

Unpacking Chilean Preservice Teachers' Beliefs on Practicum Experiences through Digital Stories

Authors : Claudio Díaz, Mabel Ortiz

Abstract : An EFL teacher education programme in Chile takes five years to train a future teacher of English. Preservice teachers are prepared to learn an advanced level of English and teach the language from 5th to 12th grade in the Chilean educational system. In the context of their first EFL Methodology course in year four, preservice teachers have to create a five-minute digital story that starts from a critical incident they have experienced as teachers-to-be during their observations or interventions in the schools. A critical incident can be defined as a happening, a specific incident or event either observed by them or involving them. The happening sparks their thinking and may make them subsequently think differently about the particular event. When they create their digital stories, preservice teachers put technology, teaching practice and theory together to narrate a story that is complemented by still images, moving images, text, sound effects and music. The story should be told as a personal narrative, which explains the critical incident. This presentation will focus on the creation process of 50 Chilean preservice teachers' digital stories highlighting the critical incidents they started their stories. It will also unpack preservice teachers' beliefs and reflections when approaching their teaching practices in schools. These beliefs will be coded and categorized through content analysis to evidence preservice teachers' most rooted conceptions about English teaching and learning in Chilean schools. The findings seem to indicate that preservice teachers' beliefs are strongly mediated by contextual and affective factors.

Keywords : beliefs, digital stories, preservice teachers, practicum

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