AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

An Unknown Marriage in Pre-Service Teachers: Beliefs and Their Practices.

Luz Mery Molina Martinez

286924

Juror: Lady Viviana Cuervo Alzate

Corporación Universitaria Minuto de Dios

2018

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

Acknowledgements

First, I want to thank God for having given me strength when I needed it to carry out this project. In addition, I thank to my family in special to my mother who always supported me despite of all the difficulties that appeared in the development of this project.

Second, the research group for allowing me to work with them to build this project. To the professors Catalina Herrera and Lady Cuervo for being involved and guide this investigation. Moreover, of being excellent thesis advisors who always motivated me in this project.

Finally, I thank to the four pre-service teachers who were part of this project.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

Abstract

This research explored pre-service teachers' beliefs about teaching and the relationship that they can do with their teaching practices during the development of the same in the English Bachelor Program at Corporación Universitaria Minuto de Dios. It is worth to emphasize that this qualitative research with a narrative focus used autobiographical narratives as an instrument of analysis, which four pre-service teachers carried out before and during their teaching practice. Through this instrument, the data supported the three main categories established, being these teacher`s roles, methods, approaches, strategies and materials for English Language Teaching. As results of this research, it was found pre-service teachers' articulated some of their beliefs related to the teacher's role in the classroom with their teaching practicum. On the other hand, pre-service teachers changed other beliefs related to the methods, approaches or strategies to teach English language, it due to context where they developed their teaching practicum number one. Finally, the participants remarked their beliefs related to resources and materials to teach English Language during their teaching practicum number one.

Key Words: pre- service teachers' beliefs about teaching, teaching practice.

Resumen

Esta investigación exploro las creencias acerca de la enseñanza de los docentes en formación de la licenciatura en idioma extranjero inglés de la Corporación Universitaria Minuto de Dios y la relación que ellos hacen de las mismas con sus prácticas de enseñanza en el aula. Está investigación cualitativa con enfoque narrativo, utilizo como instrumento de análisis las narraciones autobiográficas, que cuatro docentes en formación diligenciaron antes y durante la práctica de enseñanza. A través de este instrumento, se recolectaron los datos que apoyaron las

3

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

tres principales categorías establecidas, siendo estas: roles del docente, métodos, enfoques, estrategias y materiales o recursos para la enseñanza del inglés. Como resultados de esta investigación, se encontró que los docentes en formación articularon algunas de sus creencias relacionadas con el rol del docente en el aula con su práctica de enseñanza. Por otro lado, los docentes en formación cambiaron otras creencias relacionadas con los métodos, enfoques o estrategias para enseñar el idioma inglés, debido al contexto en el que desarrollaron su práctica de enseñanza número uno. Finalmente, los participantes afirmaron sus creencias relacionadas con los recursos y materiales para enseñar inglés durante su práctica de enseñanza número uno.

Palabras clave: creencias docentes acerca de la enseñanza y práctica de enseñanza

4

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

Content

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

6

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

Table of Figures

8

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

Chapter 1: Introduction

The following chapter presents the topic which this project intended to inquire in order to contextualize where the problem was evidenced, in addition to this it will be presented the reasons why this project was important to be carried out in the English Bachelor Program at Corporación Universitaria Minuto de Dios, the deficiencies found in order to get information about the topic and the people who are going to get benefit from this project, finally this chapter presents the research question and the objectives proposed for this project.

Statement of the problem

Pre-service teachers' beliefs and their teaching practicum are two concepts related in the educational field because they are part of the teaching work. The Colombian National Ministry of Education (1998) ,(cited in González 2008) described "the teaching practice as a crucial social event, seen as a social task developed in a particular setting which have a social, cultural and political impact"(p.77). Additionally, it is important to highlight that the teaching practice as social event is influenced by teachers' intentions.

It is known, as stated by Cuervo, Gamboa, Herrera, and Lalle (2016), that each student in the English Bachelor Program at Corporación Universitaria Minuto de Dios (UNIMINUTO) ,brings beliefs about teaching , it includes methodologies, approaches, resources, roles and positive and negative attitudes which are being modeled or changed through HIS teaching experience and the observation to other teachers from HIS own field , allowing him to build or knock down those initial beliefs about teaching which usually are applied to the classroom context as teaching practices .According to Valsecchi and Ponce (2015), "beliefs determine the decisions and actions of the teachers in the academic context"(p.2). Therefore, it is important to understand and recognize how those beliefs about teaching can be articulated to some teaching

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

decisions in pre-service teachers during their teaching practicum that is the situation this project intended to investigate.

To begin , the relation beliefs- practice about teaching was studied in the project called *The Construction of English Teachers' Professional Identity* carried out in the English Bachelor Program at Corporación Universitaria Minuto de Dios (UNIMINUTO) by Cuervo, Gamboa, Herrera, and Lalle (2016), whose objective was to analyze the construction of pre-service teachers' professional identity from their beliefs about English language, its teaching and learning before, during and after their own teaching practicum. Through the information obtained from narratives and observation tasks provided to the researchers during the year 2016, it was identified some pre-service teachers' beliefs about teaching, but at time of illustrating with examples from their class, they were not coherent with what they believed. Hence, this research proposal emerged to investigate unknown relationships between beliefs about teaching and the teaching practicum of pre-service teachers in the English Bachelor Program at UNIMINUTO as there was not enough evidence that supports how pre- service teachers articulate their beliefs about teaching with their teaching practicum.

Justification

This problem was important to investigate at UNIMINUTO because it was necessary to know and understand how pre-service teachers in the English Bachelor Program at UNIMINUTO had decided to articulate, model or change some beliefs about teaching brought beforehand with their teaching practicum. Based on the previous studies such as: González (2008), Valsecchi and Ponce (2015), Riojas, Alanis and Bustos (2013) and Mak (2011), it was observed that most of them were focused on novice, experienced and graduated teachers; (who are already experienced in articulating their beliefs about teaching with their teaching practice). In addition, there was

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

very little information about pre-service teachers' "beliefs and practice about teaching", during their teaching practicum.

On the other hand , regarding the instruments to get the information about the relationship between pre-service teachers' beliefs about teaching and their teaching practice it was evidenced that most of studies such as: Farrell & Bennis (2013) ,Valsecchi & Ponce (2015), Riojas, Alanís & Bustos (2013) and Barcelos (2015), had used instruments as open-ended questionnaires, semi -structured interviews and observations to get data information about pre-service teachers' beliefs and their teaching practices. Therefore, it could be concluded that most of these studies have not commonly used narratives as an instrument of analysis that supports the relationship between pre-service teachers' beliefs about teaching and their teaching practicum.

This project could make an important contribution to pre-service teachers because it could help them to explore and identify their teaching beliefs and manage these beliefs in a better the way to articulate with their teaching practicum. Besides, the advisors could take into account those beliefs identified in this study as a source to understand some teaching practices on pre-service teachers. In addition, this project could help to the English Bachelor Program at UNIMINUTO to improve the quality of teaching the pre-service teachers and recognize strengths and weaknesses on pre- service teacher's practices. In conclusion, this study could help to the English Bachelor Program at UNIMINUTO to look for strategies that can help the pre-service teachers to improve their teaching practices, according to the results obtained from this project. Moreover, this project contributed to the educational field because it recognized those beliefs about teaching on pre-service teachers and how they articulated some of them in positive or negative way to their teaching practicum.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

Research question

How do pre- service teachers in the English Bachelor Program at UNIMINUTO, in practicum 1, articulate their beliefs about teaching with their teaching practicum?

Research Objectives

General.

To explore the relationship between pre-service teachers' beliefs about teaching and their teaching practicum at UNIMINUTO.

Specifics.

1. To establish some pre-service teachers' beliefs, during their professional practicum at Uniminuto.

2. To relate pre-service teachers' beliefs about teaching and their teaching practicum.

3. To contrast beliefs about teaching of pre-service teachers with their teaching practicum.

Chapter 2: Literature Review

The following paragraphs aimed to support the literature review of this project in consequence, the studies presented in this chapter were examined in order to identify teachers' beliefs about teaching and how these beliefs influenced, modified or changed in some cases by teachers' practices and by the setting where these took place. Eventually, the studies presented in this chapter were categorized through a national and international order. Additionally, the main

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

points and contributions from these studies were emphasized according with the purpose of this project, which was to explore in unknown relationships between beliefs about teaching of pre-service teachers in the English Bachelor Program at UNIMINUTO and their teaching practicum.

The first article developed by González (2008) was focused on establishing the relationship between what English teachers understand on communicative competence and what they actually do in their English classes. The participants were two English teachers both at Universidad Nacional in Bogotá. This study used a qualitative methodology in order to collect the data through semi-structured interviews, which made it possible to seek teachers' beliefs about communicative competence in congruence to their life and their teaching experience and observation sheets, which were used to see the relationship between teachers' beliefs and their teaching practices.

The most relevant findings led the author highlight the importance that the teachers gave to create suitable conditions for students learning. On the other hand, the findings point out on teachers' belief about how the students should acquire the communicative competence by using the language to communicate. Also, the findings remarked the belief about teachers' role as facilitator of students' learning.

According to the study stated previously, the contribution to the topic researched was based on recognizing teachers' beliefs about communicative competence, which involves helping students to develop their learning through planning and creating activities that consider students' needs about communication for real life. In addition, this article led me to understand the impact of teaching practices on students and the goal that several teachers have to help students to acquire communicative competence and provide them with skills to manage a good proficiency in oral communication.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

While, some studies have been focused on teachers' beliefs about communicative competence and their roles in the classroom, others studies have shown emphasis on teachers' beliefs about students' learning and language teaching as an opportunity to emphasize personal values.

This was why Suárez and Basto (2017) proposed to identify pre-service teachers' beliefs about teaching English as a foreign language and tracking their potential changes throughout the teaching practicum. The participants were two female pre-service teachers at Universidad de Pamplona in Colombia. The instruments used in this research were a questionnaire to identify pre-service teachers' beliefs and a reflective journal adapted from the reflective questions, which were sent through e-mail .Also, these questions were related to participants' difficulties, changes, and challenges which teachers dealt during their practicum and finally a semi-structured interview at the end of the teaching practicum was taking into account for this study.

The most relevant findings examined by the author pointed out on pre-service teachers' beliefs about the importance of correcting students' productions, pre-service teachers' inability to teach English if they were not motivated to teach, using translation or memorization for teaching, the assumption of pronunciation and grammar as the most difficult components of teaching English, and classroom management as a challenging aspect to teach English. However, this study evidenced some changes in pre-service teachers' beliefs about teaching according to their teaching practice. The most notorious changes were related to pre-service teachers' beliefs about using translation or memorization, because they used simultaneously both to facilitate students' understanding and internalization of new words and unknown structures, also their inability to teach English if they were not motivated, was changed due to the dedication that teachers showed when they were teaching. In addition, the assumption of pronunciation and grammar as

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

difficult components of teaching English was changed because they found different strategies, which led them to teach grammar and pronunciation in an easy way.

Through this study, it was possible to identify a bigger source of pre-service teachers' beliefs to be investigated and what was more remarkable, the assumption related to relations of coherence and incoherence between pre- service teachers' beliefs about teaching and their teaching practices, which supported what this study seeks to investigate and emphasize.

Regarding teachers' belief about teaching as an opportunity to emphasize personal values, Fajardo (2013) investigated two female final year students in the Foreign Language Program at Universidad Pedagógica y Tecnológica de Colombia .The purpose of the research was to interpret the connection between pre-service teachers' beliefs and their teaching practices. The instruments used to get the data were interviews because they were the best tool for exploring participants' pedagogical beliefs, lesson and observations, in which each student- teacher was video-recorded twice; the first during the third week teaching and the last during the tenth week. The data was analyzed by using procedures of content and conversational analysis.

The results of this study claimed some teachers' beliefs related to keep the class control, students' foreign language learning through meaningful ideas, teachers should keep a close and friendly relationship with the students, the use of the target language as a principle of language acquisition, language teaching as an opportunity to emphasize personal values. Lastly, the study ratified teachers' beliefs claimed before through their teaching practicum. On the contrary, teacher's belief about students' foreign language learning through meaningful ideas was not coherent with their teaching practice. To sum up, this study pointed out teachers' belief related to classroom interaction, where the teacher can take advantage to emphasize on learning and

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

values. In addition to that, these findings could be used to introduce possible changes into the curriculum of language teaching education.

Some studies mentioned in this chapter were carried out in national contexts in which some pre-service teachers' beliefs about teaching have been explored .Otherwise, it was important to inquire some studies that were conducted in the foreign context. Some of these studies provide information about cultural influences on pre-service teachers' beliefs about teaching.

It is well known that some cultural factors can influence, modify or change some pre-service teachers' beliefs about teaching. For this reason, the study of Mak (2011) explored how EFL teachers' beliefs interact with their teaching decisions. The participant was a teacher, graduated from a local university with a Bachelor's Degree in English. The instruments used for this research were questionnaires, which tried to identify beliefs about language teaching and learning , some semi-structured interviews at different times in the program, video recording of teaching practices and some teaching advisors' written feedback.

The results showed some participant's beliefs about Communicative Language Teaching (CLT), teacher as the source of knowledge, which is part of the cultural influence and her belief about her role as facilitator of opportunities for student talks. Additionally, the study confirmed as reinforced through her teaching practice the first participant's belief related to effective CLT . The second belief related to teacher as the source of knowledge was reinforced too and evidenced through her teaching decisions during her teaching practice. Finally, her belief related to the teacher as facilitator of opportunities for student talking was a little weak, because she realized about her hidden desires to spell out everything she had prepared and to maintain control. On the other hand, she found some tensions related to survival and adaptation to the local teaching cultures.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

In conclusion, this study carried by Mak (2011) confronted the need to increase on pre-service teachers' awareness about their beliefs and the influencing factors, which can affect their teaching decisions. The study mentioned before, contributed to this project with an important item to take into account, which was related to the cultural aspect that can influence or modify teachers' beliefs in future teaching practices, for instance this study mentioned Asian countries where the adult people must be respected and talking with them is viewing as a signal of lack respected for this reason it is very difficult to establish a communicative approach with students which alter in consequence some teacher's beliefs.

Another study conducted by Farrell & Bennis (2013) examined one novice teacher and one experienced teacher. This study explored the beliefs and classroom practices in both teachers. Furthermore, this case study used as data analysis firstly, exploratory and descriptive background survey secondly, three one-hour non-participatory observations with 30-minute pre-lesson, later a post-lesson interview. Besides, teachers submitted all materials involved in the implementation of the observed lesson.

The findings indicated that teachers indeed possess a set of complex beliefs that are not always realized in their classroom practices for a variety of potential reasons: some of these might be directly related to the context of teaching. The author also, highlights some teacher's beliefs about teaching for instance, effective language teaching could be achieved by means of inductive or deductive approaches, the importance of making the content of the lesson interesting and relevant to the students, joint negotiation is beneficial to learning and frequent error correction is necessary for improving accuracy. In addition, this study affirmed that some participant's beliefs tend to converge with his classroom practices but there were also some instances where beliefs diverged from the teaching practices. According to Farrell, & Bennis

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

(2013), this study determined that more experienced teachers were likely to have more experientially informed beliefs than relative novices were.

Consequently , the contribution to the topic researched from this study was based on the assumption, which claimed that not many language teachers are aware of their beliefs in their classroom practices and that the teaching experience led them to look for and self-evaluate those strategies of teaching , which had worked or not to get their learning goals during their teaching experiences.

The last study examined Farrell & Ives (2015) aimed to explore the relationship between the beliefs and classroom practices of one novice English teacher. The instruments used for this study were one pre-study interview, six one-hour classroom observations with 15–20 minutes, pre-lesson and post-lesson interviews, along with a follow-up interview one week after the last observation and finally an interview conducted two months after the period of the study in order to get teacher's reaction to the findings.

This study found that by articulating and reflecting on his beliefs, the teacher became more aware of the meaning and impact of these beliefs on his classroom practices. The participant stated that an ESL teacher should help students develop their general language abilities. Furthermore, he mentioned that teachers should do interesting lessons for the students.

The contribution from the last study to this project was based on the importance of reflecting about the teaching practice because it contributes to improve, self-evaluate and articulate in a better way those beliefs about teaching in future teaching settings.

In synthesis, this chapter linked these studies as support of this project. In addition to this, the studies were focused on the same research field; teachers' beliefs about teaching and their relationship with their teaching practices. The purpose of investigating in these studies was to

19

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

understand and know more about teachers' beliefs about teaching and how they were articulated, changed or modified in concordance with their teaching practices.

Theoretical framework

In this theoretical framework, two main constructs were defined to begin teachers' beliefs about teaching and in second place the construct mentioned previously is needed in order to know more about teachers' beliefs and the last construct is related to teaching practice, it is needed to understand how the teachers developed their pedagogical work.

Teachers' beliefs.

Firstly, Mak (2011) described teachers' beliefs as attitudes, values, preconceptions, theories and images. Some teachers' beliefs derived from their prior experiences, may adversely affect their learning approach to teaching. In addition, Mak (2011) mentioned that beliefs filter the ways that teachers conceptualize teaching and develop explanations for their own classroom practices. In consequence, this is the reason because it is important to know these beliefs about teaching in pre-service teachers due to many of them are not aware concerning their teaching beliefs and how these beliefs affect their teaching practicum.

Secondly, Valsecchi and Ponce (2015) found another important discussion on Teachers' beliefs, they highlight that teachers' beliefs must be conceived from a contextual perspective because they derive from interaction in society and from personal and social experiences. Besides, they mentioned that teachers' beliefs determine the decisions and actions in the academic context, as well as their positioning in the face of pedagogical innovations, and their own academic formation. In addition, teachers' beliefs influence their perceptions and judgments, which determine their behavior in the classroom; hence, it is essential to know the

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

beliefs system in the professional education with the pre-service teachers to improve both the quality of their training and their teaching practices.

On the other hand, Li (2013) mentioned that teachers' beliefs should be viewed as entities which are transformed or usually emerged from teacher's interactions with students. Taking into consideration the concepts mentioned previously, it is worthy to mention that for this research were considered pre-service teachers' beliefs related to their roles in the classroom, the methods and materials used to teach English Language.

In relation to teachers' roles Richards & Lockhart (1994) defined the teachers' role as an act of communication where the participant takes part and whose characteristics are: involving different levels of responsibility and work, different kinds of relationships and patters of interaction and communication and finally, different power relationships. On the other hand, Richards & Lockhart (1994) mentioned that the teachers' roles could be based on the institutional and administrative structure, the culture operating in each institution and its teaching philosophy.

In consequence, the roles of the teacher have been expanded and these includes determination of students' individual needs, the development of plans, the classroom materials and syllabuses based on students' needs, the assistance to less experienced teachers with their professional development, teachers as part of a team work, teachers as researcher and teachers as professional and responsible of his continue professional development.

On the other hand, teachers have beliefs about the methods for instance, Richards & Lockhart (1994) mentioned, the direct method where the teachers were specific in never translating, just demonstrating, acting, doing questions, correcting, having students speaking and using lesson

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

plans. In second place is the communicative language teaching where the teachers are who facilitate the communication process between all participants in the classroom.

Finally, Graves (2000) mentioned that teachers develop their materials usually influenced by their beliefs about teaching and learning. In addition to this, these materials are created or searched according to teachers' goals for learning and the students' needs about learning.

Taking into consideration, the importance of teachers' beliefs, their roles, methods and materials used in the classroom for teaching English Language in the educational institution. Lastly, for this project is valuable to recognize and understand what the teaching practice is and why this event is important for teachers as for students, for that reason this concept is presented coming.

Teaching practicum.

The Colombian National Ministry of Education (1998), (cited in González 2008) described "the teaching practice as a crucial social event, seen as a social task developed in a particular setting which have a social, cultural and political impact"(p.77). In addition, (Richards & Nunan, 1994) (cited in González 2008, p77.) proposed the teaching practice as teachers' actions, which are influenced by intentions and beliefs in social settings. In consequence, these actions can show the relationship between what teachers think and what they do in the classroom. In addition to this assumption, it can be said that teaching practice is an activity, which determines the way in which the teacher develop the pedagogical work furthermore; this action is referred to the process of learning and teaching in the classroom. This practice is conceived as a set of situations with a pedagogical intention with the objective of knowledge construction.

On the other hand, Betancourt (2013) defined the teaching practice in her article as the set of activities that allow to plan, develop and evaluate intentional processes of teaching through the

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

content learning (knowledge, skills, attitudes and values). These activities intend to advantage

people who have different learning needs. This concept is focused on the teacher role as

facilitator of knowledge and their intentions to cover students' learning needs.

Barón et al. (2017) mentioned the teaching practicum as an activity, which define the way that

the teacher develops his pedagogical work. It means the strategies, methods and actions that the

teacher usually uses to promote students' learning. In addition, they highlighted that the teaching

practicum involves dynamism, reflection and continuous innovation to promote students'

learning.

In addition, this research conceived the teaching practicum number one at UNIMINUTO as a

resource of pre-service teachers' beliefs about teaching English Language.

Finally, after reviewing previous concepts such as teachers' beliefs and teaching practicum, it

is valuable to consider that these concepts are fundamental part in the relationship between

teaching and practice, which this project intended to inquire through the following research

design.

Chapter 3: Research Design

This chapter presented the research design, which provided the evidence in order to seek the

results for answering the research question suggested in this project. This chapter included in

first place, the research paradigm and the research approach explained, in second place, the

context where the study took place, in third place, the participants who were involved in the

project and finally, the instruments chosen to collect the qualitative data.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

Research paradigm- Qualitative research

This project was carried out through qualitative method, which, according to Creswell (2015) aims to analyze subjective understandings about beliefs, perceptions, feelings, opinions, behaviors in specific situations. Also, this qualitative paradigm is characterized by an interpretivist focus on words or expressions from the participants. Therefore, this type of research was the best guide for this project in order to collect and explore concepts in more depth according to the participants' stories, taking into account that the relationship between pre-service teachers' beliefs and their teaching practice cannot be measured through a numerical way.

In addition, this qualitative method allowed the researcher to identify the most relevant pre-service teachers' beliefs about teaching regarding, teachers' roles, methods, approaches or strategies and resources and materials to teach English Language as well described how pre-service teachers articulate, model or change their beliefs with their teaching practice.

Research approach -Narrative

The most useful research approach for the objective of this project was the narrative one. According to Creswell (2015), narrative was "to narrate or to tell a story in detail". (p.504). Moreover, the purpose of this narrative approach was focused on collection of stories, reporting of experiences and discussing those experiences. In addition, Creswell (2015) mentioned that narrative research "is a literary form of qualitative research with strong ties to the literature" (p.504), where the researcher can write in a persuasive form. The stories narrated or told by the participants in this project were an important source of pre-service teachers' beliefs and their teaching practices because they evidenced and referenced those pre-service teachers' beliefs about teaching, which were unknown to the English Bachelor Program at UNIMINUTO.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

Likewise, this approach pretends to get pre-service teachers' stories in this case before their teaching experience during their teaching practicum 1, which reflected their professional development, their beliefs about teaching, relationships of coherence and incoherence between pre-service teachers' beliefs about teaching, regarding teachers' roles, methods, approaches or strategies and resources and materials to teach English Language and their teaching practicum.

Taking into account, the narrative focus that this research pretended to develop. It is valuable to mention seven steps that took place in conducting this narrative research. Following Creswell's framework for narrative research, the first step was related to identify the phenomenon to explore that addresses and educational problem, the aim in this step was focused on a research problem and explore the same.

The second step was selecting an individual from whom you can learn about the phenomenon, where pre-service teachers were selected to provide understanding of the phenomenon.

The third step was related to collect the stories from the individuals, which were carried out through pre- service teachers' narratives before their teaching practicum number one and during the same, which involved some aspects that this research was looking for.

The fourth step was retelling the individual's story, which involved examining pre-service teachers' data, identifying elements, sequencing and organizing the same as well into a logical order.

The fifth step according to Creswell (2015), was to collaborate with the participant which implied to work closely with the participants to capture pre- service teachers' beliefs about teachers' roles, methods, approaches or strategies and resources and materials to teach English Language and their experiences about teaching during their teaching practicum.

The sixth step was to write the story about the participants' experiences, where this research might include an analysis of specific items observed in pre-service teachers' narratives.

The last step was validating the accuracy of the report. To carry out this step atlas ti program was used to determine some codes that supported the categories established a prori. Through an analysis of data information, the researcher supported which this research was looking for.

PART 3   *Research Designs*

FIGURE 15.3

Steps in Conducting Narrative Research
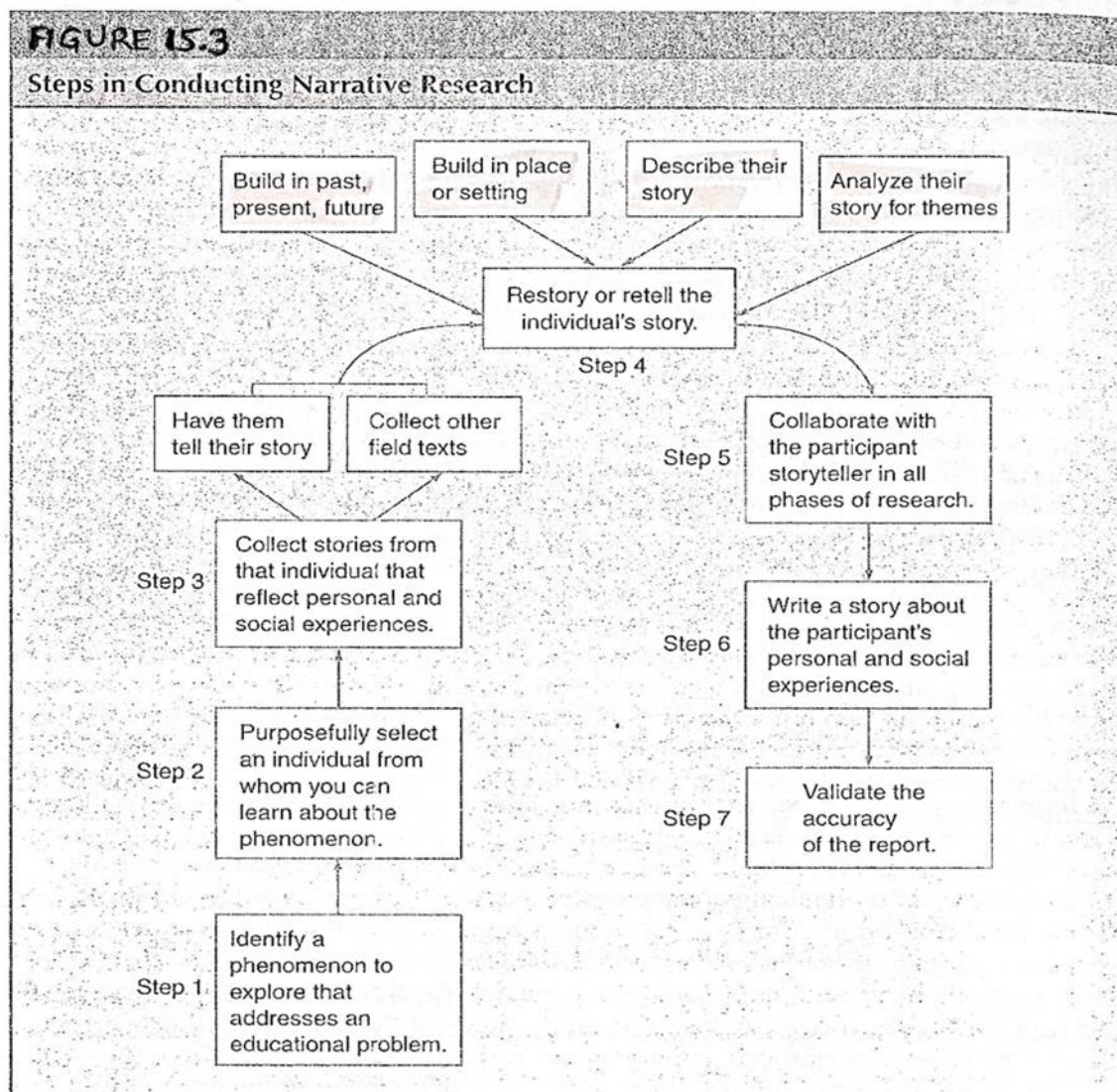
Figure 1. Steps in conducting narrative research. Creswell, J.W. (2015).

Context

This research was carried out at Corporación Universitaria Minuto de Dios located in the

locality of Engativa and neighborhood Minuto de Dios in Bogotá, Colombia. This university is

characterized by its social approach, which aims to the fraternal construction of justice, a

reconciled and peaceful society, offering high quality education and educated excellent humans,

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

competent professionals, who are ethically oriented and committed to social transformation and sustainable development. Also, the pedagogical approach in this university is inspired by Christian humanism which promulgates serving others more vulnerable to promote better life conditions.

Participants

The participants in this project were four pre-service teachers from the English Bachelor Program at Corporación Universitaria Minuto de Dios. These pre-service teachers were coursing the seventh semester in the English Bachelor Program their English level is B2 or B2 + and they were doing their teaching practicum number one, in different private and public INSTITUTIONS. In addition to this, their previous teaching experience was during their teaching practicum in social responsibility, which is a prerequisite to start professional practicum at UNIMINUTO and giving informal classes for some students in institutions or as English tutors. The average age of the participants is 23-25 years old and their social status was medium

Data Collection instruments

Narratives. According to Creswell (2015) narratives are methods of data collection, which are focused on writing, collecting or recording individuals' stories about their lives experiences, these narratives can be classified in different types such as: autobiographies, biographies, life stories, and personal narratives of teachers of students. Besides, the aim in this method is to retell the story to form chronology of events, which includes the participants' characteristics, setting, the problem, actions and results. This is done since the need of knowing pre- service teachers' beliefs regarding, teachers' roles, methods, approaches or strategies and resources and materials to teach English Language before and during their teaching practicum and the relations of coherence or incoherence between their stated beliefs with their teaching practice.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

This project used autobiographical narratives, according to the objectives that this project stated previously. The narratives were collected during some specific times during the development of pre-service teachers' teaching practicum to cover all the needs of this investigation. In addition, it is worthy to mention that this instrument was enough to get the data information to answer the research question proposed in this project because these narratives covered all the items, which this project was looking for.

Additionally, it is valuable to mention that the narratives elaborated by the pre-service teachers included some guidelines that the researcher stablished previously to identify pre-service teachers' beliefs about teaching with the pre-established categories and possible relationships of them with their teaching practicum. The first guidelines format created by the researcher was sent by e-mail to the participants on April, this format included ten aspects the participants should include in their narrative (appendix A). The aspects that the participants should include were related to resources or materials, methods, approaches or strategies and teachers' role in teaching English language.

Continuing, with this research the second guidelines format was established with twelve aspects (appendix B) to elaborate the second narrative, they were sent by e-mail to the participants on May, in this format the researcher was looking for aspects which focused on contrasting and confirming pre-service teachers' beliefs about teaching related to resources for teaching English language, methodologies and teachers' role in teaching English language.

Sampling descriptions

The participants in this research were selected by convenience because they were in the context, which the project was looking for inquiring. Therefore, the geographical location was

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

available for this project, which implies a time saving factor in terms of mobility and contact

between the researcher and the participants.

Ethics

In here, it is worthy to mention that all pre-service teachers' names and identities were

changed by other names and saved for keeping their anonymity and confidentiality. Besides, it is

important to highlight that all the information that will be found in this project will be exclusive

for investigative purposes (appendix C). Additionally, to achieve this research project the

researcher got permission from the director's at the English Bachelor Program at Corporación

Universitaria Minuto de Dios to carry out this research (appendix D). In the consent form, the

researcher asked director at LIEI and pre-service teacher's permission to participate in the

research project. The researcher allowed them to know that their participation was voluntary and

if they want to withdraw at any time, they will not have penalties or academic consequences.

Finally, at the end of the format the researcher wrote her number phone and e- mail so the

participants could contact the researcher in case of doubts and questions.

To sum up, this chapter described the instrument used to get the qualitative data information,

the participants, and the context where this research took place and some ethic aspects, which

were, took into account to carry out this research. Therefore, in order to continue with this

research, the reader will find the results that this research had.

Chapter 4: Data Analysis

This chapter presented the results obtained from the data collection stage of this research

project in a narrative way as well the method to analyze the information coming from the

autobiographical narratives, which were written from participants' native language for

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

convenience in expressing their ideas. In addition, a description about a priori categories, which were used in this research, was presented in this chapter, all of this aiming to give answer to the research question proposed in this project.

Data procedures

The analysis presented in here was based on the analysis of two autobiographical narratives, which were the instrument used by the researcher before and during pre-service teachers' teaching practicum 1. In addition, to carry out this research the researcher established a priori categories that according to Johnson & Christensen (2011) "are preexisting categories because they were developing before or at the beginning of the research study" (p.525).

On the other hand, Burns (2009) mentioned that in qualitative analysis the researcher could develop categories to look information in the data to match with those pre- arranged categories. It means that the researcher was looking for main concepts that helped to cover the research question and the objectives proposed on this project.

In this order of ideas, the researcher in accordance with the research group, which she is part, had been inquiring inside teachers' beliefs about English Language Teaching and their practices which was a category established in the project called *The Construction of English Teachers' Professional Identity: Beliefs about English, its learning and teaching processes before, during and after their teaching practicum* carried out in the English Bachelor Program at Corporación Universitaria Minuto de Dios (UNIMINUTO), by Cuervo, Gamboa, Herrera, and Lalle (2016). In consequence, they establishED the three most important codes that emerged from that study, WHICH BECAME THE a priori categories for this research project.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

These categories were determined taking into account key concepts, which usually take place in the teaching process such as: approaches, methods or strategies, resources and materials, and teacher's role performed in the teaching process.
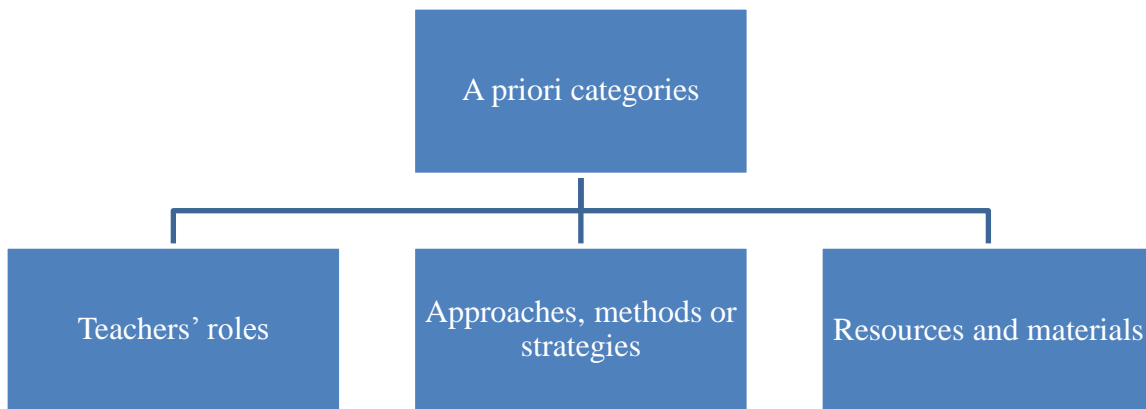

Figure 2. A priori categories.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

The researcher used some steps to work with these categories according to Burns (2009), first the researcher gathered the data through the autobiographical narratives elaborated by the four participants with some guidelines provided for the researcher (see Appendices A and B), second the researcher read the data several times to highlight interesting stuff, third the researcher used Atlas. Ti software to take segments of data and gave them a label according to the categories established.
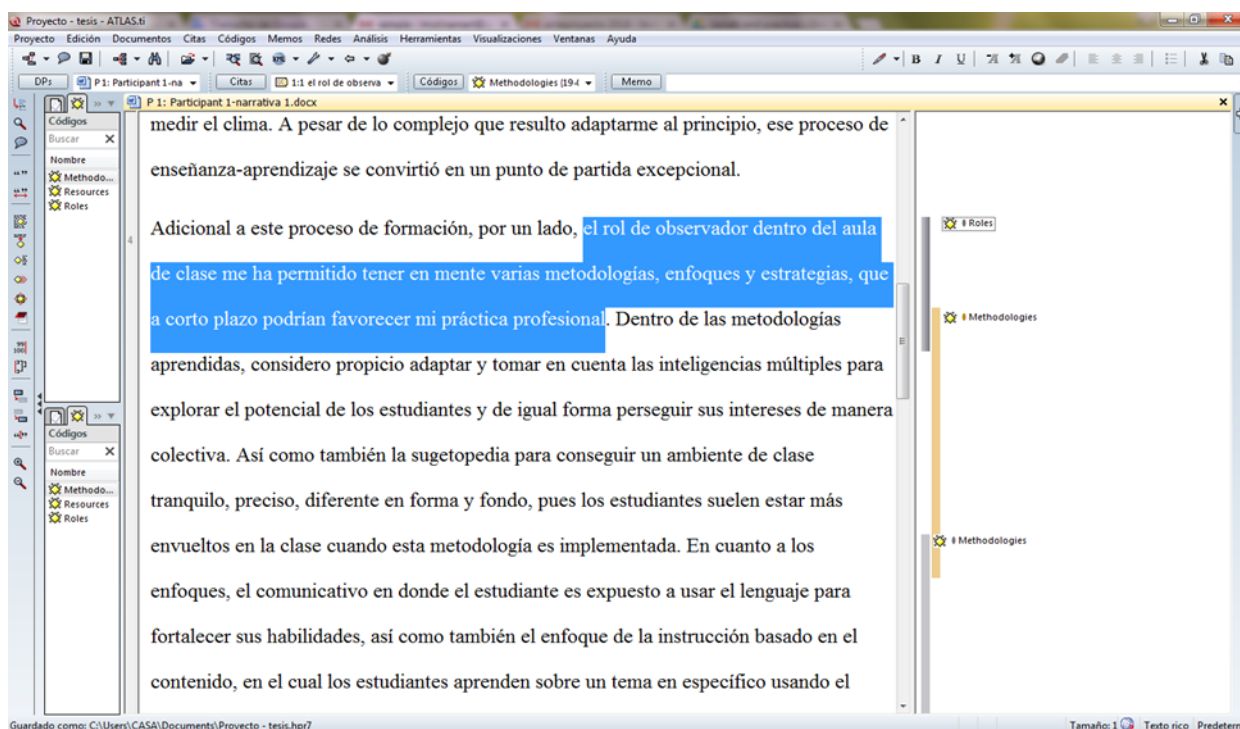
Figure 3. Atlas.Ti Labels for segments.

Based on Johnson & Christensen (2011) ideas, the researcher determined the codes according to the frequency of words or phrases mentioned by all the participants in their written documents before their teaching practicum 1 and during the same. The repetition of the words or phrases was evident in the two narratives elaborated by each participant. Taking into account, the information obtained and labeled from the narratives the researcher could frame pre-service teachers' beliefs about English Language Teaching within the three pre-established categories

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

and some emergent sub-categories (see figure 4), which fits what Johnson & Christensen (2011)

referred as "sometimes categories can be organized into different levels. That is, a set of

subcategories might fall beneath a certain category" (p.529). This information is visualized in the
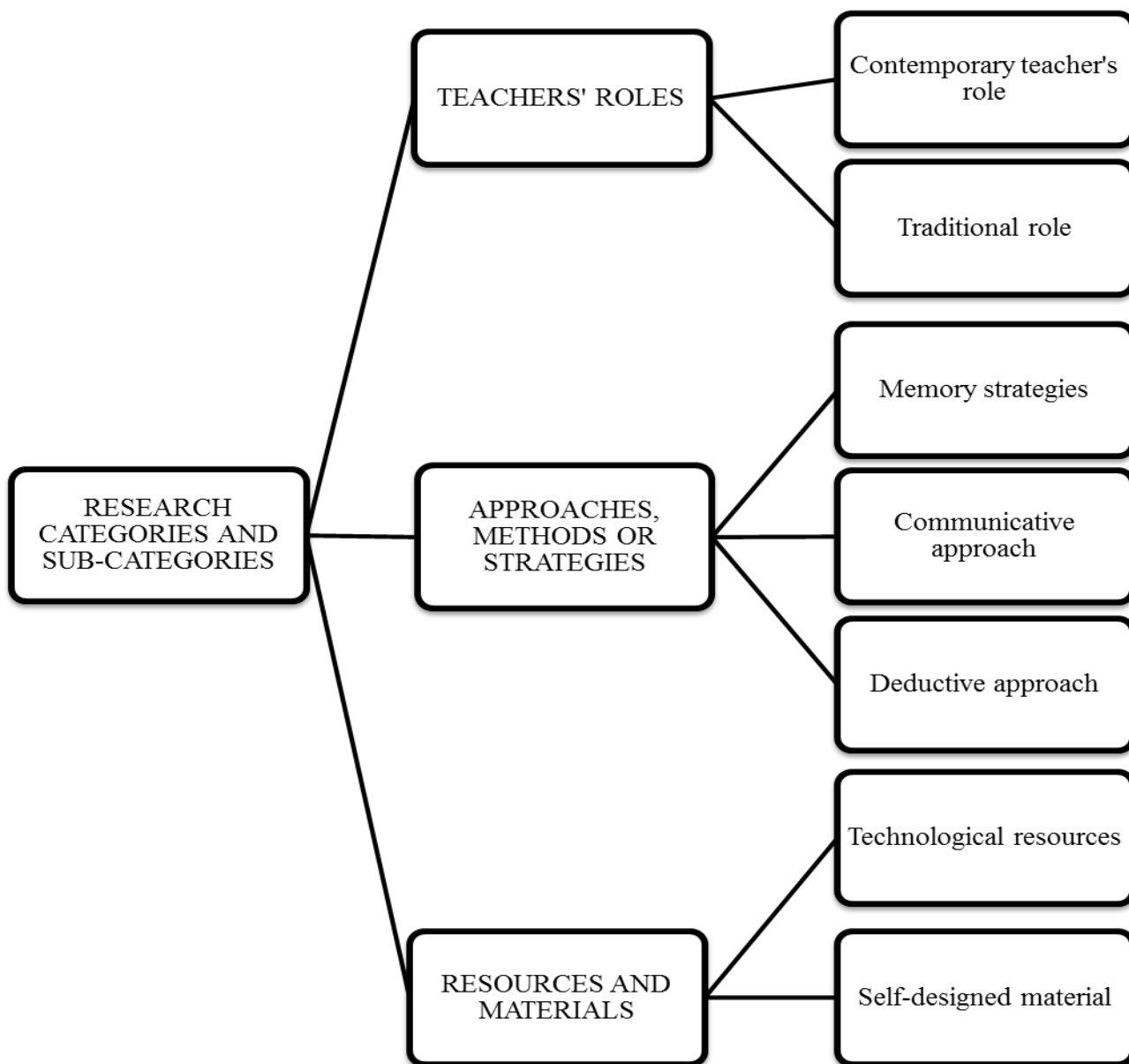
following figure:

Figure 4. Categories and Sub- categories.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

The following describes pre-service teachers' beliefs about English Language Teaching in two stages, one before and the other during their teaching practicum 1. In addition to this, it is important to mention that to protect participants' identity, no real names will be revealed and each pre-service teacher was assigned with a different name.

What did the pre-service teachers say about English Language Teaching?

Ana, our first pre-service teacher

She was a novice girl teaching English Language time ago and as a first challenge she had to teach science in English Language which seemed to her something complicated because she had to focus her teaching more on the content than in the language itself, spite of the complexity it was an exceptional experience to her before her teaching practicum number one. She is Ana a pre-service teachers who was taking the seventh semester in the English Bachelor Program at Uniminuto, her English level was B2 and she was doing her teaching practicum number one in a private school.

Lucy, our second pre-service teacher

Although she had a real interest in acquiring the English Language when she was studying at the school, she learned English Language through a deductive approach, which led her to think that it was the best way in Teaching English Language. Therefore, she decided to reply this method to give English classes before their teaching practicum number one. Her name is Lucy, she is a pre-service teacher who was taking the seventh semester in the English Bachelor Program at Uniminuto, her English level was B2+ and she was doing her teaching practicum number 1in the Colombo Americano Center.

Juan, our third pre-service teacher

When he was a child, he never thought to become a teacher, he dreamed about being a marine biologist. However, he realized that he was good at English Language when he started to become

35

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

a teenager therefore he decided to take an intensive English course which was very meaningful

to him because he enjoyed his classes, the learning time and the resources and materials used in

his classes. His name is Juan, He is a pre-service teacher who was taking the seventh semester in

the English Bachelor Program at Uniminuto, his English level is B2+ and he was doing her

teaching practicum number in a public school.

Juliet, our fourth pre-service teacher

Despite she was a shy girl, she realized that elaborating and implementing an English class

demanded certain ability and effectivity when teaching English Language, which caused on her a

little of fear because she thought that she will not be able to cover the students' needs. She is

Juliet a pre-service teacher who was taking the seventh semester in the English Bachelor

Program at Uniminuto, her English level is B2 + and she was doing her teaching practicum

number one in a public School.

Categories and Sub- categories

Taking into account, the process used to establish the categories and sub-categories of this

project, the following step presented in here is to tell a story based on the pre-service teachers'

autobiographical narratives:

Category 1: Teachers' role

Each single story has a beginning and this story started being developed according to the pre-

service teachers' beliefs about teaching English Language, which brings us to the first category,

established for this narrative project, which was called teachers' roles taking into consideration

the theoretical framework for this research. Based in Richards & Lockhart's (1994) words, who

mentioned teachers' role as an act of communication where they usually take part and which

characteristics are: involving different levels of responsibility and work, different kinds of

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

relationships and patters of interaction and communication and finally, different power

relationships. Acknowledging this, the narrator found that some labels coming from the data

could be part of the higher level category called *Teachers' roles*. Therefore, Contemporary

teachers' role is the first subcategory emerged and it will be explained next.

Subcategory 1: Contemporary teachers' role. This story begins referring to the first

category of this project, which is Teachers' role. Our dear pre-service teachers hold two main

beliefs towards it. The first one being contemporary teachers' roles and the second traditional

roles, let's start with the first belief. This subcategory emerged because teachers' role in the

classroom involve that they take active part in the teaching process as Richards & Lockhart's

(1994) declared previously. One day, our dear Ana believed before her teaching practicum 1, that

the teacher's role should be like a mediator, support, motivator, and guide, which could be

supported, on her future expectations about her role in the classroom as teacher. In addition to

this, Juliet believed that the teacher's role is as a guide. An evidence of this is presented below in

Juliet's words.

necesidad del estudiante y la productividad de cambiar lo enseñado, cambiando las expectativas que los estudiantes tienen es el objetivo. Los roles teóricamente es el profesor como guía que oriente el proceso educativo de los estudiantes fortaleciendo su conocimiento en términos de autodescubrimiento, considero que es el maestro quien ilumina el camino de los estudiantes, sin embargo, es el salvavidas quien debe intervenir para cambiar las malas expectativas que del inglés se tienen.
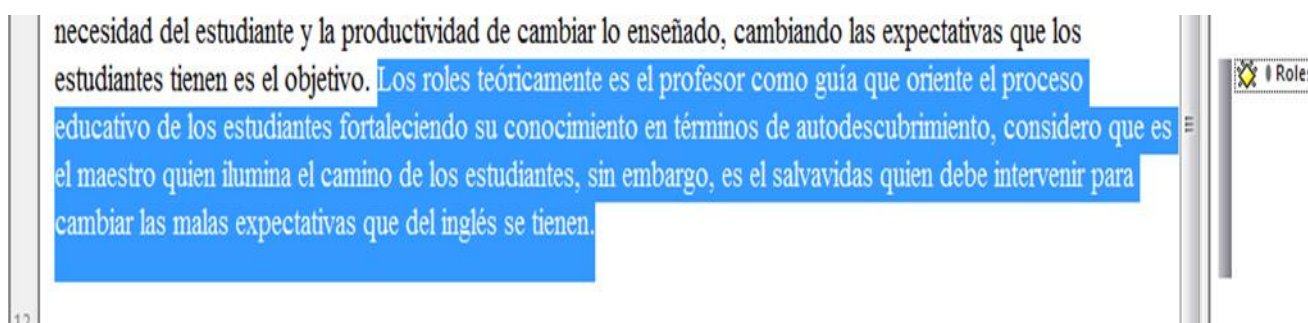
Figure 5. Labels for roles. Juliet; before her teaching practicum 1, narrative 1.

Besides this, Ana in her second narrative elaborated during her teaching practicum remarked

her belief about the teacher's role should be like a mediator, support, motivator, and guide. The

opposite happened with Juliet who did not mention her belief as guide in her second narrative.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

 Additionally, it is worthy to mention that Ana and Lucy told about their role as observer

inside the classroom in her first narrative. An evidence of this is presented below in Ana's words.
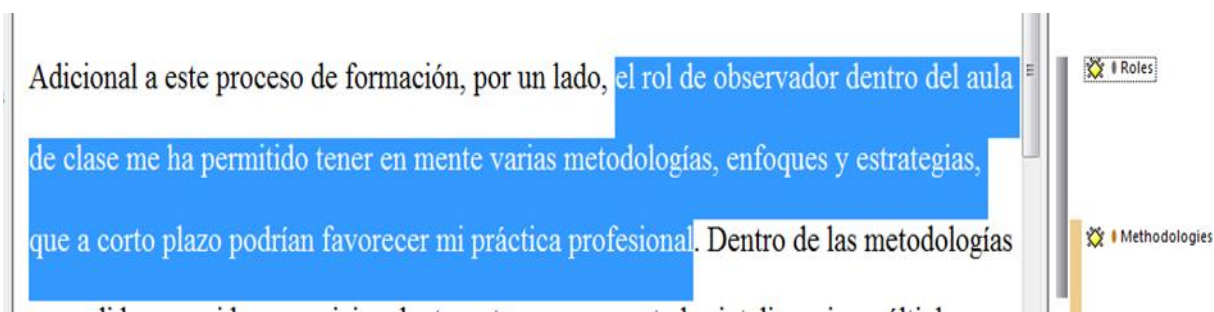
(See figure 6).

Figure 6. Labels for roles. Ana; before teaching practicum 1, narrative 1.

 In this case, this belief coming from Ana and Lucy related to their role, as observer inside the

classroom was not observed in their second narrative, which could be an effect of their teaching

practicum number one because they went from being the observers to the teachers in charge of

the classroom.

 On the other hand, Juan mentioned in their first narrative the importance the teacher's role as

promoter of a suitable environment for learning. However, this belief was not named in his

second narrative, in this narrative he talked about his role as facilitator in the classroom. An

evidence of this is presented below in Juan's words. (See figure 7).
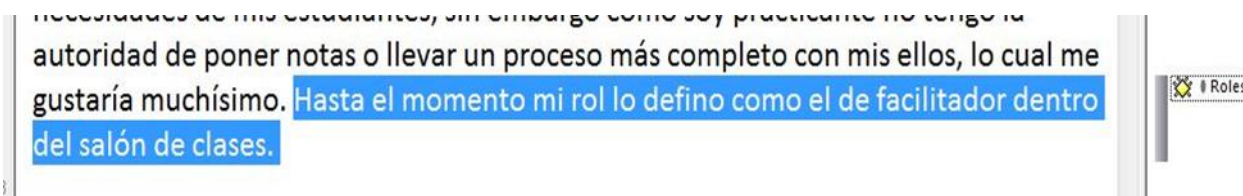

Figure 7.Labels for roles. Juan; during his teaching practicum 1, narrative 2.

 To finish with this subcategory, it is important to mention that the data helped to explore and

establish a few pre-service teachers' beliefs about teacher's roles. In addition to this, the data

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

offered some connections between participants' beliefs mentioned in their first and second

autobiographical narrative about the teachers' roles.

Subcategory 2: The traditional role. This subcategory emerged taking into account,

different power relationships as stated Richards & Lockhart's (1994), these power relationships

are reflected in traditional teaching roles. In the same line of thought, Juliet mentioned that the

teachers' role is traditional because the teacher is the authority and who has the control in the

classroom, also he is who establishes rules and who illumines students' path. In addition to this,

our dear Ana believed there are some aspects about the traditional role as the discipline and

vocabulary repetition that should be taking into account in the teaching process. This belief

might be based on pre-service teachers' past learning experiences according to Mak (2011).

Moreover, Ana expressed that the teachers' roles have changed a little compared to other times

because nowadays the teachers' role is more constructivist than traditional. An evidence of this is

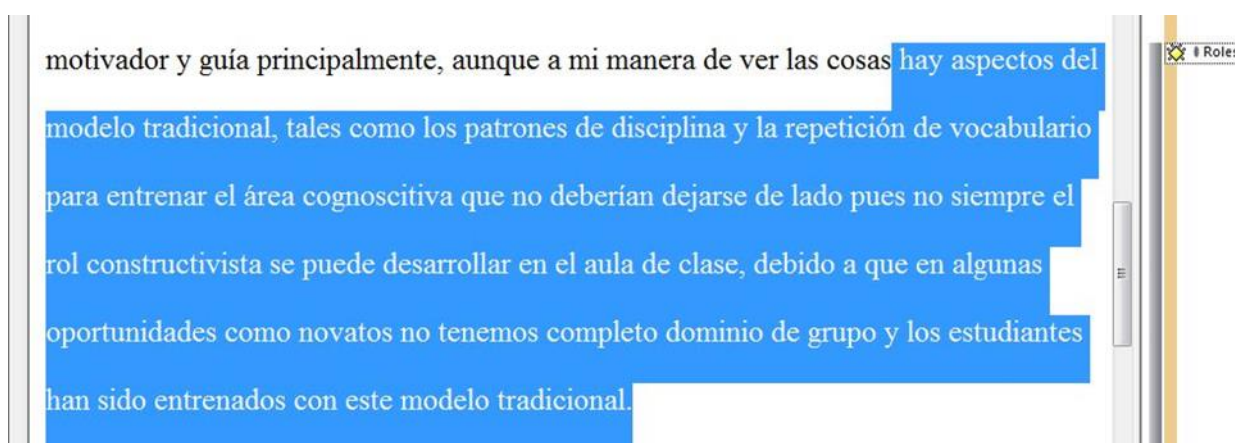presented below in Ana's words. (See figure 8).

Figure 8.Labels for roles. Ana; before her teaching practicum 1, narrative 1.

Additionally, in the second narrative Ana confirmed her belief about the importance of the

teachers' traditional role as an authority in the classroom and who establish rules and guidelines

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

for teaching. Besides, Ana remained her belief about teachers' role more constructivist than traditional. On the contrary, happened with Juliet because she did not remark her belief about teachers' traditional role in her second narrative.

To finalize the analysis of this subcategory, it is important to mention that our dear pre-service teachers Juan and Lucy had focused their beliefs in Contemporary teachers' role and for that reason they were not named in this subcategory.

Category 2: Approaches, Methods or Strategies

This is the second a priori category established for this narrative project. Richards & Lockhart (1994) in first place mentioned the communicative language teaching approach, where the teachers are who facilitate the communication process between all participants in the classroom. Considering, the importance of different methods and approaches used by teachers in the teaching process, three subcategories EMERGED from participants' narratives to this higher level category that will be presented following.

Subcategory 1: Memory strategies. This subcategory was determined according to pre-service teacher's beliefs about the best strategy in English Language Teaching. As a result, Ana mentioned to empathize with memory strategies before their teaching practicum 1. An evidence of this is presented below in Ana's words. (See figure 9).
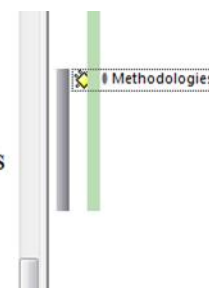

Figure 9. Labels for Approaches, Methods or Strategies. Ana; before her teaching practicum 1, narrative 1.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

In addition, Ana remarked this belief about empathizing memory strategies during her teaching practicum 1 due to use this strategy as part of the teaching-learning process during her teaching practices.

In spite of having a connection between narrative1 and narrative 2 with this belief, Ana added in her narrative number 2 another belief related to the use of sign language as an alternative code for English Language Teaching. This belief was not stated in her narrative 1 before her teaching practicum 1, but it emerged in her narrative 2 during her teaching practicum 1.

While our dear Ana told about her beliefs related to memory strategies maybe Lucy, Juan and Juliet had focused their beliefs in others subcategories and for reason they were not named in here.

Subcategory 2: Communicative Approach. This subcategory was raised according to Richards & Lockhart (1994) as they mentioned the use of communicative language teaching to facilitate the communication process between all participants in the classroom, as it was argued in the theoretical framework. Under these circumstances, Ana and Juan believed that the communicative is the best approach for teaching in their first narrative. Moreover, Ana mentioned other approaches and methods based on the use of multiple intelligences, the sugestopedia and content based instruction in her first narrative which was developed before her teaching practicum 1. An evidence of this is presented below in Ana's words. (See figure 10).
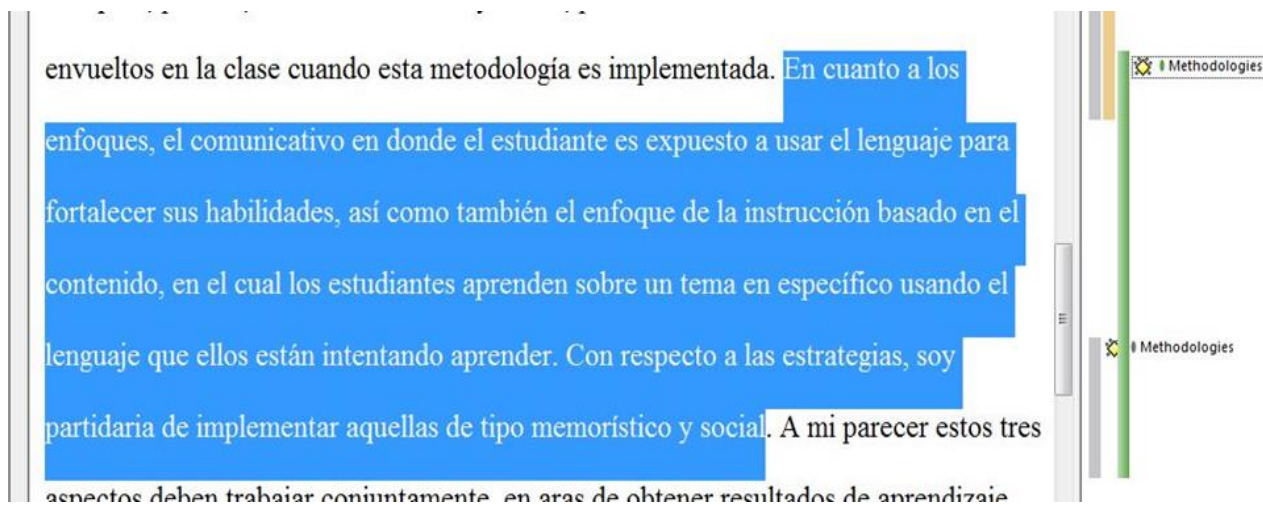
*Figure 10.*Labels for Approaches, Methods or Strategies. Ana; before her teaching practicum 1, narrative 1.

Taking into consideration, Ana and Juan beliefs named above about communicative approach, in the second narrative evidenced relation or coherence with this belief during their teaching practicum 1 because this belief was named in their second narrative but with other words. An evidence of this is presented below in Juan's words (See figure 11).
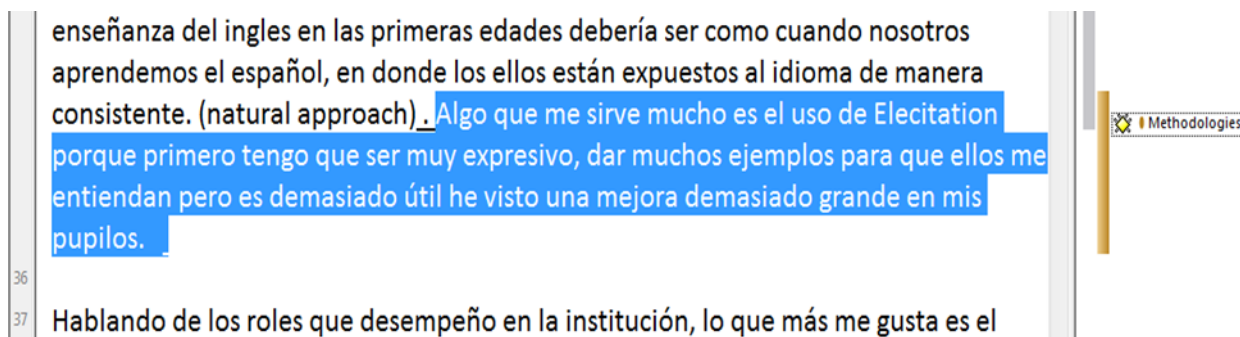
*Figure 11.*Labels for Approaches, Methods or Strategies. Juan; during his teaching practicum 1, narrative 2.

Subcategory 3: Deductive Approach. Based in Harmer (2007) words the deductive approach is to give students explanations or grammar rules and according to these explanations or rules the students are able to do sentences or phrases with the new language. Taking into

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

consideration the previous concept this research established this subcategory in concordance

with the data gathered from the participants' narratives. Having mentioned this, our dear pre-

service teachers Lucy and Juliet believed in their first narrative before their teaching practicum

that deductive approach and traditional methods were the most assertive in English Language

Teaching. An evidence of this is presented below in Lucy's words (See figure 12).
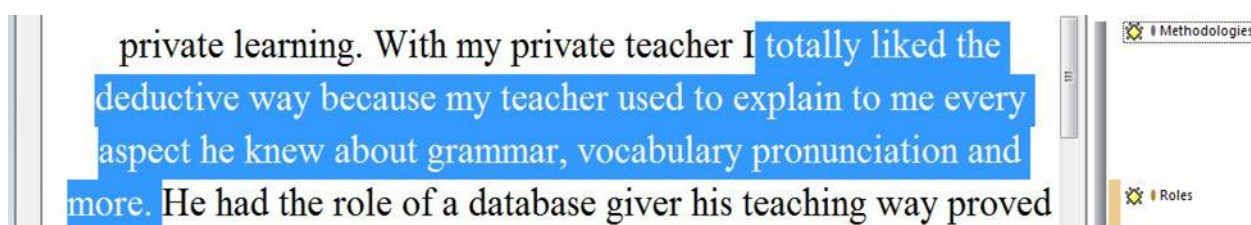
Figure 12. Labels for Approaches, Methods or Strategies. Lucy; before her teaching practicum 1, narrative 1.

Despite of having mentioned this belief in their first narrative, Lucy and Juliet changed their

thought about that belief in their second narrative during their teaching practicum 1. Lucy

mentioned that her belief about the use of the deductive approach was modified because in their

teaching practice, she had to adapt to other methods and approaches to teach English Language

such as: task based in instruction, communicative approach and cooperative learning. On the

other hand, Juliet mentioned on her second narrative that she had to work during her teaching

practicum with a communicative approach in the place where she was developing their teaching

practicum 1.

To conclude, with these subcategories it is valuable to highlight that in some cases some pre-

service teachers' beliefs about teaching English Language were altered as consequence of the

context in which their teaching practices were developed. So our dear pre-service teachers Lucy

and Juliet changed their beliefs about the best way to teach English Language.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

Category 3: Resources and Materials

Graves (2000) mentioned that teachers develop their materials influenced by their beliefs about teaching and learning. Also, these materials are created according to teachers' objectives and goals for learning and the students' needs. Considering that, in here it is presented the last a priori category determined in this research. In order to know more about Pre-service teachers' beliefs related to the use of resources and materials in the English Language Teaching. Taking into account that, there are presented the two subcategories which are fundamental part in this main category and appeared as a result of repeating codes in the autobiographical narratives elaborated by the participants.

Subcategory 1: Technological Resources. This subcategory includes what our dear pre-service teachers mentioned in their first narrative, their beliefs about implementing technological resources, which for them are the most assertive in teaching according to the innovative Ana. An evidence of this is presented below in Ana's words. (See figure 13).

dentro de la práctica de la enseñanza. Es por ello, que implementar recursos de carácter tecnológico, como también material auto diseñado se convierte en una herramienta útil cuando se trata de acelerar y mejorar el proceso de aprendizaje de los estudiantes.
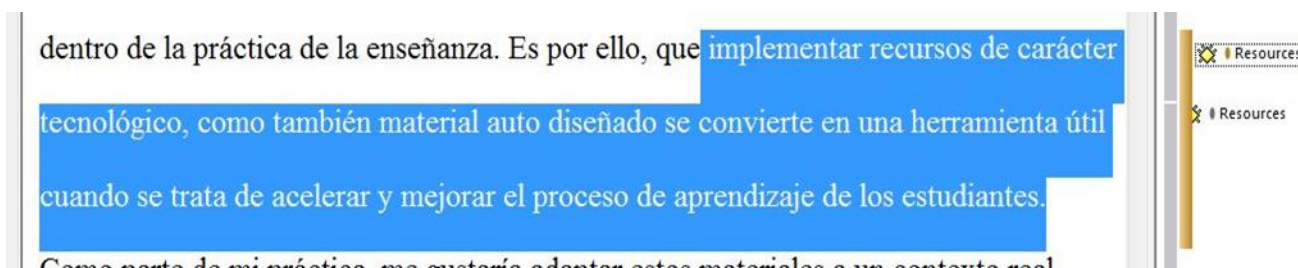
Figure 13. Labels for resources and materials. Ana; before her teaching practicum 1, narrative 1.

Besides this, Ana confirmed this belief in her narrative number two, she told in her second narrative about using media like source to learn how to create didactic material for teaching.

On the other hand, Juan in his second narrative told about having had in pro of him the use of technological resources in the place where he developed his teaching practicum 1, which improved his teaching. In addition to this , it is important mention that this belief was not named

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

by Juan in his narrative one before his teaching practicum number one. An evidence of this is presented below in Juan's words (See figure 14).
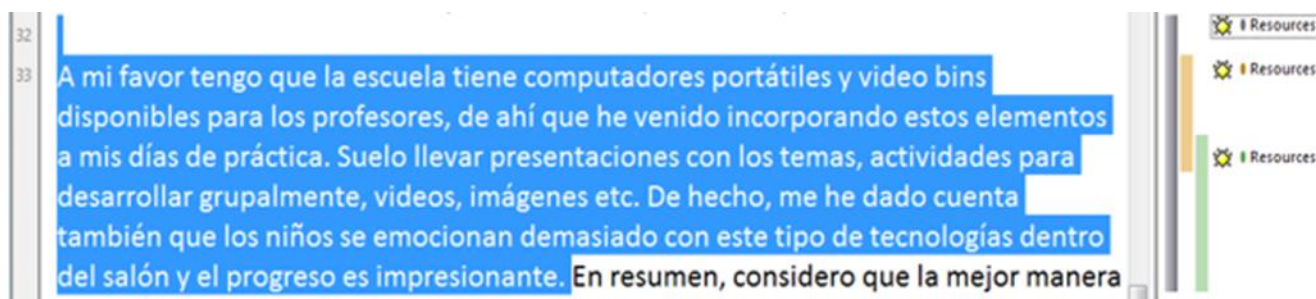
Figure 14.Labels for resources and materials. Juan; during his teaching practicum 1, narrative 2

Finally, our dear pre-service teacher Juan told about the future use of ICT to support their teaching in his second narrative during his teaching practicum1 which as stated Graves (2000) could be based on Juan's goals for learning in the future.

Moreover, Lucy in her first autobiographical narrative told about the use of computer or television that appear as a technological resource to teach English Language, she confirmed this belief in her second narrative by using a computer to surf on web pages and expand the use of language from the students.

While Ana, Lucy and Juan, our dear pre-service teachers told about their beliefs related to using technological resources, what happened with Juliet? The next subcategory reveals where her beliefs were focused.

Subcategory 2: Self-designed Material. This subcategory includes what participants expressed about the use and the importance of self-designed material for teaching before their teaching practicum 1, which should be didactic. In addition, the most useful things they named as self-designed material are: the posters, flashcards, games and worksheets. Arriving at the end of our travel by the different categories and subcategories got in the data. The most valuable to

45

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

highlight in this subcategory is that most of our dear pre-service teachers named their preference

to using self –designed material before their teaching practicum 1 between them were our dear

Ana, Juan and Juliet. In addition to this, it is worthy to tell that Ana, Juan and Juliet protagonists

of this story remarked this belief during their teaching practicum 1. Although, we cannot forget

our dear Lucy who was protagonist in the subcategory named previously. An evidence of this is

presented below in Ana's words (See figure15), Juan's words (See figure16), and Juliet's words

(See figure17).
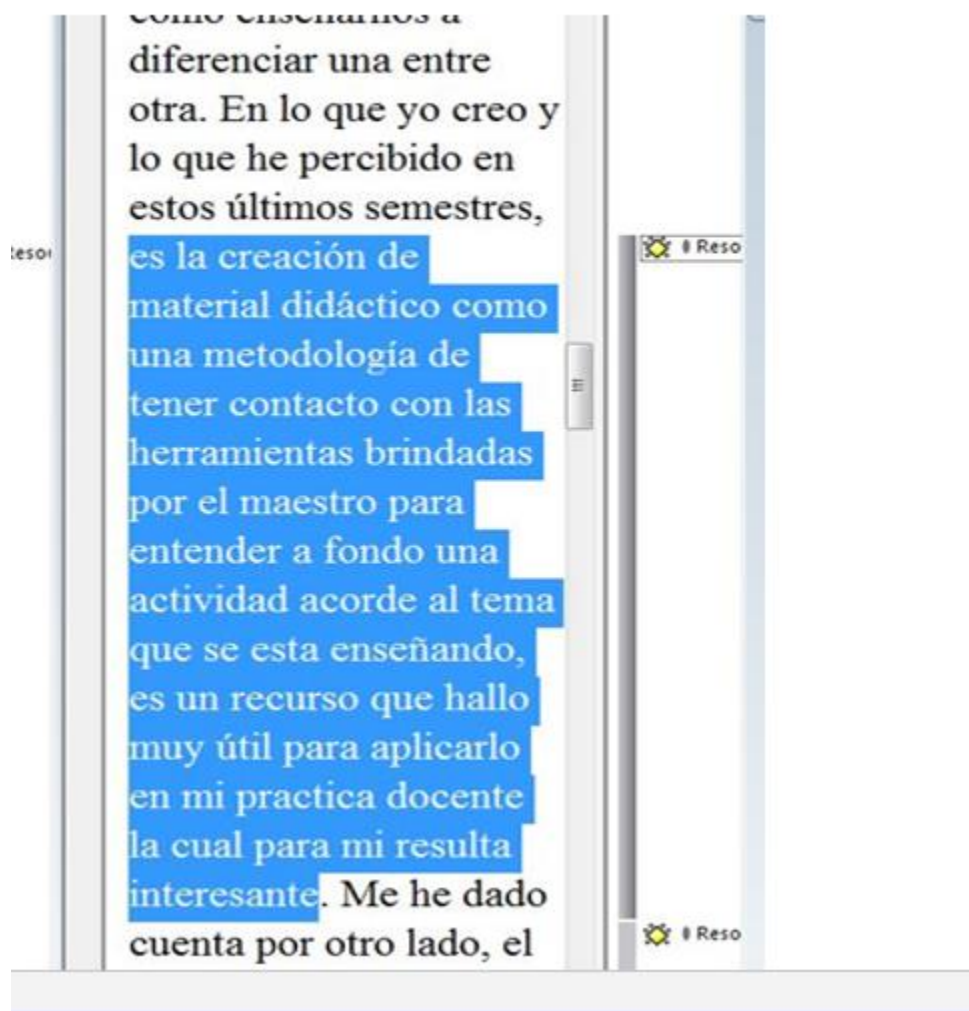
Figure 15.Labels for resources and materials. Ana; before their teaching practicum 1, narrative 1.

46

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

estudiantes hagan parte activa de la clase y mantengan conectados con las actividades y los temas que se trabajan. Por consiguiente, los materiales que son parte trascendental en el proceso de aprendizaje del inglés como idioma extranjero tendrán que alistarse en mayor cantidad para que todos puedan trabajar durante la clase, además de la creatividad del profesor para planear rigurosamente cada clase, ésta debe primar en cualquier grado de educación. En mi caso, es un gran desafío porque no

Resc

Figure 16. Labels for resources and materials. Juan; before their teaching practicum 1, narrative 1.

como enseñarnos a
diferenciar una entre
otra. En lo que yo creo y
lo que he percibido en
estos últimos semestres,
es la creación de
material didáctico como
una metodología de
tener contacto con las
herramientas brindadas
por el maestro para
entender a fondo una
actividad acorde al tema
que se esta enseñando,
es un recurso que hallo
muy útil para aplicarlo
en mi practica docente
la cual para mi resulta
interesante. Me he dado
cuenta por otro lado, el

Figure 17. Labels for resources and materials. Juliet; before their teaching practicum 1, narrative 1.

To conclude this story, we can mention that our dear Ana articulated more of her beliefs about teaching English Language brought beforehand with her teaching practicum number one, in the same line of thought something similar happened with Juan. However, the contrary happened with our dear ones pre-service teachers Lucy and Juliet who altered their beliefs as a cause of the environment where they developed their teaching practices.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

Chapter 5: Conclusions

This study aimed to explore the relationship between pre-service teachers' beliefs about teaching and their teaching practicum, this relationship was evidenced in the autobiographical narratives elaborated by the participants before and during their teaching practicum number one. As a result, pre-service teachers articulated some of their beliefs related to the teacher's role in the classroom with their teaching practicum. On the other hand, pre-service teachers changed other beliefs related to the methods, approaches or strategies to teach English language, it due to context where they developed their teaching practicum number one. Finally, the participants remarked their beliefs related to resources to teach English Language during their teaching practicum number one.

Relevant Findings

For the first category, named teacher's role was revealed that pre-service teachers changed their beliefs about their role as observers since they were the ones in charge of the classroom, but the teacher's role in the classroom as mediator, support, motivator and guide were maintained during pre-service teachers' teaching practicum number one. On the other hand, pre-service teachers mentioned other belief related to teacher's traditional role, which was confirmed during their teaching practicum number one. To sum up, the researcher found that the pre-service teachers articulated some beliefs related to Contemporary teachers' role and teacher's traditional role but at time to talk about their role as observers they modified this belief due to their role as teachers in charge of the classroom.

Regarding, the second category corresponding to those beliefs about the methods, approaches or strategies. It was determined that the traditional methods, and communicative approaches or strategies are still being pre-service teachers' preference at the time of teaching, however, they

named other alternatives such as suggestopedia, multiple intelligences, instruction based on content, task based, natural approach, deductive approach and cooperative learning. In addition, some participants mentioned that they had to change their methods, approaches or strategies to teach English Language because in their teaching places the alternatives to teach English Language were already established in some places therefore they had to use those methods, approaches or strategies predetermined by their teaching places.

Moreover, the researcher concluded that those beliefs about methods, approaches or strategies to teach English Language could be articulated or modified according to the teaching places requirements or students' learning needs. Finally, regarding the third category called resources and materials, the participants maintained their beliefs about the use of audiovisual and technological resources and self-designed materials before and during the development of their teaching practicum number one because the participants implemented the use of these materials in their classes therefore on their teaching practices. In consequence, the researcher could conclude that in this category those beliefs related resources and materials to teach English Language were articulated by all the pre-service teachers.

Pedagogical Implications

This project contributes to the educational field because it recognizes those beliefs about teaching English Language in pre-service teachers and how they articulate or change some of those beliefs as they acquire their teaching experience during their teaching practicum number one. The autobiographical narratives provided a big source of pre-service teachers' beliefs, which were identified in this study to understand how those beliefs can influence pre-service teachers' teaching practices in the classroom. In addition to this, the data offered some

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

connections between participants' beliefs mentioned in their first and second autobiographical

narrative.

Limitations

One aspect that the researcher perceived as limitation was the time to collect the

autobiographical narratives from the participants because the researcher had established a

maximum of two weeks to collect each narrative once were sent the guidelines to elaborate the

autobiographical narratives during two moments of pre-service teachers' teaching practicum

number one. One of these moments of collecting the narratives was before participants' teaching

practicum number one and the other was during the development of the same. In addition, the

researcher was reminding frequently to the participants the importance of their experiences in

this project therefore the importance of elaborating their narratives on time .As a result of that

fact , the researcher took more time in analyzing the data in formation.

Further Research

Taking into account the findings obtained from the project a future research could focus

on why the pre-service teachers considered that factors as discipline, the authority and

vocabulary repetition associated with teacher's traditional role were appropriated at time to teach

English Language in the classroom and if those factors mentioned above are affective in teaching

English Language. Another alternative to develop a future research based in this project could

inquire in why is the reason pre-service teachers preferred to use self-designed material as

resource to teach English Language and not material already elaborated which they can find in

different internet sources such as: web pages, blogs, books etc.

Finally, based in the project's contributions a further research could investigate in why pre-

service teachers often confuse certain terminology such as: methods, approaches or strategies at

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

time to talk about how they teach English Language in the classroom. It is important that the pre-service teachers have clear idea about the terminology used in teaching English Language.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

References

Barcelos, A. M. F. (2015). Students teachers' beliefs and motivation, and the shaping of their professional identities. In Kalaja, P., Barcelos, A. M. F., Aro, M., & Ruohotie-Lyhty, M.(Ed.), *Beliefs, agency and identity in foreign language learning and teaching*. (pp.71-96). Springer.

Barón, B.et al. (2017*).Caracterización de las prácticas docentes universitarias*. Bogotá. Corporación Universitaria Minuto de Dios.

Betancourth, C. (2013). La práctica docente y la realidad en el aula. *Revista Criterios*, 20 (1), pp. 101- 118.

Burns, A. (2009). *Doing action research in English language teaching: A guide for practitioners*. Routledge.

Creswell, J.W. (2015). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. 5a ed. University of Nebraska-Lincoln.

Cuervo, L; Gamboa, A; Herrera, C & Lalle, C. (2016). *La construcción de la identidad profesional de los docentes en formación de inglés desde la observación reflexiva*: UNIMINUTO (No publicado).

Fajardo, A. (2013). Stated vs. enacted beliefs: looking at pre-service teachers'

Pedagogical beliefs through classroom interaction. *Íkala, revista de lenguaje y cultura*, 18(2), 37–57.

Farrell, T. S., & Bennis, K. (2013). Reflecting on ESL teacher beliefs and classroom practices: A case study. *RELC Journal*, 44(2), 163-176

Farrell, T & Ives, J. (2015). Exploring teacher beliefs and classroom practices through reflective practice: A case study. *Language Teaching Research*, 19(5), 594-610

53

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

González, M. (2008). English teachers' beliefs about communicative competence and their relationship with their classroom practices. *Profile Issues in Teachers Professional Development*, (10), 75-90

Harmer, J. (2007). How to teach English: new edition. *Harlow: Pearson Education Limited*.

Graves, K. (2000). *Designing language courses: A guide for teachers* (No. 428 G7.). Boston, MA: Heinle & Heinle

Johnson, R. B., & Christensen, L. B. (2011). Chapter 19: Data analysis in qualitative and mixed research. *Educational research methods: Quantitative, qualitative, and mixed approaches*, 515-545.

Li, L. (2013). The complexity of language teachers' beliefs and practice: One EFL teacher's theories. *The Language Learning Journal*, *41*(2), 175-191.

Mak, S. H. Y. (2011). Tensions between conflicting beliefs of an EFL teacher in teaching practice. *RELC Journal*, 42(1), 53-67

Richards, J. C., & Lockhart, C. (1994). Reflective teaching in second language classrooms. *Cambridge University Press.*

 Riojas, M ; Alanís, I & Bustos, B. (2013). Early Childhood Teachers Reconstruct Beliefs and Practices Through Reflexive Action*, Journal of Early Childhood Teacher Education*, 34:1, 36-45, DOI: 10.1080/10901027.2013.758536

Suárez, S & Basto, E. (2017). Identifying pre-service teachers' beliefs about teaching efl and their potential changes. *Profile Issues in Teachers' Professional Development*, 19(2), 167-184. http://dx.doi.org/10.15446/profile.v19n2.59675

Valsecchi, M & Ponce, S. (Octubre, 2015). *Creencias de docentes de inglés de escuela secundaria: su importancia e implicancia en la formación docente.* Trabajo presentado en

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

VIII jornadas nacionales y 1º congreso internacional sobre la formación del profesorado, Mar

del plata, Argentina.

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

APPENDICES

Appendix A

Beliefs about teaching

<u>Guidelines to create your autobiographical narrative</u>

This semester you are ready to start your teaching practicum. There are many resources, methodologies and roles that you have learned and observed to teach English during your training process to become the preservice teacher you are right now. I would like to know your experiences with these resources, methodologies and roles that have had some impact on you. Write your narrative as it was a story.

Guidelines

  ➢ Write you story in English or Spanish
  ➢ Your story should describe and reflect the different situations that you are talking about.
  ➢ Be sure that your story covers all the items below, you don't need to write them in order.
  ➢ Feel free to write and express yours feelings, length is not a problem.

Information to include in your story

  1. Give a tittle to your story
  2. What do you think about English language Teaching? What changes would you like to implement in the English language teaching profession?
  3. Describe the most important experience of teaching that you have had before your teaching practicum this semester.
  4. Describe the most meaningful methods, approaches or strategies that you have observed during your training to become a preservice teacher and which of these would you like to apply in your teaching practicum, why?
  5. Think about. What resources have your teachers used? And why would you like to implement those resources in your teaching practicum?
  6. Which other resources or materials would you like to use in your teaching practicum?
  7. Do you believe that the materials or resources are necessary for an effective class?
  8. Describe teachers' possible roles in the classroom and with students.
  9. Do you consider teachers' role has changed? If so how? Should it change? Why?
  10. Which are the roles of an English Language teacher in the classroom?

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

Appendix B

Beliefs about teaching

<u>Guidelines to create your autobiographical narrative</u>

This semester you are ready to finish your teaching practicum. There are many resources, methodologies and roles that you have learned and observed to teach English during your training process to become the preservice teacher you are in this moment. Now, I would like to know if you could do all you wanted and expected before your teaching practicum. Write your narrative as it was a story.

Guidelines

> ➤ Write you story in English or Spanish
> ➤ Your story should describe and reflect the different situations that you are talking about.
> ➤ Be sure that your story covers all the items below, you don't need to write them in order.
> ➤ Feel free to write and express your feelings, length is not a problem.
>
> ➤ Along your story respond the following questions or statements.

Information to include in your story

1. Retake the narrative that you made before you start your teaching practicum in order to compare if something has changed.

2. Finish your story.

3. Think about English language Teaching as preservice -teacher. Are your beliefs about teaching English the same now? Have these beliefs changed? Explain

4. What are your beliefs about the role of the English Language teacher in the classroom? Are these beliefs the same you mentioned in your first narrative? Or are they different now?

5. Describe the roles you have performed during your teaching practicum. Are they related to the ones you mentioned in your first narrative?

6. Is there any role would you like to assume as an English language teacher in the future?

7. Describe if the methods, approaches or strategies that you considered appropriated to teach English (before your practicum).Were altered or confirmed?

8. Are the methods, approaches or strategies you have used during your practicum the same ones that you mentioned in your first narrative. Have they been effective, if not why?

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

9. Describe what methodss, approaches or strategies, would you like to implement in your future classes.

10. The resources and materials mentioned in your first narrative, are they the same ones in this narrative, If not why?

11. Which resources have you used to teach English language during your practicum? Were they appropriate to promote students' learning? If not, what obstacles impeded it?

12. Would you like to use the same resources or materials to teach English language in the future, if not why?

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

Appendix C

Consent form

Research Project: an unknown marriage in pre-service teachers: beliefs and their practices.

Investigators:

Name: Luz Mery Molina Phone: 3162257513   Available hours: Monday 2:00 p.m.

E-mail: lmolinamart@gmail.com

Appreciated Pre- service teacher

You are being asked to take part in a research study, of how pre-service teachers relate their beliefs about teaching with their teaching practicum. I am asking you to take part of this project because it is addressed to those pre-service teachers who are doing their professional practicum 1. Please read this form and ask questions if you have doubts before taking part in the study.

The purpose of this study is to explore pre-service teachers' beliefs about teaching and the relationship that pre-service teachers do with their teaching practices during the development of the same in the Bachelor degree in teaching English at the Corporación Universitaria Minuto de Dios. You must be doing the teaching practicum 1 to take part in this study. If you agree to participate, I will conduct two narratives with you. The performance of these narratives will not take long time.

My participation in this study is voluntary. I understand I will not be paid for my participation. I may withdraw at any time without penalty or academic consequences.

All the information obtained will be used for data collection purposes and that information will be kept in total anonymity.

I have read the information provided to me, and have received answers to any questions I asked. I consent to take part in the study.

Signature _____ Date _____

59

AN UNKNOWN MARRIAGE: PRE-SERVICE'S BELIEFS AND THEIR PRACTICES.

Appendix D

CONSENTIMIENTO INFORMADO

Bogotá, Febrero 27 de 2018

Señora,

Blanca Lucia Cely

Directora del programa Licenciatura en Idioma Extranjero-Inglés UNIMINUTO

SOLICITUD DE PERMISO

Mi nombre es Luz Mery Molina y soy estudiante de la Licenciatura en Idioma Extranjero-Inglés de la Corporación Universitaria Minuto de Dios y actualmente curso octavo semestre. De momento estoy dirigiendo un proyecto de investigación llamado: **Un Matrimonio Desconocido en Docentes en Formación: las creencias y sus prácticas.** Este proyecto de investigación busca explorar las creencias acerca de la enseñanza de los docentes en formación de la LIEI y la relación que ellos hacen con sus prácticas de enseñanza durante el desarrollo de las mismas.

Por medio del presente solicito muy comedidamente la colaboración, de dos docentes en formación del programa, quienes se encuentren desarrollando su práctica profesional uno, durante este semestre académico. La intervención en este estudio requiere que los docentes en formación elaboren una serie de narrativas basadas en sus experiencias de enseñanza durante el desarrollo de su práctica. En adición a esto es importante resaltar que la participación en este estudio de los docentes en formación no genera, ni representa ningún riesgo para ellos.

La participación de los docentes en formación en este estudio es totalmente voluntaria y si alguno de los participantes desea retirarse del proyecto en cualquier momento, puede hacerlo sin que esto le genere algún tipo de penalidad académica. Es importante aclarar que la información recolectada será confidencial y anónima, y su uso será únicamente con propósitos investigativos.

Si tiene alguna inquietud acerca del proyecto se puede comunicar con Luz Mery Molina al 3162257513 o puede enviar un correo electrónico a lmolinamart@gmail.com

Atentamente,

Luz Mery Molina

Firma del tutor a cargo de proyecto de investigación:

Firma de aprobación de la directora del programa:

Fecha:

Marzo 2/2018.

Hablar con la profesora Marluz Ortiz