

Guided Teacher Reflection
English Teachers' Network (ETN)

TOPIC 2: REFLECT & CONNECT: PEER INTERVIEWS IN ACTION

Pedagogical Collaboration Series: Guide 2 of 6.



Programa Inglés Abre Puertas
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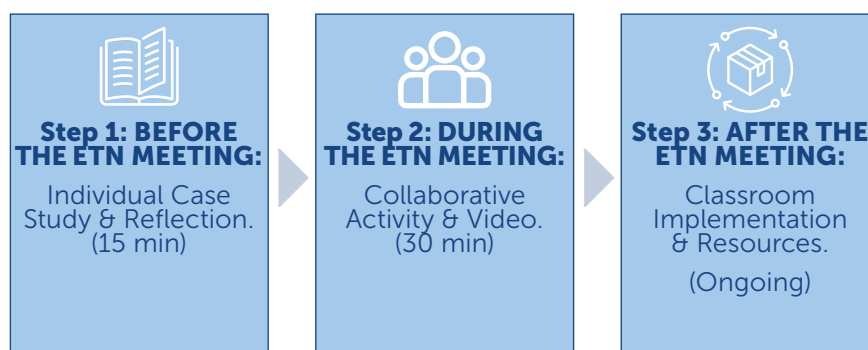
INTRODUCTION & MBE ALIGNMENT

This guide facilitates ETN meetings by linking pedagogical reflection to the Marco para la Buena Enseñanza (MBE) and the National Curriculum Framework defined by Mineduc through a structured, three-stage approach (pre-meeting, during, and post-meeting). It provides concrete examples, such as Lorena’s peer-interview strategy, to help educators foster Social and Emotional Learning (SEL) and student confidence while encouraging collaborative, reflective practice among peers.

Table 1. Alignment with the MBE Framework and Mineduc Learning Objectives

TOPIC	MBE DOMAIN	MBE STANDARD	LEARNING OBJECTIVE (Mineduc)
Reflect & Connect: Peer Interviews in Action	Domain B: Creating an Environment for Learning	<p>Standard 4: Creating an environment of respect, safety, and inclusion.</p> <p>Standard 5: Promoting students’ well-being and personal development.</p>	OA 6 (7th-10th Grade): Participate in group discussions and conversations expressing and justifying opinions.

2. THE LEARNING JOURNEY: How to use these guides (Progressive Flow)¹



¹We recommend this progressive flow:

1. Before the ETN Meeting: Independent reading and reflection on a case study featuring a “puzzling” pedagogical scenario and the strategies used to address it.
2. During the ETN Meeting: A collaborative activity focused on the case study, structured in three stages: Context, Activity, and Consolidation.
3. After the ETN Meeting: Implementation of additional resources and strategies in your own classroom.

3. FACILITATOR’S CORNER

The structure in Table 2 is designed to streamline your monthly session for step 2: **during the ETN meeting.** These three stages ensure a deep understanding of the topic by establishing context, fostering collaboration, and consolidating professional reflection.

Table 2. Session Flow

TIME	STAGE	METHODOLOGICAL KEY POINTS
5'	Context	Set the stage: Why does Social and Emotional Learning (SEL) matter in ELT? Briefly discuss how the “affective filter” impacts oral production (OA 6)
20'	Activity	Peer-to-peer collaboration: Building on Lorena’s case. Use the SEL Strategy Matrix to design a micro-intervention that fosters confidence and self-awareness.
5'	Wrap-up	Consolidation: Connect the activity to the MBE (Standard 4). Reflect on how a safe environment leads to better linguistic outcomes.

ACTION SYMBOLS KEY:

STRATEGY	COLLABORATION	REFLECTION	SEARCH	WATCH	ETN HUB	ELT ACTIVITY
						

4. PHASE 1 - BEFORE THE MEETING (15 min)



Read Lorena’s case and reflect on her situation by using the prompt (questions) below.

Case Study: Lorena’s Journey Toward Emotional Safety



Lorena is an English teacher in Talcahuano who works with 9th-grade students. For her, inclusion means addressing the Social and Emotional Learning (SEL) dimensions—such as **self-awareness, self-management and relationship** skills—required for students to express themselves (CASEL, 2020; Mineduc, 2023).

She noticed that as oral presentations approached, many students “froze” or stayed silent, feeling their ideas were unimportant. To bridge this gap, Lorena designed a **flexible 45-minute peer-to-peer interview** focusing on academic interests and fears. By allowing a bilingual environment and prioritizing a safe space over grammatical perfection, she created a high-impact session that fits within a single pedagogical block. This strategy helps students build self-confidence by ensuring their emotional needs are acknowledged before the high-pressure task of public speaking.

Reflective Prompt

1. Which specific features of Lorena’s peer-to-peer interview make it an **inclusive** and **emotionally safe space** for 9th graders?
2. Comparing your own practice to Lorena’s, what strategies do you use to help students overcome the “silence” or anxiety caused by high-pressure oral tasks?

- **The Challenge:** Students faced high anxiety and “silence” during oral tasks, fearing their ideas lacked value.
- **The Goal:** Build emotional security and self-awareness as a foundation for meaningful English communication. (OA 6)
- **The Strategy:** A flexible 45-minute peer-interview session using intentional pairings and flexible language use to lower pressure.



5. PHASE 2 - DURING THE MEETING (30 min)



1. Reconnect (5 min)

Lorena's peer-to-peer interview illustrates how intentionally structured classroom activities can strengthen students' confidence and emotional readiness.

- Watch the video of Lorena's case. Pay attention to how she validates students' fears to lower their affective filter. Click on **here**
- Reflect: How does creating a "safe space" change the way students approach oral production?

2. Collaborative Activity (20 min)



Task: In pairs, design a "Micro-SEL" intervention—a brief activity or strategy—that helps students build confidence and self-awareness before a communicative task.

Instructions:

1. Choose one or two **SEL Dimensions** (e.g., Self-awareness or Relationship skills).
2. Analyze how your activity provides **Scaffolding** for both language and emotions.
3. Use the **SEL Strategy Matrix** below to map your idea:

Table 3. SEL Strategy Matrix

My SEL Activity / Strategy	Target SEL Dimension	Communicative Goal	In my class, this looks like...
e.g., Confidence Check-in	Self-awareness	Speaking	Students use emojis to show how they feel about a topic.

3. Consolidation (5 min)

Final group reflection:



- What is the non-negotiable element we must include to ensure that an English activity is both emotionally safe and communicatively effective?

6. PHASE 3 - AFTER THE MEETING (Additional Resources)

CASE STUDY: LORENA'S STRATEGY FOR ORAL PRODUCTION



The Context

Lorena is an English teacher working with a 9th-grade class. She noticed that during speaking activities related to OA 6, her students often remained silent due to a high "affective filter."

The SEL Intervention

Lorena transformed her classroom by intentionally targeting the five core SEL competencies shown in the diagram above. By allowing students to identify their fears (**Self-awareness**) and regulate their anxiety (**Self-management**) before speaking, she created a foundation for **Relationship skills** to flourish during peer interviews.

After using the Annexes, conduct a brief group discussion using the prompts from the Activity Bank to consolidate the safe space experience.

Lorena's Activity Bank: Access the full collection of socioemotional strategies and speaking prompts used in Lorena's classroom. These resources are designed to bridge the gap between **OA 6** and students' emotional well-being.

[Click **HERE** for the Editable SEL Activity Bank]

7. ANNEXES (PHOTOCOPIABLE MATERIAL)



ANNEX A: PEER INTERVIEW CARD - "ACADEMIC INTERESTS & FEARS"

Instructions: Interview your partner and take notes in the boxes below. You may use some Spanish to clarify complex feelings but try your best to use the Useful Phrases!

Ground Rules (15-20 min)

- **Active Listening:** Focus on your partner; no interruptions.
- **Safe Space:** Be honest, there are no wrong answers —all feelings are valid.
- **Connection:** Focus on sharing ideas, not perfect English.
- **Fair Share:** Switch roles. Ensure you both have equal time to speak.

Question	Partner's Answer (Notes)
1. What is your favorite subject and why?	
2. What do you like most about English class?	
3. What makes you feel nervous about speaking English?	
4. What is one goal you have for this year?	
5. How can we help each other feel safe in class?	

Useful Phrases for the Interview:

- "My favorite subject is..." / "I feel nervous when..." / "I agree with you." / "That's interesting!" / "Could you repeat that, please?"

Teacher's Note for Time Management:

If effective class time is limited (due to administrative tasks or shorter blocks), prioritize quality over quantity. You may reduce the interview to **3 questions**, but ensure you **always include Question #5**. Fostering a safe environment is the core of this SEL intervention.

ANNEX B: SEL REFLECTION TICKET (SELF-AWARENESS)

Instructions: After the interview, think about your own feelings and complete these sentences.

1. One thing I discovered I have in common with my partner is: _____
2. Today, I felt (circle one): Confident / Nervous / Excited / Calm because: _____
3. To improve my confidence in English, I can: _____

ANNEX C: TEACHER'S OBSERVATION TOOL (SEL DIMENSIONS)

Objective: To identify which SEL dimensions (CASEL) are being activated during the activity.

- **Self-Awareness:** Did students identify their own emotions/fears? []
- **Social Awareness:** Did they listen respectfully to different perspectives? []
- **Relationship Skills:** Did they communicate effectively with a new peer? []

Teacher's Professional Reflection Tip:

The data collected through the **Annex C: Observation Tool** and the students' responses in **Annex B** can be used as valuable evidence for your **Professional Teaching Portfolio**.

- **Domain B Connection:** Use these reflections to demonstrate how you create an environment of respect and safety (**Standard 4**) and how you promote your students' well-being and personal development (**Standard 5**).
- **Actionable Analysis:** Reflect on the correlation between students' emotional readiness and their linguistic performance—observe how oral participation improves as students feel more secure.

8. INTERNET SEARCH: DIGITAL TOOLS FOR SEL & SPEAKING

Complement Lorena's strategy by integrating these digital tools designed to lower the affective filter and enhance students' confidence during speaking tasks:

- **Flip (formerly Flipgrid):** Perfect for "asynchronous interviews." Students record short video responses from their safe space, allowing them to practice and self-correct without the pressure of a "live" performance.
- **Help Me Grow MN:** Explore their **Social & Emotional Milestones** to better understand the developmental stages of your students and how these impact their confidence in the classroom (Help Me Grow, s. f.-a).
- **SEL Foundations:** Read their article on **What is social and emotional development** to deepen the "Context" stage of your ETN meeting (Help Me Grow, s. f.-b).
- **Mentimeter:** Use it to create anonymous word clouds about "English Class Fears." Seeing that peers share similar anxieties fosters Social Awareness and builds a supportive classroom community.
- **Collaborative for Academic, Social, and Emotional Learning (CASEL) Interactive Framework:** A comprehensive digital resource for teachers to deep dive into the five core dimensions of Social and Emotional Learning and how they apply to education.

<https://casel.org>

- **Wheel of Names:** A simple yet effective tool to create "intentional pairings" or small groups in a playful and transparent way, reducing the stress often associated with random participation.

Action Task: Select one of the tools above and plan a 5-minute activity for your next speaking lesson. Observe how the "anonymous" or "asynchronous" nature of the tool affects your students' participation.

9. ETN COLLABORATIVE HUB: SHARE AND CONNECT



Don't forget to keep the conversation going! Use our shared space to exchange your SEL insights and classroom results.

Quick Reminder: How to participate?

1. Access the Padlet: *Hub*

2. Post your Guide 2 contribution:

A. Inclusive Practices Hub: Share your **SEL Strategy Matrix** (Phase 2) or a photo of your students' Reflection Tickets (Annex B).

B. ICT Use Hub: Share how you used Flip, Mentimeter, or Wheel of Names to lower the affective filter.

3. Format your post:

-Title: e.g., "Confidence Scale - 9th Grade - Guide 2"

-Description: A 2-sentence summary of the impact on your students.

-Reflective Question: End with a question to spark discussion (e.g., "How do you handle 'silence' in large groups?").

Engage with others: Read at least two posts from your colleagues and leave a comment or an adaptation idea!

A STEP TOWARDS EMOTIONAL READINESS AND CONFIDENCE



“Language learning is a journey of both the mind and the heart.”

As English teachers, we are not only teaching a language; we are creating safe environments for self-expression. By implementing these Social and Emotional Learning (SEL) strategies, you are helping your students turn their anxiety into a catalyst for authentic communication and connection.

Remember that fostering self-confidence and self-awareness is a gradual process that requires patience, empathy, and active listening. We hope this guide serves as a valuable tool for your professional growth and a spark for meaningful collaboration within your English Teachers’ Network (ETN).

“Thank you for your commitment to your students’ holistic development and for making the English classroom a space of trust, security, and mutual respect.”

Keep inspiring, keep reflecting, and let’s continue transforming our English classrooms together!

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