An overview of chilean efl pre-service teachers' teaching strategies

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

Author keywords
Chile
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