NOVICE ENGLISH TEACHER’S STATED BELIEFS REGARDING TEACHING AND LEARNING AS INFLUENCED BY THEIR PRIOR LEARNING EXPERIENCES.

Tesis de pregrado para optar al título de Profesor de Inglés para la Enseñanza Básica y Media.

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Abstract

The present study aims to explore the possible connection between Novice English Teachers’ (NETs) stated beliefs on teaching and learning and their prior learning experiences. In order to achieve this objective, 70 NETs who had just graduated from a private university in Chile were emailed an online questionnaire consisting of two sections, a close-ended part which elicited teachers’ beliefs on teaching and learning and an open-ended part aimed to collect teachers’ past learning experiences. The final number of participants who answered the questionnaire were 28. Their responses were identified and then analyzed using descriptive and thematic analysis. Main findings indicated that, NETs hold beliefs related to the use of Communicative Language Teaching strategies (CLT), Information and Communication Technologies (ICTs), incorporation of cultural aspects from English-speaking countries and grammar use in context. With respect to these teachers’ prior learning experiences, three cases analysed indicated positive and negative experiences to do with communicative teaching, grammar instruction and the use of the mother tongue (L1). Based on these three cases, it was possible to identify preliminary connections between the teachers’ past academic experiences and their teaching beliefs. In this respect, NETs expressed the reproduction of certain methodologies and practices from school or university they thought were effective for English Language Teaching, while not replicating the ones they did not like from their teachers. However, some of them struggle not to mirror them due to the context of the school they work or their lack of practice. This suggests that there may indeed be a connection between NETs stated beliefs on teaching and learning and their previous learning which has to be further analyzed through similar studies.
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Key Words: Teachers’ beliefs, Apprenticeship of Observation, Anti-apprenticeship of observation, previous learning experiences

Resumen

El presente estudio aspira a explorar la posible conexión entre las creencias declaradas de profesores de inglés novatos sobre la enseñanza y el aprendizaje y sus experiencias previas de aprendizaje. Con el fin de lograr este objetivo, 70 profesores de inglés novatos (NETs) quienes acababan de graduarse de una universidad privada en Chile se les envió un cuestionario online vía e-mail que consiste en dos secciones, una parte cerrada que obtuvo las creencias docentes sobre enseñanza y aprendizaje, y otra abierta orientada a recopilar las experiencias pasadas de profesores. El número final de participantes que contestaron el cuestionario fueron 28. Sus respuestas fueron identificadas and luego analizadas por el uso de análisis descriptivo y temático. Los hallazgos principales indicaron que NETs sostienen creencias relacionadas al uso de las estrategias de la enseñanza comunicativa del lenguaje (CLT), Tecnologías de la información y la comunicación (TICs), la incorporación de aspectos culturales de países de habla inglesa y gramática en contexto. Respecto de las experiencias previas de estos profesores, tres casos analizados indicaron experiencias positivas y negativas relacionadas a la enseñanza comunicativa, instrucción gramatical y el uso de la lengua madre (L1). En base a esos 3 casos, fue posible identificar conexiones preliminares entre las experiencias académicas pasadas de los profesores y sus creencias docentes. Por lo tanto, los NETs expresaron la reproducción de ciertas metodologías y prácticas del colegio o universidad que ellos creyeron efectivas para la enseñanza del idioma.
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inglés, mientras no replicaron las prácticas que no le gustaron de sus profesores. Sin embargo, algunos de ellos lucharon para no reflejar estas prácticas debido al contexto del colegio donde trabajan o falta de práctica. Esto sugiere que podría de hecho existir una posible conexión entre las creencias declaradas por los NETs sobre el aprendizaje y la enseñanza y sus experiencias de aprendizaje previas lo que debe ser analizado profundamente en investigaciones similares.
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CHAPTER I: INTRODUCTION

1.1 Introduction

This mixed-method study aims to explore possible connections between novice English Teachers (NETs)’ prior learning experiences and their stated beliefs regarding teaching and learning. This research project derives from a larger study (Fondecyt Iniciación 11181138). For the presentation of this project, this chapter will introduce the present study by first describing the educational context on which this project is based. Then, the rationale for studying this issue and its significance in the educational field will be presented. Later, an overview of the study will provide a general description of what this study involves, and finally the structure of the thesis project will be described.

1.2 Educational context

English has become essential throughout the years due to its role as lingua franca in a globalized society. English as a language facilitates people’s lives in many aspects such as the access of information, business, and communication itself. Therefore, the teaching of English in an effective way is imperative for granting students’ knowledge to live functionally in a globalized world. In Chile, English is taught as a Foreign Language (EFL); hence, the input of the Target Language (TL) students receive is mostly provided in their English classes. In that line, it is necessary to educate professionals who respond to students’ needs in a context where English is spoken as a FL. Thus, teachers must have the adequate knowledge to compete in a world where English is spoken globally. This is why the National Educational Curriculum provides standards for English teachers who are expected to possess a variety of attitudes and aptitudes to contribute effectively with Chilean students’ English acquisition and/or learning (MINEDUC, 2014). Such standards involve different aspects of English Language Teaching (ELT), following
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communicative techniques, incorporating English speaking countries’ culture acknowledgement, and the promotion of the use of Information and Communication Technologies (ICTs). In addition to this, Chilean English teachers are expected to reach a competent level of English in the four domains of the language which is currently measured throughout the taking of English tests that follow the Common European Framework of Reference (CEFR).

1.3 Statement of the problem

The literature has already evidenced that teacher training programs seem to have a weak influence on student teachers’ perceptions of different teaching and learning aspects (Lortie cited in Borg, 2004). These beliefs, in turn, are said to be influenced by several factors. In this respect, the previous learning experiences to which teachers were exposed in school have been found as having a great influence in the way teachers perceive teaching.

Previous learning experiences or what has been referred to as Apprenticeship of Observation (AoO), a term coined by Lortie (1975), refers to the number of hours that teachers spend as students observing classroom and teaching practices through an “intuitive and imitative” learning process, that is to say, allowing teachers to perpetuate the teaching practices they observed as pupils (p. 62). As just mentioned, this period of observation has proven to have a powerful effect on teaching practices that are reproduced rather than rationalized under a pedagogical framework (Lortie cited in Borg, 2004). Based on the above, this study problematizes the possible English teachers’ tendency to form teaching beliefs during school years by observing their teachers rather than critically create an adequate teaching framework based on pedagogical knowledge to respond to the learning contexts where they are teaching. This might direct them to perpetuate teaching conceptions - as may have been observed in their schooling years - that might be outdated to nowadays
students’ learning needs which may thus lead to conservative teaching paradigms. Even though the phenomenon of AoO has been studied internationally when discussing teachers’ behaviors in the school field, its true impact on the way a teacher behaves, thinks or molds their pedagogical beliefs, decision-making and actions in the classroom is a field that needs to be investigated more deeply in order to be fully comprehended, particularly, in our national context. The comprehension of the mentioned phenomenon is necessary to be able to inform teaching programs of the importance of considering future teachers’ beliefs and prior learning experiences as to make future teachers aware of their own process of AoO.

1.4 Overview of the study

Considering the stated problem and the importance for investigating the phenomenon of AoO together with teacher beliefs, the main purpose of this study is to explore NETs’ stated beliefs regarding teaching and learning as influenced by their prior learning experiences. In order to achieve this main objective, the following specific objectives have been set:

1) To identify NETs’ stated beliefs regarding teaching and learning and their previous learning experiences

2) To analyze possible connections between NETs’ beliefs on teaching and learning and their prior learning experiences.

These objectives complement each other while addressing different aspects that will help to reach the main goal. The first specific objective attempts to address the beliefs that teachers hold regarding the teaching and learning of English as well as their prior learning experiences. The second specific objective aims to find and analyze the possible relation between NETs’ stated beliefs and their previous learning
experiences. In order to achieve the main and specific objectives, the present study followed a mixed methodology by means of a multiple-case study design. The instrument used to reach the objectives set was an online questionnaire consisting of two sections: One close-ended Likert scale aiming to find participants’ stated beliefs and an open-ended section formed by narrative frames (NF) which aimed to find participants’ previous learning experiences. The present study involved NETs who had just graduated from an English teaching program of private university. After the responses were analyzed by both qualitative and quantitative techniques, 3 NETs who showed a clearer connection between their previous learning experiences and stated beliefs about teaching were analyzed in more detail.

1.5 Organization of the study

The present study will be organized as follows. The Introduction chapter describes the educational background for the study, provides the reader with an explanation of the studied field, an overview of the study, and the organization of the study itself. Secondly, the Literature Review chapter addresses the theoretical framework and empirical support that set the basis of the present study. The third chapter which describes the methodology of the study addresses the design of the study, research context and participants, instruments, data collection procedures, and data analysis. Then, the Analysis and Discussion chapter portrays the results obtained to be interpreted, analyzed and discussed. Finally, the Conclusion chapter is composed by a brief summary of the main findings here obtained, the pedagogical implications and limitations of the present study, and suggestions for further research.
CHAPTER II: LITERATURE REVIEW

2.1 Introduction

In order to explore how previous learning experiences influence NETs’ beliefs regarding teaching and learning, it is essential to examine the existing body of knowledge regarding this issue in different contexts. Therefore, the present chapter will be divided into two sections which are a) Theoretical framework and b) Empirical support. Such sections justify and set up the basis of this study. The former one will review the concepts of teachers’ beliefs, Apprenticeship of Observation, and Anti-Apprenticeship of Observation, while the latter will portray what other research studies have found in regard to the impact of prior learning experiences on teachers’ conceptions about teaching. The mentioned tenets are essential when identifying teachers’ assumptions on what they believe is effective in regard to teaching and learning, the experiences that play a relevant role in their pedagogical beliefs, and the connection between both of them.

2.2 Theoretical Framework

2.2.1 Beliefs

Beliefs are defined by Borg M. (2001) as a “proposition which may be consciously or unconsciously held, is evaluative in that it is accepted as true by the individual, and is therefore imbued with emotive commitment; further, it serves as a guide to thought and behavior” (p. 186). In other words, beliefs are conscious or unconscious ideas that provide a framework of reference for both thinking and acting. Rokeach (1968) supports this idea claiming that all beliefs carry cognitive components that represent knowledge, affective filters, and the procedures to follow in terms of behavior. This means that what individuals do is strictly connected to
what they believe which, at the same time, carries emotional value and knowledge. These emotional and knowledgeable beliefs, according to Pajares (1992), are acquired individually by exploring the world or are informed by means of contact with other people; that is to say, that some actions such as the routine people follow every day are related to individual or incorporated experiences that contributed to their knowledge and belief system. Yet, certain gaps of knowledge tend to be covered by beliefs that provide confidence and the will to act upon them (Dewey, 1933). Therefore, some beliefs are accepted to be true just by the fact that someone else stated it. With these concepts in mind, we can say that beliefs are composed of a gathering of emotional components and knowledge with which individuals interact and help them guide their lives. Furthermore, it is important to consider that, as Pajares (1992) stated, “beliefs cannot be directly observed or measured but must be inferred from what people say, intend, and do” (p. 314). Thus, beliefs are open to interpretation and need external factors to be comprehended or identified. Beliefs are not only restricted to interpretations about the world but can also be observed in other spectrums. In this respect, teachers hold certain types of pedagogical beliefs that will be explained more in depth in the next section.

2.2.2 Teachers’ beliefs

It must be considered that defining teachers’ beliefs with a single and general definition may become difficult acknowledging the number of aspects that must be considered in order to make justice to what this whole conception comprehends. One of the ways in which this concept has been defined refers to the idea that beliefs can be understood as assumptions or perceptions about the world that have the power of impulsing people’s behavior (Richardson, 1996). Therefore, teachers’ beliefs are essential to understand what motivates teachers’ actions. This implies that it is
important to have a notion of how teachers’ beliefs are formed and what such beliefs involve. This is supported by Breen (2001) who suggested that there is an impact of teachers’ beliefs on their practices, since such practices will provide them with the opportunity to test and reflect upon their perceptions regarding teaching, making the relation between pedagogical conceptions and practices interactive. In other words, teachers’ different teaching and learning experiences will affect and be affected by their beliefs, being those experiences an opportunity for refining their own pedagogical beliefs framework.

In reference to the aspects above mentioned in relation to what teachers’ beliefs envelop, Calderhead (1996) recognizes 5 components for studying them, which are: Subject matter, beliefs about teaching, learning and learners, teacher and professional development. These components are in fact involved in an interrelated way in what Xu (2012) considers teachers’ beliefs since they are seen as processes in which the mentioned components interplay. Similarly, in Brown’s study (2009), which focused on English teachers’ beliefs regarding what an effective EFL teacher should be/do, beliefs were categorized in the following dimensions; Grammar Teaching, Error Correction, TLU, Culture, Computer-Based Technology, Communicative Language Teaching Strategies, and Assessment. The aforementioned dimensions are believed to be shared beliefs in relation to the practices and techniques that teachers should adopt for creating an effective learning environment. Thus, considering the intricacy of the concept of teacher beliefs as complex and multiple systems of collective and individual conceptions on how teaching and learning should be, and which can be categorized in different dimensions that interact with each other, this study will be guided by the following definition: “conceptions which must embody that dynamic holistic complexity resulting from teachers’ interactions between making sense of their particular teaching context and students at a particular time, the
images that anchor their teaching, and the pedagogical choices they make” (Golombek, 2009, p. 159). The rationale for this relies on the fact that beliefs cannot be separated from action, therefore; teachers’ beliefs are not exclusive from teachers’ practices and as teachers’ beliefs affect their practices, those practices represent the opportunity for refining, changing or replacing previous acquired beliefs.

2.2.3 Apprenticeship of Observation

The concept of Apprenticeship of Observation (AoO) was first introduced by Lortie (1975) to portray the phenomenon of how teachers digest and interiorize teaching while they are students, observing classes as if they were seeing a play, implicitly learning about how teaching should be. Therefore, AoO may be defined as teachers’ past experiences as learners that will influence the way in which they perceive and practice teaching. However, the phenomenon of AoO seems to be more present in the area of education and teachers than in other professional areas. Borg (2004) explains that as people entering other professions tend to realize what they are capable of at the time of exerting, student-teachers are more likely to fail when trying this realization of teaching because their thinking process comes from a student’s perspective. When in school, students act as learners acquiring beliefs about teaching, what and how the content needs to be taught, and perceptions about their teachers’ way to teach. Borg (2004) refers to AoO as the time ‘whereby students teachers arrive for their training courses having spent thousands of hours as school children observing and evaluating professionals in action.’ (p. 260). That is to say, what teachers reflect while making decisions in a classroom is completely related to the amount of time teachers as learners spent by observing what the practices their teachers implemented. In this respect, the phenomenon of AoO may cause what Buchmann (1987) describes as “folkways of teaching”; this concept refers to “ready-made recipes for
action and interpretation that do not require testing or analysis while promising familiar, safe results” (p. 161). As a consequence, teachers who are influenced by their prior learning experiences tend to, in a way or another, perpetuate the beliefs their teachers presented in the classroom. Nonetheless, other experiences lived in the classroom might not create a desire for replication, but one of change. The following point will discuss this issue with more detail.

2.2.4 Anti-Apprenticeship of Observation

There are certain teachers’ practices that may not seem adequate for learners, even when acting in the role of a student. That is why the concept of anti-apprenticeship of observation was coined by Moodie (2016) to refer to the teacher’s experiences as learners that taught them what not to do in the classroom. As discussed before, practices, activities and teachers’ ideas tend to influence future tutors’ way of teaching; however, this influence may perceive negative notions of those prior experiences. In other words, students may have some ideas about how an effective teacher or how effective ways of teaching should be, so students are able to learn consciously what they consider important and significant. In this respect, teachers may also reflect on the practices they saw at school without realizing they themselves perpetuate them. Therefore, a student may be aware or not about their AoO, depending on their opinion and own beliefs about teaching. Nonetheless, students who have the desire to teach differently to the way their teachers did may face a lack of experience, forcing them to follow the same concept of teaching they experienced as learners.
2.3 Empirical Support

Pajares stated that the earlier beliefs are introduced in a person’s belief system, the more troublesome it is to change as with time these beliefs become powerful, and people hold on to them based on erroneous or fragmented knowledge (1992). In addition, Lortie (1975) found that NETs have a tendency, in their first years of teaching, to return to their default model; therefore, to teach as they were taught. This shows that teachers keep pieces of information from their schooling life and teachers, and consequently, what teachers learned and observed during their schooling years will be reflected and reproduced unconsciously when they perform as teachers. In contrast, Moodie’s (2016) findings proved the existence of Anti-AoO, which means that teachers may consciously differ from the ways in which their school teachers taught them. In the data collected from the interviews he conducted, the teachers involved showed their intentions to teach differently from their school teachers whose practices were perceived as ineffective or unsuitable. Therefore, teachers are also able to discriminate which type of teaching practices should be preserved or avoided inside the classroom. Additionally, Kuzhabekova and Zhaparova (2016) argued that AoO can also introduce new pedagogical beliefs into the teachers’ mindset using the same process of apprenticeship unconsciously experienced in their school years. Hence, the influence of AoO also transcends university and teaching programs or courses. In this respect, some scholars argue that AoO can be disrupted or overcome when taking advantage of strategies such as metacognitive learning and reflective approaches in teacher training programmes (Debreli, 2012; Grossman, 1991; Westricka & Morris, 2015). This implies that AoO can change depending on the input teachers receive eventually.

Knowing that previous experiences are influential, it is important to identify the beliefs that teachers hold regarding certain approaches or methodologies. In this respect, Brown (2009) presented 7 categories from which only four are going to serve for analysis in this investigation as they
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were more evidenced through the participants’ responses in the questionnaire administered. Such categories are Target language use (TLU), Information and communication technologies (ICTs) use, CLT (Communicative Language Teaching) strategies and Grammar Teaching plus one category added by the researchers, named Use of L1. To begin with, it is important to mention that TLU and Use of L1 are aspects that affect one another in the EFL context; in simpler words, the more use of TLU, the less implementation of L1 and vice versa. In this respect, scholars have demonstrated the importance teachers give to TLU (Cook, 2001; Solhi & Büyükyazı, 2011) as its only instance of implementation is the TL classroom, which makes it relevant for teachers to provide as much input as possible. Similarly, teachers also take part in the beneficial use of L1 for EFL students, such cases are seen when students struggle with grammar instruction or when the level of English does not let the class flow around a constant use of the TL (Ahmad, Radzuan, & Hussain, 2018; Kalanzadeh, Hemati, Shahivand & Bakhtiarvand, 2013; Shabir, 2017; Tootkaboni, 2018) which is usually due to contextual factors such as the anxiety pupils feel when facing the TL (Levine, 2003).

The literature also refers to culture as something that plays an important role in EFL. In this respect, studies have proven that teachers try to incorporate cultural aspects of English-speaking countries onto the curriculum since it serves as support for the learning process of the language as well as providing important information from countries where English is spoken (Barzegar & Afgahri, 2015; Michel, 2018; Shirazi & Shafiee, 2013; Tian, 2013; Tran & Dang, 2014).

The use of ICTs is also believed to be useful among teachers. In Sağlam and Sert’s study (2012) teachers stated that technology enhanced the L2 development by providing “opportunities for facilitating a hands-on, interactive and cooperative learning experience, linking learning to real life academic skills, fostering motivation and providing instant access to information” (p. 12). Likewise, other studies imply that teachers positively
welcome the use of ICTs in the classroom and consider it necessary for today's society (Jimoyiannis, & Komis, 2007; Hu & McGrath, 2011).

In regards with the implementation of CLT strategies in the EFL classrooms, the literature shows a clear inclination of teachers towards this particular approach. For instance, Brown (2009) found that teachers tended to prefer approaches with interaction and activities where exchange of information was present. Furthermore, teachers prefer to prioritize communicational activities through pair and group work as such interaction is crucial for enhancing the development of communicative skills (Tootkaboni, 2019).

In terms of Grammar Teaching, Brown (2009) also states in his investigation that teachers preferred grammar to be explained in context rather than by isolation. In this matter, Karim (2004) found that teachers argue grammar should only be used as a facilitating tool for helping students' communication. This idea of meaning over form is supported by Erkmen (2010) who concluded that, even though grammar is thought to be an important component in EFL, it should not be explained explicitly or in isolation.

These five categories explained teachers' beliefs and opinions; however, it is not stated what made them believe the way they do. For that reason, the apprenticeship of observation, although reviewed worldwide, is something yet to be investigated more deeply to have a clear idea of all its possible effects on educators' conceptions regarding teaching and learning. As previously mentioned, AoO is a concept that is heavily related to beliefs, especially those of the teaching field. For that reason, the influence of the apprenticeship process in novice teachers' beliefs needs to be explored in order to confirm whether such experience has an impact or not.
CHAPTER III: METHODOLOGICAL FRAMEWORK

3.1 Introduction

In order to explore how prior language learning experiences may influence the beliefs that NETs hold regarding teaching and learning the language, it is important to identify teachers who report a connection between their teaching beliefs and their past learning experiences. In order to do this, the following objectives were created to guide the data collection procedures to be here described.

1) Identify NETs’ reported beliefs regarding teaching and learning and their previous learning experiences.

2) Analyze possible connections between NETs’ beliefs on teaching and learning and their prior learning experiences.

Based on the above study objectives, this chapter will be divided into three parts. First, the research methodology and design will be presented and justified. Second, the context of the study will be presented along with information about the participants of the study. Finally, the data collection procedures will be described by stating the steps followed to obtain the data along with the analytical methods used.

3.2 Research methodology and design

This is a multiple-case study which follows a mixed-method design as it aimed at collecting both quantitative and qualitative types of data. However, it should be added that the quantitative component was only present through one section of the instrument (see section below). It was expected that by mixing both types of data, we would have a more complete view of the phenomenon of AoO and its relationship with teacher
beliefs in a specific context. The chosen design, as already stated, is a multiple-case study due to the fact that it seeks to get information in a real-life context in a single or multiple bounded system(s) during a period of time obtaining data from different sources (Creswell, 2013). The participants were chosen by means of homogenous purposive sample because of their specific shared characteristics: NETs with less than two years of experience in the working field who had just graduated from college. The rationale for this selection is that teachers with little experience are believed to have a better capability of reflecting on their formed beliefs, and therefore, have more opportunities for improvement (Kuzhavekova & Zhaparova, 2016). Therefore, in order to identify the mentioned beliefs, a questionnaire consisting of both quantitative and qualitative elements was sent online to the selected participants.

3.3 Research Context and Participants

The participants originally targeted were 70 NETs who had just graduated from a private university in the Metropolitan Region in Chile and had been working in the educational field as teachers for less than two years, thus, their ages ranged from 22 to 35. The program from which NETs graduated offers a 4-year English teaching program. From these 70 NETs, 28 answered the survey. It can be added that this program seeks to prepare students to become proficient in the language and to have both pedagogical and historical knowledge of English-speaking countries. The pedagogical orientation that drives the program is more related to communicative approaches, as it seeks to create an environment where students use the language as naturally as possible making use of different ICTs as stated in the webpage from which NETs graduated (University’s Graduated English Teachers’ profile).
3.4 Instruments

As the study follows a mixed-method design, a variety of sources and evidence can help to clarify and strengthen the research findings. In this case, the first instrument used was an online survey. This questionnaire was applied in the participants’ L1, that is to say, Spanish. The reason for this was that participants could have a better understanding of what the instrument was asking from them and be able to respond accordingly (Mackey & Gass, 2005). The instrument had two sections: One adapted from Brown (2009), and the other adapted from Moodie (2016) (see questionnaire in Appendix 1). The first part of the questionnaire (adapted from Brown, 2009) consisted of a Likert-scale which aimed to have an overall view of the common pedagogical beliefs participants have in regard to an effective teaching and learning of the language (See Appendix 2). It consisted of 24 statements in which the participants had to choose from four options which were ‘totally disagree’, ‘disagree’, ‘agree’, and ‘totally agree’. The second part (adapted from Moodie, 2016) involved eight open-ended prompts, also called NFs, which aimed to gather self-reported data of the participants’ prior experiences towards teaching and learning English and their thoughts and feelings related to such experiences (See Appendix 3). This section was necessary to identify each participant’s reported prior learning experiences as well as their general opinions about ELT today. However, due to the brief accounts provided by these teachers of their prior learning experiences, the data gathered was used to identify those participants whose NFs showed some connections with their stated beliefs in the closed-ended section.

3.5 Data-collection procedures

The 70 NETs were sent an online survey in which they first had to agree if they wanted to be involved in the study, the final number of NETs who accepted to participate was 28. After the results of the questionnaire
were obtained, 3 participants who showed a clearer connection between their stated beliefs and past learning experiences (AoO and Anti-AoO) were chosen in order to analyze such connections in depth.

3.6 Data Analysis

Since both qualitative and quantitative data were collected, both types of analytical methods were used in order to examine the information obtained through the questionnaire. For the closed-ended section, all responses were input in an Excel file (later transferred to Table 1) in order to have numerical accounts of the teachers’ beliefs regarding the different aspects covered in the questionnaire. It should be added that in order to facilitate the analysis of the responses given in the closed-ended section of the questionnaire (beliefs), it was necessary to slightly adapt some of the categories used in the original instrument (Brown, 2009). This was based on the fact that, in some cases, the categories involved broad topics related to different aspects of ELT and so they addressed a variety of ELT methodologies, approaches, and strategies. This made it difficult to clearly identify the teachers’ beliefs regarding those aspects. This is why after each statement within each category was revised by the team of researchers, it was possible to determine more specific aspects of ELT as being reflected in some of the statements. For instance, one category, that of ‘grammar teaching’, was divided into subcategories, another category was created (Use of L1) to cover specific statements broadly presented in two other categories, and also another statement (21) was moved to a different category (CLT strategies) from the original one. These changes are presented in the diagrams listed below.
The original category called Grammar Teaching was divided into two categories called Grammar Use in Context (GUC) and Grammar-oriented teaching (GOT). Statements 18 and 20 were put in the category of GUC, whereas 10 and 16 were put in GOT. The reasons for these changes will be explained below.

Statement 21 which belonged to the category of Culture was moved to the already existing category called CLT strategies as it meant to find participants' level of agreement with an aspect of the said approach.
Statements 6 and 7 that belonged to the categories of Assessment and TLU respectively were moved to a new category called Use of L1.

As mentioned, the statements presented in the first part of the questionnaire followed the categorization proposed by Brown which is divided into 7 different categories which were Assessment, Communicative Language Teaching strategies, Computer-Based Technology, Culture, Error Correction, Grammar Teaching, and TLU (2009). From the mentioned classifications, one of the categories that was adapted was Grammar Teaching by dividing it into two categories which better represent the focus of each statement in the original category. Thus, as Statements 10 and 16 aimed at finding out whether NETs were more inclined towards grammar-oriented approaches when teaching English, these statements were classified into Grammar-oriented Teaching. Whereas, as Statements 18 and 20 were oriented to the contextualization and illustration of grammar aspects rather than following a structure-focus with no contextualization, another category was created with the label of Grammar Use in Context. A new category was also created to cover some aspects presented in two other categories. It was named Use of L1 to which Statement 6 from Assessment and Statement 7 from TLU were moved to. The reason for these changes were based on the fact that Statement 6 refers to the instances in which students are allowed to use
their first language in the English class context and thus it refers to using the L1 in the L2 class. As for Statement 7, it refers specifically to “not allowing students to use the L1 in the foreign language class”, and therefore it seemed more suitable to have both statements under such category. Finally, Statement 21 was moved from the Culture category to CLT strategies category because the focus of the statement was directed to using real life materials to teach the language in the classroom, which is a common practice and technique of CLT-oriented approaches.

In order to analyze the qualitative data obtained from the open-ended section, the responses were translated and analyzed by using qualitative techniques throughout thematic analysis. Thematic analysis is “a method for identifying, analyzing, and reporting patterns within data” (Braun & Clark, 2006, p. 6). That is to say, that prominent themes were identified in the NFs provided in the open-ended section of the questionnaire to be deeply analyzed later. In addition, the names of the NETs were changed in order to maintain their identity anonymous. After identifying prominent themes, the responses about NETs’ previous learning experiences provided in the open-ended section of the questionnaire were compared with NETs’ stated beliefs reflected in their responses to the close-ended section of the questionnaire and the possible connections between both parts were analyzed.
CHAPTER IV: ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter aims to analyze the data obtained from the questionnaire. Thus, it seeks to address the specific purposes of this study which are: 1) identify NETs’ stated beliefs regarding teaching and learning and their previous learning experiences and 2) analyze possible connections between NETs’ beliefs on teaching and learning and their prior learning experiences. As presented in the methodology chapter, the close-ended section of the questionnaire was analyzed by means of descriptive statistics, which allows to see the number of NETs’ responses and their level of agreement or disagreement regarding general beliefs about teaching and learning the language. For the open-ended section of the questionnaire, the narratives were analyzed following qualitative techniques in order to find possible connections between these teachers’ previous learning experiences and their current beliefs on teaching and learning. Consequently, in order to address the objectives of this study, the numerical data obtained from the first section of the questionnaire will be presented and analyzed to follow with the qualitative information gathered from the second section of this instrument.

4.2 NETs’ beliefs on the close-ended section of the questionnaire

The present section shows the findings obtained from the closed-ended section of the questionnaire which addresses Objective 1. It should be recalled that this objective aimed to identify NETs’ stated beliefs regarding teaching and learning and their previous learning experiences. For this, and as mentioned above, we will concentrate first on NETs’ general preferences as reflected in the highest numbers obtained from their responses which were in agreement and/or disagreement with the statements provided. As will be seen below, these preferences are related
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to specific strategies, methodologies or approaches in ELT. As a general view of the findings obtained in this section of the questionnaire, NETs showed an inclination towards CLT strategies, the use of grammar in context, the use of ICTs, the beneficial use of L1 for students, and the incorporation of cultural knowledge aspects for an effective ELT. Additionally, they showed conflicting views towards the role of the TL in the English class. These results are presented in Table 1 below with the highest numbers highlighted in bold. Afterwards, these highlighted results will be described and analyzed based on the related literature.

<table>
<thead>
<tr>
<th>Category</th>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLT strategies</td>
<td>4. Require students to use the language outside of class with other speakers of the language (e.g., internet, e-mail, clubs, community events, etc.)</td>
<td>9</td>
<td>17</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>11. Teach the language primarily by having students complete specific tasks (e.g., finding out prices of rooms and rates at a hotel) rather than grammar focused exercises</td>
<td>12</td>
<td>11</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>12. Have students respond to commands physically in the foreign language (e.g., “stand up,” “pick up your book,” etc.)</td>
<td>19</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>15. Not use predominantly small groups or pair work to complete activities in class</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>21. Use predominantly real-life materials (e.g., music, pictures, foods, clothing) in teaching both the language and the culture rather than the textbook</td>
<td>13</td>
<td>13</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>23. Base at least some part of students’ grades on their ability to interact with classmates successfully in the foreign language.</td>
<td>16</td>
<td>11</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>24. Use activities where students have to find out unknown information from classmates using the foreign language.</td>
<td>16</td>
<td>11</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

*Table 1: Findings close-ended section (Teachers’ beliefs)*
<table>
<thead>
<tr>
<th>NETS’ BELIEFS AS INFLUENCED BY AOO</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target language use</strong></td>
</tr>
<tr>
<td>14. Require students to speak in the foreign language beginning the first day of class.</td>
</tr>
<tr>
<td>17. Ask students to begin speaking the foreign language only when they feel they are ready to.</td>
</tr>
<tr>
<td>19. Speak the foreign language with native-like control of both grammar and accent.</td>
</tr>
<tr>
<td>22. Not simplify or alter how they speak so that students can understand every word being said.</td>
</tr>
<tr>
<td><strong>Computer-based technology</strong></td>
</tr>
<tr>
<td>1. Frequently use computer-based technologies (Internet, CD–ROM, email) in teaching the language.</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
</tr>
<tr>
<td>3. Devote as much time to the teaching of culture as to the teaching of language.</td>
</tr>
<tr>
<td>9. Be as knowledgeable about the culture(s) of those who speak the language as the language itself.</td>
</tr>
<tr>
<td><strong>Grammar oriented teaching</strong></td>
</tr>
<tr>
<td>10. Not grade language production (i.e., speaking and writing) primarily for grammatical accuracy</td>
</tr>
<tr>
<td>16. Mostly use activities that practice specific grammar points rather than activities whose goal is merely to exchange information</td>
</tr>
<tr>
<td><strong>Grammar use in context</strong></td>
</tr>
<tr>
<td>18. Not present a particular grammar point without illustrating how the structure is used in a specific, real-world context.</td>
</tr>
<tr>
<td>20. Teach grammar by giving examples of grammatical structures before explaining the grammar rules.</td>
</tr>
<tr>
<td><strong>Use of L1</strong></td>
</tr>
<tr>
<td>6. Allow students to respond to test questions in listening and reading via English rather than the foreign language.</td>
</tr>
<tr>
<td>7. Not use English in the foreign language classroom.</td>
</tr>
<tr>
<td><strong>Error Correction</strong></td>
</tr>
<tr>
<td>5. Not correct students immediately after they make a mistake in speaking</td>
</tr>
<tr>
<td>8. Only correct students indirectly when they produce oral errors instead of directly (e.g., correctly repeating back to them rather than directly stating that they are incorrect).</td>
</tr>
<tr>
<td>13. Address errors by immediately providing explanations as to why students’ responses are incorrect.</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>2. Base at least some part of students’ grades on completion of assigned group tasks.</td>
</tr>
</tbody>
</table>

Table 1: Findings close-ended section (Teachers’ beliefs)

4.2.1 Beliefs about CLT

From Table 1 above, we can see that the NETs surveyed seemed to show an inclination towards strategies which are based on the communicative approach as reflected in Statements 4, 11 and 12. As shown in Statements 23 and 24, NETs also seemed to favor the use of the
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TL in interactive, natural/real-life like contexts. Moreover, there also seemed to be a preference for the use of meaningful materials and the realization of communicative tasks whether they are done individually or in groups; this can be seen in Statements 15 and 21 respectively. It should be added that Statement 15 reflected this preference in NETs’ disagreement choices. A possible rationale for these results may be related to the norm-setting of English teaching in the country. As mentioned, the Chilean Ministry of Education (MINEDUC) defines certain standards for English teaching programs to follow when preparing future English teachers. One of them is that the teaching of the language “follows the principles of the CLT, using it as a complement of other approaches that put emphasis on communication” (MINEDUC, 2014, p. 21). That being said, English teaching programs follow this model, which is specified in the National ELT curriculum, and so it may influence on teachers’ beliefs when learning to teach, shaping their preferences for certain methodologies and practices. In particular, for this study, it seems that teachers favored communicative-oriented classes, evidence which is indeed shown in the literature. Brown (2009), for example, surveyed 49 EL teachers about their beliefs regarding effective teaching and learning English. The teachers interviewed seemed to prefer communicative approaches where there is interaction and exchange of information. Likewise, Tootkaboni (2019) surveyed 154 Iranian English language teachers and observed that “all the teachers agreed upon the issue that learners are expected to interact with each other either in the flesh, through pair and group work, or in their writing” (p. 275). Hence, teachers believed that interaction is necessary for developing productive skills when teaching and learning English. In the case of NETs in Erkmen’s study (2014), nine non-native novice EFL teachers who were interviewed stated that performing communicational activities inside the classroom as much as possible was beneficial for their students as the Cypriot context does not provide any other input or output to practice the L2 outside the classroom. Something similar happens in
Chile, where English is taught as a foreign language, ergo, students’ input and output may not be present in places other than the classroom where English is taught. Therefore, NETs in this study may prefer to provide such input and output throughout CLT strategies.

**4.2.2 Beliefs about Culture**

There also seemed to be some preference for considering culture as a relevant element in ELT as shown in Statements 3 and 9. For instance, in Statement 3, NETs showed to believe that devoting the same time for the teaching of the language and its culture is important. Likewise, NETs were more inclined to believe that having knowledge of both the culture of the language and the people who speak it is essential when teaching the language, this is seen is Statement 9. A justification for this preference may lie in the National Curriculum, where Standard Nº 9 states that a language teacher must value and integrate elements of their own culture and the ones where English is spoken (MINEDUC, 2014). In addition to this, and following the mentioned standard, the university where these NETs graduated, as evidenced in their curriculum, also expects them to have knowledge regarding cultural aspects of English-speaking countries as well as the language. Considering the aforementioned, Chilean English teachers are taught and trained in order to teach the language and complement their students’ learning with the corresponding countries’ culture in which the language is immersed. For those teachers knowing about English speaking countries’ culture is as important as the language teaching itself. This is clearly supported by the literature where teachers have claimed that culture is relevant in EFL contexts as it develops skills, knowledge and provides positive and negative perceptions of the studied places (Barzegar & Afgahri, 2015; Michel, 2018; Shirazi & Shafiee, 2013; Tian, 2013; Tran & Dang, 2014).
4.2.3 Beliefs about Grammar Teaching

In terms of grammar teaching, NETs seemed to favor the use of grammar in context over grammar-oriented practices. This is reflected in the answers to Statements 16, 18, and 20. In the former one, NETs seemed to be opposed to the idea of teaching the language mainly by using grammar-oriented exercises rather than activities focusing on communication. In Statements 18 and 20, NETs seemed to agree with the fact that for teaching the language effectively it is necessary to illustrate and contextualize the grammatical aspects of the language. Interestingly, Statement 10 showed NETs’ disagreement with the idea of avoiding evaluating written and oral production focusing on grammar accuracy. This contradicts their preference for meaning over form as described above. A possible rationale for this finding may be related to the wording of the statement which could have made difficult for NETs to interpret it correctly in their L1 since it starts with a negative construct. In the case of the responses obtained for Statements 18 and 20, which were related to the teaching of grammar used in context, NETs showed an inclination towards the illustration of grammatical aspects rather than orienting a class to the teaching of grammar structures exclusively. Likewise, NETs showed this preference by disagreeing to Statement 16 which was related to the use of activities focused on teaching specific grammar points rather than tasks that are oriented to the exchange of information. A possible explanation for these results can be related to their previously stated preference for communicative language teaching strategies in which grammar is seen as a resource to facilitate the learning of the language rather than being the focus of teaching. Another possibility may be related to an apparent influence of their past learning experiences as reflected in their NFs in the open-ended section of the questionnaire which, in most cases, seems to show anti-AoO regarding grammar-oriented teaching as will be further explained in the following section of this chapter. The literature supports teachers’ preference towards teaching grammar in context over explicit
teaching of grammar aspects. For instance, as it was stated in Brown’s study, teachers also supported the idea that “grammar practice needed to be embedded in real-world contexts” (2009, p. 53). Similarly, in Karim’s study (2004) it is stated that the participants “possibly explain grammar only to facilitate students’ meaningful uses of English, not to hinder the communicative flow of the class.” (p. 78). Likewise, Erkmen (2010) found that most of the NETs interviewed in his study preferred presenting grammar in context rather than teaching it explicitly. Yet, in that study it is also mentioned that NETs believed that grammar is important, not essential, but a crucial part of English teaching nonetheless. In this respect, it is important to mention that NETs do not always see grammar teaching as something negative since it is part of an effective teaching of the language; however, from a CLT perspective its use should be a tool to facilitate English learning.

4.2.4 Beliefs about the Use of L1

There seemed to be conflicting views regarding the use of L1 in the EFL class as shown in Statements 6 and 7. In Statement 6, NETs disagreed with the idea of allowing students to respond to tests’ receptive skills questions via the L1 rather than L2; however, in Statement 7, they disagreed with eliminating students’ L1 in the English class. This may be due to the fact that although teachers may prefer the use of English for providing plenty of opportunities for students to be exposed and practice the language, teachers may use the L1 in order to facilitate the learning of English. That is to say, teachers may prioritize the use of the L2, but they may still resort to using L1 when they think it is beneficial for students’ English learning. However, it is important to mention that the role of L1 in the ELT classrooms might vary depending on teachers’ opinions and context. The findings in this category are supported by the literature; since there are studies which confirm that teachers make use of the mother tongue in ELT contexts for specific situations where the use of L1 is
perceived by teachers as beneficial for students’ English learning (Ahmad et al., 2018; Kalanzadeh, Hemati, Shahivand & Bakhtiarvand, 2013; Shabir, 2017; Tootkaboni, 2018). Some of these situations in which teachers perceived the use of L1 as beneficial involve lack of time to teach the content, lowering students’ anxiety, explaining something that was too difficult or unclear, students’ low level of English, clarify understanding, giving instructions, and for classroom management (Ahmad et al., 2018; Kalanzadeh et al., 2013; Shabir, 2017; Solhi & Büyükyazi, 2011). However, other teachers may have a different opinion as they tend to believe that learning an L2 needs as much input as necessary. Such case can only take place in the classroom (Solhi & Büyükyazi, 2011); otherwise, teachers believe students will never learn the TL. This belief might also be related to the monolingual approach which states that the learning of the L2 might be similar to the acquisition of L1; therefore, students must learn how to think in L2 and the use of L1 might interfere in this process (Cook, 2001).

4.2.5 Beliefs about Target Language Use

Regarding the use of the TL, NETs showed a slight inclination towards requiring students to speak English from the first day of classes and a greater inclination towards simplifying the language for a better students’ understanding as reflected in Statements 14 and 22. However, regarding asking students to speak the TL only when they feel prepared there are divided views as shown in Statement 17. The reason for these mismatches may have its roots in the amount of L1 use in EFL classroom as seen in a previous section as its relationship with TL tends to be inversely proportional. Additionally, factors such as the anxiety of students when speaking in the TL and the context of the school might create the division of opinions seen in the results. The literature indeed acknowledges students’ anxiety, context and the amount of the L1 used in EFL classrooms as elements that influence the amount of input the students will receive. Levine (2003) mentions that teachers tend to lower the use of
the TL when they notice anxiety among the students and claims that the educational background of the students, whether they come from a monolingual or bilingual school, will affect their level of anxiety when facing the TL. That is to say, the amount of input teachers provide will depend on how students involve themselves in the class and their reactions towards the use of the TL in that context. Something similar happened in Hall and Cook’s study (2013) where it is stated that teachers prioritize the use of the TL as much as possible even when the L1 is used a few times. These pieces of evidence may indicate that, even though EFL teachers aim to make a major use of the TL, there are situations in which the teacher is able to decide by choosing what it is best for the class at that very moment.

4.2.6 Beliefs about the implementation of ICTs

In relation to using technology in EFL classes, NETs showed a noticeable inclination towards a frequent use of ICTs such as the internet, blogs, or apps as reflected in their answers to Statement 1. The rationale for this might be the globalized nature of society and the importance of ICTs use in many aspects of people’s daily lives. Teachers must prepare students to live and develop in a world where ICTs play a fundamental role. Therefore, the implementation of ICTs in education is essential nowadays. In fact, in Chile, the use of ICTs has significantly increased over the last years, especially in the educational field (Jaramillo & Chávez, 2015). Furthermore, the English teaching program from which these NETs graduated states that students who finish the program are able to make effective use of different ICTs to help their students’ learning as evidenced in their curriculum. Additionally, MINEDUC offers a description of ten standards which Chilean English teachers might follow in order to orient their pedagogical practices. In the aforementioned standards, it is specified that teacher must recognize the importance of the use of ICTs in their pedagogical practices and implement them in different areas of their profession such as; collecting relevant data from students, use ICTs in the
development of effective classes and promote its use among students (MINEDUC, 2014). Therefore, the National Educational Curriculum and the current state of global society regarding the use of information and communication technologies must be implemented in EFL teachers’ training which may influence positively NETs’ beliefs about the implementation of such technologies being effective in the ELT context.

4.2.7 Beliefs about Assessment

In the category of Assessment, NETs showed a noteworthy inclination towards considering group work when evaluating tasks. A possible justification for this level of agreement might be related to these NETs’ beliefs about CLT, as this approach considers pair and group work as an essential issue for such methodology. As it was mentioned in previous sections, NETs felt strongly in favor of the communicative approach. Thus, one of the main tenets of the mentioned approach is that the learning of the language serves for communicating; therefore, interaction, which is possible through pair and group work inside the classroom, plays an essential role when teaching the English Language. NETs agreement towards CLT strategies regarding collaborative learning, as shown in Statements 15, 23 and 24 suggests that they might consider this type of tasks in their teaching.

4.3 NETs’ Prior learning experiences

The present section will illustrate the findings obtained from the open-ended section of the questionnaire as guided by objective 1 and 2. As stated previously, objective 1 aimed to identify NETs’ stated beliefs regarding teaching and learning and their previous learning experiences and objective 2 aimed to analyze possible connections between NETs’ stated beliefs on teaching and learning and their prior learning experiences. In order to fully reach the first objective, the NFs provided by
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NETs in the open-ended section of the questionnaire will be first presented and analyzed qualitatively by identifying prominent themes present in NETs’ responses. Then, in order to fully address the second objective a number of NETs’ cases will be analyzed. Thus, the NFs of the participants who showed clearer connections regarding their teaching beliefs and past learning experiences will be presented and analyzed. Hence, the following analysis will be based on 3 cases presented individually.

4.3.1 Case 1: Martina

In the case of Martina, there are two themes highlighted in her narratives. The first and most recurrent is related to the use of Spanish in her experience as a student and to its use in her current teaching practice, which she attributes to her students’ low level of English. The second theme relates to interaction, which she seemed to prioritize in her practice. These ideas are reflected in her narratives regarding her general memories of English classes, her past English teachers (NFs 1 and 2), her past learning experiences that have affected (positively or negatively) the way she teaches nowadays (NF 5), and the reasons why those experiences have affected her in that way (NF 6). What follows presents these excerpts.

NF1. “In school, my classes were… in Spanish without much effort for contextualizing us. In high school they were based on writing, grammar, and listening”

NF2. “My English teachers in the school, usually… talked in Spanish and they did not involve us in activities of oral production.”

NF5 & 6. “The experiences that have affected (positively or negatively) the way in which I teach nowadays are the following... Positively: Prioritize interaction among peers when making any type of activity. Negatively: The
same pressure that my teacher might have suffered to teach us in Spanish. The level is too low so is really demotivating to feel that they (students) won’t comprehend what I want to convey. At least I support the use of the language among them, even though I do not use it all the time.

As it can be seen in the NFs 1 and 2, what Martina most recalled from her previous schooling experiences is the use of Spanish in the English class which she mentioned twice when referring to her teachers and her classes as a student. Moreover, in NF 5, Martina went back to this memory saying that it was something that had affected her negatively due to the fact that she now feels “the same pressure” her teacher might have felt to use Spanish in the class. However, Martina did not attribute the use of Spanish to her previous learning experiences directly, but she rather implied that although she feels the pressure to use it she needs to do it due to her students’ low level of English. This might be inferred through her narratives where she admits that there is use of Spanish in her classes now, which may be attributed, to some extent, to the excessive use of the language by her teachers when she was a student. However, this could also be attributed to the fact that her current students’ low level of English does not allow them to comprehend the contents taught by Martina and so this teacher opts for using Spanish more often.

To a lesser extent, Martina talked about a lack of contextualization and activities that involved oral production as experienced in her schooling years. In this respect, if we look back at NF 5 we can see that interaction is important for her in her current practices and so it seems that she might be taking that past experience as an anti-model of what she does nowadays. Possibly, Martina formed an opinion about her teachers’ practices and tries to avoid the ones that did not have positive effects on her learning. Martina’s teachers did not involve her or her peers in
interactive tasks; therefore, providing her with the idea of what not to replicate in her own classes.

These findings make it possible to identify preliminary connections with this teacher’s beliefs. We say ‘preliminary’ because these are connections which were not confirmed through any other data collection instrument. So, if we look at Martina’s responses to the closed-section of the questionnaire we can see that she had conflicting views regarding the use of the TL and the L1 which may be related to her past learning experiences. For instance, she agreed with Statement 7 which states that for an effective teaching of English it is necessary to eliminate the use of Spanish in the English class. She followed the same idea when she agreed with Statement 14 and 22. In the former, it is claimed that it is necessary to ask students to use English from the first day of classes, while Statement 22 indicated that it is necessary to simplify the way teachers speak English language for a better students’ understanding. However, she also agreed with the idea of asking students to use the English language only when they feel prepared as it is stated in Statement 17. This conflict of views regarding the use of English and Spanish in the English class might be attributed to her school teachers’ excessive use of L1 and the constant fear of not being understood by her students when using the TL.

Unfortunately, it was not possible to clarify these conflicting views at a later stage of the study so it can be concluded that in Martina’s case there might be some connection and thus, some influence of her past language learning experiences (AoO) as reflected in Martina’s conflicts to use English in her current practice. Additionally, Anti-AoO also seems to be evidenced Martina’s prioritization of interaction among peers when making any type of activity as her past teachers did not do during her schooling experience.
4.3.2 Case 2: Catalina

The main theme highlighted in Catalina’s case is the excessive focus on grammar she had in her classes at school, which she described as boring and meaningless. This excessive use of grammar was contrasted by the communicational focus on Catalina’s university teaching program, which she claimed affected her positively in the way she currently teaches. These ideas are reflected in her narratives regarding her memories of English classes, her past English teachers (NFs 1 and 2) and her past learning experiences and reasons that have affected (positively or negatively) the way she teaches nowadays (NFs 5 and 6).

NF1. “In school, my classes were… when I was a student, my classes used to focus, more or less 90% on grammar which eventually bored…”

NF2. “My English teachers in the school, usually… made English contents go around grammar, there was not any effort to make didactic classes”

NF5. “The experiences that have affected (positively or negatively) the way in which I teach nowadays are the following… the communicative focus I had at university affected the way I teach my classes positively. Also, the planning of lessons with many resources, not based on grammar but on daily life situations (without leaving aside grammar, which is still important but not principal)

NF6. “The reasons why the described experiences affected the way I teach nowadays are… (...) I try to replicate the positive experiences of university with my students in the classrooms. Make them interested in English.

As it can be seen in the NFs 1 and 2, Catalina most recalled the excessive focus of grammar as well as the lack of didactic classes which strengthened the role of grammar in her classes as a student. However, in
NF 5, Catalina contrasts her grammar-oriented classes as experienced at school with a positive experience during her English teaching program, which focused on the communicative approach. She later re-states the importance of that experience in NF 6, where she claims that in order to maintain her students' interest for the language, she tries to replicate her positive experience from university. In this respect, it is possible that both her experiences at university and at school might have given her teaching models of what to do and what not to do respectively. That is to say, Catalina may have chosen to avoid the grammar focus, which she did not like at school, in her current classes as a teacher and make dynamic lessons based on the communicative methods she observed at university.

When looking at Catalina’s responses to the closed-section of the questionnaire, it is possible to detect some connections between her teaching beliefs and previous learning experiences. For instance, she disagreed with both Statements 10 and 16, which had to do with grammar focused activities instead of using dynamic ones, that is, with exchange of information. This may respond to her experiences at school where English classes had this grammar-focus. In relation to her response in NF 5, Catalina agreed with grammar-in-context statements, as shown in her responses to Statements 18 and 20, implying that grammar should be illustrated and put in a context for an effective teaching. In terms of Catalina’s preference for the communicational approach, she strongly agrees with Statements 11, 21 and 23, stating that teaching English via the realization of specific tasks, utilizing real-life materials, and including students’ ability to interact in the L2 in evaluations are necessary for an effective ELT. Furthermore, she agrees with Statement 24 and disagrees with Statement 15, which relate to the usage of activities based on the exchange of information and the avoidance of pair and group tasks respectively. These responses reflect Catalina’s willingness to avoid a grammar focus in her classes as much as possible probably due to her school teachers’ excessive use of it (Anti-AoO) while focusing on the use
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of CLT techniques (AoO). Yet, it remains unclear which one of these components arose first in Catalina’s mindset.

4.3.3 Case 3 Alejandro

In the case of Alejandro, there are two main themes that arise in his narratives. The most prominent theme is related to the lack of students’ oral production during his high school years as this NET declares in NFs 1 and 5. Alejandro also stated in NF 6 that it is difficult for him to involve students in interaction, which he attributes to the fact that students might end up talking about anything else but what they should focus on in the English class. These ideas were reflected in Alejandro’s NFs 1, 3, 5, and 6 where he was asked to recall about his school classes as a student, his best memories as a student, the experiences as a student that have affected the way in which he teaches nowadays, and the reasons why those experiences have affected the way he teaches.

NF1. “In school, my classes were “(...) There were many exercises with thematic vocabulary but few with a function to use English even though they didn’t ask us to talk much, I do remember that we had to memorize songs, to say the days of the year, months, etc. But there was little use of English in the context of daily use.”

NF3. “My best memories from English classes in the school are related to (...) There was much emphasis on vocabulary in relation to context and function. There was little production of English, though. During the whole period of high school, in the English subject, I did presentations very few times.”

NF5. “The experiences that have affected (positively or negatively) the way in which I teach nowadays are the following (...) there was little oral production with her and little or no group or pair work”
NF6. “The reasons why the experiences described have affected my current way to teach are (...) It is hard for me to make students work in groups or pairs. Sometimes I see as something counter-productive rather than effective since they end up talking about something else and not about the objective of the class.”

As it can be seen in Alejandro’s NFs, although he was exposed to the language in a great extent, he did not have many opportunities to produce the language with his peers or in oral presentations (NFs 1, 3, and 5). Eventually, this teacher acknowledges the fact that he struggles to involve his students in oral production activities, which he attributes to students’ loss of focus when talking in the English class. However, we think that a possible explanation for Alejandro’s difficulties to implement activities that involve peer interaction might be related to his previous learning experiences. When talking about his schooling experiences, Alejandro assured that his teachers provided him with plenty of input; however, they did not provide him with the needed opportunities to make use of such input. This might have affected how this NET perceives peer interaction activities in general. Throughout Alejandro’s NFs, it can be inferred that he recognizes that peer interaction and oral production activities in general might be necessary when learning English. Nonetheless, his assumption that interaction tasks involving either group or pair work might be counterproductive shows a conflict regarding this NET’s own perception of this type of strategies. Additionally, if we look at NF 5, he states that his high school teacher did not use much interactive tasks that involved peer-to-peer work which could suggest that this NETs’ AoO has influenced the way he perceives pair or group work.

When looking at Alejandro’s close-ended responses in terms of pair and group work, it is possible to see an inclination towards the application of different instances of interaction in the classroom. This can
be seen in Statements 2, 15, 23 and 24. In this matter, Alejandro agreed with considering pair and group work and the students’ ability to interact when evaluating them. In addition, he disagreed with the avoidance of activities that involve pair or group work and strongly agreed with the usage of activities where the exchange of information was present among students. These responses may reflect Alejandro's eagerness to include interaction in his own classes; nonetheless, he implied that performing those types of activities is difficult for him as inferred from his NFs. It is possible that his struggle to implement interactive activities as a teacher may have originated during his high school experiences, which were characterized by the lack of such interaction involvement; therefore, he may present signs of AoO from his school days.

As it can be seen from all this evidence, NETs' responses in the open-ended section of the questionnaire helped us to identify their most meaningful past language learning experiences. Through the participants' narratives, it was possible to examine some of these experiences from these teachers' own voices. In this respect, empirical evidence shows that teachers AoO influence teachers’ beliefs which leads them to reproduce certain practices while performing as teachers (Borg, 2004; Högqvist, 2017; Lortie, 1975). Additionally, some teachers are able to use what they observed as students as anti-models of teaching (Durán, Sánchez, Solorza, Vial, 2018; Moodie, 2016). Finally, NETs training programs are, somehow, influential in teachers’ beliefs and practices (Debreli, 2012; Kuzhabekova & Zhaparova, 2015). It is noteworthy, that the present study adds knowledge to the studied field in terms of how the sum of NETs previous learning experiences at schools and previous learning experiences in teacher training programs might generate conflicting views in respect of certain aspects of ELT.

When looking back to these NETs responses to the close-ended section of the questionnaire, it was possible to identify some preliminary
connections between their beliefs regarding teaching and learning and their past learning experiences described in their NFs. This finding is supported by the literature, reassuring the influence of past learning experiences on teachers’ beliefs. (Aoyama, 2017; Debreli, 2012; Durán et al., 2018; Högqvist, 2016). The mentioned influence; however, may not be acknowledged by teachers, creating a perpetuation of conservative school practices (Feiman-Nemser, 1983; Warford & Reeves, 2003). In this respect, some teachers are indeed able to reflect upon the effects of AoO on their beliefs, while others might not contemplate how AoO have influenced them (Aoyama, 2017; Boyd, Gorham, Justice, & Anderson, 2013; Debreli, 2012; Miller & Shiffler, 2016; Warford & Reeves, 2003). Additionally, such influence is not always perceived as beneficial by teachers, as some reflect upon their livings at school being judgmental of what practices and methodologies they would rather not use when teaching (Durán et al., 2018; Moodie, 2016).

In addition, teachers’ beliefs might be partially changed throughout teachers’ reflection and exposure to different teaching practices from those they experienced during school (Debreli, 2012; Kuzhabekova & Zhaparova, 2015). The implications of this might signify a good starting point to revert the effects of AoO.
Chapter V: Conclusion

5.1 Introduction

The present study aimed to explore NETs’ stated beliefs regarding teaching and learning as influenced by their prior learning experiences. For reaching that general objective, two specific objectives were established. The first aimed to identify NETs’ stated beliefs regarding teaching and learning as well as their previous learning experiences, and the second aimed to analyze how those beliefs were possibly connected to these past learning experiences, that is, whether there were any effects of AoO on NETs’ beliefs. The present section will provide a summary of the main findings of this study with the aim of addressing each of the specific objectives set for the project. Subsequently, the pedagogical implications, limitations of the study, and suggestions for further research will be presented.

5.2 General findings

Regarding the first objective, it was observed that NETs’ beliefs seemed to favor the inclusion of CLT strategies over grammar-oriented techniques, and the acknowledgement and promotion of both ICTs and cultural aspects of English-speaking countries. Yet, not all beliefs followed the same trend as different thoughts were found regarding the role of Spanish (NETs’ L1) in the classroom. Another finding in relation to the first objective was related to NETs’ prior learning experiences. In this respect, it was observed that NETs mostly had negative experiences regarding grammar instruction due to their own teachers’ excessive use of it and a lack of communicative activities. These previous experiences may have possibly led them to favor opposing methodological strategies. Another experience narrated by the three selected NETs had to do with the use of the L1. These teachers expressed their discontent due to L1 excessive use
when they were at school and the, almost non-existing use of the TL. Last, these three NETs explained their lack of contextualization and monotony in their classes at school when they were students.

In relation to the second objective, it was possible to identify some connections between the beliefs of the three NETs selected for analysis and their prior learning experiences. In general, it was found that these NETs tend to replicate the practices they believe are most beneficial and useful for their own practice, yet these ideas apparently did not derive from their past schooling experiences but from their more recent academic experience at the English Teaching Program they attended. Also, NETs reflected on what practices they did not like at school, which, from what they expressed in their NFs, they try not to mirror in their current practice as teachers. It is important to mention that, even though some NETs reflected their discontent with the lack of certain practices their teachers performed (interaction) or excessive use of others (major use of L1), it might be inferred from their NFs that sometimes they could not avoid repeating their teachers’ ways to teach.

5.2 Pedagogical implications

The findings stated in this study might contribute with knowledge to the educational field. One the one hand, this study may help teaching training courses to see the importance of identifying and considering future teachers’ beliefs and prior learning experiences. This is related, as has been evidenced here, to the impact that AoO and Anti-AoO may have on teachers. Additionally, the present study may also help NETs to enhance awareness about the impact of AoO and the importance of reflecting on their held beliefs regarding English teaching and learning. Finally, this study supports the idea that teacher training programs do have the power to influence teachers’ beliefs, which might be essential for avoiding NETs’
perpetuation of beliefs and practices that are outdated or not suitable for their teaching context.

5.3 Limitations of the study and further investigation

It is important to consider that the present study has some limitations related to contextual factors which affected the process of research in terms of the time available. The contextual limitations of the study led to other limitations. First, it was not possible to use another complementary instrument which it was thought as necessary to confirm the preliminary connections between NETs teaching beliefs and previous learning experiences. For this, only one instrument was used, which summed up to the short answers provided by NETs in the narrative frames, may not be seen as sufficient to explore possible influences of NETs’ past learning experiences on their beliefs. Additionally, it must be recalled that only three cases were analyzed due to time constraints; however, the amount of data in a qualitative study might not be that influential since its focus is the content of such data. Considering these limitations, a suggestion for further research in this field refers to complement the methodological framework used in this study with interviews and class observations in order to deeply analyze and confirm connections between teachers’ beliefs and their past learning experiences.
REFERENCES


NETS’ BELIEFS AS INFLUENCED BY AOO


NETS’ BELIEFS AS INFLUENCED BY AOO


Appendix 1: Adapted Questionnaire

Cuestionario de percepciones de enseñanza efectiva y experiencias previas

Estimado/a participante,

Has sido cordialmente invitada/o a participar en un proyecto de investigación cuyo propósito principal es explorar cómo las experiencias previas de aprendizaje influyen en las creencias que poseen los/las profesores/as de inglés con respecto a la enseñanza y aprendizaje del idioma. No hay respuestas correctas o incorrectas. Lo importante es que respondas con honestidad y pensando en tus propias experiencias y percepciones.

Los datos a recopilar serán absolutamente confidenciales. Sólo los investigadores realizando este estudio tendrán acceso a la información personal recolectada y sólo será usada como parte del informe final de los resultados aquí obtenidos. Sus datos se mantendrán confidenciales en caso de que los resultados fuesen difundidos ya sea de forma escrita u oral.

Si no deseas participar en este estudio puedes retirarte cuando estimes conveniente.

Responder a esta encuesta tomará aproximadamente 15 minutos.

Si quisieras realizar alguna pregunta u observación sobre el estudio puedes escribir a Maritza Rosas al e mail maritza.rosas@unab.cl o a Marco Cancino al email marco.cancino@unab.cl
Al aceptar participar en la encuesta, confirmas que has leído el propósito del estudio, y accedes a que los datos que aquí se recopilen puedan ser usados por los investigadores del estudio en posibles publicaciones y presentaciones.

Muchas gracias por tu colaboración!

*Required

1. Email address *

Parte 1. Encuesta percepciones acerca de enseñanza efectiva

El cuestionario se divide en dos partes. Esta es la primera parte, y en ella te pediremos que leas cuidadosamente 24 enunciados e indiques en qué grado concuerdas o no con cada uno de ellos marcando la opción que mejor describa tu opinión (totalmente en desacuerdo, en desacuerdo, ni de acuerdo ni en desacuerdo, de acuerdo, totalmente de acuerdo). Los enunciados buscan obtener tu opinión en relación a la forma más efectiva de enseñar inglés.

Como profesor, para una efectiva enseñanza del inglés creo que es necesario:

1. Utilizar tecnología frecuentemente (internet, aplicaciones, blogs, etc.). * Mark only one oval.
2. Considerar en las evaluaciones (al menos en parte) el trabajo que los alumnos realicen en grupos. * Mark only one oval.

- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo

3. Dedicarle el mismo tiempo a la enseñanza del idioma y a la enseñanza de la cultura en donde el idioma está inmerso. * Mark only one oval.

- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo

4. Requerir que los/las estudiantes utilicen el idioma fuera de la sala de clases con otras personas que lo hablen (a través de internet, clubs, eventos). * Mark only one oval.

- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo
5. Evitar corregir a los/las estudiantes inmediatamente después de que hayan comunicar una idea de forma oral. * Mark only one oval.
- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo

6. Permitir que los/las estudiantes respondan en español (en vez de en inglés) los ítems de exámenes/pruebas que evalúen habilidades de comprensión de lectura. * Mark only one oval.
- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo

7. Eliminar el uso de idioma español en la clase de inglés. * Mark only one oval.
- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo

8. Corregir a los/las estudiantes sólo de manera indirecta cuando cometen un error al comunicarse oralmente (Por ejemplo, repetir correctamente lo comunicado por ellos, en vez de indicarles directamente su error). * Mark only one oval.
- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo
9. Poseer conocimiento tanto de la cultura de quienes hablan el idioma

☐ Totalmente en desacuerdo
☐ En desacuerdo
☐ De acuerdo
☐ Totalmente de acuerdo

10. Evitar evaluar la producción oral y escrita enfatizando la

☐ Totalmente en desacuerdo
☐ En desacuerdo
☐ De acuerdo
☐ Totalmente de acuerdo

11. Enseñar el idioma extranjero principalmente mediante la realización de
tareas específicas (en donde se requiera, por ejemplo, averiguar precios de
una habitación de hotel) en vez de ejercicios enfocados en gramática. * Mark
only one oval.

☐ Totalmente en desacuerdo
☐ En desacuerdo
☐ De acuerdo
☐ Totalmente de acuerdo

12. Lograr que los/las estudiantes respondan a instrucciones mediante la
realización física de éstas (por ejemplo: “stand up”, “open your book on
page 5”). * Mark only one oval.

☐ Totalmente en desacuerdo
☐ En desacuerdo
☐ De acuerdo
☐ Totalmente de acuerdo
13. **Enfocarse en los errores explicando inmediatamente por qué las respuestas de los/las estudiantes son incorrectas.** *Mark only one oval.*

- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo

14. **Pedir a los alumnos que utilicen el idioma inglés desde el primer día de clases.** *Mark only one oval.*

- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo

15. **Evitar las actividades en clase que involucren trabajo en grupos pequeños o en parejas.** *Mark only one oval.*

- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo

16. **Utilizar principalmente actividades enfocadas en la práctica de aspectos gramaticales específicos en vez de actividades enfocadas solamente en el intercambio de información.** *Mark only one oval.*

- Totalmente en desacuerdo
- En desacuerdo
- De acuerdo
- Totalmente de acuerdo
17. Pedir a los/las estudiantes que comiencen a hablar el idioma sólo

☐ Totalmente en desacuerdo **dos para hacerlo.** * Mark only one oval.
☐ En desacuerdo
☐ De acuerdo
☐ Totalmente de acuerdo

18. Presentar un aspecto gramatical siempre ilustrando cómo se usa esa estructura en un contexto específico en el mundo real. * Mark only one

☐ Totalmente en desacuerdo
☐ En desacuerdo
☐ De acuerdo
☐ Totalmente de acuerdo

19. Usar un acento y precisión gramatical que se aproximen a los de un nativo del idioma cuando se les habla a los alumnos en la clase. * Mark only one oval.

☐ Totalmente en desacuerdo
☐ En desacuerdo
☐ De acuerdo
☐ Totalmente de acuerdo

NETS’ BELIEFS AS INFLUENCED BY AOO
20. Entregar ejemplos de uso de estructuras gramaticales "antes" de explicar las reglas gramaticales. * Mark only one oval.
- [ ] Totalmente en desacuerdo
- [ ] En desacuerdo
- [ ] De acuerdo
- [ ] Totalmente de acuerdo

21. Utilizar principalmente materiales de la vida diaria (música, fotografías, comida) para enseñar el idioma y la cultura en vez del texto de estudio. * Mark only one oval.
- [ ] Totalmente en desacuerdo
- [ ] En desacuerdo
- [ ] De acuerdo
- [ ] Totalmente de acuerdo

22. Simplificar o modificar la forma en que se habla el idioma extranjero con la intención de que los/las estudiantes entiendan cada palabra que se dice. * Mark only one oval.
- [ ] Totalmente en desacuerdo
- [ ] En desacuerdo
- [ ] De acuerdo
- [ ] Totalmente de acuerdo

23. Incluir en las evaluaciones la habilidad de los alumnos para interactuar entre ellos utilizando el idioma extranjero. * Mark only one oval.
- [ ] Totalmente en desacuerdo
- [ ] En desacuerdo
- [ ] De acuerdo
- [ ] Totalmente de acuerdo
24. Utilizar actividades en donde los alumnos deben averiguar información que posee un compañero mediante el uso del idioma

☐ Totalmente en desacuerdo ival.
☐ En desacuerdo
☐ De acuerdo
☐ Totalmente de acuerdo

Parte 2. Completar oraciones (narrative frames)

En la segunda parte, se te pedirá que leas ocho encabezados y que los completes describiendo las experiencias previas de enseñanza/aprendizaje de inglés que has tenido en tu enseñanza básica y media, y de tus percepciones con respecto a cómo esas experiencias han afectado tu forma de enseñar. Lo que escribas, debe relacionarse exclusivamente con tus experiencias de aprendizaje en el nivel de enseñanza básica y media (colegio). Si son experiencias distintas, por favor especifica el nivel. Trata de recordar lo que más puedas y escribir al menos un párrafo en cada enunciado

1. En el colegio, mis clases de inglés eran... *


2. Mis profesores de inglés en el colegio usualmente... *


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3. Mis mejores recuerdos de las clases de inglés en el colegio se relacionan con... *

4. Mis peores recuerdos de las clases de inglés en el colegio se relacionan con... *

5. Las experiencias como estudiante que han afectado (positivamente o negativamente) la forma en que enseño hoy son las siguientes: *

6. Las razones de por qué las experiencias descritas han afectado mi forma actual de enseñar son: *
7. Hoy en día, pienso que las clases de inglés en colegios son... *

8. Como profesor, he tenido algunas experiencias exitosas en el aula. Pienso que las razones más importantes que explican este éxito se refieren a... *

Appendix 2: Teachers’ Beliefs Statements - Brown (2009)

Effective Teacher Questionnaire

The Effective Foreign Language Teacher

Instructions: Please reflect on your personal beliefs regarding what characterizes effective foreign language teaching.

Carefully read each statement and indicate to what extent you agree or disagree by circling the statement that best describes your opinion. There are no right or wrong answers, just those that are right for you. Your sincere, personal responses will guarantee the success of the study. Thank you.

Effective foreign language teachers should:
1. frequently use computer-based technologies (Internet, CD–ROM, email) in teaching the language.

Strongly Agree* Agree Disagree Strongly Disagree

2. base at least some part of students’ grades on completion of assigned group tasks.

3. devote as much time to the teaching of culture as to the teaching of language.

4. require students to use the language outside of class with other speakers of the language (e.g., Internet, email, clubs, community events, etc.).

5. not correct students immediately after they make a mistake in speaking.

6. allow students to respond to test questions in listening and reading via English rather than the foreign language.

7. not use English in the foreign language classroom.

8. only correct students indirectly when they produce oral errors instead of directly (e.g., correctly repeating back to them rather than directly stating that they are incorrect).

9. be as knowledgeable about the culture(s) of those who speak the language as the language itself.

10. not grade language production (i.e., speaking and writing) primarily for grammatical accuracy.

11. teach the language primarily by having students complete specific tasks (e.g., finding out prices of rooms and rates at a hotel) rather than grammar-focused exercises.

12. have students respond to commands physically in the foreign language (e.g., “stand up,” “pick up your book”, etc.).

13. address errors by immediately providing explanations as to why students’ responses are incorrect.
14. require students to speak in the foreign language beginning the first day of class.

15. not use predominantly small groups or pair work to complete activities in class.

16. mostly use activities that practice specific grammar points rather than activities whose goal is merely to exchange information.

17. ask students to begin speaking the foreign language only when they feel they are ready to.

18. not present a particular grammar point without illustrating how the structure is used in a specific, real-world context.

19. speak the foreign language with native-like control of both grammar and accent.

20. teach grammar by giving examples of grammatical structures before explaining the grammar rules.

21. use predominantly real-life materials (e.g., music, pictures, foods, clothing) in teaching both the language and the culture rather than the textbook.

22. not simplify or alter how they speak so that students can understand every word being said.

23. base at least some part of students’ grades on their ability to interact with classmates successfully in the foreign language.

24. use activities where students have to find out unknown information from classmates using the foreign language.

*On the original questionnaire four columns containing bubbles representing each response option appeared to the right of the items but have been removed to save space.

Appendix 3: Narrative Frames Prompts – Moodie (2016)

Table 1

Narrative frame prompts and the corresponding research question (RQ).
### NETS’ BELIEFS AS INFLUENCED BY AOO

<table>
<thead>
<tr>
<th>Prompts</th>
<th>RQs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- My English classes in school were …</td>
<td></td>
</tr>
<tr>
<td>- My English teachers usually…</td>
<td></td>
</tr>
<tr>
<td>- My best memories from English classes in school include …</td>
<td>RQ 1</td>
</tr>
<tr>
<td>- My worst memories from my English classes in school are…</td>
<td></td>
</tr>
<tr>
<td>- I think my experience as a student in school influenced how I teach</td>
<td></td>
</tr>
<tr>
<td>by…</td>
<td></td>
</tr>
<tr>
<td>- This is because…</td>
<td></td>
</tr>
<tr>
<td>- These days I think English classes in school are…</td>
<td></td>
</tr>
<tr>
<td>- As an English teacher, I have had some success learning English. I</td>
<td>RQ2</td>
</tr>
<tr>
<td>think the biggest reasons that I was successful learning English are…</td>
<td></td>
</tr>
</tbody>
</table>