falta adaptarme en ciertos aspectos, porque llevo tan solo dos meses trabajando en esta comunidad: sin embargo, mi adaptación ha sido muy buena y me siento bastante bien integrado hasta ahora considerando el poco tiempo que llevo acá. Integración: aún falta adaptación/ es buena/ integrado. Buena adaptación para el corto tiempo Hasta ahora he recibido un montón de apoyo de parte de mi equipo. Apoyo hasta el	Inglés. Practica conjunta	Trabajos y proyectos, con un enfoque también sobre la comunicación. (Enfoque: Project/comunicación) Normalmente hacemos lectura en voz alta durante una mitad de una clase, con pausas para hacer scaffolding y asegurar la comprensión; y durante el resto de la clase trabajamos en algún proyecto, como la elaboración de algún poster sobre un tema relacionado con lo que estamos leyendo. Actividades de enseñanza: combinación tradicional + proyecto (lectura voz alta/ scaffolding/ comprensión/ proyecto/ poster). No comunicativo
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3

	momento: hartó A los demás miembros del departamento de Inglés, sobre todo a la jefa del departamento, con quien hablo y comparto mayoritariamente. Fuente de apoyo: miembros del dpto. de inglés + jefa del dpto.		
2. El colegio tiene convenio con el instituto donde trabajo (yo presto servicios al colegio), por ende la meta es que los niños alcancen un buen nivel del idioma. Muy influyente, debido a que ellos tienen un objetivo específico el cual yo debo seguir para poder cumplir las metas requeridas por el colegio 2pr. Objetivo lenguaje: lograr buen nivel del idioma Objetivo e (Influencia del equipo: objetivo establece metas del colegio)	El agradecimiento de los niños. Que ellos expresen lo mucho que les gusta ahora la asignatura y ver su felicidad al darse cuenta que realmente pueden aprender otro idioma. Además del reconocimiento de padres, apoderados y colegas. (Reconocimiento de la comunidad general: alumnos/apoderados/colegas) Más que nada consejos generales en temas administrativos principalmente. Vale decir, llenado del libro de clases, anotaciones, etc. Además de muchos consejos en cuanto a cómo poder llegar de mejor manera a los niños con necesidades educativas especiales. (Apoyo dpto. inglés: administrativo: consejos/uso libro de clases/ enseñanza: llegada a los alumnos con NEE) Por el momento, he sentido	Trabajo a la par con otra profesora que tiene casi el mismo tiempo e experiencia que yo. Por ende nos apoyamos mutuamente y trabajamos muy bien en equipo. Con mi colega trabajamos a la par en cuanto a planificaciones y preparación de material Apoyo dpto. inglés (Practica conjunta: colega: apoyo mutuo/planificaciones/ preparación de material) Participo todas las semanas en el consejo de profesores, además de las jornadas de reflexión (es un colegio religioso). Participo en los workshop de mejoramiento docente y en las festividades. (Participación : consejos de profes/jornadas d reflexión/ talleres/ festividades)	Trabajar con niños con necesidades especiales ha sido probablemente lo que me ha costado más trabajo debido a que es mi primera vez enseñándoles. Además de manejo de curso con situaciones complicadas de comportamiento. Muchas estrategias de manejo de grupo. Desarrollo de enseñanza: NEE/ manejo cursos complicados en disciplina) Colours, numbers, commands, school objects, school subjects, feelings, etc. (Finalizando la unidad 1 o unidad de repaso en cada nivel) (Enseñando en la actualidad: colores, números, comandos, objetos del colegio/ ramos/ sentimientos) Utilizo los libros "Kid's Box" de Cambridge University Press. Las guías que utilizo generalmente son las que diseña Cambridge para los mismos libros, por ende, incluso las gráficas son las mismas a la

Comment [GR2]: Objetivo desarrollo del lenguaje, influyente: metas y objis / Apoyo (logístico-administrativo, expectativas de la institución) Y reconocimiento / Apoyo y practica conjunta: planificar, prepara material / Participación académica y extra programática /

desconocido no mucha INF	trabajo, jefes, apoderados, materiales limitados, plumones, papel, etc. <u>Préstamo de planificaciones.</u> <u>Intercambio de ideas</u> Tipo de apoyo: planificación/ ideas No mucho apoyo. Guía en llenar libro de clases, escuchar pero no comentar nada. los demás colegas no tienen tiempo Tipo de apoyo de profes con experiencia: administrativo no más que eso la profesora que lleva años trabajando ahí Fuente de apoyo: profe antigua cero integración (Integración) compartir material para	Participación: solo administrativo Ninguna. ya que no tengo jefatura Practica conjunta:	<u>margen, no comentar</u> <u>nada. Entregar todos los</u> <u>materiales a tiempo.</u> <u>responsabilidad. llegar a</u> <u>tiempo.</u> Desarrollo de enseñanza: bajo perfil/ no comentar/ cumplir con fechas/ responsable Inglés Enseñanza en la actualidad <u>Yo diseño todo el material y pido</u> <u>autorización para entregarla</u> Material de enseñanza: propio grammar and listening Enfoque: tradicional –GR ALM? grammar Actividad
10. Motivación de los estudiantes y desarrollo curricular de planificaciones al 100% 7sp Objetivo: motivación/ Académico: desarrollo total de planificaciones	planificaciones. en la estructura de la planificación de clases, en el trabajo de estrategias, pero más bien yo he estado de influenciar más en la práctica del colegio Tipo de apoyo: material para planificar, formato de plan, estrategias, NT aporta en las prácticas observaciones de clases y feedback para la mejora de la práctica Tipo de apoyo de profes con experiencia: observación y feedback para mejorar motivación Tipo de apoyo de NT Poco. Aunque era novata me tocó liderar el equipo de inglés desde	trabajar sólo es demasiado estresante, trabajar en pares o en equipo siempre y cuando se tenga el espacio para el trabajo en conjunto. Reuniones, talleres, observaciones de clases, haciendo materiales y planificaciones Participación: académica En mi caso, este requisito se da más o menos bien, así que podemos trabajar juntos. es necesario tener empatía para poder trabajar en equipo en cualquier tipo de trabajo. Planificación, talleres extracurriculares, semana de inglés Practica conjunta: opinión	Desorden curricular ministerial, ambiente de aula, exceso de estudiantes por sala. Ver el avance de los estudiantes (Opinión de educación) Estrategias de listening y reading con el fin de identificar formas de expresar preferencias, información acerca de adolescentes y hobbies, y describir personas físicamente, personalidad y rutinas; y lugares. Desarrollo de enseñanza: relacionado con la disciplina, desarrollo de habilidades receptivas, descripciones Gramática: presente simple, like + verb-ing, adjetivos para describir personalidad, físico y otros

Comment [GR10]: Objetivo motivación y académico (cumplir con planificaciones) / Apoyo académico y logístico: compartir material, planificación, estrategia, observación, feedback, motivación / Aprendizaje mas observando; apoyo interno / Participación y practica conjunta: en temas académicos, planificación, organización de acts extra curr / Entender estrategias para el desarrollo de las habilidades receptivas / GR y léxico para describir (formal para producir) / Material tradicional y tecnología / Enfoque combinado: tradicional e innovador / Actividades: identificar y producir lenguaje

Appendix R: Sample of NVivo analysis

APRENDIZAJES

[<Elementos internos\AM Pr.P1>](#) - § 5 referencias codificadas [Cobertura 4.58%]

Referencia 1 - Cobertura 1.18%

El aprendizaje, yo creo que me siento mucho más seguro como profesor que antes. Antes yo tenía mucha inseguridad e incertidumbre, 1 por los protocolos y otro porque lo que uno ha aprendido ... al principio uno no está cien por ciento seguro si va a ser efectivo, o si los niños van a aprender, si le va a interesar o si les va a parecer un raro que yo llegué hablando inglés a la sala. Porque en el otro colegio con los niños chicos tuve que trabajar en un mismo nivel con una profe y ella hacia la clase en inglés y español, como que les traducía y yo hablaba inglés nomás. Entonces con gestos podían los niños adaptarse y entender. Al principio era todo como explorar o ver mmmm me resulta? Ahora tengo una noción más clara de esto. Entonces el aprendizaje, la confianza es algo que tengo ahora que antes no

Referencia 2 - Cobertura 0.34%

Claro un montón de cosas nuevas. Tengo hartas ideas también que se me ocurren cuando voy haciendo algo, las anotó y después para el próximo año talvez puedo cambiar esto o hacerlo de esta forma

Referencia 3 - Cobertura 0.28%

Claro, más creativo en base a esta confianza que uno ya tiene, uno tiene una idea más clara de qué tipo de actividades uno puede realizar y cómo hacer que funcionen mejor forma

Referencia 4 - Cobertura 2.44%

Creo que la relación con los estudiantes. Me llevo muy bien con ellos en general

La verdad es que con todos en general. Ahora sí veo que en la media están más desmotivados con el tema del inglés, están más preocupados de la PSU y con matemáticas y lenguaje. Ese es el enfoque. En los cursos que he hecho yo en este colegio ha sido súper agradable. Siempre motivado por participar ... y tengo sobrinos chicos que tienen juegos, consola de videojuegos, entonces estoy familiarizado. Cuando ellos hablan de eso conversamos de eso en inglés. También siempre trato de revisar los vídeos como de programas en MTV o los videos de YouTube que son más populares para tener una noción de la música ... por las niñas. Los varones sé de qué temas, de futbol de juegos. Con las niñas es un poco más desafiante en ese sentido. Tengo que investigar para poder llamar la atención de ellas en clases. Entonces hago encuestas de música por ejemplo. Que música me gusta, que programas de televisión o de películas y las escriben, entonces yo voy viendo que puedo utilizar. Si son muy distintas: ya hoy día le toca a tal persona, te fijas? Veo si es que son más agrupadas hago para todas, más general.

Entonces esa experiencia creo que me ha servido harto últimamente. Tienen buen sentido del humor en general, por ejemplo un grupo, el 7mo C: profe si me porto bien le puedo contar un chiste al final? Súper buena onda siempre. Tienen harta personalidad porque tienen los drama clubs, English clubs y los que son de drama tienen mucha personalidad (risas). Tú les dices: ya OK está cantando? Venga a cantar acá adelante y se paran sin ninguna vergüenza!

Referencia 5 - Cobertura 0.33%

Uno cree que es una amenaza y están en su salsa

(risas) claro ya no me sirve pero creo que eso. La experiencia también, el trabajo en grupo y el trabajo individual ya se bien cómo hacerlo, el tiempo hay que especificarlo o sino se alarga

[<Elementos internos\\CA Pr.P4>](#) - § 2 referencias codificadas [Cobertura 2.11%]

Referencia 1 - Cobertura 0.69%

Las cosas buenas es que me di cuenta de que me puedo adaptar a todo. De pasar de media a básica, de pasar de tercero medio a tercero básico es todo un mundo distinto. Ha también fácil porque son todas muy solidarias. Siempre están dispuestas a ayudarte, si de repente están con mucha pega igual se toman 5 minutos para explicarte el cacho que no sabes, que más? Si estas corta de lucas te consiguen clases particulares. Es siempre así, es demasiado perfecto diría yo

Referencia 2 - Cobertura 1.42%

Sí, es de verdad lo que quiero, si soy buena o no y después voy a clases y voy tan feliz y no si, es lo que quiero. O cuando una clase sale bien ... o ponte tu este año me paso con las niñitas de 5to que en un día que se tomaron para expresar lo que sienten que la clase de inglés antes era terrible y que ahora inglés era su ramo favorito y que yo había sido la mejor profe que habían tenido en la vida. Entonces esas cosas igual te dicen que ya, lo que estabas pensando fue un mal momento, siempre hay malos días que en el fondo si lo pones en una balanza hay millones de cosas que son más positivas y los malos ratos son solamente porque no te ponen atención, o una actividad que pensaste que te iba a salir bakan los niñitos no supieron hacerla, o les cargo, la hicieron muy rápido y tu pensaste que se iban a demorar y la hicieron en 5 minutos pero en general bien. Y me he dado cuenta de que cuando uno planifica una clase muy bien planificada, la clase sale increíble pero pierdes 2 horas de tu vida que no te lo pagan, entonces eso es igual muy latero. Entonces es igual bueno guardar todas esas actividades que las hiciste para que te sirva más adelante y no tener que perder todo ese tiempo de nuevo

[<Elementos internos\\DP Pu.P1>](#) - § 3 referencias codificadas [Cobertura 3.87%]

Referencia 1 - Cobertura 2.14%

Y cuando llegue yo y la coordinadora que entonces no estaba, se empezó a formar este departamento de inglés como más sólido. Y estaba la ventaja de que teníamos las puertas abiertas como profes nuevos a innovar, nuevas metodologías. Uno decía: puedo hacer esto? Si hazlo, si funciona lo haces con todos los cursos. Entonces algo que en otro colegio no. Tú llegas y ya esto tiene que hacer y no se vaya a salir de este marco. Y eso me encanto acá. Los niños agotadores porque es contexto vulnerable. Te empiezas a acostumbrar a los garabatos, a las chuchadas. Entonces de alguna manera pasan a ser medias normales y cuando escuchas que entre ellos se tratan: pásame el lápiz por conchetu.... Como que tú ... pasa y sigues pasando la lista. Entonces llega un momento que está mal y te empiezas a acostumbrar a esa forma de hablar y como que no le llamas la atención que era lo que nos dábamos cuenta a fines del año pasado. Bueno y por eso ahí yo me quede acá. Básicamente porque me encanto con el colegio, con el ambiente de los profesores.

Sí. A mi juicio, no tengo tanta experiencia pero en estos 2 años, los profesores de este colegio son muy buenos profesores . se nota que planifica, que evalúan, que reflexionan en su metodología. Encuentro que me gusta. Bueno obviamente hay hartas cosas que no me gustan pero poniéndolo en una balanza.

Referencia 2 - Cobertura 1.19%

Que he podido poner en práctica casi todo lo que he aprendido. Que los niños me conocen de alguna manera, los que llevo 2 años. Que ellos saben que cuando llego con cosas nuevas es porque me puse a leer el fin de semana en internet y ellos mismos se dan cuenta: ‘ah miss quiere intentar algo Nuevo’. Y eso es súper rico y gratificante que los niños se den cuenta que tu estas como preparándote para que todo salga mejor, para que ellos aprendan y obviamente ver el avance. Con los que voy en mi 2do año yo veo el avance de conducta y de inglés. Con 7mo y 3ro medio que los tuve al año pasado no tengo problemas de conducta, puedo hacer las clases y veo el avance. Con los que me tocaron nuevos ...

Referencia 3 - Cobertura 0.54%

La calidad de los profesores, el ambiente de trabajo, que te valoran –la directiva en este caso y eso más que nada, como la parte de piel. Eso es lo positive de acá. Que si un día los niños te pueden tratar mal. Eso.

[<Elementos internos\GL Pu. P3>](#) - § 3 referencias codificadas [Cobertura 3.11%]

Referencia 1 - Cobertura 0.69%

Appendix S: Sample of observation analysis

1

ANALISIS DATA OBSERVACIONES DE REUNIONES DE PROFESORES

DOMAIN	COMMUNITY	PRACTICE	TEACHING
NOTES			
Para remediar lo que pasa en los mocks de PET/KET (los alumnos no escriben el booklet de la prueba, solo en el answer sheet) el hecho de que los alumnos no entienden por qué fallan, el trabajo remedial será basado en previas hechas con anterioridad y textos en Pdf.	Al fondo en una mesa larga estaban todos los profesores preparando su desayuno o sentados comiendo. Fue muy curioso ver que todos los profes eran muy jóvenes, creo que solo vi a un profesor de mayor edad casi a punto de jubilar. Todos conversaban relajadamente, reían, comían, compartían cosas en un ambiente casi familiar. Esto no lo había visto en ningún otro lugar.	La asesora trajo las pruebas para analizar lo que ha pasado. B explica lo que ella hace en cada tema. Para evaluar la escritura ella hace corrección de pares, los alumnos se corrigen entre ellos. A la jefa le gusta mucho la idea. B dice que a los alumnos les gusta escribir en el liceo y explica como ha desarrollado la esta habilidad. V sugiere revisar el cuaderno de los alumnos y propone como usarlo en la clase de ingles. V también muestra videos que ella filma de sus alumnos durante las clases de escritura y esta de acuerdo con B en que a los alumnos les gusta escribir. También muestra fotos del diario mural de la sala donde coloca los trabajos de los alumnos y los lee. B toma nota de lo que dice V.	Primero se habló de los exámenes PET y KET, de la experiencia con los exámenes internacionales, y de los problemas que han tenido con los alumnos. Por qué los alumnos no responden? También hablan de que ni los alumnos motivados ni los desmotivados responden la prueba de PET/KET. La asesora dice que una rubrica puede servir tanto para los profes y los alumnos y ofrece traer libros de desarrollo de la escritura para que saquen ideas. Ella también le pregunta a las profes cuantos trabajos de escritura tienen evaluados.
	B una de las profes del equipo comenta acerca de los exámenes y lo relaciona con pedagogía, por ejemplo, ella dice que hay una niña que su conducta refleja los resultados en examen. B cuenta su experiencia, se ve cómoda y sin problemas en dar su opinión. La jefa la escucha con atención y le sugiere que hay que trabajar la motivación. V explica su experiencia, pregunta, comenta e interviene. Se nota que tiene conocimiento del colegio y de los alumnos.	V bromea al respecto y luego pregunta cómo está el presupuesto del año que viene porque se le ocurre la idea de usar un carro para llevar a los cursos una biblioteca movable. También propone hacer un "talking point" donde los profes y los alumnos escojan un tema para hablar. B propone tener los nombres de los alumnos en palitos de helado en un	
	A la jefa dice que le		

Comment [GR1]: Analizar las pruebas; hacer trabajo remedial. problema: los alumnos no contestan las pruebas, no hacen nada

Comment [GR2]: Ambiente en la sala de profesores: todos comparten el desayuno y conversan

Comment [GR6]: Joint practices: analizar pruebas y descubrir que pasa; explican y comparten experiencias de actividades

Comment [GR7]: Head: toma la idea positivamente

Comment [GR8]: Profe comparte experiencia con los alumnos

Comment [GR9]: Se comparten ideas de como se esta desarrollando el writing

Comment [GR10]: NT sugiere idea para aplicar en el dpto de ingles

Comment [GR3]: Formacion del dpto de ingles: todos profess novatos juvenes

Comment [GR11]: Joint practice: ven videos filmados por la NT y analizan la actividad de presentacion

Comment [GR12]: NT comparte fotos que saco del diario mural

Comment [GR13]: NT propone idea para llevar los libros, una biblioteca mobil

Comment [GR4]: Todas tienen la posibilidad de dar su opinion. La jefa escucha y sugiere

Comment [GR14]: NT propone idea para desarrollo de habilidad oral

Comment [GR15]: Se proponen ideas para trabajar con los alumnos

	gustan mucho las ideas que proponen las profes	jarro.	
MEETING			
Estamos analizando el trabajo y un poco los resultados esto no es cuantitativo porque no tenemos todavía los números, se supone que la próxima semana tenemos todos los resultados para poder hacer los cruces de información como mejorar el writing, que es algo que ya habíamos conversado acá los cursos de capacitación de Enero y como se va a trabajar en los mocks y remedials en el 2015	H: participarlos T1: Esa cercanía con los niños no existe. H: No se ha dado. T1: Lamentablemente, yo creo que el hablar en inglés siempre mantiene un... una pared... H: Una barrera, sí. T1: Una pared que, que es un obstáculo grande entre nosotros y los niños. NT: Que de hecho muchas veces le decimos que, cuando hay que resolver temas de disciplina, o temas de que un niño esta como no entendiendo cosas, que él puede ocupar español, porque a fin de cuentas si uno sigue ocupando inglés como que ya de verdad la comunicación se rompe. T1: No tiene sentido. H: Se rompe, sí. NT: Si el niño no entendió... T1: Si por ejemplo, no sé, una niña está llorando, un niño está llorando, y yo le hablo en inglés... NT: Así como, What's happening to you? Are you okay? [con voz falsa] T1: Ni siquiera les daban ganas de hablar en español, no, ellos trataban de hablar en inglés. H: Aprovechaban. Qué bueno. T1: Y que les entendiera, lo invitaban a hacer cosas, pero porque se sienten confiados y porque están acostumbrados ya a esto. NT: Y porque ellos son como..., van a ser nuestra primera cosecha real po,	Ya veremos. NT: Esos son lo que no hicieron el writing. H: A ver. Pero es que no, no entiendo por qué no contestan. NT: Aquí hay alguien que empezó a contestar y borro. ¿Quién es? T1: F. C. H: Mira esto. NT: No. D, y este cabro no es malo. Este cabro es bueno H: ¿Quién es esta criatura tan seca? ¿Natalia Méndez? T1: Ah, buenísima. T2: Natalia Méndez. NT: Natalia Méndez es Natalia Méndez. Sí. NT: Mm... de hecho el día que nos tocó tomar una PDN [prueba de nivel] como a medias, con la TQ porque... T1: Ayer. NT: Sí, ayer porque la profesora que tenía que tomar tenía una salida. Entonces la T1 tomó los primeros 45 minutos y yo tome la otra mitad, la segunda mitad. Y... en general se portaron super bien, encuentro, porque las... yo no había estado nunca en ese curso, era la primera vez que los veía y... fue super, estuve todo el rato pendiente de ellos, me pasee todo el rato por la sala, exactamente por lo mismo, porque no sabía si había niños que copiaban, no los conocía. T1: Yo pille a varios. NT: Sí, había hartos con	La verdad es que nosotros después de hacer una revisión, que de hecho les traje algunas chiquillas, tanto de KET como PET, lo que habíamos conversado es que hay una debilidad importante en la parte como de Reading y writing, y lo que nos preocupa es, digamos bastante, es la falta como de compromiso al contestar, la falta de seriedad al... [ven papeles] Patricio Andr... a no es de acá. H: No es de acá, no no. Tengo esto, que es transversal. T1: Oye, pero nada NT: Nada, no hizo nada, mira H: Esto es transversal. T1: Y el listening tampoco. H: No, nada. NT: Aquí tampoco, no hizo nada nada No tiene sentido. Bueno yo creo que, en este tipo de curso la motivación, como ustedes bien dijeron, es fundamental y esto se refleja en que si seguimos en un trabajo un poquito eh..., poco enfocado en como motivarlos, yo creo que los resultados van a seguir siendo estos. Ahora, los otros cursos que si son motivados tampoco contestaron, entonces es super importante ver de qué manera lograr eh, un compromiso de ellos.

Comment [GR5]: Jefa reconoce ideas propuestas y constantemente alaba a las profes

Comment [GR16]: Aim: analizar los resultados de la pruebas

Comment [GR27]: Joint practice: analizan pruebas en conjunto y discuten los resultados

Comment [GR22]: Profes pueden hablar abiertamente

Comment [GR35]: KET PET examenes internacionales

Comment [GR17]: Objetivo semana que viene: cruzar los datos

Comment [GR36]: Desarrollo de habilidades escrita y lectora

Comment [GR28]: Expresan opiniones

Comment [GR18]: Objetivo: Mejorar el writing en los alumnos

Comment [GR37]: Actitud de los alumnos

Comment [GR19]: Joint practice: asistencia a curso de capacitación

Comment [GR20]:

Comment [GR23]: Hablan de las practicas de los demás y pueden opinar al respecto

Comment [GR21]: Objetivo: trabajo remedial de las pruebas y como aplicar mock tests

Comment [GR29]: Piden y dan informacion

Comment [GR38]: Desarrollo de la habilidad auditiva en los alumnos

Comment [GR30]: NT comparte experiencia con un curso

Comment [GR24]: Interaccion fluida entre los miembros

Comment [GR39]: Relevancia de la motivacion para solucionar el problema

Comment [GR25]: La jefa siempre escucha y opine. En general esta de acuerdo con lo que dicen las profes y le gustan sus ideas

Comment [GR40]: Resultados similares si no se trabaja la motivacion

Comment [GR31]: Comparte lo que hizo durante la aplicacion de una prueba

Comment [GR32]: Ambas profess comparten lo que les paso durante una prueba que tomaron

3

	ellos llegaron en séptimo.	muchas intenciones de copiar, por eso pasearse era super importante. Pero al final cuando..., bueno dije, voy a pasar recogiendo las hojitas rojas, que es como la hoja, la... la real, ehh... la pase recogiendo y empezó un poco de ruido, les recordé que la prueba terminaba a las 9:48 y que tenían que mantener silencio hasta el final. Pero se los dije en un tono calmo pero firme, y se lo tomaron super bien. Se los tomaron super bien, como que se movían y se callaron.	Bueno, nosotros habíamos hablado de...	Comment [GR26]: Plena libertad para opinar Comment [GR33]: Da idea de lo que hizo y funciona Comment [GR34]: Comenta sobre la conducta de los alumnos
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Appendix T: Member check**Member check****University of Ottawa**

Transcripción de entrevista

He leído la transcripción de la entrevista realizada por la Sra. R para su estudio acerca de los profesores novatos de inglés en Chile.

☒ Sí, estoy de acuerdo con lo que indica el texto

☐ No, no estoy de acuerdo con lo que indica el texto

Comentarios:

Iniciales

Firma

Member check
University of Ottawa

Transcripción de entrevista

He leído la transcripción de la entrevista realizada por la Sra. R para su estudio acerca de los profesores novatos de inglés en Chile.

☒ Sí, estoy de acuerdo con lo que indica el texto

☐ No, no estoy de acuerdo con lo que indica el texto

Comentarios:

Me parece que se trata de un estudio muy interesante y el leerlo después de varios meses me ha hecho reflexionar nuevamente sobre mi actividad docente y sobre mi mirada respecto de la educación en contextos de vulnerabilidad... lo que finalmente se traduce en nuevos ímpetus para gestionar mi labor con mayor entrega y entusiasmo en beneficio de mis estudiantes.

Gracias por la oportunidad que se me ha brindado.

_____GLM_____

Iniciales

Firma

Appendix U: Common Reference Levels: global scale (Council of Europe, 2001)

Proficient User	C2	C2 Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and Independent disadvantages of various options.
	B1	B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans
Basic user	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate basic need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Appendix V: Demographic survey data (n=138)

Demographic	Private (14.6%)	Semi-private (22%)	Public (63.4%)
Gender	F: 80% M: 20%	F: 90% M: 10%	F: 85% M: 15%
Age	22 – 25	26 – 33	22 – 33
Background education	PB: 65% SP: 30% PR: -	PB: 45% SP: 55% PR: -	PB: 78% SP: 20% PR: 12%
Family background	Santiago: 20% Regions: 80%	Santiago: 22% Regions: 88%	Santiago: 12% Regions: 88%
Socioeconomic background	Middle-low	Middle-low	Middle-low
Ethnicity	CH: 100% SP: - AB: -	CH: 100% SP: - AB: -	CH: 85% SP: 8% AB: 7%
L1	SP: 100%	SP: 100%	SP: 100%
L2	ENG: 100%	ENG: 100%	ENG: 100%
University degree	PR: 40% TRD: 60%	PR: 33% TRD: 67%	PR: 62% TRD: 38%
Teaching experience	1 – 2	1 – 5	1 – 5
Type of contract	Full time: 60% Part time: - Casual: 40%	Full time: 90% Part time: 10% Casual:-	Full time: 61% Part time: 12% Casual: 27%
Hours in contract	Full time: 44 – 36 Part time: - Casual: 30 – 12	Full time: 44 – 35 Part time: 30– 24 Casual: -	Full time: 47 – 38 Part time: 35– 38 Casual: 30 – 12
English teachers in the team	5 – 10	1 – 8	1 – 8
Grades	PK – 5 9 – 12 6 – 8	PK – 5 6 – 8 9 - 12	PK – 5 6 – 8 9 – 12
Level of English	C2: 4% C1: 27% B2: 65% B1: 4%	C2: 4% C1: 27% B2: 65% B1: 4%	C2: 4% C1: 27% B2: 65% B1: 4%
After school work	-	45% university / private lessons	65% university/ language institute / high school / private lessons / semi- private school