IMAGINE THE TEACHER YOU WANT TO BE: A DESCRIPTIVE CASE STUDY OF BELIEFS ABOUT TEACHING

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ABSTRACT

The main objective of this case study is to analyze the way first semester students at Uniminuto University imagine themselves as English teachers. The researches were focused on analyzing their beliefs about teaching and how these are a relevant influence in their learning process as pre service teachers. Since the authors interpreted student's feelings, perceptions, opinions, and beliefs about teaching, this research has a qualitative paradigm. In order to collect the information needed to answer the research question, this study employed three different instruments to collect data which are: questionnaires, drawings (comics) and interviews. These instruments, provided information to carry out the analysis and select a series of categories of analysis in different dimensions that compound the teaching profession. After the analysis, it was possible to determine that first semester students possess a series of beliefs about language teaching, these are not specific and clear because they have not been implicit in real situations as teachers.

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INTRODUCTION

In Colombia, the teaching profession has been criticized during the last years because teachers are said to lack interest and dedication. In fact, motivation and inspiration have declined in this area. One of the reasons might be related to the hesitation of some first semester students who do not really know why they have chosen that profession. In other words, they do not really want to be teachers. Therefore, the rationale of this project is significant since it is crucial that first semester students be aware about this profession and its role in the society.

This study was divided in five chapters. The first chapter defined three sections including the statement of the problem, the research question, and objectives.

It is important to clarify that this study is not trying to implement a series of activities in order to tackle problem, instead, this was a case study that arose interest in a research group. After analyzing previous studies, it was concluded that these had been done with students before and after their practicum at advanced semesters of their professional formation. Thus, this project was focused on first semester students. Besides, the authors of this research decided to conduct this project because in the early years of this professional program, pre-service teachers have many ideas about what being a teacher is like, so it is motivating and interesting to know how first semester students conceive themselves as English language teachers. Moreover, it was important because researchers wanted to clarify some doubts about teacher's profession.

Furthermore, this project was developed due to the different beliefs and confusions students have in their learning processes regarding language teaching, so it is relevant for participants since they could be able to clarify or re-build these ideas after the research.

Then, this study might benefit students from the first semester at Uniminuto; they might reflect upon teachers' profession and also strengthen their beliefs about being teachers. Similarly, Uniminuto can also be benefited; based on this research findings, they may create a course (CP) where students may have the opportunity to improve their teaching skills, or realize if they do not want to be teachers. Also, it might benefit research groups because this project can continue with pre-services teachers from last semester in order to compare ideas about being teachers in the first semester with their perceptions and the reality in the last semester in the practicum.

Additionally, this project aimed at finding out the origin of first semester student's beliefs, as well as the nature thereof, so it is important to consider previous studies related to this topic in order to know how they carried out the research, the instruments they used and also establish similarities and differences with this project. Therefore, the second chapter explained how authors defined some constructs that are considered in this investigation such as teacher professional identities, imagination, beliefs and beliefs about teaching. On the other hand, in order to achieve this study purpose, it is important that first semester students are willing to participate in this process, in case this may not happen, researchers will motivate participants and provide them strong arguments and show them the importance of implementing this project, and also if it is extremely necessary, they may find another group of participants to solve the problem and carry out the study.

After the completion of this study, the authors expected that first semester students could reflect and be aware about teacher's profession and also they should be able to re-build their

professional identity through the experience in this process. Furthermore, it is important that participants become confident about the profession they chose. Likewise, through this study Researchers might learn step by step, how to carry out a research project, how to use instruments and finally, but not least important, how to manage the time.

The third chapter explained in a clear way the paradigm chosen and why this is appropriate for this research. In the second part, this study explained in a proper way the type of research and what is the purpose to use that. Another important factor to be discussed is the setting; it was presented in order to provide an idea about the context and the location chosen to do this study. It also includes a description about the participants with some basic characteristics of them, and finally the instruments. Three instruments were discussed: questionnaire, drawings and a conference; these helped to the reader to understand the purpose of each one and the use of those in this project

In the fourth chapter, the reader finds the analysis of data. After the presentation of a series of categories and subcategories of analysis that emerged from the theoretical framework, evidence collected through the research instruments were triangulated in order to determine the beliefs that students have. The reader also find a discussion of every result obtained in the analysis as long as the specific samples that led to the results. Finally, in the fifth chapter, the authors provide a summary of the most important findings obtained in chapter 4 as well as the presentation of implications, limitations and ideas for further research.

CHAPTER 1

Statement of the problem

Building identity consists in negotiating the meanings of our experience of membership in social community (Wenger, 1998). The environment and the relationships with others have important roles in people's identities, because depending on the context and previous experiences they might adopt a way to act in their current lives. Additionally, construction of teachers professional identity departs from their own beliefs, these tend to be built or rebuilt depending on the influences they might have in their training process. Therefore, these identities might come from their participation in the school or what they believe about English teaching and sometimes, first semester students change that perspective when they are implicit in a real situation in the classroom.

Learners are able to construct their professional identities based on their previous knowledge, observations to other teachers and beliefs or opinions they have about language teaching, this idea is supported by Clark & Peterson (1986, cited by Richard and Lockhart, 1994) who argued that "what teachers do is a reflection of what they know and believe, and that teacher knowledge and teacher thinking provide the underlying framework or schema with the teacher's classroom actions" (p.29).

Furthermore, this study joined a research group called Language Teachers and Identity, whose focus is the construction of pre-service teachers professional identity from a reflective observation; this research group implemented a study about how pre-service teachers construct their professional identities when they start to do the professional practicum in the 6th semester. The research group contributed to this study an idea to do a reflection about teaching beliefs in

the first semester at Uniminuto. Hence, this project will focus on knowing how first semester students imagine themselves as English language teachers, based on their beliefs about teaching. Factors such as beliefs about teaching, ideas about their profession in the first steps as future teachers, and the way first semester students build their identity in their academic process will be explored.

Afterwards, it is important to carry out this study because first semester students have many beliefs and interpretations about what teaching means, and these ideas might be reflected in their actions and behaviors. Besides, these factors may influence negatively or positively their learning process as future English teachers. Because of that, this research wants to encourage first semester students to reflect about the importance of teaching work and its implications, because some students get into the bachelor program with many expectations about the degree and profession.

It is relevant to mention that this study takes as a reference previous experiences and opinions of first semester students about what they think of the teacher profession. Some of them used to think that teaching is easy and it is just about the transmission of knowledge or information. Some others were only interested in learning English; thus, it is important to know what beliefs about teaching they have in order to help them to acquire awareness about teacher's profession. Additionally, according to our own experience, we had teachers who inspired us to be teachers and think that teaching is more than giving information to the students or learning a specific subject. Teaching is also about instructing, motivating, and sharing experiences with students in the classroom.

Another reason to carry out a research on this topic is because it has not been studied yet in the Bachelor program at Uniminuto. Although there are previous studies related to beliefs about teaching, those were focused on beliefs before and after the professional practicum; others studies have analyzed how teaching identity tends to be rebuilt depending on the real context that the student must face. One of those studies was conducted by Alarcón, Vergara, Díaz, and Poveda (2015) who analyzed metaphorical categories on teacher role from EFL pre-service teachers at a Chilean university, this study was done with a group of students in first and fifth semester with the purpose of identifying the difference between learners in other semesters about teacher's role beliefs.

Another study made by Guzman and Mora (2014) aimed identify the professional identity context of two English language teachers at the Autonomous University of Tamaulipas in Mexico. This study was based on the professional context and life experiences of the two language teachers and how these contexts and experiences have an impact on the process of building identity in their professional lives. This research contribute to this study in order to understand how beliefs about teaching are a relevant fact in first semester students learning process; taking into account that they are in their first step as a foreign language learner and in their professional development.

To sum up, this project may benefit firstly, first semester students because they might reflect what the implications of being an English teacher are. Secondly, research groups, because they could use the research as a guide to continue or develop other studies related to this. Thirdly, Uniminuto may include in its curriculum a subject where first semester students can reflect about their beliefs about teaching Finally, this study will benefit professional teachers and students of bachelor degree in foreign Language English at Uniminuto, because they might be

aware about difference between the beliefs they have in the first semester and beliefs about professional practice in a real experience in the classroom; so professional teachers may implement learning spaces where students will be able to reflect about their weaknesses and strengths in this area and it would be easier to implement and endure the learning situation in advanced semesters.

Research question

- How do first semester students at Uniminuto imagine themselves as English language teachers?

General objective

- To analyze the way first semester students at Uniminuto imagine themselves as English language teachers.

Specific objectives

- To identify the beliefs that first semester students have about language teaching.
- To describe their representations about how they imagine as future teachers.
- To compare their beliefs and representations about teaching.

CHAPTER 2

Literature Review

First semester students might be conscious of their beliefs about teaching and also what teaching means in their professional lives, but it is well known that sometimes they come into the teaching profession without knowing what teaching is about. Some studies have tackled this problem and that is the reason why this literature review is necessary. In this part of the study, the authors provide a review in a chronological line from the oldest to the newest studies focused on teaching beliefs. In the following lines, the reader can find interpretations and point of view of seven different authors about first semester student's beliefs about teaching. Also, this study related these previous studies to the research in order to find connections that could help to identify in a deeper way how first semester students' beliefs and imagination about themselves are relevant in the teaching-learning process.

Firstly, Blazquez and Tagle (2012) focused on knowing about beliefs of Chilean pre-services teachers and professional teachers in the learning and teaching process in a Program of Pedagogy in English in Chile. The instruments used to collect the information were a questionnaire, a semi-structured interview and a direct observation; the population to study was compound of four students who entered to the program in 2007, four students who were studying their last year of professional training in the institution and four professional teachers.

It is important to take into account that the study showed that most of the pre-service teachers had beliefs focused on traditional and structural approaches of language (grammatical, theoretical, etc.).For instance, students who entered the program in 2007 had a

vision of teaching linked to the transmission of information and they only had beliefs about teaching related to school experiences.

Besides, the previous study concluded that first semester students do not perceived themselves as classroom teachers and they did not have the experience in a real educational context that could allow them to face those beliefs about teaching. Hence, this study showed a similarity with this research because the study was focused also on identifying the first semester student's beliefs and it gives an idea about what they think about language teaching and how these beliefs are presented in their learning process. Therefore, this research can implement this kind of information of beliefs about teaching related to school experiences first semester students have about the profession and the structural vision of teaching language.

The second study was carry out by Ozmen (2012) aimed identify through a longitudinal research, the beliefs about language learning and teaching in (ELT) program in a Turkish university and the impact that these beliefs might have on students at the end of the program. Additionally, in this study students participated during four years in the (ELT) program through phases; in each phase, students were transforming their previous beliefs not only about the program, but also about learning and teaching. The results showed that students' beliefs about language teaching before their practicum were initially related to the use of grammar translation, teacher centered approach. However, these beliefs changed to task based, cooperative activities with students, and the use of L2 in the classroom and so on. In that research, it was concluded that beliefs have a big impact in the pre-services teacher's practice; this means learners act according to what they have learned and also according to how they perceived teaching from their teachers. Also they mentioned that most of the beliefs might come from previous learner's experiences pre-services teachers had in the classroom.

Another study conducted by Debreli (2012), shows how pre-service teachers' beliefs about teaching and learning changed before and after a training program of the Department of English Language Teaching in Turkey. The program lasted nine months in which three semi-structured interviews were applied in intervals of three months. The students were involved in a program that was arranged in two parts: the "Before" required attending to methodological courses within the university. Then, they had to go to public schools and observed different teachers in their different classes, where they had to complete six hours of observation. And the "After" where they were sent to public schools and they had to do four hours of practice as teachers.

This research showed that at the beginning of the program, pre-service teachers had some beliefs about teaching a foreign language, but through the process of the program some of their beliefs were changing with their experiences and other were reinforcing it. At the end of the study, researchers confirmed the information by the participants using instruments as questionnaires and diaries and interviews. The results of these instruments showed that some beliefs could change or reinforce through the observation and the experience of each participant as a teacher in a real classroom. Moreover, it is essential to mention that the instruments used contributed to collect meaningful data to develop this project.

Cota and Ruiz (2013) are the authors of the fourth study in this literature review. They identified the beliefs that a group of pre-service teachers doing their practicum had about English language teaching and learning based on different phases of education. This study had a length of four semesters of the eight semesters in the Bachelor of Arts in English Language Teaching program at a Mexican university. The authors explained the relevance of implementing pedagogical backgrounds that not only helped to raise teacher educators' awareness of the pre-service teachers' beliefs about language teaching, but also helped them to acquire awareness about their own beliefs and understanding of how those beliefs worked in the learning-teaching process as teachers in formation. Cota, & Ruiz (2012) argued that it was a "crucial need for English language teacher educators and program designers to identify the pre-service students' beliefs at initial stages of instruction so that they can develop strategies to modify and understand those beliefs which hinder the efficacy of teacher instruction" (p.82)

It is pertinent to mention that teachers play a crucial role in the way first semester students understand those beliefs about teaching, because they are implicit in their learning process and they might be a guide or model to find a deep comprehension about the kind of teacher they want to be. All the implications proposed in that research helped the authors to determine that studying first semester students' beliefs is important in order to raise awareness in advance. Most of the times, these students come into the learning process with some doubts and thoughts about the role of a teacher and they could face a dilemma when they come into the educational reality in their professional practices. Thus, this study helps this project to define the importance to guide first semester students to be more conscious about the implications and responsibility in the teaching-learning process and also they may be able to reflect and think

about the first moment of their learning process and the importance of making a decision about becoming a teacher in order to avoid negative impact after their professional practice.

In the last study considered in this literature review, Tagle, Díaz, Alarcón, Quintana, & Ramos (2015), the authors aimed identify the opinions about teaching that students being prepared to be English teachers at a Chilean University had. The instrument used to collect information was a semi-structured interview. As a result of this study, participants thought that teaching was only about giving information to the students. Afterwards, they associated traditional teaching method as an effective way to teach; pre-service teachers were focused on their previous experiences in the classroom and the methodology their teachers used with them.

In this study, participants had significant experiences in the methodology and practical workshops, this means, they changed their beliefs about traditional methods for teaching after they participated in those pedagogical courses. Pre-service teachers were aware about using different methods and approaches to teach. To conclude, this study showed that learners' beliefs about teaching are strongly related to traditional methods and communicative language teaching, they associated language teaching with memorization and dissemination. As a consequence, these thoughts affected the process in their practicum, because it is difficult to change that after a long learning process.

Additionally, Beltman, Glass, Dinham, Chalk, & Nguyen (2015) conducted a study that was focused on establishing how beginner pre-service teachers imagine themselves as teachers through graphical representations. This study was developed with first year participants of undergraduate course at an Australian University. Discussing attitudes, drawings and descriptions about them, were used as instruments to comprehend the perception they had about

themselves as teachers. The images collected were analyzed one by one, and similar

characteristics were found in all the drawing (teachers, students and objects used in a

classroom), which represented the participants' ideas about teaching.

Those pictures were organized into eight categories taking into account the similarities

between them. The first category showed that drawings included a teacher, students and artifacts;

the second category had drawings with a teacher and students, but no artifacts; the third category

presented drawings where the teacher was alone and there were not students or artifacts; the

fourth category contained drawings with a teacher and artifacts, but no students; the fifth

category represented drawings with an image as a metaphor of a teacher and its explanation with

no teacher, students or artifacts; the sixth category included drawings only with artifacts, but no

teacher or students; the seventh category exposed that drawings had students, but no teacher or

artifacts and the last category contained drawings of other unclear images with no teacher,

students, artifacts or explanation. These categories showed that every student has a different idea

about what a teacher is.

At the end of the study, Beltman et al., (2015) found the following three aspects:

"complexity of teaching, positive emotions and confidence of the pre-service teachers" related to

all images' categories. Moreover, they concluded that drawings showed that all of these aspects

were expressed by pre-service teachers as a conviction of the teacher they wanted to be in a

positive way. In light of this, the previous study and this research have similarities; this study is

going to use drawings (comics) as an instrument in order to know how first semester students

imagine themselves as a teacher and also how they will represent themselves as future teachers

through it. Additionally, this instrument will allow this study to establish what kind of beliefs

about teaching they have in their minds. Afterwards, both studies are focused on how beginners reveal their feelings, beliefs, and also their imagination about the kind of teachers they want to become. Even though, it does not mean that researchers will have certain results because novices representations may depend on their mood or on the experience they could have about what being a teacher means for them in that moment (p.238).

As a conclusion, the previous study contributes to this research because it showed in a deeper way how this ongoing study can implement the use of drawings to analyze how first semester students perceive themselves as teachers, and those drawings may give this research a clear interpretation about the beliefs they have about teaching. In addition, the study provides relevant information about the drawing reflections of the participants where they represented themselves with many expectations about their future, so it gives this research the motivation to implement the drawing space where first semester students can reflect about the teacher they want to be.

The last study conducted by Durán, Lastra, and Morales (2017) centered their attention on describing the origin of beliefs about teaching of nine pre-service teachers from sixth semester of the English program at a Colombian University and how these beliefs can be re-built and evolve through didactics and teaching practicum courses. These authors were focused on a set of instruments such as autobiographical writings, semi-structured interviews, journals, portfolios and videos that allowed them to collect the data for their project. At the end, they concluded that there are "three related dimensions: their self-perception as teachers and their perceptions about learners and about teaching". (Durán et al., 2017, p. 183). In other words, these three dimensions were identifying every one as a kind of belief, because pre-service teachers have their own idea about what teacher means, a belief about their environment, context

and also about teaching; moreover, the research showed students changed their perceptions about beliefs and those were modified by a new one.

On the other hand, this section wanted to relate the studies of Debreli (2012) and Durán et al. (2017) because these had similarities in their interpretations and analysis. For instance, the most relevant and similar part was their programs and courses in the student's practicum: these two studies showed how pre-service teachers beliefs defined and build up their professional identity as teachers of a foreign language based on programs mentioned before to reinforce or change these beliefs. As a result of these studies, it was observed that both were focused on testing how the beliefs of pre-service teachers change using training courses as resources to demonstrate it through the experiences of participants in their research.

Moreover, these kinds of researches give provide this study a view about the importance of pre-services teachers' beliefs and how participants could practice in a real educational context the theory that they learnt and the beliefs they had before. So, they could provide observations and experiences as a good way to improve and strengthen the first semester student's beliefs, which is important taking into account that most of the studies are focused on pre-service teachers in advanced semesters, only a few of them are centered on first semester students. To conclude, it was noticed that only a few of the studies were focused on exploring just beliefs and checking how they imagine.

Theoretical Framework

This section introduced and defined the most relevant constructs of the study. First of all, teachers' professional identities will be discussed. Secondly, the reader will find a construct related to imagination, which will allow them to understand how first semester students imagine themselves as teachers. The last construct is beliefs, this construct is fundamental in order to know the most relevant aspects about them, and also where they come from. In addition, it has a sub-construct: beliefs about teaching.

Teachers' professional identities

There are different types of identities. However, this study focuses only on one, namely professional identity. Also, it is pertinent to explore how first semester students build their professional identity based on their beliefs and the impact that identity has on their professional and personal lives.

Identity has been the focus of many studies. These have explored the meaning of identity in different ways. Likewise, it brings different connotations and points of view that provide a deeper reflection about what identity is. Most of the definitions affirm that identity is a social phenomenon which evolves as a result of interaction with others (Wenger, 1998). Moreover, Fajardo (2011) thinks similarly, since he argues that the concept of identity necessarily engages the meanings surrounding the person, as well as her/his experience as a member of a social community. Talking about identity in personal terms implies psychological, affective, and cognitive notions. On the other hand, the sociological dimension includes labels such as gender, race, age, or nationality as well as social, historical and cultural factors (p.18).

Taking into account the previous statements, the main point are the dimensions implicit in identity. Such dimensions can be divided into two major categories, internal- personal and external-social factors. These factors allow a deeper understanding about the way elements such as previous experiences, interactions with others, emotions, own recognition and the environment, may help to construct a clear personal identity. Consequently, as individuals we are able to innovate and create continuous spaces of reflection and participation. On these spaces, we can consolidate different past and future perspectives helping us with the construction of our own and others' identity.

Another point of view about identity was given by Lozano (2014), who mentioned that "identity is recognized as a process that determines the perspective from which the world is interpreted" (p. 100). Then, as human beings we are susceptible to constant changes and evolution that may transform the way we see the things and the way to act or think about something. Therefore, Lozano (2014) stated how identity helps people to position themselves in a changing society, allowing them to defend their own critical and reasonable thoughts or ideas assuming positions in a social community.

Rodriguez and Pedrajas (2016) explained how the environment and personal-social experiences are involved in the construction of identity. They found that identity helps to build a specific personality, temperament or character that might evolve or change thanks to life experiences, the environment or the interactions with others. Moreover, Rodriguez and Pedrajas (2016) mentioned that teachers' professional identities depend on two important components. First, the personal dimension, which they consider as a dimension that is "unique and intimate and makes individual different from the others" (p. 37). This means all teachers have their personal identity and way to teach. Also, they are building their identity through the environment and experiences from earlier years. Besides, these first steps in building identity

processes are very important, the construction of identity might also have a big impact on teacher's professional life.

The other component defined was social dimension. This concept is considered as the continuous interaction with others. As a result of this interaction, people acquire their own identity depending on the context or relationships with others. It helps to clarify the importance of the role of identity in the society as a way to develop interpersonal and interprofessional characteristics in specific groups. These factors are the support of an effective communication and interaction between people from the same community, in this case, an educational community.

Following the previous statements, interaction and relationship with others have a relevant importance in teachers' professional identities. This means that first semester students might build their identity by observing others. Additionally, they might come into professional processes with some beliefs and perceptions about what kind of teachers they want to be. These beliefs could change alongside with their experiences as students or from observing other teachers. Consequently, it is relevant to take into account their relevance as basis in the construction of teacher's identities.

On the other hand, Flores and Day, (2006) considered teacher's identities are built on emotions, beliefs, life experiences, and the first moments teaching and learning a language. In simpler words, it means that teacher's' identities are constructed based on all the experiences and emotions teachers live in their personal, academic and professional life. Additionally, the environment, contact with others, and teaching practices, are also essential as these factors might influence positively or negatively the professional identity process.

Finally, it is important to consider that teachers' professional identities are built depending on some learning processes they could have gone through in their lives, and also the methodologies they used to observe their teachers. Furthermore, if those experiences were meaningful for them, they might build their identities taking as reference that positive aspect.

Imagination

This study considers pertinent to establish a relation between identity, beliefs about teaching and imagination. Therefore, it is well known that through our own beliefs we imagine the kind of teachers we want to be. Such beliefs have a connection with our own experiences and these experiences play a relevant role in the construction of our identities. Then, it is through imagination that we conceive new developments, explore alternatives, and visualize possible futures (Wenger, 1998).

Thinking about that, this study tries to make a connection between imagination and the way in which people perceive the world in different conditions, this means each one can create an image or vision different from others. Thus, such illustrations of the world can be understood as real or unreal depending on how people interpret reality. This research took as reference Wenger (1998) who claimed that "imagination is an important component of our experience of the world and our sense of place in it" (p. 176). This means that imagination arises from participation and observation of the universe we are involved in and also how people perceive the environment.

Subsequently, people imagine the world in different ways even though they are implicit in the same context; for instance, first semester students might believe that the methodology their teachers are using in the classroom with them, is not meaningful or appropriate. Perhaps, other

learners in the same context might believe that it is the best method, so it is necessary to consider that each individual observe and imagine the same situation in a different form. It does not mean one answer is right and others are not, especially if we take into account that all learners have their own experiences, vision, and images about different things in their minds.

As it was previously mentioned, imagination allows people to create and recreate new images and situations in their minds that are bound to their real world. Considering that, some studies are focused on imagination and the power of it in our lives. Nevertheless, this study tried to connect the role of imagination to the real world, how sometimes people expect and imagine things in other ways and how such realities could be visualized in a wrong way in some cases. For instance, Sason, R (2015) mentioned how imagination makes possible to experience a whole world inside the mind. From the previous statement, it is possible to argue that people have the ability to explore any situation before living it or just by knowing previous information about it, and in this way, remodel different circumstances and events such as the actual educational context people experience.

In the same line of thought, Vygotsky (2004) argued that imagination is the capacity that human mind has to use images or circumstances taken from significant past experiences, that a person might use to create, dream and conceive unreal situations which could be possible laying over the thin line between the real and unreal world. Consequently, this study takes up the ideas of most of the authors that established imagination in a similar way, for this reason it is relevant to take into account the role of imagination in the teacher's profession and how it determines a series of factors related to educational realities.

Beliefs

Over the last years, people have been looking for the reason of things, the "why" of them and have a clear knowledge about everything. This happens because as humans, we are curious all the time and people want to know about the existence, ancestors, religion, nature, science, cultural and social aspects that have predominated for years in our environment and the society. In addition to this, beliefs have been considered to be taboos in thoughts of people and these play an important role in people's life, because they give a sense of certainty and build up peoples' identities as individuals. Therefore, beliefs have been studied in different fields looking for a global definition of them, but there is not an evident definition of "Beliefs". For this reason, this research will present some definitions taking into account different authors' perspectives to clarify the meaning of them.

Beliefs are own ideas, perspectives, and knowledge of an individual about something or someone conceived as the truth (Hermans, Van Braak, and Van Keer, 2008 & Green, 1971). In addition, Bandura (1997) explained that each person is free to make his/her own decision about what she/he wants to believe, those ideas are ways to find answers, but this does not mean life depends on just one idea. There are other interpretations and points of view to take into account. Sometimes people tend to react in relation to their feelings, emotions, goals, values and thoughts. Then, it is understandable that people are guided by beliefs they have since they were born and it also has an impact on the decisions that they want to take, in their interpretations, communication and interactions with others.

Similarly, Richardson (2003) interpreted that "the terms attitudes, values, perceptions, theories and images, are beliefs in disguise" (p. 3). It means that, there are not either true or false beliefs, because each person has different theories, images and perspectives. However,

those terms give sense to beliefs, since they are considered as a fundamental element to develop characteristics as behaviors, attitudes, personality and actions which are connected to personal visions that people have about the world.

Likewise, Duran et al., (2017) considered that a belief can be adapted depending on the context where the person is; it means that as people are immersed in a real educational situation, their previous beliefs could change to different ones. For instance, when first semester students have an idea or belief about their profession and such beliefs change while they are in their adopt the role of real teachers in the classroom, a personal theory has been created without having any experience on it.

Beliefs about teaching.

Beliefs have significant influence in people's life. Based on what they believe, people can build up their identity and develop their values, emotions, feelings, actions and knowledge which are put into practice on daily life. In the same way, beliefs have been on the scope of educational research. Then, thoughts along with experiences and vocation in educational processes might guide people to decide the kind of teachers they want to be.

There are different aspects related to beliefs about teaching, and this study has put the scope on specific aspects that may be relevant to know how first semester students imagine themselves as English teachers in real contexts. For this reason, the vision about teaching; class development (how to start a class, how to explain the topics, what activities teachers would do, how to finish a class); resources and materials; the methodologies; teachers' characteristics; and group management are relevant factors to be analyzed in first semester students beliefs about teaching.

In order to address that matter in our research, the ideas of some authors who have studied the visions that first semester students' have will be taken. First of all, Fives & Gill (2015) concluded what first semester students thought about teaching. Some of them had the idea that teaching is transmission of knowledge, or just information given to the students, this evidences a trend to dichotomize beliefs about teaching along constructivist (student-centered) and transmissionism (teacher-directed). Moreover, Fives and Gill (2015) argued that teachers' beliefs are part of a system of good and bad ideas about teaching. This set of beliefs are present in specific contexts related to their role, the environment of classes and behaviors both learners and teachers have. All of them are part of experience. Consequently, some of these beliefs about teaching come from previous experiences pre-service teachers have had in the classroom or with teaching methods they were exposed at their primary or high school. Therefore, such ideas may have a negative or positive impact depending on the context and the people involved on those experiences.

To support the aforementioned data, Richards and Lockhart (1994) affirmed that beliefs about teaching are taken in a different way by every single teacher, because they have their own ideas about teaching. For instance, many years ago, teachers mistreated their students because they believed if they punished students in a physical way, they would learn better and faster. Similarly, memorization was a common belief in the past as it was thought that memorizing all new vocabulary would make students speak English or any other language. These ideas provide a deeper interpretation about how a belief can change and evolve along time and how it might be influenced for external or internal factors.

Likewise, Richards, Gallo, and Renandya (2001), and Borg (2001) agreed on the fact that beliefs about teaching also depend on teachers' background (the thoughts given from their childhood); education (how they were taught); studies (the studies they did); practices and experiences they have had along their professional lives. All of them exposed similar ideas and concepts about teaching beliefs. Regarding the aforementioned study, it was concluded that beliefs can influence decisions, behaviors, actions, and thoughts that teachers go through in their classroom. Besides, the way in which first-semester students may develop their classes depends on what they think teaching is and the aspects they take into account to manage classrooms. For example, Harmer (2007) explained what factors are considered to be relevant when someone is teaching. These included: the teacher in the classroom (how teachers organize the class, time, the voice, etc); talk to students, and giving the instructions (how to introduce the topic, how to explain the topic, etc).

Some studies about teaching were focused on alternative ways to teach, these seek a way to create effective teaching methods integrating theories, methodologies and teaching strategies, which could be implemented through new styles to teach a second language. Alongside this, other beliefs are related to the students' capacity to learn better through games or using the multiple intelligences approach. This approach can help students to develop their learning in a better way. Therefore, some professional teachers believe that using different didactics and learning strategies can help them to develop better their work as teachers and increase the understanding in their students.

Regarding methodologies, Petrina (2007) argued that instructional strategies and teaching methods depend on a number of factors such as the developmental level of students, goals, objectives of the teacher, content, and the environment which encompasses time, physical setting

and resources. Then, educators may consider taking into account these aspects mentioned before to implement or choose a good methodology. Moreover, when teachers find their identities and start focusing on the best way to teach, they will solve many problems in the classroom.

On the other hand, other important aspect to take into account is the resources teachers need to implement in the classroom in order to achieve the class objectives. According to Richards and Rodgers (2000), resources and materials provide a commitment and more efficient way to teach a second language in the classroom. Besides, teachers can choose or create their own materials and resources in the class according to the students' needs. Generally, teachers do not create their own materials or are not creative because they can find everything through technology, so it may be easier for them to look for supporting materials which have been made and adapted than creating them from scratch by themselves. In spite of that, the use of didactic resources in the classroom is essential for teachers and also for students as the learning process may be easier when teachers use a variety of resources and innovative ideas to teach. Also, language teaching methodologies are important to be considered in students-teachers relations, because it may help them to focus on a specific method or approach when they are in the classroom.

Another relevant aspect to bear in mind is the way first semester students perceive themselves and conceive their role in the classroom as future teachers; Richards & Lockhart (1994) explained that there are many factors that shape the role of the teacher, one of them is the setting where they are teaching. For example, some institutions set the behaviors that the teacher must adopt in the classroom and the teacher has to follow the rules established by the institutions. Another form to define the teacher role is based on their philosophy, beliefs and

experiences with students, which provide an important tool to identify the type of role that they want to adopt in the classroom.

In addition to that, Harmer (2007) argued that as there are different ways to define the role of teacher, there are also different roles that a teacher can put into practice in his classroom, taking into account the behavior of his students and the methodologies that work better for them. Moreover, the author mentions that a good teacher has the ability to assume different roles to improve the different stages of learning of his students.

Finally, Wannarka & Ruhl (2008) and McCloskey & McVetta (1978) agree that the setting arrangement is a fundamental aspect on how beliefs about teaching are built by teachers. Using a pre-established setting arrangement gives the teacher the possibility to manage the class better, depending on the way students are organized in the classroom. Furthermore, the authors argued that the teacher needs to have enough knowledge about how settings arrangements work, because there are many different ways to organize students such as semi-circle, rows, and clusters. These have different aims based on the learners' needs, the methodology and the lesson that the teacher is about to implement with his students.

CHAPTER 3

Research design

The purpose of this chapter is to explain in detail the aspects and factors involved in this study and contextualize the main idea of this research project. Aspects such as the data collection instruments, participants, research paradigm, type of study and ethics will be discussed in the following paragraphs- These are very important in a research project because through them researchers are able to obtain the results and conclusions about the problem or situation.

Research Paradigm

This project had a qualitative paradigm because through this, researchers can interpret student's feelings, perceptions, opinions, and beliefs about teaching. According to Johnson & Christensen (2008) qualitative research is focused on a social context because it helps to identify more deeply those beliefs, perceptions and experiences in specific groups of people (first semester students'). This qualitative paradigm helped to identify what kind of teacher first semester students want to be, through questionnaires where they could express and describe their beliefs about teaching, point of views or opinions about their profession. It was also found if their previous experiences in the classroom are part of their current beliefs about teaching. It means that, it can have a strong relationship with this research, because it can contribute to collect particular data referring to beliefs about teaching in a specific group implicit in a social context.

Research Approach

The research approach is a descriptive case study, according to Zoltan (2007), it explores and investigates thoroughly, the process and obtains a deep understanding of a program, an individual and community. This case study provides descriptive information on a specific community: first semester students at Uniminuto. Therefore, the exploratory case study may provide this research a broader knowledge about the situation to study and it may lead to know more about what first semester students think teaching is. Furthermore, the instruments help this study to explore their own perception and experiences about teacher profession and this information may give a possible explanation about the situation; so in this study an intervention is not necessary, since it employs instruments that allow analyzing the specific situation.

Setting

This research was carried out in the Bachelor Program of English Language Teaching in Uniminuto, which is a private university located in Bogota. This program has been implemented for more than five years. Many students from different social status, cultures, and religions have been graduated as foreign language teachers. Moreover, the University promotes spirituality, respect, inclusion, and values. Furthermore, the Bachelor Program of English Language in Uniminuto responds to the competencies that every teacher of English must achieve to carry out their professional work; Linguistic knowledge of the language that affects the teaching and learning processes of the language and knowledge in didactics, methodology and strategies in the teaching of English. This University is interested in having their graduates with a high proficiency English level. Additionally, Uniminuto has been reinforcing the program through exchanges with different countries around the world where native speakers share their cultures, customs, and knowledge with students. This process has been significant for learners because they have improved their process of learning a new language.

In accordance to the educational model which is inspired by Christian Humanism, students have integral education as competent and enterprising professionals open to the search of God contributing to the development of their communities and the service of the society, through appropriate values and solidarity actions. Taking into account the educational model, the beliefs about teaching language have a relevant impact in the students' formation because they need to acquire awareness about the importance to be a teacher and educate other people; this profession involves students in a real social context and allows the students to contribute to a social development through teaching.

Participants

This study is carried out with one of the groups of first semester students. The number of students in each group was from 15 to 20, between 17 and 22 years old, who have a social status 2-3. It is important to consider that some of the first semester students of the Bachelor program come into the learning process with some knowledge related to teaching, they explained in one instrument their previous experiences and how their actual knowledge about teaching could be based on it. For this reason, they may have beliefs and doubts about what a teacher and teaching are; however, they had expectations in this first moment and this research considers relevant to check these aspects and explore the information they have about their academic training.

Instruments

In order to collect the information needed to answer the research question, this study selected three different instruments to collect data which are:

Questionnaire

The first instrument that this study used was a questionnaire. This instrument is aimed to collect information about what first semester students think about teaching and teachers' profession. It was applied on August 23, 2017; the questionnaire was constituted by eight open questions because in this way, first semester students expressed better their ideas about the questions of the questionnaire. Besides, this instrument helped this study to identify and understand the way they imagine themselves as educators as well as the beliefs they have about it, because they could share their opinions and provide an idea about what they have in mind. To obtain that data, this study used some questions and situations in this questionnaire, which were focused on the principal aspects of teacher profession such as vision about teaching, components of teaching, methodologies, planning, roles and classroom management. (See appendix 1)

Cartoon

The second instrument was a visual resource, in this case, drawing, in order to collect a deeper interpretation about how they imagine as teachers, the idea of this instrument was that students drew how they behave in a real context in the classroom, and explain step by step like a comic, the idea or perception they have about teaching. Students were asked to draw specific aspects such as: resources, the organization of the class, their roles, and the elements found on their classroom and the activities they would do in their own lessons. (See appendix 2)

Interview

The third instrument was an interview; the objective of this part is to make a comparison with the previous answers students provided in the questionnaires with their drawings. The interview was applied on October 18, 2017. The interview was constituted by five open questions based on real situations to familiarize participants better with the context. In this interview, students were able to explain the picture and how they imagined themselves as future teachers. Through this instrument, this project obtained relevant information about the beliefs and expectations they have about their profession. (See appendix 3)

Ethics

The purpose of the consent form was informing first semester students about the project. In such form, the students could find the information about the researchers, the name of this study, a description about how the project would be carried out, the phases of the study, the confidentiality about the first semester students who participated in this research and the voluntary participation; first semester students were free to leave the study when they wanted to do it. (See appendix 4)

CHAPTER 4

Data analysis

This chapter will present the analysis and the data information gathered in the research

process. All the collected information from the questionnaires, drawings and the interviews were

organized and analyzed in the ATLAS.ti program. This program helped to code the relevant

information and organize it into categories and subcategories. To follow this process, the

categories were identified with the first instrument (questionnaires), which was the main point to

classify the specific and necessary data. After that, the second process was carried out with the

drawings, thus, some categories were deleted because those were not relevant in the analysis.

Finally, with the interviews, the data was verified to determine the final categories and

subcategories that will be analyzed in this chapter.

The process of triangulation was based on the construct "beliefs about teaching"

mentioned in the theoretical framework. It means that grounded theory was used as a way to

determine the categories (Strauss and Corbin, 1990). Grounded theory suggests an integration

of categories which help to identify a result of the data collection to get a final product in the

research process. Additionally, the data for a grounded theory can come from various sources. It

allows to researchers to analyze the possible origins to collect the data they need. Besides, the

data collection procedures involve interviews and observations.

After doing a decoding process, five categories and seven subcategories were analyzed. The first category was called "A Vision towards Teaching". The second one was related to the way first semester students imagine themselves developing their classes and it was called "Class Dynamic" and two subcategories emerged from this: "Engagement in the Class" and "Organization of Students". The third category was "Materials and Resources in Language Teaching" and two subcategories called "Technology as A Resource in Language Teaching" and "Traditional Materials". The fourth category was "Qualities and Roles of a Future Teacher". The last category was "Methodologies in Language Teaching and two subcategories emerged from this "Communicative Methodology in Language Teaching" and "Using Grammar Translation Method: The Most Appropriate Way to Teach a Language".
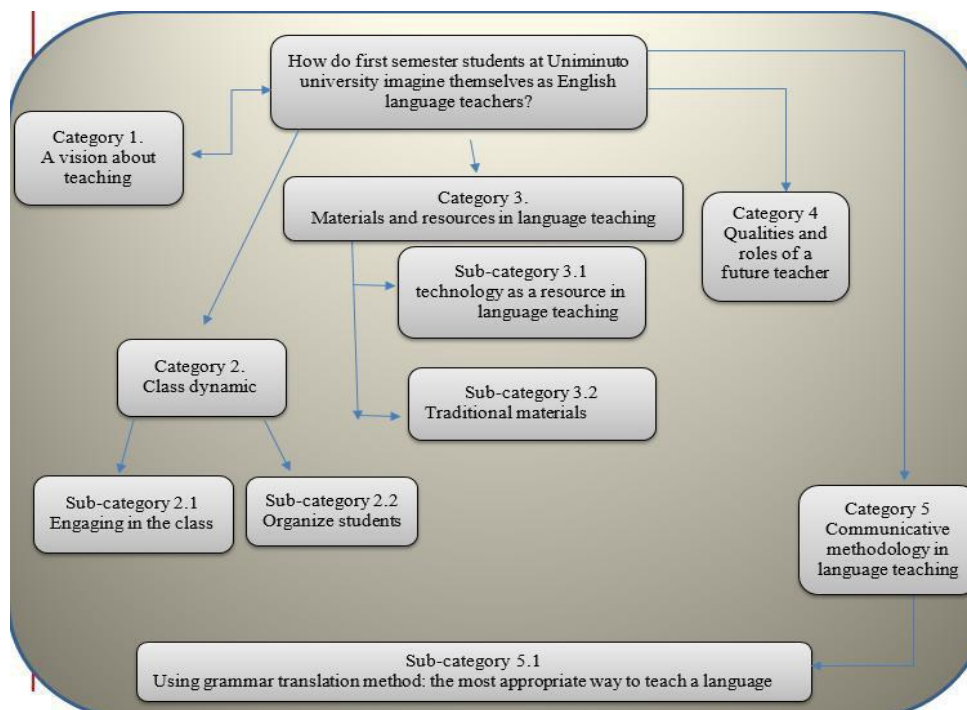

Figure 1. Hierarchy of categories and subcategories in the research.

Category 1: A Vision towards Teaching

This category was fundamental to know what first semester students think about teaching and what ideas they have about it, taking into account their previous experiences in the school and the expectations they have about their future profession. The results of the analysis showed that some of them had the idea that teaching is transmission of knowledge. It can be observed below, in the student's 2 questionnaire, when he talked about what he thinks teaching is.

- ¿Para ti que es enseñar Inglés?

Para mi el enseñar ingles es transmitir un conocimiento hacia otra las personalas y que lo que estoy enseñando se entienda y aplique en lo cotidianidad

---

What is teaching English, for you?

"Teaching English is to transmit a knowledge to other people and what I a am teaching

is understood and applied to everyday life" Questionnaire S

Figure 2. Evidence #1 of category 1

To support the information found in the questionnaires, a series of drawings also evidenced the interpretations of student 2 and 4 about their point of view about teaching.
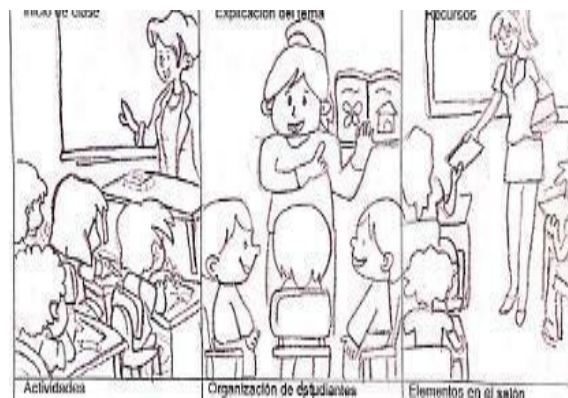
Figure 3. Evidence #2 of category 1

Figure 4. Evidence #3 of category 1

These answers confirmed the idea that students have about teaching and how they

perceived the teachers in this process such as a transmitter of knowledge, or information giver

(Fives & Gill, 2015, p, 254). In the first drawing, student 2 represented a teacher explaining a

topic with a book, this means teacher is transmitting information through a resource. On the

other hand, student 4 showed a drawing where the teacher is explaining a topic without any

resource or material. This evidences a trend to dichotomize beliefs about teaching along

constructivist (student-centered)-transmissionist (teacher-directed), in which the process of

teaching can be viewed on a continuum in which at the end, the teacher transmits knowledge

to the students (Graves, 2000, p,30).

Category 2: Class dynamic

This second category was focused on knowing how first semester students imagine developing their classes and the relevant aspects related to classroom management. In this category, first semester students showed what the best way to start their classes could be, how they would organize the classroom and their students, and what the best way to finish their classes could be. It was noticed that students have a clear idea about these aspects, they know the bases to organize the classroom and develop a topic, and in this case, they used their previous knowledge from school or their experiences in different academic spaces. Bearing in mind the aforementioned, this category was divided into two subcategories: Engagements in the class and organizing students

Subcategory 2.1: Engagements in the class

This subcategory showed how first semester students would like to start their classes, their class development and how they would like to finish it. The results showed a clear comprehension about it, in some cases they mentioned important aspects to do a class such as lesson planning, a warm up, presentation, practice section etc. For instance, student 2 explained in a specific way, what the correct way to start, develop and finish the class would be.

Figure 5. Evidence #1 of subcategory 2.1

Imagine that you are going to teach the Verb to be to seventh grade, describe the following statements:

What would you do at the beginning of the class?	*At the beginning of the class I would do a dynamic activity to catch students attention.*
How would you explain the topic?	*I would explain the topic in two ways:* 1. *theoretical part* 2. *Practical part* *To know who has learning aspects to improve*
What would you do at the end of the class?	*I would finish with a review of the topic seen in class and the previous topics.*

Figure 6. Evidence #2 of subcategory 2.1

On the one hand, in this part student 2 showed a clear interpretation about class development, because he talked about a dynamic at the beginning of the class, in this case this

student made a reference to a warm-up where his intention is to catch student's attention and focus the students on the new topic. On the other hand, student 2 talked about the theoretical and practical part, this means, the he wants to divide their lesson into two parts, the first one when he explains the topic (grammatical part, uses, meaning, etc.), and the second one, where students put into practice the knowledge acquired in class and create new things with their previous knowledge. Another way to support this subcategory is through the interview. For example, when student 5 was asked about the way he would like to start an English class and the development of the topic, he answered:

Interviewed: "Iniciaría con una didáctica… identificar en qué nivel están los estudiantes y después de eso haría el desarrollo del tema… me enfocaría en la parte gramatical..."

Interviewee: "I would start with a didactic ... to identify what the student's English level is and after that, I would develop the topic ... I would focus on the grammatical part..."

Figure 7. Evidence #3 of subcategory 2.1

In this case, student 5 showed a perception where the theoretical and practical part are relevant factors in the class development because he/she mentioned a dynamic activity and the grammatical part; however, in her/his drawing this student did not take into a consideration the part where students can express the things learned in class and his/her explanation was focused just on explaining the topic, for this reason, a contradiction was found regarding the way student 5 perceived this category and the beliefs student has about class development.

Subcategory 2.2: Organizing students

This subcategory shows what first semester students think the best way to organize students in a classroom is. It was established based on the environment of the class, the students' behaviors and the activities they would implement. The results of the analysis showed that first semester students have a previous knowledge about how to organize students based on their experiences in the school as the environment of the class, and as students with their own behaviors. Two beliefs were observed regarding classroom organization; the first was a rounded table because it was the most mentioned by the first semester students as the best way of organization in a classroom.

Regarding this way of classroom arrangement, in the questionnaire, student 1 talks from her own experience; she believes that the best way to organize students is a round table.
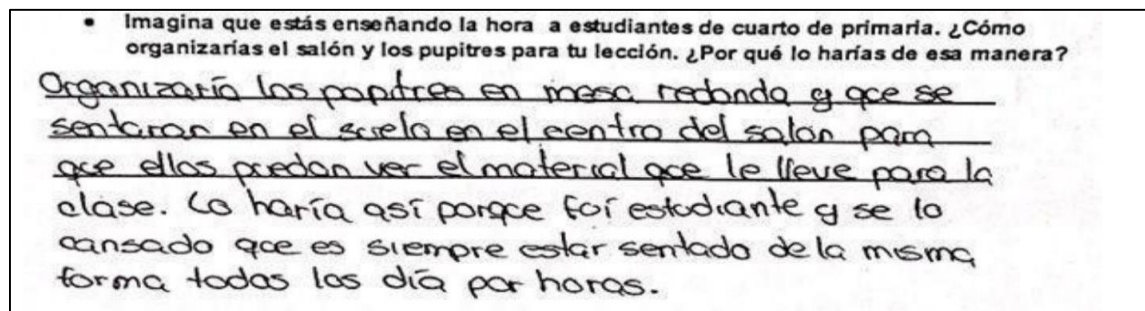
Imagine that you are teaching the time (the hour in the clock) to fourth grade students. How would you organize the classroom and the desks for your lesson? Why would you do in that way?

"I would organize the desks in rounded table and the students will sit on the floor in the center of the classroom, so that they can see the material for the class. I would do in this way because I was student and I know how tired is be sitting in the same way every day for hours".

Figure 8.Evidence #1 of subcategory 2.2

She says that this kind of sitting arrangement creates a good and different environment in class, because changing the typical organization could help the teacher to encourage students to develop the activity with a greater disposition by allowing students to interact more among them. In addition to that, it can be deduced that student 1 would organize their students based on her last experiences as a school student, she argues that she was tired of the way her teacher organized the class in the school, since all her classes were arranged in the same way. Based on that, it can be said that student 1 believes that this way of seating arrangement was obsolete and archaic. Moreover, she supports that those experiences changed her way to think about education, where a class can be fun and innovative in the way to organize the class. In the same line of thought, in the drawing of the student 2, it can be seen that the best way to develop the class is in a rounded table.
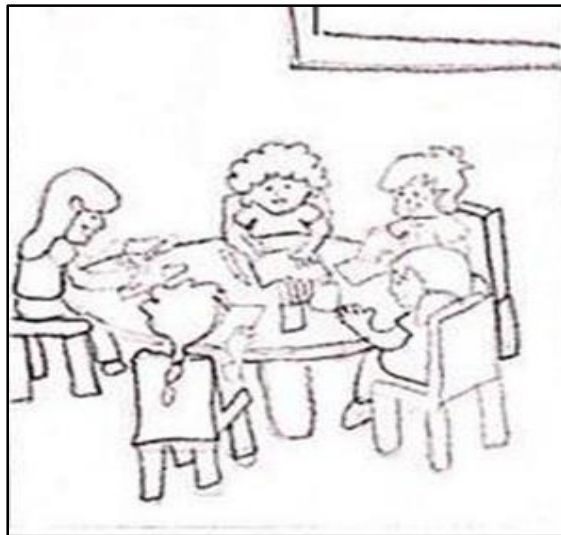
Figure 9. Evidence #2 of subcategory 2.2: Student's No. 2 drawing

This means that, student 2 would not like to put in practice the typical organization in rows, because he probably thinks that those other ways are very typical and traditional forms which can hinder a good performance of students in the class. He believes that rounded table gives students the freedom to express better their opinions and behaviors. Moreover, the student 1 and 2 share the idea that the best ways to organize the classroom is in a rounded table. Based on these evidences, it can be inferred that for those students is more important the improvement of cooperative work. Finally, student 3 mentions in the interview that he considers that a rounded table is a way to help students to understand a lesson better, because they have the facility to familiarize with the topic in the way they are organized.

Interviewer: ¿Cómo Consideras que sería la mejor manera de organizar el salón de clases para desarrollar el tema de tu lección?

Interviewed: *"*Tendría una disposición de aula en donde todos puedan ver…yo considero que la mejor forma para enseñar es en mesa redonda hablando lo coloquialmente… es una de las mejores maneras en las que puedo captar la atención del estudiante*"*

Interviewer: How do you consider would be the best way to organize the classroom to develop the topic of your lesson?

Interviewed: *"I would have a classroom arrangement where all can see… I consider that the best way to teach is in rounded table, talking colloquially… it is one of the best ways in which I can capture the student's attention".*

Figure 10. Evidence #3 of subcategory 2.2: Interview

This seating arrangement gives the opportunity to create a different environment in the class, where students can feel more comfortable and participate positively. It can be inferred that the student 3's aim is to catch students' attention to manage the class, in the way students focus only the attention on the teacher. In contrast to the previous answers, as it can be seen in the questionnaire, student 4 thinks that the best way to organize the class is in rows.

- Imagina que estás enseñando la hora a estudiantes de cuarto de primaria. ¿Cómo organizarías el salón y los pupitres para tu lección. ¿Por qué lo harías de esa manera?

organizaría el salón de una forma normal en filas porque así abría un ambiente mas organizado.

Imagine that you are teaching the time (the hour in the clock) to fourth grade students. How would you organize the classroom and the desks for your lesson? Why you would do in that way?

"I would organize the classroom in a normal way, in rows because in that way there would be a more organized environment".

Figure 11. Evidence #4 of subcategory 2.2: Interview

He argues that his class would be more organized in rows, the students may be focused on the topic of the class, they center their attention on the teacher, the teacher could have the control of the class all the time and he could manage any sign of indiscipline. It can be said that when student 3 was in the school, he observed that rows gave the teacher the control of the class and the classroom was more organized. Moreover, it can be deduced that student 3 believes that it is a traditional organization, all students focus on the teacher and the activities are more

supervised by the teacher. Furthermore, students 6's drawing shows that the best way to organize the classroom is in rows, because in this way he could have a better view of his students.
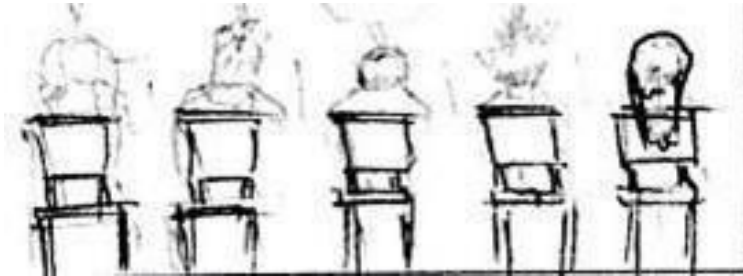
Figure 12. Evidence #5 of subcategory 2.2: drawing

According to this, it can be inferred that the student 6 wants an organized classroom in rows. It means that, in this classroom arrangement, students will have a better behavior in class and the teacher will have the control to manage the students better. Moreover, it can be deduced that it is easier for him to manage the class when he could have a wide view of the classroom and students.

Based on the information obtained, it can be concluded that every first semester student has a clear idea about how to organize their students in a classroom using the rounded table which was the most mentioned seating arrangement in a classroom, but they have to take into account other ways of classroom arrangement. To support that Wannarka and Ruhl (2008), argued that seating arrangements is one of the most important aspects in the interaction between teacher- students because as it was mentioned before, in that way students can be encouraged to develop the activities in the classroom since every lesson could be different for them.

Category 3: Materials and Resources in language teaching

Materials and resources in the classroom are used by teachers to deliver instruction in the classroom. Moreover, these resources play a crucial role in making knowledge accessible and interactive to the students in order to engage them in the learning process. Following the previous statement, in this category, it could be analyzed the importance of using resources to support teaching and also how first-semester students imagine themselves using them in the classroom.

For instance, first-semester student No. 1 wrote in the questionnaire what could be the best resource to use in class.
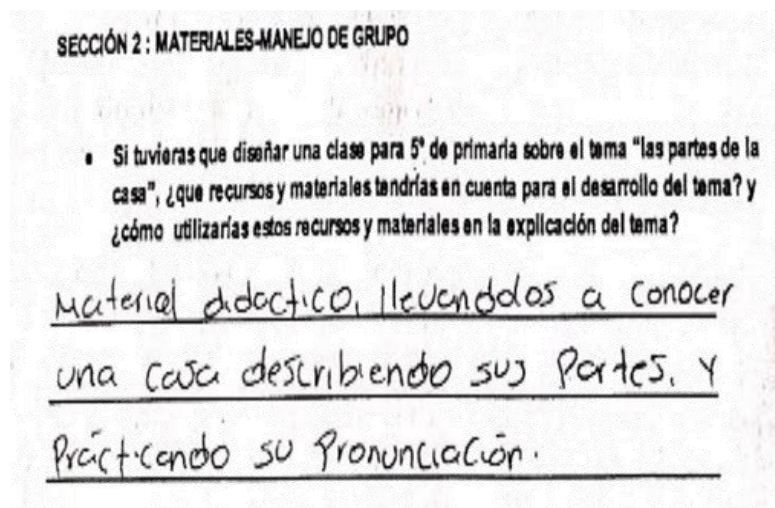
SECCIÓN 2 : MATERIALES-MANEJO DE GRUPO

- Si tuvieras que diseñar una clase para 5° de primaria sobre el tema "las partes de la casa", ¿que recursos y materiales tendrías en cuenta para el desarrollo del tema? y ¿cómo utilizarías estos recursos y materiales en la explicación del tema?

Material didactico, llevandolos a conocer una casa describiendo sus Partes, y Practicando su Pronunciacion.

If you had to design a class for fifth grade on the subject "the parts of the House" what resources and materials would you consider for the development of the topic? And how would you use these resources and materials in the explanation of the topic?

Didactic materials, taking them to know a house, describing its parts and practicing pronunciation

Figure 13. Evidence #1 of category 3: Questionnaire

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As it was observed, first-semester students considered the use of materials and resources in the classroom as a very important factor to provide the students better understanding of the topic and give the students the opportunity to use their creativity and imagination in the lessons. Also, they considered important to use these materials in a real context in order to facilitate their learning process. On the other hand, in the drawing of first-semester student No. 2, he proposed a combination of technology with others resources like; whiteboard, photocopy, and textbooks, because they argued that teachers should not focus on a specific resource; they should be willing to use any resource they get in the classroom.
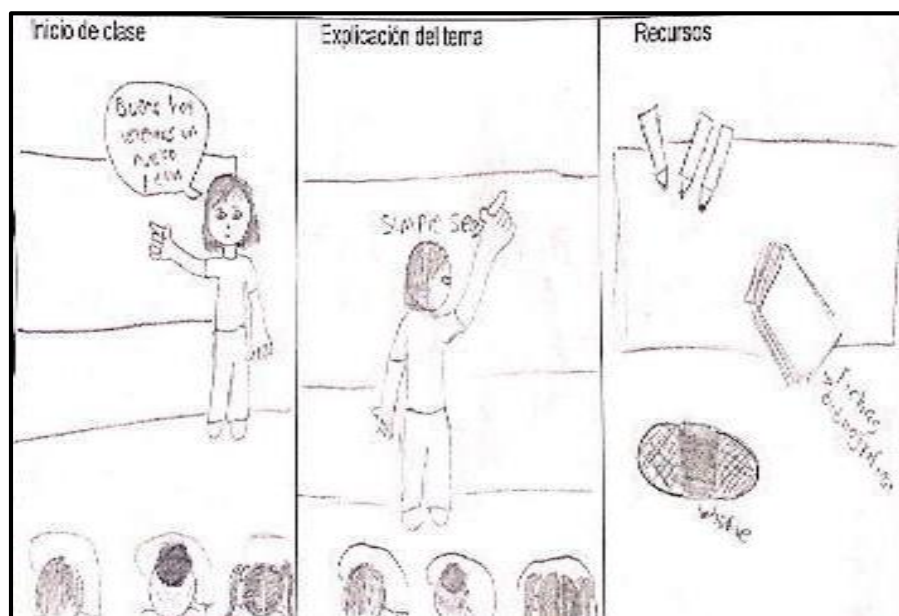
Figure 14. Evidence #2 of category 3: Questionnaire

As it is seen in the previous image, participants believe it is important to combine those resources which help students to comprehend the topic easier; besides, teachers may have resources variation to choose according to the topic or lesson they are teaching. Additionally, it is essential that each student learns in a different way so if teachers use a variety of resources in the classroom it would be meaningful for students. Following the previous statement, in the

interview No. 3, other first-semester student claimed that teachers should not "bararse (get stuck)" if they do not have technology in the classroom because they must be prepared to be didactic. For example, when the first-semester student 3 was asked "¿Qué materiales o recursos utilizarías en el salón de clases? What resources or materials will you use in the classroom? She answered:

Interviewed: "Yo no tendría ningún problema para crear mis propios materiales en caso de que las instituciones o los colegios no los proporcionen….además podría crear juegos y manualidades las cuales podrían ser útiles para ellos"

Interviewed: "I will not have any problem creating my own materials in case schools or institutions do not provide them, besides, I could create games and crafts it would be useful for them"

Figure 15. Evidence #3 of category 3: Interview

The previous answer showed that participants are also interested in being didactic in the classroom, in order to provide students innovative resources that can facilitate their learning process and engage them in the journey to learn a foreign language. For that reason, they combined both technology and materials in this category because they considered that both are so important when teaching. To support this category, Richards (1994) argued that "The primary aim of materials is to promote comprehension and communication" (p, 138). Using materials in the classroom may make the learning process easier for the students and also, it could provide teachers essential and useful tools to carry out teaching and learning objectives.

Also, Harmer (2007) explained that "the use of technology in the classroom does not replace using others materials such as a black/whiteboard or a course book, instead, technology tools are used to complement and enhance regular classroom work "(p.10)

Although technology plays an important role as a new alternative to teach, it does not mean teachers have to leave aside others resources or materials that are also useful for them.

Subcategory 3.1: Technology as a resource in language teaching

It was observed that technology was considered the main resource to use in the classroom due to the importance that has been taking in recent years in the teaching and learning process. Additionally, first-semester students are aware they are in a changing world; therefore they must be part of it and not be left behind. For example, in the questionnaire to first semester student 6, he expresses the possible materials and resources he would use

If you had to design a class for fifth grade on the subject the parts of the House what resources and materials would you consider for the development of the topic? And how would you use these resources and materials in the explanation of the topic?

"I could use a model or a presentation and even some video with parts of the house in 3d so that

Everyone could see, participate and learn *the topic.*

Figure 16. Evidence #1 of subcategory 3.1: Questionnaire

First semester students would like to take advantage of technology and keep learners

interested in the lessons, furthermore, they considered that using technology in the

classroom has many advantages like encouraging students to learn a foreign language

through tools they like by motivating students to do autonomous work and participating in

the activities. Other evidence that supports this category is the drawing where first semester

students keep using technology as the main resource to teach a foreign language. For

example, in the drawing made by first-semester student 3, he shows the possible materials

and resources he would use:

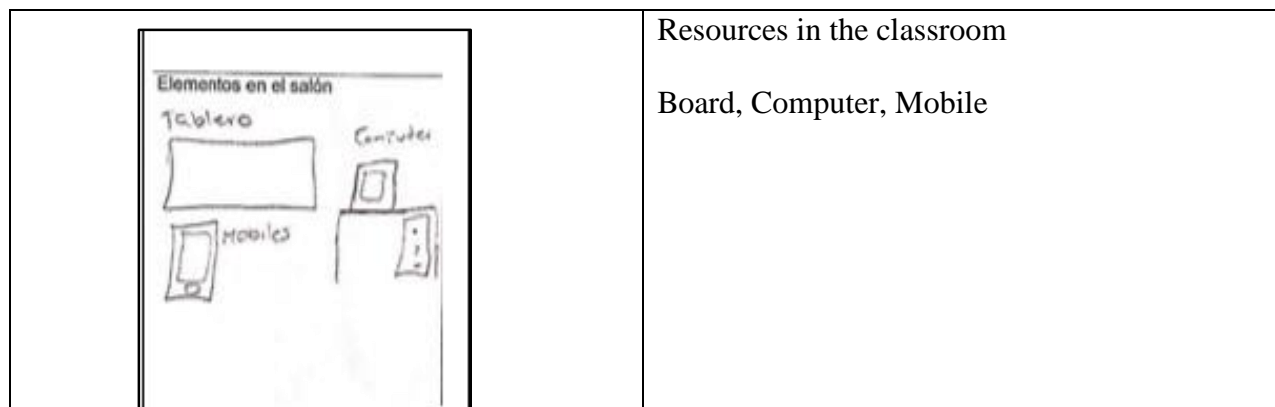|	Resources in the classroom Board, Computer, Mobile

Figure 17. Evidence #2 of subcategory 3.1: Drawing

First semester students keep choosing technology as their main support to teach a foreign

language. Additionally, this shows that they may use technology in many different ways for

instance through virtual games, chatting in Whatsapp groups, Powerpoint presentations, movies, songs, videos and so on in order to provide students the opportunity to interact by employing the target language and develop their skills. In the same line of thought, first-semester student No.8 said why he would use technology in the classroom and how it would take advantage of it, taking into account that technology is very appealing for the students.

Interviewer: ¿Que materiales o recursos utilizarías para el desarrollo de tu clase?	Interviewer: What materials or resources would you use to develop your class?
Interviewee: yo usaría video beams, videos, y sacaría ventaja del hecho de que la mayoría de los estudiantes tiene un celular y podríamos crear un grupo para chatear y discutir los temas.	**Interviewee:** "*I will use video beam, videos, and I would take advantage of the fact that most students have a cell phone so we could create a chatting group to discuss topics*"

Figure 18. Evidence #3 of subcategory 3.1 interview

According to the previous evidence, it can be inferred that first-semester students would take advantage of the fact that learners are using technology all the time so it may be helpful for them to teach through tools students. In addition, they can interact, discuss, and also learn a foreign language. So it would be easier for them to acquire knowledge through something they are familiar with. This belief coincides with Barrett's (2015) statement "teachers can make the best use of technology in the classroom by developing their awareness of a range of digital

technologies and considering carefully both how and why they can be used to support students'

learning" (p.3).

Although technology plays an important role as a new alternative to teach; teachers should take

into account the learning objectives and students' needs in order to implement technology in a

suitable way to the students. Finally, it is important to say first semester students are really

interested in innovating in the classroom and make technology resources their best allies in

order to teach a foreign language. Besides, they are also aware teachers will not always get the

resources they need in the schools so they should use their imagination and creativity.

Subcategory 3.2: Traditional materials

This subcategory showed the importance of using traditional materials in the classroom.

Not all institutions or schools provide technology. Additionally, it was observed that traditional

materials like the board, books, dictionaries, among others, were considered necessary and

useful to teach. Similarly, it was also considered by them as tools easy to use for teachers and

students. For example, the drawing made by first semester student 4, evidences some of the
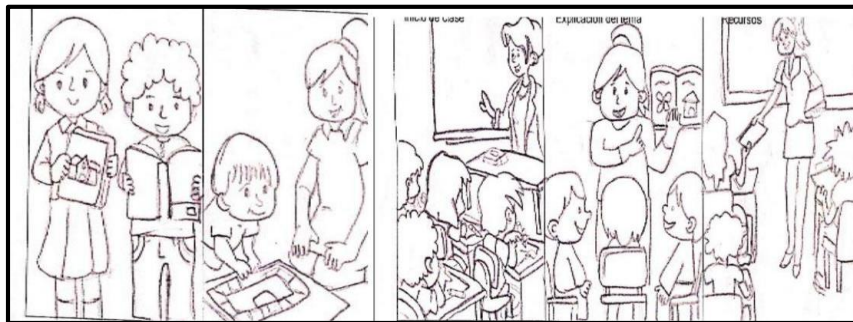
traditional materials they would use

Figure 19. Evidence #1 of subcategory 3.2: drawing

As it is seen, first semester students imagined themselves using traditional materials in the classroom. This might be the consequence of having been taught using the same resources or a consequence of not being willing to take the risk to use new resources in the classroom like crafts, flashcards, virtual tools and so on. On the other hand, although students drew traditional material, they did not mention them in the interviews. For example, when first-semester student 5 was asked about the materials and resources he would like to use he answered:

Interviewed:	Interviewed:
"Yo utilizaría el tablero y me ayudaría también con las fotocopias porque es como lo mas económico y se puede salir rápido de una clase y bien"	I would use the board and I would also help me with the photocopies because it is like the most economical and can be done quickly from a class and well.

Figure 20. Evidence #2 of subcategory 3.2: Interview

Based on the information obtained, it can be concluded that traditional material should be used with a specific purpose. Richards (2005) claimed that materials will focus on understandable, relevant, and interesting exchange of information, rather than on the presentation of grammatical form. According to that, using materials with a clear vision of students' needs instead of thinking on language structure would be more helpful in the learning process to the students.

Category 4: Roles of a future teacher

This fourth category refers to the roles that a teacher should have. Two important roles were found as a motivator and controller. Taking into account first semester students' answers, it was deduced that the role of motivator was the one they would like to adopt in the future.. It can be seen that in student's 7 questionnaire, he wants to encourage students to achieve the goals established on the class.

- Imagina que estás en una clase de Inglés con estudiantes de bachillerato, ¿qué características crees que tendrías que asumir como profesor durante la clase? Explica cada una de esas características.

Tolerante, Amigable pero seria y hacerles entender que enserio me importan. porque primero hay que tener paciencia. con ellos, porque no puedo ser sola una profesora ya que el mayor tiempo lo pasan conmigo.

Imagine that you are in an English class with high school students. What characteristics do you think that you would have to assume as teacher during the class? Explain every of the characteristics.

"Tolerant, friendly, but serious and I make them understand how they are important for me because first it is necessary to be patient with them, because I cannot be only a teacher since, the majority of the time they are with me".

Figure 21. Evidence #1 of Category 4: interview

It can be inferred that student 7 wants to make students feel they are important and they are able to do anything as long as they have the motivation. He would use some challenges to encourage students to achieve the proposed objectives. He also argued that he

has to be patient and tolerant with them because it is a process where both, the teacher and students, are learning.

So, the motivator role is the best way to accomplish that goal. In the same line of thought, student 8 expressed that he would like to help his students encouraging them to learn a new language with different ways of teaching since he talks about their different ways to learn.

¿Cuáles son las habilidades o cualidades con las que te ves a ti mismo como profesor en el salón de clase?

"Una de las habilidades que yo creo que todos los profesores de inglés deberíamos tener es la habilidad de la paciencia y entender que no todos aprenden de la misma forma así que debemos tratar de ayudarlos porque pues uno no solo les está enseñando un idioma también uno forma personas y saber que ellos también tienen emociones y pueden pasar por situaciones difíciles también".

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interviewed: What are the abilities or qualities with which you see yourself as a Teacher in the classroom?

Interviewee: *"One of the abilities that I think that all of English teachers should have. It is the ability of the patient and understand that not all the students learn in the same way, so we should try to help them because I do not only teach them a language, also, I educate people and I have to know they have emotions and they can go through difficult situations".*

Figure 22. Evidence #2 of Category 4: interview

Based on that, it can be inferred that for student 8, the development of the students is the most fundamental part in his exercise as teacher and it can affect the emotional part of some students. Additionally, student 8 thinks in way to improve them in the learning and understanding. For him it is more important their performance as people with values to help others.

Figure 23. Evidence #3 of Category 4: Drawing

The previous evidence coincides with Harmer (2007), who states that the role of motivator encourages students in different ways to achieve their goals. This means that, students want to become good teachers, who go beyond teaching a subject. It is to be sensitive and a tolerant person with her/his students, because everyone learns in a different way. So, teachers need to adopt roles to achieve a better environment in the class. On the other hand, in the drawings, it can be seen that the student 7 represented the role of the teacher as controller. For example the drawing made by student 7, shows how the teacher is the center of the class and the students focus their attention on him. Moreover, a controller role demands to manage the class and use the typical rows arrangement to have more control over students.
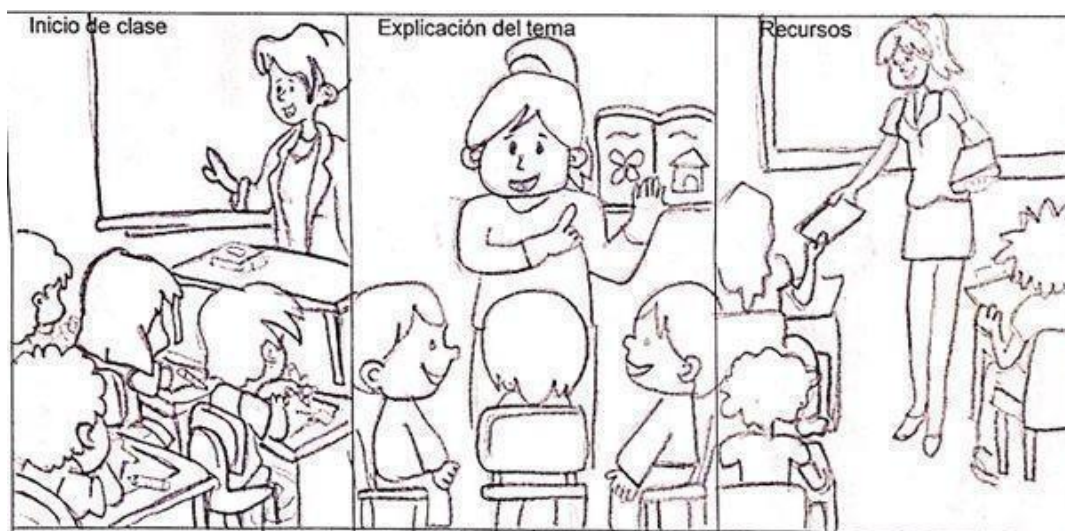
Figure 24. Evidence #4 of Category 4: Drawing

From this drawing, it can be inferred that this first semester student wants to avoid indiscipline. For that reason, he thinks that the authority and self-confidence are important to accomplish all those aspects to control the classroom. So, it can be concluded that this student wants to be a controller. In order to support that, Harmer (2007) argued that a controller is a teacher who prefers to be in front of the classroom to have a complete vision thereof, in order to manage any kind of disorder in his space and be the center of the class to focus the attention on him. Moreover, the controller accomplishes a very important role in education, because thanks to this position, a teacher can adopt a role of authority in class and it gives students the idea of respect with the person who is teaching them. It is very useful in specific moments of classes when students misbehave in the classroom, using this role gives teacher the tool to control and manage any kind of indiscipline.

The conclusion is that the students have the idea that the best way to be a good teacher is by adopting the role of motivator. Because as it was noticed in the samples, they want to be patient and encourage students to get a goal by having a good relation with their class. But it is fundamental that teachers learn to adopt several and different ways of roles. Finally, Harmer (2007) remarks the importance of adopting different roles in the class, depending on what the students are doing (p.26). This means that a teacher has the opportunity to put into practice every role he believes convenient to adopt in any time of his class taking into account the behavior, environment, methodologies, philosophies and approaches that the teacher is managing.

Category 5: Methodologies in language teaching

Methodologies in language teaching reflect the strength in teachers' professions since these provide them more efficient and effective ways to teach. Moreover, this category refers to the methodologies first semester students would use in the classroom which are: a Communicative methodology for language teaching and Using grammar-translation method: "the most appropriate way to teach" a language.

Subcategory 5.1: Communicative methodology for language teaching

In this subcategory, dialogues were focused on the communicative function of language. That means that first-semester students believe that students can use the language with a communicative purpose since it is essential to develop the communicative skills. On the other hand, use the language to establish communication is extremely necessary to learn a foreign language because it is the way learners are able to produce what they have learned though grammar structures, vocabulary, reading etc. For example, in the questionnaire, first semester student 1, expresses the communicative methodology he would employ:

- Imagina que estás dictando la clase de inglés en grado sexto, tienes que enseñar el tema de "Rutinas y actividades diarias" y Adverbios de frecuencia. En el siguiente cuadro describe como explicarías y practicarías el tema con los siguientes aspectos:

	Cómo lo explicarías	Como practicarías el tema
Vocabulario	buscar el significado de las palabras luego explicar como se usan	yo diria las palabras para que luego ellos las repitan
Gramatica	lo escribiría en el tablero, para que lo escriban correctamente	Haria una actividad para realizar oraciones con las palabras
Escucha	Pondría algunos audios para que aprenda la correcta pronunciacion	identificar las palabras que se encuentran en los audios y escribirlos
Conversación	en grupos o parejas practicarian las palabras en forma de dialogo.	escuchar y corregir la pronunciacion para que lo puedan hacer bien

Imagine that you are teaching English in sixth grade, you have to teach the subject of "daily routines and activities" and adverbs of frequency. In the following chart describe how you would explain and practice the subject with the following aspects: Speaking: By pairs or groups they would practice the vocabulary through dialogues

Figure 25. Evidence #1 of Category 5.1: Drawing

Based on the previous evidence, the first-semester student showed the importance of keeping communication in the classroom in order to elicit students in the activities and also to promote teamwork. Besides, it shows they are interested in practicing what students have learned in class and thus their learning process may be meaningful. In the same line of thought, the drawing of student 2 reflects that first semester students may use the communicative methodology in the classroom in order to foster self-confidence during the lessons and communicative activities.

| Actividades | Organización de estudiantes | Elementos en el salón |

Figure 26. Evidence #2 of Category 5.1: Drawing

Furthermore, it is also evidenced that students are doing the communication activity without teacher monitoring them; that means teacher motivates them to use the language in the classroom and also practice it by their own. Other evidence to support this category is the interview where the first semester student 3 talked about the importance to promote communication in the classroom:

Interviewed: La idea es enfrentarlos a todos y que ellos le pierdan el miedo a hablar en inglés, porque siempre cuando a uno le dicen digan algo en inglés,, jummm y ahora yo que digo… entonces más que todo el hablar y perder el miedo al hablar

Interviewed: The idea is to confront them all and they lose the fear of speaking in English, because when we have to say something in English…jumm we always say now what do I say… so more than all speak and do not be afraid of speaking.

Figure 27. Evidence #3 of Category 5.1: Interview

First semester students are aware that communication is important for the students' process of acquisition of the target language. Besides, they show the importance of having students speaking in English without any doubt or apprehensiveness by making them feel confident at the time of speaking. Finally, to support this category Richards argued that "the communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence", that will allow students to be competent in a speech community and also use the language as expected.

Subcategory 5.2: Using grammar- translation method: "the most appropriate way to teach" a language.

This subcategory showed that grammar translation was one of the most repetitive approaches they may use. For example, first semester students argued that when students are learning a foreign language, it is important that teachers use their mother tongue to make the lessons more understandable and easier for them to acquire. For example, in the questionnaire, first semester student 4 expresses the possible methodology he would use

- Imagina que vas a enseñar el verbo to be a séptimo de bachillerato describe :

| ¿Que harías al principio de la clase? | Explicaria el tema y les diria que significa y para que sirve el verbo to-be |
| ¿Como explicarias el tema? | les daria una pequeña definicion para que lo puedan entender y realizaria una Actividad |

Imagine you are going to teach the verb to be at 7th grade of high school describe: What would you do at the beginning of the class?

"I would explain the topic and I would tell them the meaning and the use of the verb to be How would you explain the topic?

"I would give them a small definition so that they could understand it and then I will do an activity"

Figure 28. Evidence #1 of Category 5.2: Questionnaire

First semester students focused on grammar-translation method as the most appropriate way students acquire a foreign language. It also reflects they would provide everything to the students by adopting a teacher-centered approach and explaining. They would not have students discovering the meaning or the grammar rules by themselves. In the same line of thought first-semester student 5 shows in her drawing the possible methodology, she would use

Figure 29. Evidence #2 of Category 5.2: Drawing

As it is seen, the first-semester student imagined using this method because they have in mind that memorizing rules or vocabulary may be helpful to the students in order to acquire a foreign language, but they are not taking into account that this method is old and can be boring for students. Furthermore, nowadays there are others methods such as Project-Based approach, Content-Based Instruction among others, which would allow them to implement the four skills in the classroom and make the learning process more enjoyable for the students. Additionally, first semester students may keep using this traditional method because they are not familiar with the new methods and methodologies that have been implemented to teach a foreign language. In another interview regarding this subcategory, the first-semester student 6 answered:

¿Que harias al principio de la clase?	Realizaría una valoración de Como se encuentran (o) estudiantes frente al tema.
¿Como explicarias el tema?	lo explico de la forma en que Cada Persona aporte un Conocimiento o una idea
¿Qué actividades harías para practicar el tema ?	Realizar un debate utilizando el tema en clase y lograr hacer que se apasionen por el tema

Como explicarías el tema?

Interviewed: Que ellos asocien el tema que sería el presente simple entonces cuales son las palabras que yo comunmente digo o que son mas faciles digamos para decirlas a la hora que me voy a expresar con otras personas

Imagine you are going to teach the verb to be at 7th grade of high school describe: *How would you explain the topic?*

That they associate the subject that would be the simple present then what are the words that I commonly say or that are easier to say to them at the time I am going to express myself with other people

Figure 30. Evidence #3 of Category 5.2: Interview

As it is observed, first semester students keep using the grammar-translation method because it is the method they know or their teachers used to use with them. Besides, they could consider this method easier for teachers to use and for that reason, they may feel comfortable when implementing it in the classroom. Finally, to support this category, Richards (2007) claimed that "the Grammar-Translation Method focuses on developing students' appreciation of the target language literature and teaching the language"; according to that, teachers are in constant contact with their mother tongue when they are using this method. But it does not mean they have to translate everything or can't implement new methods to promote communication and interaction by using the target language.

It is concluded that, although first semester students' answers did not coincide because some of their answers varied from one instrument to another, they have a clear imagination about being teachers and the implications it has in the society. It is also understood they have some doubts about this profession because they are in the first steps of their professional process.

CHAPTER 5

Conclusions

The aim of this study was to identify the beliefs that first semester students at Uniminuto had about teaching before they could have any real professional experience. After analyzing the data collected through interviews, drawings and questionnaires, a series of conclusions emerged. This chapter is dedicated to present these relevant findings, as well as the pedagogical implications and limitations of the study. Additionally, the reader will find proposals to carry out further research on this topic.

Relevant Findings

Through the analysis of data collected from first semester students at Uniminuto, it was found that most of the answers were focused on their previous experiences acquired as students. There was a strong connection between their previous knowledge and their past experiences with teachers they had in the past. Besides, it can be concluded that first semester students had several ideas about teaching, one of these ideas is the vision they have about it, interpreting teaching as a transmission of knowledge; another idea is the way they imagine their classes and the classroom management, however they do not know how to put this in practice.

Another important finding has to do with the methodologies and strategies that they have in mind. For example, they are not aware of the importance of providing warm-up activities or preparing students for the lessons. Their ideas are more focused on explaining grammar rules in an explicit way disregarding the importance of using the language with communicative purposes. In other words, they believe in the traditional teaching methods, which reflects that they might not be aware of different strategies or techniques they could use in the classroom to engage students in each lesson.

Another belief concerning these issues has to be with the use of English in the class. It is believed by them that the use of Spanish is appropriate according to the level of the students they have in the classrooms. If students have a low proficiency level, the mother language should be used in order to avoid confusions.

The way they perceive themselves as future English teachers was another relevant finding in this study; the participants described some characteristics they would like to get in

the future in a classroom. For example, as friendly, tolerant and motivator teachers, they

supported that because they would like to establish a good relation with their students and

remarked students need a teacher who could give the confidence to learn another language in a

better way.

On the other hand, some students think that they would like to control the class, the way they

give the class, the seating arrangement and catch the attention of students. As a conclusion, it

was observed students have some knowledge related to the teacher they imagine want to be, but

they also have to think and learn more about the different ways to teach where they have to adopt

other different kinds of teacher roles.

        It is important to take into account that the main aim of this research was

focused on knowing how first semester students at Uniminuto university imagine

themselves as English teachers. Based on the analysis of the information collected, it

was also possible to determine that first semester students have not had clear and

specific beliefs about language teaching because they hesitated about the answers

given during the data collection. Additionally, it was determined the participants have

not had the opportunity to be immersed in real teaching situations, all of them are just

starting their formation as teachers, which may help them to discover different

teaching strategies to implement in the classroom.

        On the other hand, it is important to remark that students would like to teach

their future pupils in a different way to the one they were taught in their schools. First

semester students consider the importance of establishing good relationships with

their students. Also, they understand the importance of taking into account students'

needs and interests in order to prepare activities and materials appealing for their students. Similarly, it was found that first semester students want to be innovative teachers by preparing interesting content to carry out the classes.

Pedagogical implications

It can be considered that this project got some benefits for the participants, the Bachelor program and the researchers. Firstly, first semester students could reflect upon the implications of being English teachers from their first semester and it led them to visualize themselves in their future profession. In addition to that, first semester students had the opportunity to reinforce or change their beliefs about language teaching.

Secondly, the findings can also help to the Bachelor program at Uniminuto to think about adapting an academic space where students can acquire more awareness about teaching profession and the challenges that it brings, because some of them may have a wrong idea and could be difficult when they have to face the reality.

Finally, this research helped to the researchers to know in a deep way the different aspects related to teaching as methodologies, strategies, resources, teacher role, classroom management and class development. Besides, this project was a guide to reinforce the beliefs about the implications a teacher profession has and the daily challenge a teacher has to face.

Limitations

One of the biggest limitations was the interpretation of drawings made by the participants, because in this part, researches had to do a deep analysis and interpretation about what they wanted represent in the drawings in order to describe these answers. These

interpretations might be subjective, since each author had different ideas about the meaning of these drawings. There was not objective criteria to analyze this instrument, thus, categorizing the drawings resulted in mixed interpretations from one category to another. Finally, some participants' answers were very weak and did not give the necessary information to find relevant aspects to obtain a wide answer to do the analysis of the study, since first semester students did not support their answers neither in the interview nor in the questionnaires

Further research

The following ideas might be considered as future studies, in order to continue exploring pre-service teachers' beliefs. First of all, it would be interesting to carry out a longitudinal study with the same population in order to observe how beliefs change over a long period of time. In this way, it could be analyzed the way students' mindsets evolve as they start acquiring more experience and knowledge about language teaching methodologies and didactics. Similarly, it would be interesting to work with a population of graduate students in order to analyze their beliefs about teaching after obtaining their degrees. It is also compelling to analyze if they are still interested in their professions as teachers. In this way it could be seen if their beliefs about teaching were reinforced and that would confirm if they are applying them in their practicum or if their beliefs changed thanks to their new perspectives as teachers.

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Appendix

Appendix 1.

A continuación encontrará una serie de preguntas destinadas a conocer cómo los estudiantes del curso Inglés Introductorio A1 se imaginan a ellos mismos como docentes y conocer qué creencias tienen acerca de la enseñanza de inglés.

El cuestionario está dividido en 2 secciones relacionados con la enseñanza del idioma y lo que esto implica, como son : Sección 1: Metodología y Planeación; Sección 2: -Uso de materiales y Manejo de grupo.

Por favor lea las instrucciones al inicio de cada sección y conteste de manera honesta la alternativa que más se acerca a lo que usted piensa. Sus respuestas son confidenciales. Muchas gracias.

SECCIÓN 1: METODOLOGÍA- PLANEACIÓN

- ¿Para ti que es enseñar Inglés?

PARA MI ENSEÑAR INGLES ES UNA MANERA DE EXPRESAR MI GRAN CONOCIMIENTO HACIA OTRAS PERSONAS.

- Imagina que vas a enseñar el verbo to be a séptimo de bachillerato describe :

|	
¿Que harias al principio de la clase?	COMENZARIA EXPLICANDO EL VERBO TOBE EL SER O ESTAR.
¿Como explicarias el tema?	PRESENTE DEL VERBO TOBE. PASADO DEL VERBO TOBE PASADO SIMPLE Y CONJUGACION.
¿Qué actividades harías para practicar el tema ?	REALIZARIA DIBUJOS Y DINAMICAS EN GRUPO.
¿Cómo terminarías la clase?	TERMINARIA lAS ClASES REALIZANDO PREGUNTAS *l GRUPO.

Appendix 2

Imagina que estás dictando clases a quinto de primaria, donde explicaras el tema de rutinas y presente simple. Explica por favor en forma de historieta o cómic los siguientes aspectos:

- Cómo iniciarías tu clase.
- Como explicarias el tema.
- Qué recursos utilizarías para el desarrollo del tema.
- Qué tipo de actividades desarrollarías.
- Cómo organizarías a tus estudiantes.
- Cómo representarías tus habilidades o fortalezas en una clase.
- Elementos allí se encuentran.

representar el aula de clase

Nota: Por favor utiliza colores y que tus dibujos sean claros. Gracias ☺
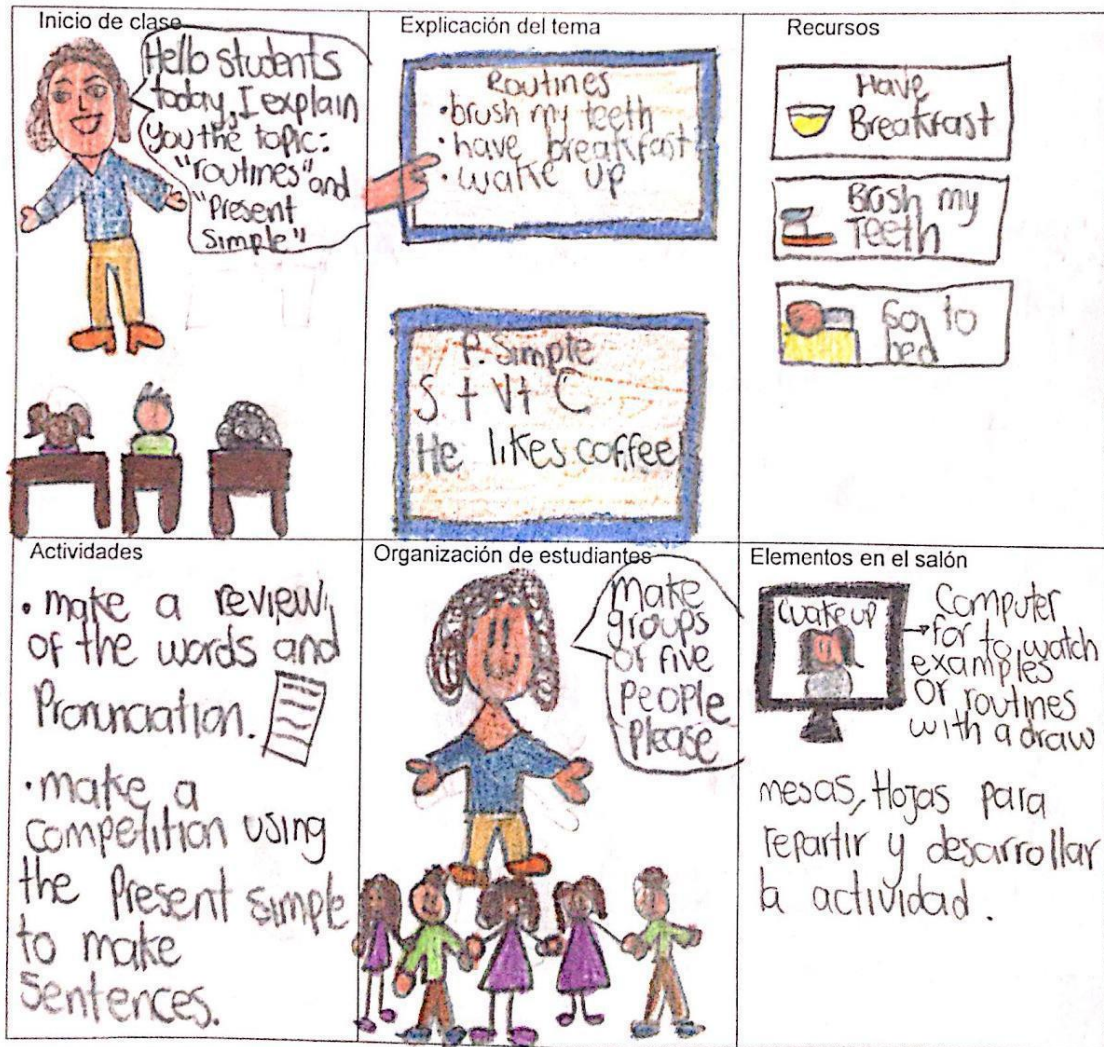
Appendix 3.

Interviewer: How do you consider would be the best way to organize the classroom to develop the topic of your lesson?

Interviewed:*" I would have a classroom arrangement where all can see… I consider that the best way to teach is in rounded table, talking colloquially… it is one of the best ways in which I can capture the students attention".*

Appendix 4.

CONSENTIMIENTO INFORMADO

Bogotá, 14 Agosto de 2017

Estimado estudiante,

Nosotras Natalia Fonseca, Luz Arroyo y Yessica Sarmiento somos estudiantes del programa Licenciatura en Idioma extranjero ingles. Actualmente estamos cursando octavo (8) semestre en la Universidad Minuto de Dios - Sede principal.

Por medio de la presente, solicitamos muy comedidamente su colaboración en un proyecto de investigación que tiene por nombre "Imagine the teacher you want to be", el cual se llevará a cabo durante el segundo periodo del año 2017-2, que involucra a los estudiantes que actualmente están cursando el curso de Inglés introductorio A1.

Este estudio busca saber cómo los estudiantes de primer semestre del programa de idioma extranjero inglés se imaginan a ellos mismos como futuros docentes de inglés para así determinar

las creencias que tienen acerca de la enseñanza del inglés y como se imaginan en un contexto educativo real. Esto se logrará con la ayuda de un cuestionario, una sesión donde se representen en un dibujo y finalmente una entrevista, que será grabada en video para recolectar la información necesaria.

La participación en este estudio es totalmente voluntaria. Si usted desea retirarse del proyecto en cualquier momento, puede hacerlo sin que esto le genere algún perjuicio. **Si usted desea participar en este estudio, por favor complete el formato de la parte de abajo de esta carta y devuélvalo.**

Es importante aclarar que la información recolectada será confidencial y se usará únicamente con propósitos investigativos, igualmente, el cuestionario, los dibujos y la entrevista en las que participe, tendrán el mismo carácter de confidencialidad.

Si tiene dudas acerca del proyecto nos pueden contactar a los correos o a los números:

Luz Mery Arroyo Cervantes. Cel. 3103379906 larroyocerv@uniminuto.edu.co

Natalia Fonseca. Cel. 3013745270 yfonsecalop@uniminuto.edu.co

Yessica Sarmiento. Cel. 3103122877 ysarmientol@uniminuto.edu.co

Cordialmente,

Luz Mery Arroyo Cervantes

Natalia Fonseca

Yessica Sarmiento

Devolver este formato solo si usted desea participar en el estudio descrito anteriormente.

Yo _____ deseo ser parte de este estudio de investigación

sobre "Imagine the teacher you want to be"

Nombre del estudiante   Firma del estudiante   Fecha

_____   _____   _____