

<https://doi.org/10.23913/ride.v11i21.748>

*Artículos científicos*

## **Análisis dialógico del discurso: posiciones ideológicas que movilizan la toma de decisiones curriculares de una profesora de educación básica**

*Dialogical Analysis of Discourse: Ideological positions that mobilize curriculum decisions of a basic education teacher*

*Análise dialógica do discurso: posicionamentos ideológicos que mobilizam a tomada de decisão curricular de um professor da educação básica*

**Tamara Paola Caballero Guichard**

Pontificia Universidad Católica de Chile, Chile

[tpcaballero@uc.cl](mailto:tpcaballero@uc.cl)

<https://orcid.org/0000-0002-6462-0909>

### **Resumen**

Las decisiones curriculares de los docentes sirven para dotar de pertinencia a lo que se enseña en las escuelas, pues le permiten al profesor adaptar o reconstruir el currículo prescrito externamente según la situación de cada aula. Sin embargo, las decisiones curriculares no son neutrales ni mecánicas; por el contrario, las posiciones ideológicas que poseen los profesores, así como otros factores políticos y socioculturales, contribuyen a que los docentes desarrollen determinadas aproximaciones de toma de decisiones curriculares en vez de otras. Considerando esto, el objetivo de este estudio fue evidenciar las posiciones ideológicas que movilizan la toma de decisiones curriculares a nivel de aula de una profesora de educación básica. Para ello, se aplicó el modelo de análisis dialógico del discurso a una entrevista semiestructurada realizada a la referida docente. Los resultados de esta investigación permiten identificar que la toma de decisiones curriculares de la profesora se mueve alrededor de un núcleo ideológico común, que es la flexibilidad curricular, la cual se muestra condicionada por tres aspectos: la propia



experiencia docente, el diseño del currículo nacional y las condiciones de la institución educativa. De tal forma que al ser una profesora novel, que trabaja con un currículo que califica como sobrecargado y altamente prescriptivo, en el contexto de una institución enfocada en el cumplimiento y los resultados, predomina en su discurso una posición ideológica más rígida y técnica respecto de su toma de decisiones curriculares, que tienden a ser más reproductivas que adaptativas y constructivas.

**Palabras clave:** análisis del discurso, currículo escolar, decisiones curriculares, práctica docente.

### **Abstract**

The teachers' curriculum decisions allow them to give pertinence to what is taught in the schools, because through these decisions the teachers can adapt or reconstruct the externally prescribed curriculum according to the situation of each classroom. However, curriculum decisions are neither neutral nor mechanical, on the contrary the ideological positions held by teachers, like other political and sociocultural factors, contribute to develop certain teacher approaches to curriculum decision-making. Considering this, the purpose of this study was to demonstrate the ideological positions in teachers discourse that mobilize curriculum decision-making at the classroom level in the case of a basic education teacher. To this end, the Dialogical Analysis of the Discourse model was applied to a semi-structured interview conducted with this teacher. The results of this research make it possible to identify that the teacher's curriculum decision-making moves around a common ideological core that is curricular flexibility, which is conditioned by three aspects: the teacher's own experience, the design of the national curriculum and the conditions of the educational institution. As conclusion, in the discourse of the studied teacher, as a novice teacher, who works with a curriculum that qualifies as overloaded and highly prescriptive, in the context of an institution focused on compliance and results, prevails a more rigid and technical ideological position when making curriculum decisions, which tend to be more reproductive than adaptive and constructive.

**Keywords:** discourse analysis, school curriculum, curriculum decisions, teaching practice.

## Resumo

As decisões curriculares dos professores servem para dar apropriação ao que é ensinado nas escolas, visto que permitem ao professor adaptar ou reconstruir o currículo prescrito externamente de acordo com a situação de cada sala de aula. No entanto, as decisões curriculares não são neutras nem mecânicas; pelo contrário, as posições ideológicas dos professores, bem como outros fatores políticos e socioculturais, contribuem para que os professores desenvolvam certas abordagens curriculares de decisão ao invés de outras. Diante disso, o objetivo deste estudo foi demonstrar os posicionamentos ideológicos que mobilizam a tomada de decisão curricular em nível de sala de aula de um professor da educação básica. Para tanto, aplicou-se o modelo de análise dialógica do discurso a uma entrevista semiestruturada com a referida professora. Os resultados desta pesquisa permitem identificar que a tomada de decisão curricular do professor gira em torno de um núcleo ideológico comum, que é a flexibilidade curricular, que é condicionada por três aspectos: a própria experiência docente, o desenho do currículo nacional e as condições da instituição de ensino. Para que por ser uma professora iniciante, que trabalha com um currículo que se qualifica como sobrecarregado e altamente prescritivo, no contexto de uma instituição voltada para a conformidade e resultados, prevalece em seu discurso um posicionamento ideológico mais rígido e técnico suas decisões curriculares, que tendem a ser mais reprodutivas do que adaptativas e construtivas.

**Palavras-chave:** análise do discurso, currículo escolar, decisões curriculares, prática docente.

**Fecha Recepción:** Mayo 2020

**Fecha Aceptación:** Octubre 2020

---

## Introduction

A central issue in the curricular policy of several countries - Chile among them - is flexibility and curricular autonomy, understood as concepts that make national educational projects more relevant (Bellei and Morawitz, 2016). It is in this context that the daily decisions of the teacher about the curriculum become a relevant issue, since it is precisely through their curricular decisions that the national proposal is constantly contextualized, making it more relevant (Espinoza, Riquelme & Salas, 2017).

However, the curricular decision-making by the teacher is not a neutral, mechanical or instrumental process (Pinar, 2014). Instead, it represents a subjective and intersubjective, political and technical-pedagogical process in which ideological positions are presented and

intersected (Cox, 2018; Magendzo, 2018). According to Schiro (2013), ideologies about the school curriculum contribute to a certain approach to curricular decision-making by the teacher. This becomes more evident at the micro level (that is, the classroom), where the teacher is the key actor, based on what they plan for their class and the interaction with students (Pang, 2012). Therefore, it is possible to consider that according to the ideology to which he adheres and according to certain conditions of decision and performance, he decides to reproduce, adapt or reconstruct the official and prescribed discourse as part of a dance in which he flows between different options and curricular worlds (Aoki, 2005). According to different authors, within this dance of curricular options, there are some that favor the improvement of student learning and are related to the adaptation and construction of the curriculum from the classroom interaction (Remillard & Heck, 2014; Schultz, 2011; Shaver, 2010).

However, as Greany and Waterhouse (2016) indicate, it is not enough for public policy to declare certain positions on the curriculum; It is about a whole set of aspects and determining conditions to ensure that autonomy and curricular development are really materialized in the decisions of the teacher in their day-to-day life.

In fact, in the Chilean context, Caro and Aguilar (2018) point out that, despite its relevance in the political discussion and its complexity, the teacher's curricular decisions in relation to the autonomy, flexibility and relevance of the curriculum have been addressed in most of the cases from the tension between a high or low prescription in the design of the curricular policy. In addition, they have been assumed in the nature of a teaching task that has remained almost exclusively relegated to instruction in the most operational and technical sense and, from the curricular point of view, to effective implementation, from the prescriptive and bureaucratic (Pinar, 2014).

In addition to this, in the review of the literature, Handler (2010) shows - on the making of educational curricular decisions at an international level, between 2000 and 2010 - that these studies have focused mainly on the proactive part of the decision-making exercise of The teachers (planning) and have approached it from a documentary analysis, leaving in the background the discursive practice of the teacher that allows understanding this curricular decision making, and even leaving aside the same interactive curricular practice inside the classroom. A similar panorama can be observed in the Chilean national production on this topic, whose highest production is between 2000 and 2007, and is mainly focused on data collected

from a documentary perspective. The results of these Chilean investigations indicate that most of the time teachers stay at a reproductive decision level and that when these teachers make adaptation decisions, they refer only to adding elements to the prescribed curriculum (Guzmán, Meza, Pascual and Pinto, 2007; Meza, Pascual and Pinto, 2006). In other words, it has been found in previous studies that a low or no level of curricular autonomy predominates in teachers.

Having mentioned the above, it is worth asking the following questions: what ideological positions mobilize the curricular decisions of teachers? What are the tensions that are manifested in teachers' speeches about their curricular decision-making? Based on these questions, the objective was established to show the ideological positions that mobilize the curricular decision-making at the classroom level of a basic education teacher of a municipal school in the Metropolitan Region of Santiago Chile.

Considering this objective, it was intended to look at the curricular decisions of the teacher as processes that do not happen a priori, but under certain conditions and from the complexity of a practice full of meanings and ideologies that are managed in the immediacy of day to day. The above contributes to the understanding of factors associated with certain curricular approaches that favor student learning to a greater extent. This, in addition, provides elements to reconceptualize the teaching role in the face of the new curricular demands expressed in current educational policy, from which the conditions and orientations for it are discussed from the proposed concepts of autonomy and curricular flexibility.

### **The reconceptualization of the curriculum: starting point for looking at curricular decisions**

There is a predominant instrumentalist view on the curriculum and the different processes and categories involved, which reduce it to a product or a bureaucratic process (Pinar, 2014). Given this, the reconceptualist current of the curriculum responds from a phenomenological perspective, stating that the curriculum is not a product or a simple process, but rather a lived experience, a complex discursive practice (Aoki, 2005; Pinar, 2014). In this sense, when Pinar (2014) recognizes the curriculum as a complex conversation, he does not refer to it in generic terms of what a conversation is, but rather puts it in the field of dialogue, as a discursive practice.

In other words, it is a practice full of meanings in a particular world and in a temporality that supposes a co-belonging of past, present and future (Pinar, 2014). From the discursive view

of the curriculum, Díaz Barriga (2010) accounts for it as a dialogical space where educational actors negotiate power. This means that since it is where the aims and contents of what is taught are defined and debated, it is a field in conflict and tension.

In this work, this view is conceptualized precisely from this reconceptualization, since from here the dimensions of alterity and intersubjectivity that are implied in it are recognized in the curriculum, from biographical, political, historical and aesthetic categories that place the subject and the context in the center (Pinar, 2014).

Within the school environment, the teacher in this current, as a curricular actor, is seen as a subject intertwined by different dialogues, by their life stories, their trajectory, their personal and professional experience in a given place and time.

### **The teacher's curricular decisions at the classroom level**

From the curricular perspective assumed in the previous section, it is appropriate to talk about the curricular decisions of the teacher, recognizing the complexity of their daily curricular work, which takes place between the tension of routine and innovation (Pinar, 2014). Decisions about the curriculum represent selecting what is the curricular knowledge, that is, what are the knowledge, learning and skills that must be achieved (Magendzo, 2018).

Considering this, the micro level of curricular concretion (the classroom) becomes especially important, since it is where the teacher is in direct interaction with the students (Pang, 2012). Consequently, certain curricular decisions in their planning and within the classroom lead them to develop different learning experiences that in turn impact differently on students (Craig, 2012; Doyle and Rosemartin, 2012; Schultz, 2011).

According to Aoki (2005), in the classroom, the teacher's curricular decisions are situated in a kind of middle ground: between the prescribed claims of other curricular levels (political, institutional) and what happens in the classroom interaction. For this reason, the curricular approaches that teachers have in relation to the prescribed curricular instruments, in terms of the autonomy of their decisions, can be considered reproductive, adaptive or constructive (Guzmán, 2011; Shower, 2010). Reproductive if most of the time they stick or try to shut down exclusively to the prescribed curricular instruments; adaptive if they include other elements and modify what is prescribed in relation to interactions with students and their own criteria, but without losing

the general guiding axis; and constructive if they create new elements independently of the prescribed curricular instruments and in direct relation to classroom interactions. According to different authors (Craig, 2012; Doyle and Rosemartin, 2012; Shawer, 2010), the decisions of teachers that allow curriculum development and that generate more relevant and meaningful educational experiences are those that move between adaptive and constructive, as they represent that the teacher interprets and responds to the peculiarities and demands of the texts and subjects themselves.

Cox (2018) and Magendzo (2018) consider that making a decision of one kind or another constitutes a subjective, political and technical-pedagogical process because it occurs within a personal, social, economic, cultural and educational context, in the that involve interests, tendencies and ideological positions and diverse disciplinary and pedagogical knowledge. For Boschman, McKenney and Voogt (2014), the curricular decision-making of teachers is influenced by existing orientations (ideologies, technical knowledge, beliefs and practices), external priorities (institutional demands, regulations), and practical concerns (what is possible and achievable within the limits of practice).

### **Ideologies as mobilizers of curricular decisions**

For Schiro (2013) the actors who participate in the curricular negotiation in the school space do so from different beliefs, interests and visions of the world, of education and specifically of the curriculum. These can be conceived as ideologies, which refer to thought schemes about knowledge, teaching and learning, which permeate the vision of the subjects on the curriculum and are related to particular forms of action, practices and attitudes of teachers ( Schiro, 2013).

For Voloshinov (2009), ideology “is part of a natural or social reality not only as a physical development, an instrument of production or a consumer product, but also, unlike the stated phenomena, it reflects and refracts a reality distinct that is beyond its materiality. Every ideological product has a meaning”(p. 31). For Bakhtin (1981), ideology refers to “a system of ideas, as a semiotic system, in the sense that it involves the concrete exchange of signs in society and in history, in which each word / discourse reveals the ideology of its speaker”(p. 429).

We could say then, in the field of the curricular, that the ideologies or positions on the curriculum to which teachers adhere challenge and condition their way of relating to the curriculum; that is, thought, language and action are not dissociated.

## Method

Considering that words betray the ideology of their speaker (Bakhtin, 1981), it is necessary to analyze the teachers' discourse on their curricular decisions from a dialogic perspective. For this, in this work a sociocultural position on discourse has been assumed, in which it is considered that it can only be understood in its complexity when it is understood as a sociological, historical and ideological phenomenon carried out through the enunciation that arises of concrete verbal communication (Volóchinov, 2009), also placing dialogism at the center of the approaches, which allows rethinking relationships of meaning from contextualization and the relationship with others (Ávila and Medina, 2012).

Therefore, and from the sociocultural position, the dialogic discourse analysis (ADD) was considered the most appropriate to analyze the ideologies printed in the teachers' discourse on curricular decisions. This makes it possible to make visible the different voices or positions incorporated in the discourse and to analyze the socio-ideological positioning that sustains it, as well as the subjective planes present in it (Ávila and Medina, 2012).

The ADD proposed here is based on the approach proposal of the enunciation theory (Ávila and Medina, 2012; Larraín and Medina, 2007), according to which the statement represents the unit of discursive communication, and the categories of speech are reconceptualized. enunciative analysis as follows (Larraín y Medina, 2007):

- The subject of the enunciation is that aspect that refers to the act of enunciation itself, that is, the way in which the role assumed in the enunciation is expressed or inscribed, which can be contextualized.
- The stated subject refers to the ideological reference center from which the statement is made.
- The speaker refers to the material responsible for the voice or voices in the speech.
- The enunciator refers to the ideological positions present in the text.



- The discursive subject to the dominant position that crosses the text, the last position, sustained through the textual / discursive journey.

Considering this methodological approach, an ADD was applied to the corpus of a semi-structured interview with a basic education teacher from a municipal school in the Ñuñoa commune. The interview lasted 61 minutes, was recorded and later transcribed by the same interviewer for analysis.

According to Bakhtin (1981), the discursive genre refers to the form that the statements acquire in the concrete use of the language within a sphere of social practice and that establish certain conventional forms of participation. In this sense, one of the most obvious characteristics of the genre of the research interview has to do with the difference in the roles of the interlocutors, because despite the fact that there may be shared knowledge and codes about the object of the interview, the interviewer plays a more instrumental and strategic role that seeks—through the generation of questions within a starting, developing and closing section—to exhort the interviewee to provide information, to develop a reasoning about something or to take charge of a fact discursively (Meneses and Rodríguez, 2011).

In particular, it was a semi-structured research interview within the framework of the master's project entitled The making of curricular decisions at the classroom level of the basic education teacher in the municipal context. This project consisted of a case study with the objective of characterizing the curricular decisions of the teacher and identifying factors associated with these characteristics. For this, data have been collected from various sources: interviews, classroom observation, planning analysis and class logs. The interview that is analyzed in this paper was carried out with a 26-year-old novice teacher, with studies in Basic Pedagogy, a major in Social Sciences, who is currently a teacher-head of 2nd grade in a municipal school in the commune of Ñuñoa, in the Metropolitan Region of Santiago Chile.

In the interview with this teacher, the interviewer tried to avoid her opinions, judgments or values so as not to alter the information collected. In addition, it is worth noting that there was an interview script with questions referring to different dimensions of the research object, that is, the daily curricular decisions of the teacher in relation to the official curricular instruments (curricular bases, programs of the curricular bases, textbooks).

Specifically - in the case of this work - the ADD focused on the questions presented in the first section: what ideological positions mobilize the curricular decisions of teachers? What

are the tensions that are manifested in teachers' speeches about their curricular decision-making? The categories of analysis in the ADD were the enunciated subject, the enunciators and the discursive subject (Larraín and Medina, 2007), since these allow identifying the ideological center of the discourse, the different positions or voices that stress decision-making and positioning that predominates.

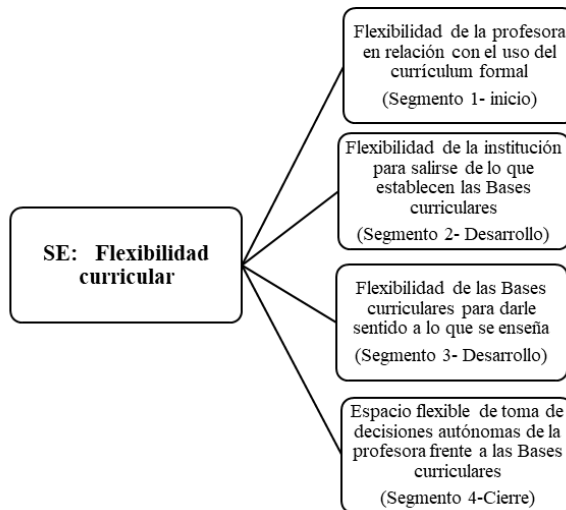
Considering these categories, the discursive marks or traces investigated were the following: the deitics of person, time and place, the subjective ones and the modes of enunciation. The deitics are considered as the basic mark on which the categories of the enunciation are identified for the analysis, since they denote the linguistic position in which the enunciator is positioned and the space-time circumstances in which the enunciation is produced (Ávila and Medina , 2012). Subjectivemes - following the proposal by Kerbrat-Orecchioni (2010) - are those units in which the enunciator explicitly reveals himself through subjective evaluations on items of nominal adjective, adverbial, verbal nature that have affective, evaluative or axiological marks. Finally, the modalities of enunciation refer to the way in which the enunciator expresses his attitude towards the content of what is communicated. Following Álvarez's proposal (2001, cited by Ávila and Medina, 2012), these modalities would be alletic (need, possibility), deontic (obligation, permission, prohibition), epistemic (mental reality), volitional (will) and appreciative ( assessment).

On the other hand, given the nature of the discursive genre analyzed and the guiding questions, a segmentation was carried out that had two criteria: the moments of the interview (beginning, development and closure) and a thematic criterion, which implied segmenting those fragments where the interviewee made reference to the national curriculum (curricular bases) in their daily decision-making. From these criteria, nine segments were obtained, selected respecting the adjacent pairs typical of the interview (interviewer-interviewee): one from the beginning, six from development or development, and two from the end. Of these nine segments, four were selected to make up the sample for the analysis of this work: one from the beginning, one from the close, and two from development. This last selection again considered having the representation of all the moments of the interview and that these segments were the most representative of each moment.

## Results

Through the ADD carried out on the four selected segments —see Annex 1—, it is observed that the ideological tension appears around different variations of a common ideological center. These variations appear as a function of the questions asked by the interviewer and the nominal categories to which these questions refer. Therefore, it is possible to identify that the subject of the common statement is curricular flexibility, that is, the ability to make adaptation and construction decisions on the objectives and content as prescribed in the curricular bases. Starting from this subject of the statement, the story is developed and it is thematized in the different fragments as shown in figure 1:

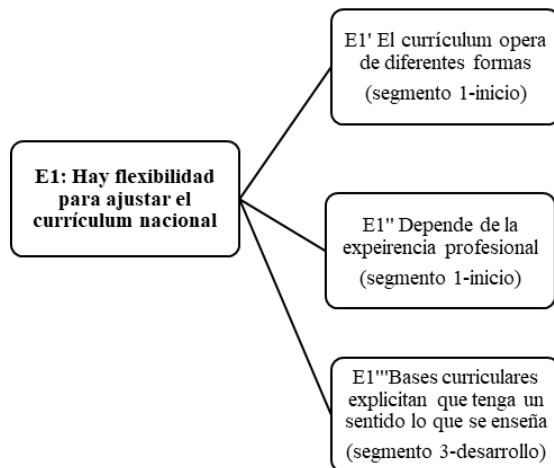
**Figura 1.** Sujeto del enunciado (SE) y sus variaciones



Fuente: Elaboración propia

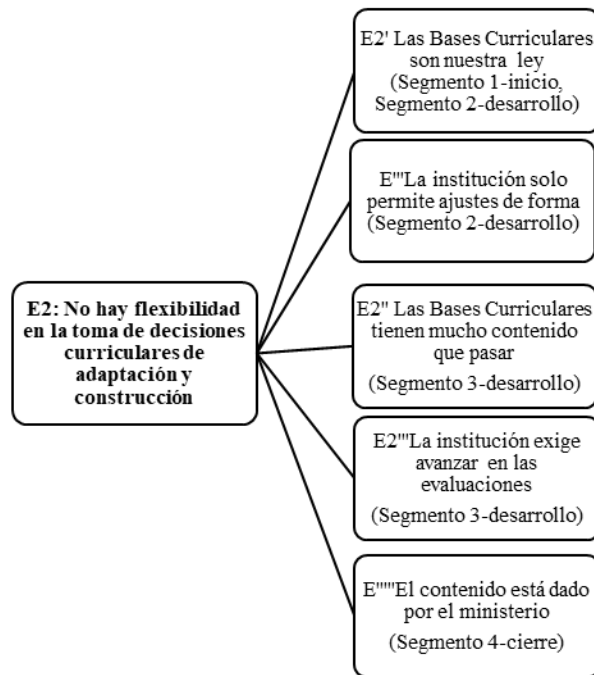
Faced with this subject of the statement, there is an ideological tension in the teacher's speech between two main enunciators: E1 that expresses that there is flexibility to make adjustment decisions about the national curriculum and an E2 that expresses that there is no flexibility to make decisions about adaptation on the national curriculum. These enunciators (E1 and E2) are presented in the analyzed fragments with variations, which, rather than different positions that make them new enunciators, are different arguments that support one of the two positions. Next, two figures with the enunciators and their argumentative variations are offered:

**Figura 2.** Enunciador 1 (E1) y sus variaciones argumentativas



Fuente: Elaboración propia

**Figura 3.** Enunciador 1 (E2) y sus variaciones



Fuente: Elaboración propia

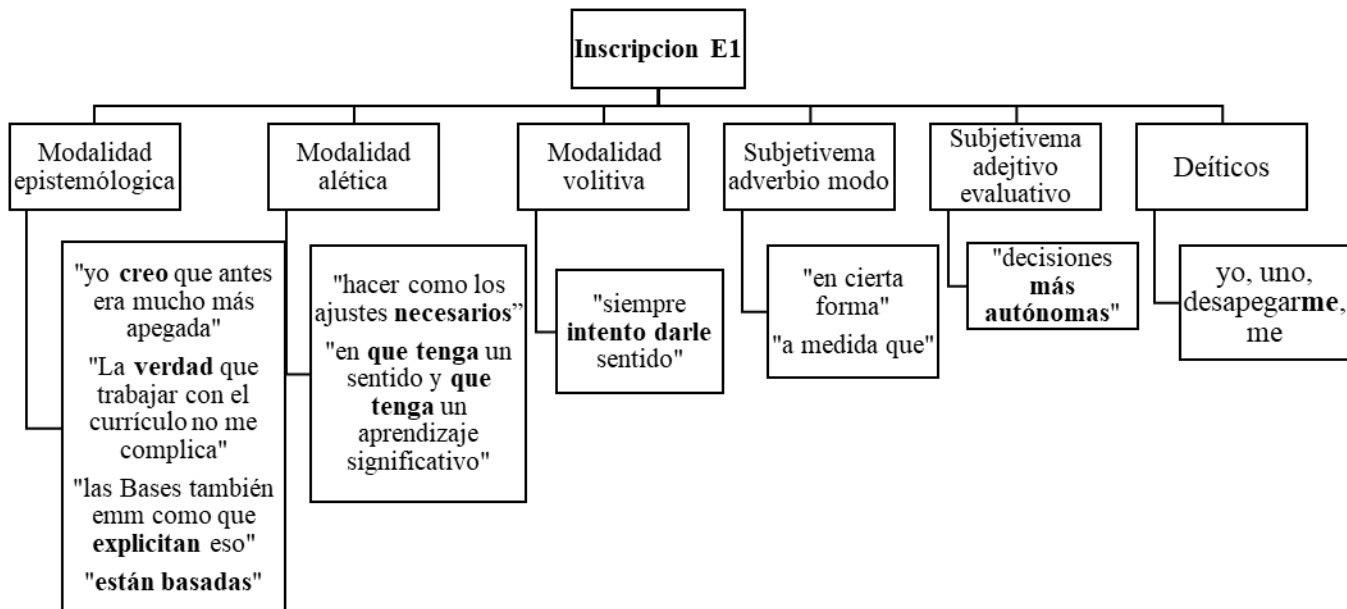
According to the ADD carried out, enunciator 1 was identified in segments 1 and 3, and is characterized by having a vision of the multidimensional curriculum, which not only implies the curricular bases referred to as formal curriculum, but also recognizes the informal and hidden curriculum that is created in the relationship with students; This is inscribed in the following way: “the truth is that working with the curriculum does not complicate me // the curriculum also

operates in different ways (..)” (segment 1- start, line 16-19). And in this sense, it visualizes the explicit possibilities in the general approach of the bases of synergy between the formal curriculum and the informal curriculum to give meaning to the curriculum that is taught: “In a certain way, they are based on having a meaning and having significant learning ”(Segment 3- development, line 6-9).

In addition, this position recognizes the need for professional experience to make decisions that make the curriculum more flexible, which in the statement is exemplified as "but as one works / gets to know the children / and one also gets to know oneself" ( segment 1-start, line 10-13). On the other hand, it is important to highlight that the thesis of this positioning only visualizes the curricular flexibility in terms of “making the necessary adjustments” (segment 1- start, line 28), which represents a low level of curricular adaptation (Guzmán, 2011 ; Shawer, 2010).

Considering this characterization of E1, it was identified that it is predominantly located in two modalities: epistemological, inscribed in cognitive and nouns verbs that demonstrate certain levels of certainty; and aletica, which shows a notion of necessity through inscriptions such as "that I have" and "necessary". In the case of the subjectivemas in which it is inscribed, these relativize what is said, imply temporal progression or refer to autonomy. In the case of personal deitics, we find that most of the time there is an impersonal and indeterminate inscription through the indeterminate pronoun one. Only once is there an inscription from the personal pronoun "I", and this is epistemologically modalized. In addition to this, reflexive pronouns were identified in first person speech. Next, figure 4 is shown with the most representative discursive traces of the enunciator, which evidences the aforementioned:

**Figura 4.** Inscripción del E1



Fuente: Elaboración propia

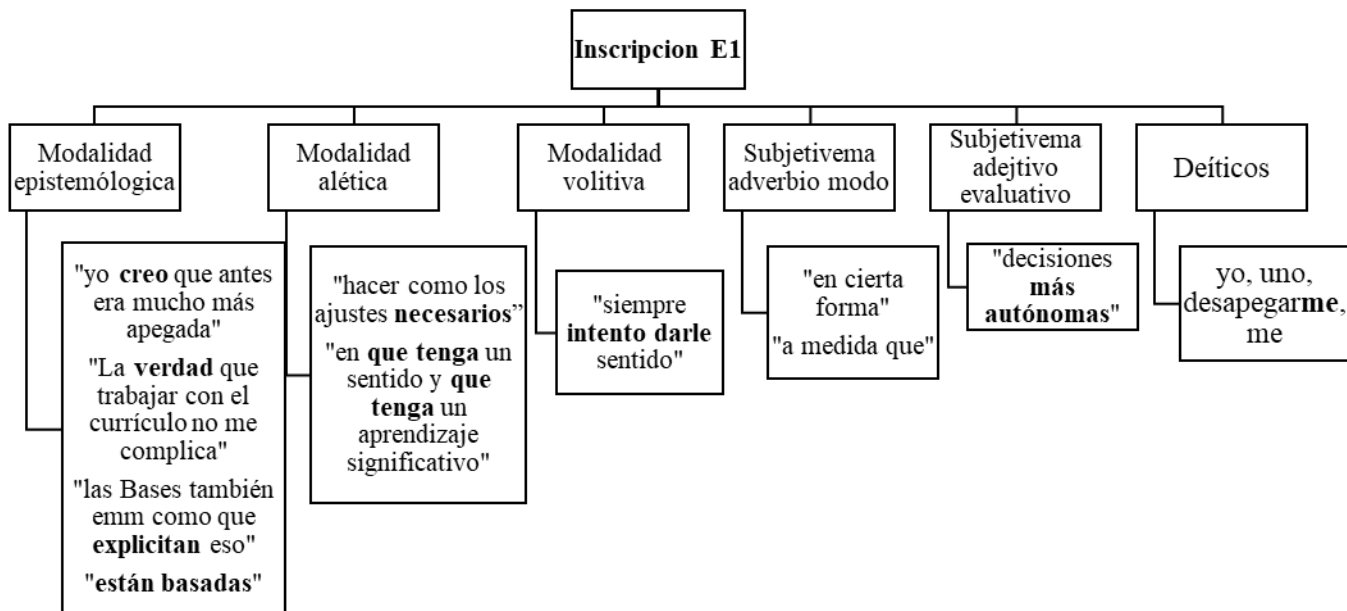
On the other hand, enunciator 2 —identified in segments 1, 2, 3 and 4— is characterized by having a vision of the curriculum as a product to be implemented, this product being the curricular bases. This vision of the curriculum only allows reproductive decisions to be made, which can be exemplified with the quote “then it can be like a copy paste” (segment 4-closing, line 12), and is conditioned by the curricular policy, as observed in these quotes “because it is like our law and the one that governs the content of the skills that one is going to work on” (segment 1-start, line 7-9), “for a subject such as legal, everything has to pay tribute to the learning objective ”(Segment 2-development, line 7-8).

The design and extension of the content of the curricular bases are also shown as a condition of non-flexibility: “But also the content sometimes that one has to pass / one does not always manage to give that / how to put that stamp on the unit because also one you have to comply with what is required of you // as one has to comply yes or yes with the bases and sometimes it is a lot of content // ”(segment 3-development, line 16-19). Finally, this enunciator of inflexibility is sustained from the demands of the school, as for example in the following quote: “And the truth is that one has to advance with the evaluations with what the school asks of you, so sometimes you see as a constraint ”(segment 3-development, line 23-25).

Through the analysis, it was identified that this enunciator is registered mainly through the deontic mode, referring to the requirement to faithfully reproduce the content of the curricular bases, to the obligation to pass the content. In addition, it is observed that there is an inscription from the indeterminate pronoun "one", which relativizes and generalizes the arguments about curricular inflexibility and at the same time that they account for a lost voice of the subject that elaborates the statement. In addition, this indeterminate pronoun is accompanied by pronominalized verbs in the first and third person singular (most are also reflexive), and in the first person plural, referring to teaching development, where once again the subject making the statement becomes invisible.

We also find evaluative subjectivities that refer to the heaviness of making non-reproductive curricular decisions (very, very difficult) and affective subjectivities with adjectives such as "constrained" that denote the feelings of the teacher. In this sense, the demanding relationship between the institution and the work of the teacher is recognized, limiting their curricular participation to the reproduction of objectives and content and making adjustments to the form, but not that they have to do with modifying or adding content and less with constructing them. in its own way, which can be observed in the adverbial subjectivity used in the following quote: "Only as in form." This is linked to the identity of the teacher that is configured in the limits of the design of classroom activities, which is clearly inscribed with possessive deictics such as "my space" "of one", which reaffirms what is the place of autonomy and flexibility that it recognizes as its own. Next, figure 5 shows the most representative discursive traces of the enunciator:

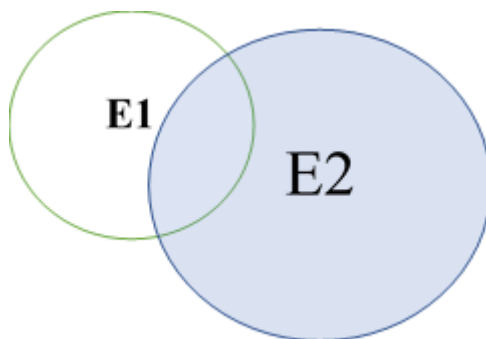
Figura 5. Inscripción del E1



Fuente: Elaboración propia

Although these two enunciators exist, by the way they are inscribed, it is possible to say that the ideological tension they represent is resolved throughout the discourse, while E2 ends up being more consistent and dominates E1 (figure 6). E1 is part of a level of thought, need and desire of the teacher for this flexibility according to the modalities investigated, mainly at the beginning of the interview and at the beginning of the responses, which emerges as an appropriation of the desirable discourse on the curricular bases, and where the weight of flexibility falls on the teacher himself. However, while the discourse progresses and the ideological nucleus is thematized in aspects of its daily work, it is displaced by E2, made up of the mandatory conditions and requirement of nominal categories such as the curricular bases and the school; Consequently, E2 ends up having a greater weight in the discourse, both due to the presence throughout the segments of the deontic modality that characterizes it and because of the type of affective subjectivities with which this enunciator is inscribed, linked to the way in that the teacher feels and lives the decision-making about the curriculum, in a relationship where this enunciator is the one who ends up mobilizing the teacher's curricular decisions at a level of reproduction of what is prescribed in the curricular bases.



**Figura 6.** Tensión dialógica

Fuente: Elaboración propia

As seen in figure 6, E2, the position that there is no curricular flexibility is the discursive subject investigated in these segments. That is, it is the dominant position that runs through the analyzed fragments, from the different arguments that support it, which are especially related to factors external to the teacher.

## Discussion

The categories that thematize the ideological center of the teacher's discourse on her curricular decision making (that is, curricular flexibility) show the complexity of curricular decisions, and the interrelationships that are interwoven in them, as expressed by Cox (2018) , Magendzo (2018) and Boschman et al. (2014). This means that the categories identified are related to different levels of curricular development (Pang, 2012) that are stressed: curricular policy (macro level), curricular management of the institution (meso level), and the teacher's own experience (level micro).

In the midst of these categories around curricular flexibility, the teacher's ideology strains between a multidimensional and more flexible vision regarding the national curriculum and a more rigid and technical one. In this tension the second vision ends up dominating, especially influenced by the contextual conditions that constrain the teacher's curricular decision-making. These contextual conditions limit the teacher to what Aoki (2005) considers a mere implementer role. Meanwhile, this more technical ideological position of the curriculum - as Schiro (2013) points out - in turn permeates a more reproductive than adaptive and constructive approach in their curricular practices (Shawer, 2017). In terms of Aoki (2005), it ends up dominating the world of prescription over the world of the classroom.

Finally, it is important to highlight that the dialogic analysis of discourse as a study model offers the possibility of investigating the positions and voices in the discourses of the curricular actors, with which the complexity of their performance is recovered from internal and external aspects that are stressed and they materialize linguistically in discourse. In other words, analyzes such as the one presented in this work allow us to go beyond the identification of the type of dominant curricular practices - as approached in the antecedent studies (Guzmán et al., 2007; Meza et al., 2006) - to delve into understanding of the positions that mobilize them.

## Conclusions

From the ADD carried out, it is concluded that the ideological core of the discourse on curricular decisions focuses on curricular flexibility, and that said axis is built in the analyzed discourse through three large categories, which in turn are composed of the following subcategories: the teaching experience, the national curriculum and the conditions of the educational institution.

On the other hand, the ADD materially evidences the presence of two opposing positions in the discourse on curricular decisions: one established in the necessary, in the desirable that arises from the general approaches and discourses of the more practical curricular policy, and another in daily practice that is limited to the requirement, the obligation and compliance of a more technical nature, which leaves no room for autonomous curricular decision-making focused on the interaction of subjects and contexts. This last position ends up predominant, which shows a loss of the teacher's voice, which characterizes the entire discourse. It can be said, therefore, that it is a loss of herself as the author or agent of the curriculum, which reduces her identity to learning activities. This, in addition, shows the lack of real conditions for flexibility and curricular autonomy of the teacher.

Finally, it is necessary to mention that the ADD carried out made it possible to approach the ideological positions in the teacher's discourse, from specific linguistic marks, which makes the analysis of the discourse and the results obtained more rigorous. In this way, approaches that are limited only to content are overcome, such as those used in most studies on this subject, which also do not take advantage of the richness of discourse as a social practice and the curriculum as a lived experience. In this sense, another relevant aspect of this analysis is that when subjectivity is investigated through linguistic traces —from a sociocultural and

phenomenological perspective— the analysis of the teaching discourse approaches the understanding of the construction of identity and curricular culture.

## References

- Aoki, T. (2005). Teaching as Indwelling Between Two Curriculum Worlds. En Aoki, T., Pinar, W. and Irwin, R. *Curriculum in a new key: the collected works of Ted T. Aoki*. (pp. 159-165). Nueva Jersey, Estados Unidos: Lawrence Erlbaum Associates/ Publishers.
- Ávila, N. y Medina, L. (2012). El análisis dialógico del discurso (ADD) y la teoría de la enunciación: descubriendo la tensión dialógica en los discursos de profesores secundarios chilenos. *Estudios de Psicología*, 33(2), 231-247. Doi: 10.1174/021093912800676466.
- Bajtín, M. (1981). *The dialogic imagination*. Texas, Estados Unidos: Prensa de la Universidad de Texas.
- Bellei, C., & Morawitz, L. (2016) Contenido fuerte, herramientas débiles. Las competencias del siglo XXI en la reforma educativa chilena. En F. Reimers & C. Chung, Enseñanza y aprendizaje en el siglo XXI. Metas, políticas educativas y currículo en seis países (pp.121-162). Ciudad de México: FCE.
- Boschman, F., McKenney, S. and Voogt, J. (2014). Understanding decision making in teachers' curriculum design approaches. *Educational Technology Research and Development*, 62(4), 393-416.
- Caro, M. y Aguilar, M. (2018). Desarrollo del currículum en las aulas: perspectivas del profesorado. En Arriata, A. y Osandón, L. (eds.), *Políticas para el desarrollo del currículum. Reflexiones y propuestas* (p. 337-381). Santiago, Chile: Ministerio de Educación.
- Cox, C. (2018). Currículum: categorías de análisis, tendencias, gobernanza. En Arratia, A. y Osandón, L. (eds.), *Políticas para el desarrollo del currículum. Reflexiones y propuestas* (pp. 119-154). Santiago, Chile: Ministerio de Educación/ Unesco-Santiago.
- Craig, C. J. (2012). Butterfly under a pin”: An emergent teacher image amid mandated curriculum reform. *The Journal of Educational Research*, 105(2), 90-101.

- Díaz Barriga, F. (2010). Integración de las TIC en el currículo y la enseñanza para promover la calidad educativa y la innovación. *Pensamiento Iberoamericano*, (7), 129-149.
- Doyle, W. and Rosemartin, D. (2012). The ecology of curriculum enactment: Frame and task narrative. *Interpersonal Relationships in Education*, 137-147.
- Espinoza, O., Riquelme, S. y Salas, A. (2017) *Contextualización curricular* (documento de trabajo de curso). Santiago, Chile: Pontificia Universidad Católica de Chile.
- Greany, T. and Waterhouse, J. (2016). Rebels against the system: Leadership agency and curriculum innovation in the context of school autonomy and accountability in England. *The International Journal of Educational Management*, 30(7), 1188-1206. Retrieved from <http://ezproxy.puc.cl/docview/1826443034?accountid=16788>
- Guzmán, M. (2011). Interacciones emergentes: una aproximación teórica para comprender el significado innovador de la producción curricular intra-aula. *Pensamiento Educativo. Revista de Investigación Educativa Latinoamericana*, 29(2), 319-340. Recuperado de <http://pensamientoeducativo.uc.cl/files/journals/2/articles/208/public/208-481-1-PB.pdf>
- Guzmán, M., Meza, I., Pascual, E. y Pinto, R. (2007). La contextualización como estrategia de construcción curricular. *Boletín de Investigación Educativa de la Facultad de Educación, PUCCH*, 22(1), 209-230.
- Handler, B. (2010). Teacher as curriculum leader: a consideration of the appropriateness of that role assignment to classroom based practioners. *International Journal of Teacher Leadership*, 3, 203-243.
- Kerbrat-Orecchioni, C. (2010). *S'adresser à autrui: les formes nominales d'adresse en français*. París, Francia: Université de Savoie.
- Larraín, A. y Medina, L. (2007). Análisis de la enunciación: distinciones operativas para un análisis dialógico del discurso. *Estudios de Psicología*, 28(3). Recuperado de <http://www.dialogicidad.cl/papers/larrain.pdf>
- Magendzo, A. (2018). *La educación del ciudadano: pensar un currículum para la vida democrática*. En Arratia, A. y Osandón, L. (eds.), *Políticas para el desarrollo del currículum. Reflexiones y propuestas* (pp. 247-270). Santiago, Chile: Ministerio de Educación/ Unesco-Santiago.
- Meneses, J. y Rodríguez, D. (2011). *El cuestionario y la entrevista*. Cataluña, España: UOC.

- Meza, I, Pascual, E. y Pinto, R. (2006). La contextualización como estrategia de construcción curricular. *Boletín de Investigación Educativa de la Facultad de Educación, PUCCH*, 22(1).
- Pang, Y. (2012). Currículum development process. *From Teaching to Knowledge*, (3) 25-61.
- Pinar, W. (2014). *La teoría del currículum*. Ciudad de México, México: Narcea Ediciones.
- Remillard, J. and Heck, D. (2014). Conceptualizing the curriculum enactment process in mathematics education. *The International Journal on Mathematics Education*, 46(5), 705-718.
- Schiro, S. (2013). *Curriculum Theory: Conflicting Visions and Enduring Concerns*. California, Estados Unidos de América: SAGE Publications.
- Schultz, B. D. (ed.). (2011). *Listening to and learning from students: Possibilities for teaching, learning, and curriculum*. IAP.
- Shawer, S. (2010). Classroom-level curriculum development: EFL teachers as curriculum-developers, curriculum-makers and curriculum-transmitters. *Teaching and Teacher Education*, 26(2), 173-184. Doi: 10.1016/j.tate.2009.03.015
- Voloshinov, V. (2009). *El marxismo y la filosofía del lenguaje*. Madrid, España: Alianza.

## Anexo 1: Análisis dialógico del discurso por segmentos

### Segmento 1 -inicio

Siglas:		
E: Entrevistador S: Sujeto entrevistado SE: Sujeto del enunciado E: Enunciador		
Nºlínea	Transcripción	Mecanismos de inscripción
1	I: Ya platicaste de la visión de la educación	<b>Modalización condicional:</b> A ver
2	que tienes/ ahora ¿cómo es tu relación con el	<b>primera persona singular:</b> yo (1)
3	currículum?	<b>primera persona indeterminado:</b> Uno (6)
4	S: <b>A ver/</b> en cuanto <i>como</i> al CURRÍCULO	<b>posesivo de la primera persona del plural:</b> nuestro
5	FORMAL a las BASES CURRICULARES	<b>Verbo pronominalizado:</b> era/ estoy
6	en sí / <b>yo</b> creo que <b>antes</b> era <b>mucho más</b>	<b>Pronombre reflexivo primera persona:</b>
7	<b>apegada</b> <i>como</i> cuándo uno está estudiando/	Me
8	<i>porque es como</i> <b>nuestra ley</b> y la que <b>rige</b>	<b>Pronombre reflexivo tercera persona:</b>
9	como los contenidos de las habilidades que	se
10	uno va a trabajar/ pero <b>a medida</b> que <b>uno</b> ya	<b>Verbo en voz pasiva:</b> no me complica
11	se va desempeñando/ va conociendo a los	<b>Persona Singular del presente indicativo de haber:</b>
12	chiquillos /y <b>uno</b> también se va conociendo	he logrado
13	/// Como como DOCENTE he logrado como	<b>Categorías pronominalizados:</b>
14	desapegarme y tomar <i>como</i> <b>decisiones más</b>	Bases Curriculares/ los chiquillos/ el currículum/ el
15	<b>autónomas</b> que también favorezcan <b>el</b>	currículum formal/ el currículum informal/ el
16	<b>cumplimiento</b> de ese CONTENIDO Y	currículum oculto, contenido habilidades
17	HABILIDADES que se solicita// La verdad	<b>Deítico de tiempo:</b>
18	que trabajar con el currículum no me	Antes, posterior
19	complica// EL CURRÍCULO también	<b>Modalidades:</b>
20	opera de distintas formas/ está EL	Alética:
21	CURRÍCULO FORMAL/ está el currículum	Ajustes necesarios
22	oculto/ está EL CURRÍCULO INFORMAL	Epistémica: Yo creo que antes era más apegada
23	// <b>Entonces la verdad es saber</b> cómo en qué	Deontica: uno también tiene que volver a lo formal
24	momento o hacer la reflexión <b>posterior/</b>	Es nuestra ley, la que rige, favorezcan el cumplimiento
25	<i>porque</i> como que <b>cuando uno</b> está haciendo	Favorezcan el cumplimiento de ese contenido y
26	clases es <b>muy difícil</b> estar pensando cómo	habilidades que se solicita
27	está operando en ese momento y/ darse	Epistemológica:
28	cuenta <b>quizás</b> <b>estoy trabajando mucho</b> con	Entonces la verdad es saber cómo en qué momento o
29	el CURRÍCULO INFORMAL y/ <b>darse</b>	hacer la reflexión posterior
30	<b>cuenta</b> y hacer como los <b>ajustes necesarios</b>	<b>Subjetivemas:</b>
	<b>porque</b> también uno/ también <b>tiene que</b>	Adjetivo afectivo: mucho más apegada / decisiones más
	<b>volver</b> a lo formal <b>de cierta forma.</b>	autónomas
		Adverbio: a medida, cuando estaba, cuando uno está
		haciendo clases es muy difícil/ trabajando mucho,
		quizás
Sujeto del enunciado: Flexibilidad de la profesora en relación con el uso del currículum formal.		
E1: Me apegó al currículum formal porque es nuestra ley.		
E2: Me desapego al currículum formal porque me voy conociendo.		
E2': Me desapego del currículum formal porque también existe en currículum formal e informal.		

### Segmento 2- desarrollo

Siglas:		
E: Entrevistador S: Sujeto entrevistado SE: Sujeto del enunciado E: Enunciador		
Nºlínea	Transcripción	Mecanismos de inscripción

<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14</p>	<p><b>E:</b> Y en la institución ¿qué tanta flexibilidad hay para esto? Si yo veo que las Bases curriculares exigen algo y el objetivo me queda grande chico ¿hay posibilidades de que yo me salga de ahí?</p> <p><b>S:</b> Por un tema como <b>legal todo tiene que tributar al objetivo de aprendizaje/ porque supuestamente es lo mínimo</b> que los NIÑOS y NIÑAS tienen que aprender// <b>Si nos puede pasar/ que un OBJETIVO lo teníamos</b> calendarizado para que se desarrollara en diez horas pedagógicas/ y con la trayectoria y las evaluaciones formativas <b>nos damos cuenta de que la verdad vamos</b> a necesitar más horas o menos horas/ sí tenemos LA AUTONOMÍA de hacer esos como ajustes/ que sería también <b>solo como de forma //</b></p>	<p><b>Pronombre primera persona del plural:</b> nos</p> <p><b>Verbo pronominalizado primera persona del plural:</b> vamos, tenemos, teníamos</p> <p>Pronombre relativo terecra persona: lo</p> <p><b>Categoría nominal:</b> Institución/ Bases curriculares, niños, niñas, objetivo, la autonomía</p> <p><b>Modalidad</b> Deóntica: Todo tiene que tributar al objetivo Tienen que aprender Autonomía Alética: Vamos a necesitar Si nos puede pasar Que sería como Epistemológico: Nos damos cuenta</p> <p><b>Subjetivema:</b> Adverbio: Supuestamente, más horas o menos horas, solo, lo mínimo, como de forma</p>
<p>SE: Flexibilidad de la institución para salirse de lo que establecen las bases curriculares. E2: No hay flexibilidad, por ley todo tiene que tributar a las bases curriculares. E2': No hay flexibilidad más que hacer ajustes de forma.</p>		

### Segmento 3-desarrollo

<p>Siglas: E: Entrevistador S: Sujeto entrevistado</p>		
Nºlínea	Transcripción	Mecanismos de inscripción
<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23</p>	<p><b>E: Y ese enfoque/ sobre el uso para la vida ¿crees que se refleja en las bases curriculares?</b></p> <p><b>S:</b> <i>Como que</i> en teoría las Bases también emm <i>como que</i> <b>explicitan eso/ como que</b> en la introducción de las BASES CURRICULARES también <b>de cierta forma están basadas en que tenga un sentido y que tenga un aprendizaje significativo/ pero también hay muchos objetivos/ que es muy complejo hacer eso/ como ese vuelco/ que supuestamente las bases piden. Pero también el contenido a veces que uno tiene que pasar/ uno no siempre logra darle esa/ como ponerle ese sello a la unidad porque también uno tiene que cumplir con lo que se te exige /// como que uno tiene que cumplir sí o sí con las Bases y a veces es mucho CONTENIDO// Por ejemplo 6º básico EL CONTENIDO DE HISTORIA es muy grande es muy amplio// Y la verdad como que uno tiene que ir avanzando con</b></p>	<p><b>Pronombre indeterminado primera persona:</b> Uno (6)</p> <p><b>Verbo pronominalizado de a primera persona:</b> Intento</p> <p><b>Verbo pronominalizado reflexivo tercera persona:</b> se</p> <p>Verbos en voz pasiva: se te exige</p> <p><b>Categorías nominales:</b> Las Bases curriculares, el colegio, el contenido, el contenido de historia</p> <p><b>Deítico demostrativo:</b> Eso (2), esa.</p> <p><b>Subjetivemas</b> Adverbio: Supuestamente las bases piden Adjetivos de cantidad: Muchos objetivos/ Historia es muy grande/ muy amplio/ muy complejo hacer eso Adverbio de tiempo: No siempre se logra siempre intento darles sentido a las clases. Adjetivo Afectivo: uno se ve como cuartado/ un poco Adverbio relativo: Como que (4), Como ese, de cierta forma</p> <p><b>Modalidad</b></p>

24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39	las evaluaciones con lo que te pide <b>el colegio entonces a veces <u>uno se ve como coartado</u>/ un poco/ <i>perol pero siempre intento</i> darle sentido a las clases.</b>	Alética: Que tenga un sentido y que tenga un aprendizaje significativo Deóntico: El contenido que uno tiene que pasar uno tiene que cumplir uno tiene que cumplir si so si con las bases Espistémica: La verdad como que uno tiene que ir avanzando Volitiva: Siempre intento darle sentido <b>Conjunciones</b> <u>Pero también</u> hay muchos objetivos <u>Pero también</u> el contenido a veces que uno tiene que pasar <u>Pero siempre</u> intento darle sentido a las clases <u>porque también</u> uno tiene que cumplir con lo que se te exige
<p>Sujeto del enunciado: Flexibilidad de las bases curriculares para darle sentido a lo que se enseña.            Enunciador1: Bases curriculares explicitan que tenga un sentido lo que se enseña en la introducción.            Enunciador 2: No es posible darle ese sentido a lo que se enseña porque las bases tienen muchos objetivos y contenido.            Enunciador 2': No es posible darle ese sentido a lo que se enseña por las exigencias del colegio de avanzar de las evaluaciones.</p>		

#### Segmento 4- cierre

Nºlínea	Transcripción	Mecanismos de inscripción
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16	I: Perfecto/ ok. Pues no sé algo más que quieres agregar que quieres comentar me quedo con estas tensiones y que en medio de la tensión la institución de la política hay pequeños espacios S: <b>Por lo menos</b> en la institución que <b>estoy</b> EL AULA es <b>mi espacio</b> de toma de DECISIÓN I: ¿inclusive más que en la planificación? S: En LA PLANIFICACIÓN ANUAL <b>no hay mucho</b> que tomar decisiones/ <i>porque</i> es como ordenar los objetivos para formar unidades y <b>muchas veces están dados</b> también desde EL MINISTERIO/ <b>entonces puede ser como un copy paste. Pero</b> si en lo que es de la clase a clase como en LA ACTIVIDAD <b>que voy a realizar para lograr</b> ese OBJETIVO eso es <b>netamente de <u>uno</u></b> .	<b>Verbo pronominalizado primera persona:</b> estoy <b>Pronombre Posesivo primera persona:</b> mi <b>Pronombre indeterminado primera persona:</b> uno <b>Categorías nominales:</b> El aula, la actividad, el ministerio, la planificación anual <b>Subjetivema:</b> Adverbio: no hay mucho que tomar decisiones Adverbio de modo: es netamente de uno Adverbio de tiempo: entonces, muchas veces por lo menos (salvedad de lo que se acaba de decir) <b>Modalidad:</b> Alética: puede ser como un copy paste volitiva: voy a realizar para lograr ese objetivo deóntica: están dados desde el ministerio
<p>SE: Espacio flexible de toma de decisiones autónomas del profesor frente a las bases curriculares.            E2: Las actividades del aula son el único espacio de flexibilidad para la toma de decisiones.</p>		