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# **University of Southampton**

Faculty of Humanities

Modern Languages

**From student to teacher.**

**Language Teachers' cognitive development and teaching practice.**

By

**Nadia Patricia Mejia Rosales**

ORCID ID <https://orcid.org/0000-0002-2916-3079>

Thesis for the degree of Doctor of Philosophy

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# University of Southampton

## **Abstract**

Faculty of Humanities

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This dissertation explores the cognitions of pre-service language teachers', their development, and the impact these cognitions have on the participants' early novice teaching experiences. This longitudinal study investigates the developmental process of three student-teachers' cognitions throughout their undergraduate studies at a State University in Northern Mexico. Additionally, it seeks to analyse these cognitions through their first independent teaching experiences while framing these within the contexts in which the participants studied and carried out their teaching practice. The study elicited data for three years. The data gathering process was divided into four stages in which data was gathered through unstructured observation, a background interview, stimulated recall interviews and teaching journals. These tools provided the possibility of obtaining insight into the participants' context, elicited and professed cognitions, and their actions and decision-making in the classroom. The study's results demonstrate the symbiotic relationship between cognition and teaching practice; the influence of professional preparation in cognitions; the nature of the process of language teachers' cognitive development; the complexity of cognitive systems and tensions; identified factors that influence cognitive and behavioural change; and shed light on the importance of providing pre-service teachers with quality practicum experiences.

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## Declaration of Authorship

Print name: Nadia Patricia Mejia Rosales

Title of thesis: From student to teacher. Language Teachers' cognitive development and teaching practice.

I declare that this thesis and the work presented in it are my own and has been generated by me as the result of my own original research.

I confirm that:

This work was done wholly or mainly while in candidature for a research degree at this University;

Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;

Where I have consulted the published work of others, this is always clearly attributed;

Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;

I have acknowledged all main sources of help;

Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;

None of this work has been published before submission.

Signature: Nadia Patricia Mejia Rosales

Date: 17/03/2020

## Dedication

To Sergio, my life companion, best friend, and love of my life. Without your love, support, and understanding, I would not have been able to do this. Thank you for holding me when it all seemed dark.

To my three greatest joys in life: Ainhoa, Arath, and Aaron. May the time I've stolen from you show you that you should never apologize for working for what you want in life. You are the reason for every thought and every effort.

To my parents, Diego and Norma. Thank you for teaching me the beauty of hard work. I am the result of you.

To my sisters, Paola and Michelle, because sisters are there for each other, and you have never left me alone.

To my cousin, Jorge, whose light went dim way too fast and who taught me to live today, to love today, and that family is not blood, but love, care, and loyalty. You shine bright in my heart always.

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## Chapter 1 Introduction

One of the major areas of concern in SLTE worldwide lately is the process of development of language teachers' cognition. The field has benefited from research on the area as it has provided us with a perspective towards teaching and learning that has permitted us to see language teachers and their education in a much more comprehensive light. The familiarization with what student-teachers think, the aspects that influence their cognitions, and these cognitions' ability to change or evolve has changed how the SLTE community sees the language teaching profession. However, several studies report conflicting results (Basturkmen, 2012; Breen et al., 2001; Fayyaz & Omar, 2014; Feryok, 2008; Peacock, 2001; Phipps & Borg, 2009; Santiago Sanchez, 2010), and very few of them have made a comparison between student-teachers' cognitions during programs, and after finishing the programs (S. Borg, 2006). Research has yet to clarify the level of influence that graduate and undergraduate educational programs have on change cognition and teaching practices undergo, particularly in contexts other than those where most teacher cognition studies have previously taken place (S. Borg, 2003, 2009).

The research project described in this dissertation intends to study pre-service language teachers' cognition, development, and impact on the participants' novice teaching experiences. Its main aim is to investigate the process of development of pre-service teachers' cognitions throughout their undergraduate studies at a state university in Northern Mexico and to analyse these cognitions through their first independent teaching experiences to paint a broader picture of the process of cognition development in language teachers. The goal of this dissertation, from a global perspective, is to address a current gap in knowledge in the field of language teacher cognition: the relationship between student-teachers' cognitions and their practice once they have left the programme. Additionally, this dissertation aims to highlight the nature of the process of language teachers cognitive development, in the local perspective, in order to raise awareness among policy and decision-makers of the importance of acknowledging students' cognitions with regards to curriculum design, and be able to offer recommendations that might influence the curriculum design of graduate programs in language teaching (particularly in Mexico).

I first developed an interest in language teacher cognition on account of my own thoughts, knowledge and actions, and the cognitive conflicts that I would very frequently encounter when experiencing my own teacher training and further professional development. As a young, barely trained language teacher, my main source of knowledge about what teaching was and how it was

best to teach was my own experiences as a language learner and my education in general. This gradually changed when I had access to a series of teacher training courses and certifications, and later an MA in ELT. Over time and by becoming more and more familiarized with findings in SLA, teaching theories and teaching approaches, I tried to apply what I had learned from the theory in my own professional practice. Every so often, I would read about approaches I would feel were not useful. Still, I would try them in the classroom, always trying to convince myself of the reasoning behind those theories but sometimes uncomfortably aware of their lack of coherence (in my context and thinking at least). At other times, I would read about methods or approaches that I found very attractive and applied them passionately in the classroom.

When I finally became a teacher trainer myself, some of my experiences with the student-teachers that attended my methodology classes presented me with a recurring, pressing question: Why were the student-teachers, despite their training in methodologies, resorting to traditional and other types of practices in their teaching? This question remained unanswered for a long time until one day, over a conversation with peers, I became aware of the existence of an area of SLTE research that was dedicated to studying the underlying reasons why teachers do what they do in the classroom: teacher cognition. From that moment, it became one of my main research interests and later the focus of the present study.

At the time I started working on the research proposal that became this study, I realized that while the study of second language teacher cognition was in a consolidation stage in most developed countries, Mexico and Latin-America (with only a few exceptions) were just beginning to become interested in the area. In Mexico particularly, I could only find a few studies regarding this area of knowledge, most of these were MA or Ph.D. theses, and a few research articles, which were published in local journals. I decided to conduct my research on a poorly studied area, in a mostly neglected context: a BA in English Language Teaching programme in Mexico. Through this study, I address a research gap in research on language teacher cognition while simultaneously exposing a contextual reality that has previously been overseen.

## **1.1 Purpose of the study**

The purpose of this qualitative study is to further understand the process of development of pre-service language teachers' cognitions through their BA in English Language Teaching studies and during their professional practice once they leave the programme. The study uses video-recorded observations, stimulated recall interviews and teaching journals as means of gathering enough data to shed light on the participant's cognition, where these come from, how they relate to the socially constructed beliefs in their context, and if they remain stable or change during the course

of the participants' studies. Results from this study include information about the participants' language learning history, their beliefs about language learning and language teaching, and the interaction between the participant's beliefs and their classroom practices during the programme and once they have graduated and begun their life as novice teachers.

## 1.2 Overview of the study

This dissertation contains 9 chapters. The introductory chapter paints a picture of Language Policy in Mexico, as well as what it is to be a language teacher in that country. I also try to describe the micro context in which the study took place. All this with the intention of helping the reader appreciate the results in light of the conditions under which the participants live, study and work, as well as to have enough insight into the programme to be able to assess whether it somehow permeates the participant's cognition. Chapter 2 reviews the literature in mainstream and SLT education regarding teacher cognition, its nature, its relationship with classroom practice and the current approaches towards its study. Chapter 3 is dedicated to outlining the methodological rationale that grounds the study, including methodological and epistemological stances, the procedures for data collection, the data analysis procedures, and the ethical considerations that the study enforced. Chapters 4, 5 and 6 discuss findings gathered from the stimulated recall interviews and journals in order to establish the participants' previous experiences regarding language learning and language teaching and the cognitions that stem from these experiences. They also give account of data that informs on the participants' cognitions and how these cognitions change during their BA teaching practices and later on during their first independent teaching experiences as novice teachers. Chapter 7 summarizes the three case studies and looks for commonalities and differences in the participants' cognitions and their development. In Chapter 8, I discuss the findings in light of the literature, and in Chapter 9, I conclude this study discussing the implications its results might have for Teacher Education and for further research.

### 1.3 Context of the study

In the last fifty years, the effects of globalization on economics, culture, and communications have become undeniable. Living in a world in which “the economic, as well as cultural lives of people all over the world, are more intensely and more instantly linked than ever before” (Kumaravadivelu, 2008, p. 36), and in which the English Language has been adopted as the chosen linguistic code that bridges communications it seems only natural for many countries around the world to include the English Language in their educational systems. The establishment of English as a lingua franca has been acknowledged internationally by the Organization for Economic Co-operation and Development (OECD), recognizing its centrality in economic development (Organisation for Economic Co-operation and Development OECD, 2008). Mexico has experienced this issue as the southern neighbour of the United States of America (USA); as part of the largest free trade agreement along with Canada and the USA (NAFTA); Mexicans being the largest immigrant group in US soil with approximately 11.6 million Mexican immigrants residing in the US and accounting for 28 percent of US’s foreign-born immigrants by 2013 (Zong & Batalova, 2014); and in awareness of the impact of the return migration phenomena (Hazán, 2014). It is understandable that the English Language has become, more and more, an important part of a Mexican’s education.

The Mexican Educational System, in its awareness of the central significance of learning a second language decided to incorporate English as a subject to the official academic programs in pre-school, basic and secondary school with the purpose of “articulating the teaching of this foreign language in the three basic educational levels and thus make sure through this articulation that by the time students finish their secondary education, they will have developed the multilingual and multicultural competencies they need to face the communicative challenges of a globalized world successfully and therefore, build a wide vision of linguistic and cultural diversity up to a global level, while respecting their own culture and that of others” (SEP, 2010, p. 8). This recognition stemmed from the implementation of the English in Basic Education National Program (PNIEB for its acronym in Spanish) which was, in its earliest version, an initiative of a series of pilot programs that originated in a number of states. The programme gradually expanded throughout the whole country, and by 2010 it was already an official national program. Its application increased the demand for professional English Language Teachers all around the country, opening a niche of professional opportunities and a demand for graduate educational programmes that offer occasions for professional preparation in the field of ELT. [1]

Second Language Teacher Education (SLTE) in Mexico, therefore, has recently been gaining vast notoriety and in the last couple of decades practitioners' and researchers', aware of the country's lack of preparedness to face such a challenge, were concerned for providing educational programmes that tended to this pervasive need. Consequently, this led to an increasing interest in the study of the field, its global developments, and the relationship of these developments within the Mexican SLTE community.

### 1.3.1 Language Teaching and Policy in Mexico

Mexico's educational system consists of six years of Educación Básica (basic education), three of Educación Secundaria (secondary education) and three more years in Educación Media Superior (higher education) before students can pursue Educación Superior (undergraduate studies) (SEP, 2012). Regardless of the centrality of the English language in communication and economics, as well as in international educational policy, there is little mention of the English Language in Mexican national educational policy which contrasts with its seemingly ever standing presence in Mexican Education (Moore Hanna, 2013). English has been taught as a mandatory subject in Educación Secundaria since 1926, when the Secretaría de Educación Pública (SEP), an institution that had just previously been appointed to be in charge of education nationwide, decided to include it in the curricula. In 1932, the subject was suspended under the argument that it contributed to dissolving the Mexicans' nationality. The subject was re-established in 1941 and has been taught in secondary schools ever since. It was only until 1992 that some states began developing their own English programmes for preschool and Educación Básica (Calderón, 2015b). These early initiatives marked the beginning of the adoption of English as a subject in basic education in Mexico but were not consolidated until the appearance of the PNIEB in 2009. By May 2012, Reyes Cruz et al (2011) identified 23 programmes of this kind in the country. Before that, most language learning and teacher training were only accessible through language centres. Public universities have also risen to the challenge. For instance, Universidad de Colima, Universidad Michoacana de San Nicolas Hidalgo, Universidad Autónoma de Chihuahua, just to name a few, have implemented English language programmes that require graduates to comply with a minimum proficiency of the English language for graduating.

The integration of English as a Second Language in Public Schools and the rising demand for language teaching and teacher training courses caused universities across the country to begin offering undergraduate and graduate language teacher preparation programmes that could help tend to the needs of the country in terms of foreign language learning. Soon, a number of teacher associations and research groups in the area of language teaching were created (Ramirez Romero & Pamplón Irigoyen, 2012). According to Ramirez Romero by 2009 there were approximately one

hundred undergraduate and graduate programmes related to language learning and teaching in the country; ten language teacher associations; one academic research groups' association integrated by research groups from various public universities (RECALE); and one researchers network integrated by at least 30 researchers from all over the country (RILE) (Ramirez Romero, 2009, p. 2).

One of the most recognizable efforts in improving language policy in the country is the creation of the Certificación Nacional de Nivel de Idiomas (CENNI), a document that was created in order to establish a national framework of reference for evaluation and certification of languages. This document creates a language proficiency scale that allows for comparison with the Common European Framework of Reference for Languages (CEFR) and the Canadian Language Benchmarks. The framework also functions as a means to issue a National Certification of Language Proficiency, an official document with which citizens may give proof of their language proficiency (SEP, 2011). This seems to be a response to the recommendations made by the OECD committee commissioned to study the reasons for the poor results Mexico obtained in PISA 2006 (Moore Hanna, 2013, p. 10), one of these recommendations aimed particularly at the creation of standards expected from students:

“Recommendation 2: Establish absolute clarity about the standards expected in key areas (such as literacy, numeracy, and information technology) required for students at various levels in the system.” (Hopkins et al., 2007, p. 59)

This recommendation, according to the commission, aimed to tackle the need to clarify what success looks like at various stages of a student's career in school and thus personalize learning by empowering students to have more control over their own learning and consequently ensuring equity.

While it is clear that there is an interest in improving the mainstream Mexican Educational System in its English language branch, it has also become clear that the country does not yet have the means for making English accessible to the whole of its population and that national politics are not invested in the continuity of the efforts already made (Ramirez Romero, 2015). In a historical account, the implementation of the PNIEB became a benchmark on the national perception of the need to master English to become part of the global community to a point where it has now been regarded as a right, and it is being demanded as such:

“At Mexicanos Primero (Mexicans First) we argue that the right to learn, understood in a wide manner, includes the right to continue learning. As it has been expressed in main international human rights documents, learning should be regarded as an activity and not a

deposit (UNESCO, 2014). Therefore, our approach is that of learning with English: to amplify and deepen the variety of learning possibilities that are achieved during school life and for the rest of a student's life facilitated by the multiplied access that proficiency in that language (English) allows, to read, to express oneself in oral and written mode, to understand what is being said in international conversation and to participate with their own opinions actively." (Calderón, 2015b, p. 9)

In spite of the clarity of the importance of PNIEB and the positive implications it could have for national development in economics, culture, and education, the programme has faced serious challenges in its implementation: 1. the informality of the continuation of national programs due to political change; 2. the lack of material resources to support it; and 3. the lack of enough, well prepared, human resources to implement it (Calderón, 2015b; Cruz et al., 2011; Moore Hanna, 2013; Ramirez Romero, 2015; Sayer et al., 2013)(Calderón, 2015b; Cruz et al., 2011; Moore Hanna, 2013; Ramirez Romero, 2015; Sayer et al., 2013).

Unsurprisingly, Mexico is a country where the language teaching profession remains one that can be exercised by almost anyone with minimum command of the target language even if they have not completed their basic studies (Educación Media Superior) and barely have any teacher training (Calderón, 2015a; Quezada, 2013). It is also a place where language teachers are not given the same status, job stability, salaries, social security, and regular benefits that mainstream education professionals are granted (Ramirez Romero, 2015). While all of these problems are of interest to this study, the third one is the foundation that establishes its relevance at a local level: Professional Language Teachers, proficient both in the target language and in pedagogy are a critical need in order to be able to improve the country's linguistic competences (particularly English), not only for basic education but at all educational levels.

This prevalent need for professional language teachers has been the force that drove the creation of the over one hundred undergraduate and graduate programmes currently at work in the country. While the creation of these programmes has tackled a clear necessity, the fact that there are very few SLTE professionals and even fewer researchers (Ramirez Romero, 2009; Ramirez Romero & Pamplón Irigoyen, 2012) has led the field to backslide by usually basing their programs in outdated, decontextualized US and European trends, usually brought back by the few professionals that have access to studies in the USA and overseas (Sayer et al., 2013). Thus, many of these programmes are still based on positivistic theories that view language teachers as knowledge vessels that transmit this knowledge, and that are too focused on getting the pre-service teachers to use the "correct" language teaching methodologies. In a country where researchers evaluating national programmes consider the completion of textbooks in their



entirety as a characteristic of effective language teaching (Quezada, 2013, p. 14), knowing more about SLTE and its practice in this particular context is a pressing need. Concurring with Sayer et al. (2013) who suggest a differentiated approach to professional development, with courses including “components or modules specifically tailored to the needs of teachers in order to maximize their benefits and use limited resources more wisely.” (p.14), it is my opinion that it would be paramount to strengthen the BAs in language teaching in order to ensure access to quality education for future generations and thus, tackle the problem at its core.

### 1.3.2 The University and the Bachelor’s Degree in English Language Teaching

Universidad Juárez del Estado de Durango (UJED) has been the state’s public university since 1860 when it was founded under the name of “Instituto Juárez”. In 1957, the Institute became an Autonomous University and took its current name. UJED has been identified in the city of Durango as the Chief Authority in Higher Education[2] ever since.

Historically speaking, UJED had been characterized by having been inspired in a positivistic philosophical stance imported by the Mexican Gabino Barreda. This stance was adopted mainly because it privileged science over religion, which concurred with the country’s liberal parties’ thinking at the time who sought to reduce the Catholic church’s influence over state affairs. This stance prevailed for more than 70 years and it was not challenged until the summer of 2006 when the university’s educational authorities proposed a new educational model. The creation of this new model (henceforth ME2006) came as a response to UNESCO’s resulting product of the World Conference on Higher Education in 1998: the World Declaration on Higher Education for the Twenty-first Century: Vision and Action (UNESCO, 1998). In it, UNESCO promoted in-depth reforms to Higher Education in an effort to stimulate “cultural, socio-economic and environmentally sustainable development of individuals, communities and nations” (1998, p. 20) and paying particular attention to reducing the gap between industrially developed and developing countries with regard to education and research. This declaration called for the preservation of the core missions of higher education: “to educate, to train, to undertake research and, in particular, to contribute to the sustainable development and improvement of society as a whole” (p.1) and to expand these missions in order to educate “highly qualified graduates and responsible citizens and to provide opportunities (spaces ouverts) for higher learning and for learning throughout life” (p.1).

The ME2006, recalling UNESCO’s declaration and taking into account its recommendations based their new educational model in the three pillars that the Delors Report points as the basis for developing the fourth one: Learning to be together (Delors, 1996, p. 20). The ME2006 translated

these pillars into three dimensions that were to be developed in all of UJED's graduates: An intellectual dimension, a procedural dimension, and an attitudinal dimension.

The intellectual dimension (learning to know) looks to develop the student's cognition through the acquisition of scientific and social knowledge. The procedural dimension (learning to do), refers to the need to help students acquire abilities and aptitudes that will allow them to deal with a variety of situations in the work field. Lastly, an attitudinal dimension (learning to be) that seeks to develop the axiological aspects of education. With this at its core, the ME2006 claims to be a learning centred model that promotes social and meaningful learning, which is conceived as individually discovered and constructed. Because of all this, the model perceives the teacher as a facilitator of learning, a guide, a counsellor, a tutor that remains open-minded and that learns hand in hand with her students. Thus, the image of the student in this model is that of the main actor in her own learning; an active being who engages in self-transformation through learning and who is conscious of her own personal development and capable of constructing her own knowledge.

The ME2006 proposes the following methods as the main strategy in its approach to education: problem-based learning, collaborative learning, project-based learning, case study and discussion, task-based learning, discovery learning, deep core writing and reading cognitive strategies, service, and attitudinal learning.

UJED offers four middle education programmes, thirty-six face to face undergraduate programs, four online undergraduate programs, fifty-two graduate programs of which nineteen are specializations, twenty-five masters degrees and seven PhDs. All of these programmes are offered through its 26 schools and faculties which cover six areas of knowledge: Agricultural and Agro-Livestock Sciences, Education and Humanities, Natural and Exact Sciences, and Social and Administrative Sciences. In 2013, the University reported over 22,620 enrolled students and over 1,798 teachers within the different programmes. UJED does not have a Faculty of Education, instead, programs like the Licenciatura en Docencia de Lengua Inglesa (LEDLI) (BA in English Language Teaching) or the BA in Physical Education are housed by the faculties or schools dedicated to their particular field. In the case of the LEDLI, the Programme is offered by the school of languages.

Overall, UJED's mission is to respond to the state's, region's, and country's social needs by offering a wide array of credited educational services that seek to prepare technicians, professionals, scientists, and researchers to be able to successfully take part in the currently globalized labour market and in society.

### 1.3.3 The BA Programme

The BA in ELT programme (LEDLI for its initials in Spanish) is the only undergraduate programme offered by Escuela de Lenguas (ELE) and at the only programme of its kind offered within public education in the state. ELE is a school of rather recent formation. It was created to serve the increasingly pressing need for professional English language teachers in the country, but particularly in Durango, a Northern state of Mexico. The school was originally a State University Languages Centre. This centre increased considerably in size when the university created a project for institutionalizing and standardizing levels of English proficiency across all undergraduate programmes. The project called Programa Universitario de Aprendizaje y Acreditación de Lengua Inglesa (PUAALI) established that all of UJED's students had to comply with a minimum level of proficiency in English to be able to graduate (A2-B2 depending on the programme). This, along with the establishment of the PNIEB in the state, led the authorities to develop and authorize the BA in English Language Teaching (LEDLI), which became one more official programme in 2008. In 2012, with the graduation of the first generation of LEDLI English teachers, the language centre earned its promotion as a school and became the Escuela de Lenguas (School of Languages).

The BA programme originally consisted mainly of in-service language teachers looking to legitimize their practice through a degree. In time, while the students' profile remained varied, most of the applicants were young high school graduates. The LEDLI's curriculum (PE for its acronym in Spanish)[3] (Universidad Juárez del Estado de Durango UJED, 2007) is mainly based on the ME2006 mentioned above. The LEDLI'S PE adopted this approach towards learning and teaching along with the suggested methods the ME2006 includes. In terms of theories and approaches that LEDLI adopted and that are more specific to the area of SLTE, the lexical approach, task-based learning, and Computer-Assisted Language Learning are the basis of the the PE curriculum. Additionally, although not stated in the PE, the didactics in language teaching classes give focus to Communicative Language Teaching and to discussing The Post-Method era. Also, about 80% of the subjects within the Programme are taken in English, and although the programme itself does not state it, nor recommends it, most teachers follow an Only-English policy in their classrooms. It is important to mention that although some teachers make isolated efforts to help students become aware of their beliefs and reflect upon them, this is not a unified practice, and rarely is it followed up in later subjects.

The UJED BA in ELT's (UJED, 2007) goal, as stated in the programme's document, is to ensure graduates capable of evidencing profound knowledge that would allow them to facilitate the English language learning process at different educational levels and with different purposes (p.47). The four-year Programme is divided into three main areas to be developed by all students:

Professional and Educational Studies (PES), English Language Studies (ELS), and Cultural Studies (CS). There is also a Basic Preparation Area that includes modules which all undergraduate programs within the university are obligated to include and that should be covered in the first semester of each programme.

The PES area, as its name states, focuses on professional development. It contemplates eighteen weeks of teaching practice in schools, and includes the following subjects: Teaching methods in mainstream and language education, Approaches to teaching and learning in mainstream and language education, Didactics in language teaching, Second Language Acquisition, CALL, Linguistics, Sociolinguistics, Psycholinguistics, Research, Evaluation of Education, Course Design, Materials Development, Administration of Education, Discourse Analysis and Linguistic Neuroprogramming.

The ELS area focuses on English Language Studies and is reflected in the curriculum as a series of consecutive subjects from the first to sixth semester. In the seventh and eighth semesters, these subjects are substituted by Academic English subjects I and II. The ELS also includes a Translation subject and a Communicative Competences in English Subject.

The CS area centres on developing student-teachers' understanding of their own culture as well as of English Speaking cultures. The subjects that integrate this area are related to Cultural Anthropology, English-Speaking Cultures, World Cinema, English Literature, History of World Languages, Education and Theatre.

The Programme also contemplates elective subjects that the student-teachers may choose from in order to complete their credits. Some of the subjects that integrate the electives are related to English Language History, Cinema in Spanish Speaking Countries, Tourism, First Aid Techniques, Music, Academic Writing in English, English Literature, Child Development, Adolescent Development, Administration of Educational Environments theories, Human Resources Administration, English for Specific Purposes, and Discourse Analysis.

The BA's original design contemplated the possibility for student-teachers to opt for a Certification in Bilingual Tourism or a Diploma for Teacher Assistants instead of a BA in ELT, for this reason, there is a group of subjects within the BA that focus particularly on the development of competencies for bilingual tourist guides. Although neither the certification nor the diploma are effective options that student-teachers may opt for, students must comply with the subjects' credits in order to be able to obtain their BA Degree and thus they all must take these subjects.

The four-year Programme distributes its classes over eight semesters (see Appendix A). The first and second semesters are dedicated to the study of subjects within the Basic Studies Area and

each include an English Language Development subject from the ELS area and classes from the CS area. In the third semester, the student-teachers have their first encounter with subjects from the PES area: Approaches and Paradigms in Mainstream Education, Second Language Acquisition, Foreign Language Teaching and Didactics I and CALL. During the fourth semester, the pre-service teachers have their first encounters with real classrooms in the Teaching Practice class. Although at this stage, they will only carry out observations and analyses of teaching situations. This will be discussed at length in the following section. In that semester, they also have their first exposure to research methods.

In the fifth semester, the student-teachers take subjects such as applied linguistics, evaluation of education, course design, CALL, and translation. In the sixth semester, they have a second, more intense experience in the classroom in which observation is combined with teaching. This will be discussed at length in the following section. At the same time, and within the same group, pre-service teachers plan and carry out an action research project and take subjects such as materials development and Academic English. In the seventh semester, they take the subjects of sociolinguistics, psycholinguistics, and academic English II, and begin the process of planning their graduation project. The eight-semester is dedicated to the continuation of their graduation project and their Professional Social Service, which consists of supervised teaching practices. This is their most intense experience regarding teaching practice within their BA studies.

For their graduation project, the student-teachers can choose from a variety of options: 1. Thesis; 2. Documental research; 3. Design and implementation of a foreign language course; 4. Material design for a foreign language course; 5. Organization of a regional congress in an area related to the Programme; and 6. Academic Excellence.

The teacher educators that participate in this programme are all experienced teachers who have worked within the area of language teaching for at least 5 years for the youngest and over 25 years for the oldest. Most of them hold MAs in areas related to language teaching, linguistics, or education, those who do not, have had other teacher training experiences such as COTE, ICELT, or specializations in English Language Teaching. Most of them also hold language proficiency international certifications, and other certifications such as Cambridge TKTs. At the time, five of these teacher educators are carrying out their PhD studies with the University of Southampton's PhD programme in Modern Languages. UJED's School of Languages has frequently promoted the professionalization of their teachers through courses related to Communicative Language Teaching, Task-Based Learning, Research for Language Teachers, Competency-based Education, The Common European Framework of Reference for Languages, among many others.

The theories and paradigms that inform the ME2006 and the LEDLI programme seem to be focused on providing students with a holistic approach towards their development. Additionally, the programme focuses on the development of highly prepared professionals that are ready to seek solutions to everyday problems in their field and that are committed to developing new methodologies and be able to provide access to learning foreign languages for more people (Universidad Juárez del Estado de Durango, 2006, p. 52).

However, the structure of the programme suggests that while there is a change in discourse, the practical aspects are still rooted in traditional ideas. The programme's organization in terms of the integration of subjects and practice suggest that it follows technical rationality in Schön's (1990, pp. 8–10) words, and applied science model in Wallace's (Wallace, 1991, pp. 8, 9) terms, or a rationalist model in Day's terms (1991, p. 6). According to Schön (p. 8), within technical rationality, practical competence is rooted in "systematic, preferably scientific knowledge" therefore a curriculum would present first the relevant basic science, followed by the relevant applied science, and a practicum in the end to which students are expected to bring all their knowledge and to put it into practice. Table 1 portrays how the organization of the LEDLI-UJED Programme seems to follow the hierarchical order of knowledge of technical rationality.

**Table 1** Technical Rationality VS LEDLI Programme

<b>Technical Rationality hierarchy of knowledge according to Schön (1990, p. 9).</b>	<b>LEDLI-UJED Programme</b>
Basic Science	<ul style="list-style-type: none"> <li>▪ Basic Studies Area</li> <li>▪ Theoretical Subjects from the Professional and Educational Studies Area.</li> <li>▪ Cultural Studies Area.</li> </ul> <p>Completed in semesters 1 -8.</p>
Applied Science	<ul style="list-style-type: none"> <li>▪ English Language Studies Area.</li> <li>▪ Teaching Practice 1 (Observation and reflection in 4<sup>th</sup> semester)</li> <li>▪ Research Methods in Education (6<sup>th</sup> semester)</li> </ul> <p>Completed in semesters 1-8.</p>
Technical Skills of the day-to-day practice	<ul style="list-style-type: none"> <li>▪ Teaching Practice 2 (Observation-reflection- practice-reflection in 6<sup>th</sup> semester)</li> <li>▪ Supervised Social Service (Supervised Teaching Practice on a practice-reflection model)</li> </ul> <p>Completed in semesters 6 and 8.</p>

This approach at development and delivery of curriculum has been criticized extensively due to its being grounded upon the disconnection between theory and practice (Schon, 1990; Wallace, 1991). Some also argue that while it seems to be a very good source of content it is of limited value for pedagogical content knowledge and it has very little to offer in terms of the realities of the classroom (Day, 1991).

### 1.3.3.1 The programme's teaching practice component

The BA in ELT's teaching practice component is integrated by three subjects: Teaching Practice I (TPI) in 4<sup>th</sup> semester, Teaching Practice II (TPII) in 6<sup>th</sup> Semester and Professional Social Service in 8<sup>th</sup> Semester. The characteristics of each of these components are summarized in Table 2 and further explained in the following paragraphs.

**Table 2** Teaching Practice Component Characteristics

	Semester	Contents Description	Evaluation	Supervision
<b>Teaching Practice I (TPI)</b>	4	- Observation (school visits) - Microteaching	Formative. Must comply with observations and microteachings to pass.	Class teacher observes and gives feedback on microteachings.
<b>Teaching Practice II (TPII)</b>	6	- Team teaching	Formative. Must comply with observations, reflective journal entries, and teaching practice to pass.	2 supervisors who observe and give feedback to each pre-service teacher once.
<b>Professional Social Service</b>	8	- Individual teaching	Formative. Must comply with reflective journal entries, and teaching practice to pass.	3 supervisors who observe and give feedback to each pre-service teacher at least 3 times during the semester.

The Teaching Practice I (TPI) class programme aims to help the students integrate and practice the knowledge, competencies, and experiences developed through their professional development. Within this subject, the student-teachers are introduced to teaching practice through visits to schools in order to become familiar with teaching procedures and strategies. The pre-service teachers are expected to carry out at least three visits during the semester and turn in their corresponding observation reports. During the first days of classes, the pre-service teachers meet with their class teacher to develop an observation format for their school visits. This observation format is developed after discussing the purpose of a class observation (evaluation vs. observation), then the pre-service teachers receive input on the desired approach and what needs to be observed. The theory that supports this is Wajnryb's (1992) conceptualization of classroom observation and its role in teacher development. During these discussions, the class teacher presents information and allows the students to express their expectations over the observations they are about to carry out. The observation format produced when the participants in this study took this subject is a yes/no checklist of desirable practices (see Appendix B). The pre-service teachers then proceed to carry out the observations in the following contexts: one observation at a Language Learning Centre, one observation at an Elementary School, and one observation at a Secondary School. They are then required to write a journal entry in which they report on their observation and reflect on what they learned from the experience. The only requirement for this journal entry is that the students write at least one page, but they are not given any further instruction to comply with this requirement.

Additionally, when the participants are not carrying out observations, they participate in microteaching in their classroom. The microteaching sessions are mostly related to teaching grammar, vocabulary, listening, speaking, reading, and writing, closing with an integrated skills microteaching session. During these sessions, the class teacher plays the role of a supervisor. This subject's supervisory role is that of a classic collaborative supervisor (Bailey, 2006). Regarding the evaluation of this subject, the pre-service teachers' grades are based on the pre-service teachers carrying out all of their required micro-teaching and turning in all their reflections. Thus, if a student turns in all of the required assignments, she will get the highest grade. Her grade would score lower according to how much of the assigned work was missing.

The Teaching Practice II (TPII) subject, which the student-teachers take in the 6<sup>th</sup> semester, states in its class programme that the student-teachers will be assigned an English Language Learning group for which they will have to prepare, plan and teach classes. The student-teachers must develop a lesson plan based on Harmer's (1991) model. Regarding supervisory support, the



student-teachers' work is monitored by a supervisor who observes their teaching at least once during the semester and gives them feedback immediately after the class. The subject does not contemplate the Cooperating Teacher figure; this frequently means that the class teachers are in the classroom while the pre-service teachers carry out their practice, but they are often carrying out other activities such as grading work, planning classes, among other activities. Regarding logistics, at the beginning of the semester, the student-teachers are organized into groups of 4. The groups are assigned to a class within the school's PUAALI programme. Each student-teacher is required to observe the assigned class teacher for a week and then teach at least one class the next week. This process is repeated four more times allowing each student to observe for five weeks and teach five classes in the semester. The students are also required to write a reflection each week. During observation weeks, their reflection should contrast what they have learnt in their programme with what they have observed. During practice weeks, the reflections should contrast what they have learned in the programme with their own teaching experiences. However, the student-teachers are not provided with clear guidance on the aspects that need to be discussed in their journal entry, which ends up being mostly descriptive texts. Additionally, they have very few opportunities to teach (5), which does not allow them to put much of their knowledge to practice.

Regarding evaluation, in the TPII subject, the student-teachers' teaching practice is meant to be a formative experience for which they are not given a grade. Although there is an observation format and a quantitative grade is given per observation, this grade is only shared with the pre-service teacher for formative purposes and does not impact their final class grade. Their class grade results from attending all the required observations, teaching experiences, and delivering their journal entries on time.

The Professional Social Service class programme states that the students oversee their own English Language Class, which is of the student-teachers' educational level. The student-teachers are expected to prepare, plan, and teach for a minimum of 200 hours, from which 100 should be spent as face-to-face teaching. As part of their service, the student-teachers must submit a one-page weekly journal entry, which is guided by a set of reflective questions (See Appendix C). With respect to supervisory support, the pre-service teachers are supervised by a team of three tutors who observe their classes at least (but often only) three times during their practice, make notes, and give feedback on what was observed right after the class. The supervisors are not required to use an observation form and give feedback based on their own experience as teachers. In regards to evaluation, in this case, professional social service does not carry a grade; instead, the school where the pre-service teachers carry out their service must write a letter in which they state that the pre-service teacher has complied with the required number of hours. As far as the class

evaluation, this is based on the registry of the pre-service teachers' class observations (just being there for the observation would give them the necessary points to pass) and having completed their journal entries on time.

Although the PE's teaching practice component aims to help the pre-service teachers link the theory they have learned throughout the programme with their teaching practice, several factors have had a negative effect on the quality of the pre-service teachers' TP experience. One fundamental issue is that supervisors do not have any induction or training before they start their supervisory responsibilities. They "fall into the job" and manage their supervisory responsibilities as best as possible, often resorting to prescriptive models of supervision, which hinder the supervisor-preservice teacher relationship. A second factor is that the pre-service teachers have few opportunities for "real" practice and even fewer supervised practice opportunities, which rarely gives them opportunities to analyse their practices from a critical stance and reflect on them.

Structural issues surrounding the TP component also negatively influence the pre-service teachers' opportunities to develop their pedagogical content knowledge. In the case of TP II, only one of the supervisors has a permanent position, the other supervisor is employed for six months at a time with meager pay, and thus, the position is filled usually by young, inexperienced language teachers (often graduates from the BA in ELT). The supervisor's lack of experience added to the lack of training for their supervisory responsibilities is a factor that can affect their ability to aid the pre-service teachers to identify critical incidents in their teaching and reflect upon them. Secondly, in Professional Social Service, supervisors have too many visits to make within a limited time frame, which means the supervisors cannot always carry out the post-observation discussions. Additionally, the supervisors are not required to use an observation format forcing them to rely on their own experience to judge the pre-service teachers' teaching practice. Thus, the evaluation criteria are subjective, and the pre-service teachers do not know what to expect when being observed.

According to Johnson and Golombek (2016), in order for student-teachers to be able to link theory and practice, the practicum should: 1) give the student-teachers ample opportunity to engage in "theoretically and pedagogically sound instructional practices within the sociocultural contexts in which they are currently teaching or will eventually teach" (p. 10); and 2) create spaces so that teacher educators can support the student-teachers' learning through mediation while they are immersed in the process of becoming teachers. Taking this into account, we can conclude that although the programme's teaching practice component is aimed at helping the student teachers link the theory they have learned in the programme with their teaching practice,

the limited human resources assigned to this component, as well as the fact that the programme itself has not been updated in accordance with the latest findings regarding Second Language Teacher Education and Language Teacher Cognition, has resulted in the programme not being conducive enough to the attainment of these purposes.

The participants were invited to participate in the study while they were taking the fifth-semester subjects. Their participation began during their sixth semester of studies, meaning they took the TPII subject and continued throughout their studies until six months after they graduated and had begun their novice teaching life. Participants' profiles are discussed in more detail in section 3.4 of the Methodology chapter (Chapter 3).

#### **1.4 An empirical statement about the programme's thinking and values**

A Quantitative Exercise (survey) was carried out about the shape of the teachers' education programme approach and activity. All students enrolled in the programme were invited to participate, except those absent on the day their classrooms were visited. Before the invitation, I got in touch with a professor from each semester and asked them to invite their students to participate and use time from their classes to apply the questionnaire. Whenever it was inconvenient for a professor, another professor was sought out. I visited the classrooms on the time and date agreed with the professors and invited the pre-service teachers to participate in the study. I began by explaining the exercise's general purposes and what their participation entailed. I continued by assuring them that participation was voluntary and that they could decide not to answer the questionnaire or to stop answering the questionnaire at any time. At this point, the prospects who decided not to participate would voice their choice and either remain in the classroom but not answer the questionnaire or leave the classroom while the survey was completed. 144 from a total of 221 pre-service teachers stayed and decided to take part in the exercise were, at the time of the application of the questionnaire, enrolled in the programme regardless of the stage of their studies.

##### **1.4.1 Data collection**

Questionnaires are defined by Brown (2001) as "written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p.6). According to Cohen, Manion, and Morrison (2011), questionnaires are a "widely used and useful instrument for collecting survey information, providing structured, often numerical data, able to be administered without the presence of the researcher and often comparatively straightforward to analyse" (p. 470-471).

Questionnaires have been very frequently used to study beliefs about language learning and teaching (Horwitz, 1988; Kalaja & Ferreira, 2003; Nikitina & Furuoka, 2006). In the area of SLTE, some researchers have used these kinds of instruments to record and study the development of teachers' beliefs (Johnson, 1992; Peacock, 2001; Urmstong, 2003; Urmstong & Pennington, 2008). However, other researchers have questioned their ability to capture the complex nature of teachers' thinking. For instance, Borg (2003) expressed his disbelief on the usefulness of studying language teacher cognition without reference to what teachers do in the classrooms, suggesting that the mismatch in the literature between the teachers' reported beliefs and their classroom practices might be a result of the use of these methods to elicit beliefs. Additionally, he mentions that when teachers are presented with theoretical statements or hypothetical situations to comment on, their responses might reflect their ideas of what should be done instead of what they would do (2006, p.184). One more argument he puts forward is that in the case of self-reporting instruments such as Likert scales, the researcher defines the statements they include. Therefore, these statements might not represent all the beliefs that a participant might have wanted to discuss. Also, these statements might not genuinely represent participants' beliefs but only those represented in the data collection tool.

It is essential to mention that questionnaires are not used here to measure the participants' actual beliefs. The questionnaires used gathered insight into the participants' stated cognitions, meaning what they report to believe, do, and know. In adopting this data gathering tool for this empirical exercise, I acknowledge that the results that stem from these tools are likely to reflect what the participants consider to be ideal or socially acceptable to believe, do and know. I consider this valuable information that aids the research in obtaining a clear image of the context where the qualitative case studies occur, which aids in understanding the program's thinking and values. I will then proceed to discuss both questionnaires used for this purpose:

#### **1.4.1.1 The Beliefs about Language Learning Inventory (BALLI 2.0).**

The BALLI is a beliefs questionnaire that has been used widely in the study of beliefs about language learning. While its original objective was not for language teachers, it has also been adopted as a tool in several studies in this area (Peacock, 2001; Tercanlioglu, 2005; Vibulphol, 2004). The original BALLI was created to assess students' opinions on various topics related to language learning. It consisted of thirty-four items that elicited opinions regarding five major areas: 1) difficulty of language learning; 2) foreign language aptitude; 3) the nature of language learning; 4) learning and communication strategies; and 5) motivations and expectations. (Horwitz, 1988, p. 284). In 2013, Horwitz published a new version of the BALLI (BALLI 2.0), which included the original 34 items as well as ten more items regarding topics that address items such

as thoughts about preferring native speakers, learner autonomy, and perceptions about language tests, along with an indication that these new items do not fall under the five original categories (Horwitz, 2015; Horwitz, 2013).

After having been granted permission to use and adapt the BALLI 2.0 by its author, a set of demographic and language learning history items were added to the BALLI in order to gain a perspective of what might have shaped the participants' apprenticeship of observation (Lortie, 1975), and to have a bibliographical account of the way they learned the language (along with the background interviews which are described and discussed below)(see Appendix D).

#### **1.4.1.2 The Language Teaching Cognitions Inventory (LTCI).**

Teachers' perspectives of how things should be done in the classroom, although undoubtedly influenced by their apprenticeship of observation and their beliefs about language learning, will not necessarily match the teachers' beliefs about language teaching. It was necessary to create an instrument that would work alongside BALLI but focus on language teaching to mark the difference between data gathered regarding language learning beliefs and language teaching beliefs. The Language Teaching Cognitions Inventory (LTCI) (see Appendix E) was created for such a purpose.

The LTCI consists of 41 Likert items and one open-ended item, which resulted from a developmental process (see Table 3). First, three focus groups with English teachers from a variety of teaching backgrounds were carried out. Each focus group was integrated by 5-8 teachers and lasted from sixty to ninety minutes. As Cohen, Manion, and Morrison (2011) state, focus groups are created so that "the participants interact with each other rather than with the interviewer, such that the views of the participants can emerge – the participants' rather than the researcher's agenda can predominate" (p. 436). Thus, the teachers were prompted with a set of open questions solely to stimulate discussion and ensure each of the participants discussed her personal views. Therefore, the questions were only used if the conversation ran dry for the very purpose of stimulation.

The resulting conversations were audio-recorded and transcribed. The data were analysed in three rounds: during the first round of analysis, the data was revised repeatedly to identify phrases or sections of the conversation that conveyed beliefs. These were then grouped into 37 topics that emerged naturally from the data. The data was analysed a second time in order to confirm the existence of the topics, which were then grouped into five emergent categories:

- Teaching practices and techniques;
- The nature of language learning;

- Qualities and qualifications;
- Expectations from the learners;
- Attitudes towards teaching and teacher development;

The third round of analysis confirmed the allocation of the topics within the categories. Therefore, each of the items subsequently created represents cognitions stated by the teachers.

The inventory then went through a first piloting stage in which three experts individually analysed the initial item pool in terms of clarity, pertinence, and relevance. The inventory was sent to the experts and collected a week after.

A 30 - 45 minutes interview was conducted with each reviewer to discuss the items and their feedback. Their feedback suggested changes in some items' wording, the items' order, and some items' importance or redundancy. The questionnaire was then edited accordingly, ending up with a total of 41 Likert items and an open-ended question inviting the participants to comment on any of the items if they wanted to.

The second piloting stage consisted of administering the questionnaire to 27 BA in ELT pre-service sixth semester teachers studying at the same school as the participants. The tool was administered by asking the piloting participants to pay attention to the items' clarity, pertinence, and relevance, and keeping a record of response time. The piloting results suggested only some minor changes in item wording. The inventory was edited accordingly, ending up in a total of 41 Likert items and one open-ended question.

**Table 3.** LTCl development stages.

1. Focus group interviews	<b>3 focus groups with in-service teachers.</b> <b>Audio recordings and transcription.</b>
2. Data analysis: Identification of topics & categories	Data analysis in three rounds: 1. Identification of rhetoric expressing beliefs. 2. Identification of topics. 3. Identification of categories.
4. Item generation	Categories, topics and text analysis for item generation. Initial item pool of 34 likert items
5. Expert revision piloting	3 experts revise the item pool.

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	Individual interviews with each expert.
	Item pool revision and edition.
	Revised item pool of 41 Likert items, 1 open-ended item.
6. Administration to “sample like” group piloting	Item pool revision and edition.
	Revised item pool of 41 Likert items, 1 open-ended item.

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#### 1.4.2 Data analysis

The answers to both the BALLI and the LTCI application were computed and analysed using IBM SPSS Statistics 21. The statistical analysis consisted of the revision of the data collected. After these descriptive analyses (minimum and maximum scores, average scores, and standard deviation) were performed at the item level. The BALLI and LTCI data were also analysed using separate Factor Analyses to identify correlations between the variables. The analysis was exploratory.

#### 1.4.3 Results

I begin by presenting results from the first section of the questionnaire, which accounts for the respondents' basic demographic data and their language learning experiences before starting their BA in ELT studies. I secondly present results stemming from the Beliefs about Language Learning Inventory (BALLI), which attempted to gather data that would shed light into the respondents' beliefs about language learning. I finally present results from the Language Teachers' Cognitions Inventory which attempted to gather data related to the respondents' beliefs about language teaching.

##### 1.4.3.1 Demographics and language learning and teaching experiences

According to the data gathered through the demographics and language learning section of the survey applied, among the 144 respondents, 64.5% were in the 18-21-year-old age group, 25.6% were in the 22-25-year-old age group, and 9.9% in the 26-33-year-old group. Regarding gender, there was a clear predominance of females, with results showing that 60.4% of the respondents were female and 38.2% male. With respect to the respondents' educational background, 92.3% are high school graduates; only 7.7% have studied a bachelor's degree besides the one they are currently undertaking. In terms of their English learnin, 45.5% claim to have learned the language through mandatory classes at school, 6.3% studied it at a bilingual school, 32.9% took classes at a

languages center, 17.5% lived in an English-speaking country for an extended period, and 2.8% claim to be native speakers of the language. Concerning teacher training, 69.2% indicated not to have had any teacher training besides their courses within the BA programme, 5.6% indicated having taken the PNIEB teacher training course, 4.9% indicated having taken the ITD teacher training course, 14% reported having taken TKT preparation courses, and .7% (only one respondent) having taken the ICELT course. Lastly, as far as language teaching experience, 50.7% indicated not to have any language teaching experience, 33.3% reported less than a year of experience, 11.8% claimed to have from one to three years of experience, and the rest of the population indicated having four years or more of experience. 28.9% of the respondents also indicated that they were teaching at the time.

### **1.4.3.2 Beliefs about Language Learning Inventory (BALLI) Results**

#### **1.4.3.2.1 Descriptive statistics at the item level**

This subsection will discuss the results of the Beliefs About Language Learning Inventory (BALLI) survey using Horwitz's (1988) categories as a guide for discussion; however, the analysis will be done at the item level. These categories represent the five major areas Horwitz considered her survey assesses: 1) difficulty of language learning; 2) foreign language aptitude; 3) the nature of language learning; 4) learning and communication strategies; 5) motivations and expectations (Elaine K. Horwitz, 1988b, p. 284). These results give a picture of the respondents' explicit beliefs about language learning.

*Difficulty of Language Learning.* BALLI 2.0 items concerning this category are 3, 4, 6, 15, 27, and 35. The results from these items are presented in Table 4 in descending order according to the average score. Item 6 results show that responses clustered on the agreement side of the scale, suggesting that most participants are optimistic about their possibilities for improving their language proficiency. While responses for item 3 are more disperse, the average falls clearly on the agreement side of the scale, suggesting that most participants believe some languages to be easier to learn than others. Items 35 and 4 results clustered in the middle. In item 35, while dispersion can be observed, the results still suggest that most participants do not consider reading and writing to be more, nor less, difficult than speaking and understanding the language. In the case of item 4, answers seemed to cluster on the middle of the scale, suggesting that most of the respondents believe that English is a language of medium difficulty. Item 27 shows that the responses clustered on the disagreement side of the scale, suggesting that most believe that speaking is not easier than understanding, although the results also show significant variability. Lastly, item 15 responses indicate that most respondents believe it will not take too long to learn the language very well, suggesting this can be done in between 1-2 years.



**Table 4** BALLI's Difficulty of Language Learning category

Item #	Description	N	Min	Max	Avg	Std. Dev
6	I believe that I will learn to speak English very well	143	2	5	4.55	.62
3	Some languages are easier to learn than others	142	2	5	4.19	.81
4	English is: 1) a very difficult language, 2) a difficult language, 3) a language of medium difficulty, 4) an easy language, 5) a very easy language.	144	2	5	3.37	.77
35	It is easier to read and write English than to speak and understand it	142	1	5	3.07	1.04
27	It is easier to speak than understand English	144	1	5	2.68	1.02
15	If someone spent one hour a day learning a language how long would it take for them to learn that language very well? 1)less than 1 year, 2)1-2 years, 3)3-5 years, 4)5-10 years	141	1	4	2.43	.64

1= strongly disagree, 2 = disagree, 3 = neither agree, nor disagree, 4 = agree, 5 = strongly agree

*Foreign Language Aptitude.* The Foreign Language Aptitude category items are items 1, 2, 5, 10, 16, 24, 38, 41, and 43. Results from these items are presented in Table 5 in descendent order according to the average score. For items 1 and 2, the participant's answers clustered on the agreement side of the scale, suggesting that most participants consider it easier to learn languages at an earlier age and that there are people who have a special ability for learning languages. Items 10, 41, and 16 clustered within the middle of the scale. Interestingly, as can be seen in item 16 results, although most of the participants seem to consider some people have a special ability for learning languages, they do not necessarily consider themselves to be one of those people. The items that fell on the scale's disagreement side are items 5, 24, and 38. Results suggest that most participants do not consider women to be better at languages than men. The results also show that most participants do not believe that people from Mexico are good at learning languages. The item with which the participants disagreed the most within this category and the whole scale is item 38, with an average of 1.78 (1=strongly disagree), suggesting that most respondents believe there is no relationship between being good at math and science and not being good at learning languages.

**Table 5** BALLI'S Foreign Language Aptitude category

Item	Description	N	Min	Max	Avg	Std. Dev
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2	Some people have a special ability for learning foreign languages	2	143	2	5	4.26	.72
1	It is easier for children than adults to learn a foreign language	1	144	2	5	4.21	.87
41	People who speak more than one language are very intelligent	41	144	1	5	3.65	1.04
10	It is easier for someone who already speaks a foreign language to learn another one	10	143	1	5	3.48	.95
16	I have a special ability for learning foreign languages	16	144	1	5	3.26	.92
5	People from my country are good at learning foreign languages	5	144	1	4	2.90	.71
24	Women are better than men at learning foreign languages	24	144	1	5	2.02	.93
38	People who are good at mathematics or science are not good at learning foreign languages	38	143	1	5	1.78	.86

1= strongly disagree, 2 = disagree, 3 = neither agree, nor disagree, 4 = agree, 5 = strongly agree

*The Nature of Language Learning.* BALLI 2.0 items allocated to this category are 8, 11, 17, 22, 30, and 32. Results from these items are presented in Table 6 in descendent order according to the average score. The only item in this category to fall within the agreement side of the scale is item 11 with an average of 4.00, suggesting that the participants believe it is best to learn English in English speaking countries; however, while the items do cluster on the agreement side of the scale, the standard deviation is high, with some responses falling within the “disagree” and “strongly disagree” options. Answers to items 30, 8, 17, and 22 clustered around the middle of the scale. Replies to items 30 and 8 present a high standard deviation suggesting a high variability of responses; the minimum and maximum scores confirm that the reactions cover the whole scale. The item participants appear to disagree the most within this category is item 32, with an average of 2.82 (disagree), suggesting that the participants do not consider translation an important part of learning a language.

**Table 6** BALLI's The Nature of Language Learning Category

Item	Description	N	Min	Max	Avg	Std. Dev
11	It is best to learn English in an English-speaking country	144	1	5	4.00	1.02
30	Learning a foreign language is different from learning other academic subjects	144	1	5	3.67	1.10

8	It is necessary to know about English-speaking cultures in order to speak English	143	1	5	3.63	1.03
17	The most important part of learning English is learning vocabulary words	143	2	5	3.62	.86
22	The most important part of learning English is learning the grammar	144	1	5	3.42	.99
32	The most important part of learning English is learning how to translate from my native language	143	1	5	2.82	1.17

1= strongly disagree, 2 = disagree, 3 = neither agree, nor disagree, 4 = agree, 5 = strongly agree

*Learning and Communication Strategies.* BALLI 2.0 items regarding this category are items 7, 9, 12, 14, 21, 23, and 43. Results from these items are presented in Table 7 in descendent order according to the average score. The only item in this category to fall within the agreement side of the scale is item 12, with an average of 4.26, which indicates that most of the respondents enjoy practicing the language with people they meet. Responses to items 23, 14, 7, 43, and 21 clustered around the middle of the scale, suggesting most respondents consider these items to be only partially true, for example, item 7, which regards the importance of speaking with an “excellent accent”. The results suggest most participants believe that having a good accent is important but that “excellent” might not be a requirement. The only item in this category in which replies clustered in the disagreement side of the scale is item 9, which suggests that most respondents consider there is nothing wrong with attempting to speak even when they might not be completely accurate.

**Table 7** BALLI's Learning and Communication Strategies Category

Item	Description	N	Min	Max	Avg	Std. Dev
12	I enjoy practicing English with the people I meet	144	2	5	4.26	.80
23	It is important to practice with multi-media	144	1	5	3.83	.86
14	It's ok to guess if you don't know a word in English	143	1	5	3.69	1.07
7	It is important to speak English with an excellent accent	141	1	5	3.48	1.11
43	I feel timid speaking English with other people	143	1	5	3.06	1.34
21	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on	144	1	5	3.02	1.22
9	You shouldn't say anything in English until you can say it correctly	142	1	5	1.70	.85

1= strongly disagree, 2 = disagree, 3 = neither agree, nor disagree, 4 = agree, 5 = strongly agree

*Motivations and Expectations.* BALLI 2.0 items regarding this category are items 20, 39, and 28. Results from these items are presented in Table 8 in descendent order according to the average

score. Item 20's responses clustered within the agreement side of the scale with an average of 4.53, indicating that most participants believe they will have better job opportunities if they improve their English. Answers to items 28 and 39 clustered at the middle of the scale, which suggest most participants neither agree nor disagree with the belief that learning the language to get to know English speakers is not most of the respondents' motivation, and that most of them believe that people in Mexico consider it important to speak English.

**Table 8** BALLI's Motivations and Expectations Category

Item	Description	N	Min	Max	Avg	Std. Dev
20	If I learn to speak English very well, I will have better opportunities for a good job	144	1	5	4.53	.76
28	I would like to learn English so that I can get to know English speakers	144	1	5	3.77	1.07
39	People in my country feel that it is important to speak English	143	1	5	3.41	1.16
	1= strongly disagree, 2 = disagree, 3 = neither agree, nor disagree, 4 = agree, 5 = strongly agree OIN= Original Item Number					

Items from the BALLI 2.0 that have been rephrased significantly or included in this version will be discussed in Table 9. The results from items 25, 18, 34, 40, 13, 26, and 44 clustered on the scale's agreement side. Item 25's results suggest that most participants want to speak English well. Items 18 and 34 indicate that most of the respondents endorse speaking practice with peers and believe they can find useful materials to practice on the internet. Items 13, 26, and 44 suggest that the majority of the participants consider it necessary to think in English in order to speak in English; that they can learn from group activities, and that exams like TOEFL are good tools for testing their English ability. It also shows that they would like to have English-speaking friends. Results from items 31, 33, and 19 clustered around the middle of the scale, indicating that most of the participants agree only partially with these statements. For instance, results from item 19 indicate that participants consider that having a native teacher is not necessarily better than having a non-native teacher. Results from items 37 and 36 clustered within the disagreement side of the scale, which indicates that most participants do not believe it is important for them to have a native-like speaking ability, and that they do not spend much time preparing for "big English tests".

**Table 9** BALLI 2.0 rephrased and new items results

Item	Description	N	Min	Max	Avg	Std. Dev
25	I want to speak English well	144	3	5	4.87	.37
18	It is a good idea to practice speaking with other people who are learning English	144	2	5	4.59	.68

34	I can find a lot of useful materials to practice English on the Internet	144	1	5	4.53	.65
40	I would like to have English-speaking friends	143	1	5	4.48	.70
13	In order to speak English, you have to think in English	144	2	5	4.22	.82
26	I can learn a lot of from group activities with other students in my English class	142	2	5	4.20	.81
44	Tests like the TOEFL, the IELTS, or the TOIEC are good tests of my English ability	144	1	5	4.02	.88
31	It is possible to learn English on your own without a teacher or a class	144	1	5	3.82	.95
33	Students and teachers should only speak English during English classes	144	1	5	3.44	1.51
19	It is better to have teachers who are native-speakers of English	144	1	5	3.36	1.12
37	It is important to speak English like a native speaker	144	1	5	2.81	1.15
36	I have to spend so much time preparing for big English tests, that I don't have time to actually learn English	144	1	5	2.25	.93
	1= strongly disagree, 2 = disagree, 3 = neither agree, nor disagree, 4 = agree, 5 = strongly agree					

In sum, results from this survey's first application show that most respondents have a positive attitude towards their language learning prospects. The majority believe that some languages are easier to learn than others, that English is a language of medium difficulty, and that people can learn a language within one or two years. Most of them also believe that it is easier for children to learn a foreign language than for adults, that some people have a special ability for learning languages, and that it is best to learn English in an English-speaking country. They also believe that learning English is different than learning other subjects. Additionally, most report to believe it is important to practice with multimedia, that they can find many materials to practice English on the internet, and that if they improve their English proficiency, they will have better job opportunities.

The results of the comparison of the BALLI categories averages (See Table 10) indicate that all categories presented averages that fall within the middle of the scale. This suggests that several respondents are "on the fence" on a significant number of the items, neither agreeing nor disagreeing with them. The category that presented the highest average (3.90) was Motivations and Expectations, which suggests that the respondents showed a higher agreement level (however slightly) to the items in that category. The category that presented the lowest average is Foreign Language Aptitude, which suggests the respondents are less inclined to believe in the relevance of aptitude when learning English.

**Table 10** BALLI Categories Averages

Category	Avg
Difficulty of Language Learning	3.38
Foreign Language Aptitude.	3.20
The Nature of Language Learning	3.53
Learning and Communication Strategies.	3.29
Motivations and Expectations.	3.90

#### 1.4.3.2.2 Factor Analysis

The data gathered from the BALLI items was first analysed in terms of its suitability for factor analysis through Bartlett's test of sphericity and the Keiser-Meyer-Olkin (KMO) measure of sampling adequacy. According to the results (See), Bartlett's test of sphericity is significant (.000), and the KMO index (.533) is above the minimum value for good factor analysis established by Hair et al. as higher than .5 (2009, p. 104).

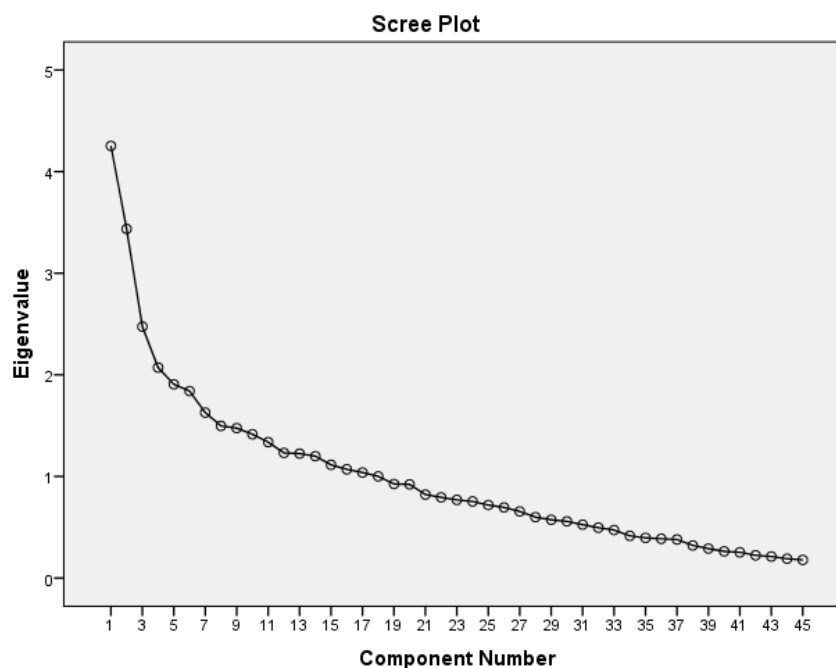
**Table 11** KMO and Bartlett's Test for BALLI items

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.554
Bartlett's Test of Sphericity	Approx. Chi-Square	1581.768
	df	990
	Sig.	.000

Secondly, the process of extraction of factors that was considered best for this data was through an exploratory approach using Principal Component Analysis (PCA). Following Kaiser's criterion, only components with an eigenvalue of 1 or more were considered relevant (Pallant, 2013). The matrix recorded eighteen components with an eigenvalue of more than one, which together explained a total of 69.367% of the variance.

Since the Kaiser criterion revealed too many components, the Scree Plot was also analysed (See Figure 1). This analysis revealed six components above the elbow with a clear break between components six and seven, which indicates that components 1-6 explain much more of the variance than the rest of the components.

**Figure 1** Scree Plot for BALLI items



In order to produce a clear structure for the interpretation of results, a Varimax Rotation with Kaiser Normalization was performed (See Table 12 Rotated Component Matrix). The results from the rotation placed items BALLI 7, 38, 30, 9, 20, and 39 in the first component; items BALLI 6, 44, 27, and 26 in the second component; items BALLI 33, 18, 32, and 23 in the third component; items 11, 20, 28, and 430 in a fourth component; items 2, 10, and 17 in the fifth component; and items 26, 21, 45, 8, 19, and 39 in the sixth component.

**Table 12** Rotated Component Matrix

Rotated Component Matrix (Varimax with Kaiser Normalization)						
	Component					
	1	2	3	4	5	6
<b>BALLI 7</b> It is important to speak English with an Excellent accent	<b>.758</b>					
<b>BALLI 38</b> It is important to speak English like a native speaker	<b>.696</b>					
<b>BALLI 30</b> I can learn a lot from non-native English teachers	<b>-.536</b>					
<b>BALLI 9</b> You shouldn't say anything in English until you can say it correctly	<b>.463</b>					
<b>BALLI 20</b> It is better to have teachers who are native speakers of English	<b>.403</b>					

<b>BALLI 39</b> People who are good at mathematics or science are not good at learning foreign languages	<b>.385</b>
<b>BALLI 6</b> I believe that I will learn to speak English very well	<b>.777</b>
<b>BALLI 44</b> I feel timid speaking English with other people	<b>-.595</b>
<b>BALLI 27</b> I can learn a lot from group activities with other students in my English class	<b>.421</b>
<b>BALLI 26</b> I would like to learn English so that I can get to know English speakers	<b>.360</b>
<b>BALLI 33</b> The most important part of learning English is learning how to translate from my native language	<b>.758</b>
<b>BALLI 18</b> The most important part of learning English is learning vocabulary words	<b>.657</b>
<b>BALLI 32</b> It is possible to learn English on your own without a teacher or a class	<b>.348</b>
<b>BALLI 23</b> The most important part of learning English is the grammar	<b>.443</b>
<b>BALLI 11</b> It is best to learn English in an English-speaking country	<b>.831</b>
<b>BALLI 20</b> It is better to have teachers who are native speakers of English	<b>.535</b>
<b>BALLI 28</b> It is easier to speak than understand English	<b>.502</b>
<b>BALLI 36</b> It is easier to read and write English than to speak and understand it	<b>.430</b>
<b>BALLI 2</b> Some people have a special ability for learning foreign languages	<b>.706</b>
<b>BALLI 10</b> It is easier for someone who already speaks a foreign language to learn another one	<b>.679</b>
<b>BALLI 17</b> I have a special ability for learning foreign languages	<b>.649</b>
<b>BALLI 26</b> I want to speak English well	<b>.697</b>
<b>BALLI 21</b> If I learn to speak English very well, I will have better opportunities for a good job	<b>.681</b>
<b>BALLI 45</b> Tests like the TOEFL, the IELTS, or the TOIEC are good tests of my English Ability	<b>.372</b>
<b>BALLI 8</b> It is necessary to know about English Speaking cultures in order to speak English	<b>.360</b>
<b>BALLI 19</b> It is a good idea to practice speaking with other people who are learning English	<b>.347</b>

Upon analysis of the components and consideration of the literature, a six-factor model was adopted. Factors with loadings lower than .3 were discarded from further analysis. Items which showed double loadings higher than .3 were categorized according to the loading size.

**Table 13** Six Factor Model for BALLI

Factor	Label	Items	n
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1	Nativeness	7, 38, 30, 9, 20, 39	6
2	Confidence in learning and motivations	6, 44, 27, 26	4
3	Learning strategies and jerarquization	33, 18, 32, 23	4
4	Nature of learning	11, 20, 28, 43	4
5	Aptitude for learning	2, 10, 17	3
6	Relevance of learning	26, 21, 45, 8, 19, 39	6

### 1.4.3.3 Cognitions about Language Teaching (LTCI) Survey Results

#### 1.4.3.3.1 Descriptive Statistics at the item level

This subsection discusses the results of the application of the Language Teaching Cognitions Inventory (LTCI) at the item level through descriptive statistics. Average scores, minimum and maximum scores, and Standard Deviation scores were analysed. Table 14 displays these results arranged in descending order according to the average score.

**Table 14** LTCI Descriptive Statistics at the item level

Item	Description	N	Min	Max	Avg	Std. Dev
29	Language teachers should adapt the materials to their students' needs.	142	3	5	4.53	.59
25	Good language teachers correct themselves when they make mistakes.	143	3	5	4.51	.56
7	Language teachers should make sure their classes cover the four skills	144	2	5	4.51	.62
5	Experience makes better teachers	141	1	5	4.50	.70
11	Language teachers should spend time preparing their classes.	144	2	5	4.44	.66
16	The best language teachers are passionate about their job.	144	1	5	4.38	.83
4	Students learn best when the class is engaging	144	3	5	4.29	.63
33	Helping students to think critically is an important language teaching practice.	143	2	5	4.29	.68
10	A language teacher should have high proficiency in the language he/she is teaching.	144	1	5	4.28	.73
14	Formal professional preparation is essential for a language teacher (BA or MA in the area)	143	2	5	4.23	.74
20	The best language teachers are creative.	143	2	5	4.20	.85
8	Teaching grammar formulas is an integral part of teaching a language	141	2	5	4.10	.78
13	It's the teacher's job to keep his/her students motivated.	143	2	5	4.10	.86

6	The ultimate goal of a language teacher is that his/her students are capable of communicating what they want to say in the target language even if they make mistakes.	144	2	5	4.10	.85
38	A language teacher is also a performer.	143	1	5	4.07	.81
17	Language teachers benefit of having acting skills (as in actors and actresses).	144	1	5	4.07	.80
3	Language teachers should carry out a needs analysis when they work with a group for the first time	144	2	5	4.03	.76
1	If my language students are not motivated enough, they will not learn	144	1	5	4.03	.84
21	Good language teachers make sure to participate in professional development courses (ICELT, CELTA, Training courses).	143	1	5	3.98	.91
9	It is ok if a language teacher admits not to know something when teaching a class (vocabulary word, how a structure is used, etc)	144	1	5	3.96	1.05
37	Language teachers are not born, they are made.	142	1	5	3.89	.96
24	Good language teachers have friendly relationships with their students.	143	1	5	3.78	.91
40	Good language teachers carefully choose whether to correct students or not.	143	1	5	3.73	.90
28	Language teachers should correct students' language as soon as they make a mistake.	142	1	5	3.71	.92
31	Translating is part of the process of getting to understand what is said in another language.	143	1	5	3.69	.96
12	Memorization is an integral part of learning a language.	142	1	5	3.68	1.04
26	If you have taught your students well, they should be able to name the tenses.	143	1	5	3.66	.87
23	Language teachers should avoid using the L1 in the classroom as much as possible.	143	1	5	3.63	1.08
18	Translation is a valid language teaching technique.	144	1	5	3.58	.93
15	Language teaching is a calling.	144	1	5	3.46	.86
35	A teacher should know everything about a language to be able to teach it.	141	1	5	3.45	1.14
30	Students who depend too much on the teacher have trouble learning.	142	1	5	3.37	.88
27	A teacher's experience in the field can substitute for professional preparation (as in a BA or MA degree in the area).	140	1	5	3.27	.98
2	Autonomous students learn better	143	1	5	3.23	.94
36	Good language teachers sometimes do not dominate the language very well.	142	1	5	3.15	1.05
19	Following the coursebook to the letter is good language teaching.	143	1	5	3.06	.89
41	Native speakers make better language teachers.	142	1	5	2.90	1.04
32	Nonnative teachers are the best language teachers.	141	1	5	2.84	.83
39	Use of the L1 in the classroom is a good language teaching practice.	143	1	5	2.64	1.16
22	Teachers do not need to teach culture to be able to teach a language.	142	1	5	2.46	1.09
34	To be able to teach a language a teacher doesn't need to teach grammar.	143	1	5	2.27	1.11

1= strongly disagree, 2 = disagree, 3 = neither agree, nor disagree, 4 = agree, 5 = strongly agree

The results displayed in Table 14 illustrate that the items to which the respondents show a strong tendency towards the agreement side of the scale are 29, 25, 7, and 5. This suggests that a vast majority of the respondents believe language teachers should adapt materials according to their students' needs, and that good language teachers correct their mistakes when they make them. That most of them believe in the value of experience in making better language teachers, and in the importance of spending time planning lessons.

Items 16, 4, 33, 10, 14, 20, 8, 13, 6, 38, 17, 3, and 1 also clustered on the agreement side of the scale. This suggests that most respondents believe students will learn more if the class is engaging, and that it is important to promote critical thinking. It also suggests that language teachers should have high proficiency in the language they are teaching; that formal professional preparation is essential for language teachers; and that carrying out a needs analysis is important when encountering new learners.

Additionally, this indicates that the majority of the participants believe that the best language teachers are passionate about their job and creative. Additionally, this shows that it is the teachers' job to keep students motivated and if they are not motivated, they will not learn. It also denotes that the ultimate goal of a language teacher is to help students communicate in the target language, and that language teachers are performers and benefit from having acting skills.

The items that clustered right at the middle of the scale (3=neither agree, nor disagree) are items 21, 9, 37, 24, 40, 28, 31, 12, 26, 23, 18, 15, 35, 30, 27, 2, 36, and 19. None of these items showed low standard deviation scores. All items that presented a standard deviation of more than 1.00 were analysed in further detail by analyzing the frequency percentages of response. These items are 9, 12, 23, 35, and 36. Table 15 displays these results in ascending order according to the Item number. Item 9, which presented an average of 3.96, according to the frequencies analysis, shows that the majority of the respondents selected option 5 (38.2%) followed secondly by option 4 (31.9) and thirdly by option 3 (19.4%). This suggests that responses clustered on the agreement side of the scale (options 4 and 5) with an added percentage of 70.1% of the replies. Therefore, we can safely state that most participants believe that it is acceptable for a language teacher not to know something when teaching a class. In Item 12, which presented an average score of 3.68, the frequencies of results are not so easily interpretable. The results showed that most of the respondents' answers clustered on option 4 (33.8%), followed secondly by 3(28.9%) and thirdly by option 5 (24.6%). Responses to item 23 show a similar pattern to item 12 responses. In this case,

most of the respondents selected option 4 (36.4%), followed secondly by option 3 (25.2%) and thirdly by option 5 (23.1%). This indicates that although most of the answers fell on the agreement side of the scale, there is a significant number of participants that do not necessarily agree with these statements. In item 35, which showed an average score of 3.45, results show that both options 3 and 4 got the same percentage of responses (29.8%), followed by option 5 with (20.6%). This shows that responses were widely dispersed and that the respondents had very varied opinions. Lastly, in the case of item 36, which reported an average score of 3.15, results show that most of the participants selected option 4 (34.5%), followed very closely by option 3 (33.1%) and thirdly by option 2 (16.9). In this case, we can see that more than 60% of the responses clustered within options 4 and 3 and that these options' scores are very close to each other. This suggests that both these options are important for a significant amount of the respondents.

**Table 15** LTCI Items clustered on 3 with SD higher than 1.00

Item	Description	Frequency %					Cumulative Percent
		1	2	3	4	5	
9	It is ok if a language teacher admits not to know something when teaching a class (vocabulary word, how a structure is used, etc.)	2.1%	8.3%	19.4%	31.9%	38.2%	100%
12	Memorization is an integral part of learning a language.	2.9%	9.9%	28.9%	33.8%	24.6%	100%
23	Language teachers should avoid using the L1 in the classroom as much as possible.	4.2%	11.2%	25.2%	36.4%	23.1%	100%
35	A teacher should know everything about a language to be able to teach it.	6.4%	13.5%	29.8%	29.8%	20.6%	100%
36	Good language teachers sometimes do not dominate the language very well.	8.5%	16.9%	33.1%	34.5%	7.0%	100%

1= strongly disagree, 2 = disagree, 3 = neither agree, nor disagree, 4 = agree, 5 = strongly agree

#### 1.4.3.3.2 Factor Analysis

The data gathered from the LTCI items was first analysed in terms of its suitability for factor analysis through Bartlett's test of sphericity and the Keiser-Meyer-Olkin (KMO) measure of sampling adequacy. According to the results (See Table 16 KMO and Bartlett's test for LTCI items),

Bartlett's test of sphericity is significant (.000), and the KMO index (.668) is above the minimum value for good factor analysis established by Hair et al. as higher than .5 (2009, p. 104).

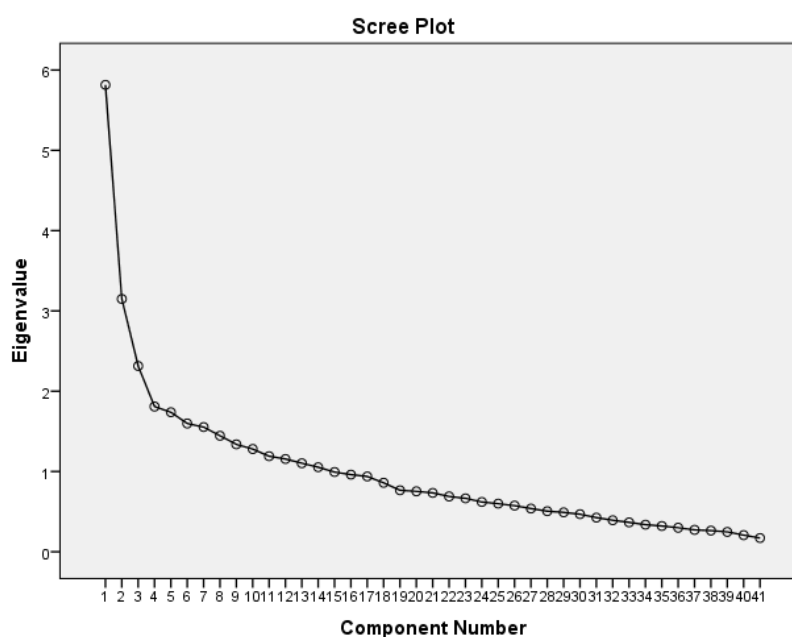
**Table 16** KMO and Bartlett's test for LTCI items

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.668
Bartlett's Test of Sphericity	Approx. Chi-Square	1534.711
	df	820
	Sig.	.000

Secondly, the process of extraction of factors that was considered best for this data was through an exploratory approach using Principal Component Analysis (PCA) as the extraction method. Following Kaiser's criterion, only components with an eigenvalue of 1 or more were considered relevant (Pallant, 2013). The matrix recorded fourteen components with an eigenvalue of more than one, which together explained a total of 64.73% of the variance.

Since the Kaiser criterion revealed too many components, the Scree Plot was also analyzed (See Figure 2 Scree Plot for LTCI items); this revealed three components above the elbow with a clear break between components three and four, which indicates that components 1, 2, and 3 explain much more of the variance than the rest of the components.

**Figure 2** Scree Plot for LTCI items



In order to produce a clear structure for the interpretation of results, a Varimax Rotation with Kaiser Normalization was performed (See Table 17). The results from the rotation placed items LTCI 10, 11, 7, 29, 21, 33, 25, 28, and 3 in the first component, items LTCI 8, 19, 12, 35, 26, 41, 31, and 18 in the second component, items LTCI 17, 20, 13, 16, and 38 in the third component; and items 39, 31, 18 and 36 in a fourth component.

**Table 17** Rotated Component Matrix (Varimax)

	Rotated Component Matrix			
	Component			
	1	2	3	4
LTCI 10 A language teacher should have high proficiency in the language he/she is teaching.	<b>.704</b>			
LTCI 11 Language teachers should spend time preparing their classes.	<b>.660</b>			
LTCI 7 Language teachers should make sure their classes cover the four skills	<b>.660</b>			
LTCI 29 Language teachers should adapt the materials to their students' needs.	<b>.616</b>			
LTCI 21 Good language teachers make sure to participate in professional development courses (ICELT, CELTA, Training courses).	<b>.504</b>		<b>.478</b>	
LTCI 33 Helping students think critically is an important language teaching practice.	<b>.491</b>			
LTCI 25 Good language teachers correct themselves when they make mistakes.	<b>.408</b>			
LTCI 28 Language teachers should correct students' language as soon as they make a mistake.	<b>.397</b>	<b>.327</b>		
LTCI 8 Teaching grammar formulas is an integral part of teaching a language		<b>.711</b>		
LTCI 19 Following the coursebook to the letter is good language teaching.		<b>.674</b>		
LTCI 12 Memorization is an integral part of learning a language.		<b>.592</b>		
LTCI 35 A teacher should know everything about a language to be able to teach it.		<b>.532</b>		
LTCI 26 If you have taught your students well, they should be able to name the tenses.	<b>.321</b>	<b>.429</b>		
LTCI 41 Native speakers make better language teachers.		<b>.403</b>		
LTCI 31 Language teachers benefit of having acting skills (as in actors and actresses).			<b>.714</b>	
LTCI 20 The best language teachers are creative.	<b>.308</b>		<b>.712</b>	
LTCI 13 It's the teacher's job to keep his/her students motivated.		<b>.345</b>	<b>.448</b>	
LTCI 16 The best language teachers are passionate about their job.			<b>.412</b>	
LTCI Use of the L1 in the classroom is a good language teaching practice				<b>.745</b>

LTCI 31 Translating is part of the process of getting to understand what is said in another language.	<b>.380</b>	<b>.606</b>
LTCI 18 Translation is a valid language teaching technique.	<b>.337</b>	<b>.543</b>
LTCI 3 Language teachers should carry out a needs analysis when they work with a group for the first time	<b>.311</b>	
LTCI 38 A language teacher is also a performer.		<b>.363</b>
LTCI Good language teachers sometimes do not dominate the language very well		<b>.340</b>

Upon analysis of the components and consideration of the literature, a four-factor model was adopted. Factors with loadings lower than .3 were discarded from further analysis. Items that showed double loadings higher than .3 were categorized according to the loading size. It is essential to mention that the fourth factor, although not strongly supported by the scree plot analysis, seems to be of theoretical interest given that it refers to the use of the L1 in the classroom. As Pallant (2013, p. 199) mentioned, there might be reason to explore more components depending on the research context when there are other little breaks after the elbow. It is also worth mentioning that three of the four items that integrate this factor presented loadings higher than .5 (See Table 17).

**Table 18** LTCI Four factor model

<b>Factor</b>	<b>Label</b>	<b>Items</b>	<b>n</b>
<b>1</b>	Attitudes towards teaching and planning	10, 11, 7, 29, 21, 33, 25, 28, 3	9
<b>2</b>	The nature of teaching and learning	8, 19, 12, 35, 26, 41	6
<b>3</b>	Personality traits	17, 20, 13, 16, 38	5
<b>4</b>	Use of the first language	39, 31, 18, 36	4

#### 1.4.4 Discussion and Conclusion

The results from this empirical exercise seem to indicate that the pre-service teachers that participated in it, at least at an explicit level, seem to share most of the values that the BA programme promotes. For instance, they seem to share the values that their Teaching Practice experience encourages, in that they appear to believe that grammar and vocabulary are both important parts of learning English. They also consider it important to make sure classes cover the four skills, and that they should adapt materials to their students' needs. Experience is considered an important factor in a teacher's professional development, and that it is important to spend

time planning lessons. They believe that it is a teacher's job to keep her students motivated, and that it is important for a language teacher to have a high proficiency in the language. Additionally, some of their beliefs coincide with ideas promoted in their Second Language Acquisition and Methodologies classes. For instance, they do not consider translation to be an important aspect of learning a language. They value having a good accent but do not believe it is necessary to have an excellent accent. They consider that it is ok to speak even while occasionally being inaccurate. They believe it is easier for children to learn a foreign language than it is for adults, and they value the promotion of critical thinking. They believe the ultimate goal of teaching a language is helping students to achieve communication and in carrying out a needs analysis to new students. Some of their beliefs also seem to coincide with the programme's values regarding English as Lingua Franca and English Variations. For instance, they do not consider it important for them to have a native-like speaking ability, and value non-native speaking teachers as much as native-speaking teachers.

In contrast, there are a few beliefs that diverge from the values the BA programme promotes. For instance, their belief that learning a language can be done quickly and that teaching grammar formulas is an integral part of teaching a language. Additionally, the results show mixed feelings about some of the ideas the programme promotes, for example, the use of the L1 in the classroom (with the programme promoting an English-only Policy), autonomous learning, coursebook use, and the teaching of culture.

Additionally, the factors that emerged from both the factor analysis of results emerging from the BALLI and the LTCI coincide with subjects and topics addressed in the BA in ELT programme, particularly within the Professional and Educational Studies Area, and the Teaching Practice Component. From all this, we can conclude that the participants share, at least explicitly, most of the values the BA programme promotes. This suggests that the BA programme has permeated the participants' ideas of what an ideal English teacher should be like, among other aspects of the language learning and language teaching. It must be indicated that by no means am I suggesting that these ideas the participants express are their true beliefs, but that these are the beliefs that they state when prompted and that they seem to be influenced by the BA in ELT programme.

## **1.5 My dual role as researcher and professor and my language learning and teaching experiences.**

As an active professor of the LEDLI programme, I consider that my roles as a researcher, current and former professor (in charge of the Research Methods in Education subject), and my experiences as a language learner and a language teacher might have an impact on the



interpretations made in this study. Therefore, I will first make the reader aware of the experiences that shaped my teaching cognitions as a professor and researcher and explain my development process as an educator and as a language teacher. Lastly, I will explain my role at the School of Languages as an educator and researcher.

I first became interested in teaching English while studying the language myself. I studied English throughout my elementary and secondary education, but it was not until I started taking classes at a University Languages Centre, while in high school, that I realized I wanted to teach it. As a language teacher, my first experiences began when one of my former English teachers invited me to do teaching substitutions at a language centre. The same teacher invited me to participate in an upcoming course for obtaining the Certificate for Overseas Teachers of English (COTE) that Cambridge University and the British Council were offering at the time. I completed the course, which was the only professionalization option language teachers had in the state at the time. During that time, I worked as an English Teacher at the Languages Centre, teaching all levels, from basic to advanced. I soon decided to continue my professionalization by studying a Master's Degree in Education. In that programme, I learned about mainstream learning and teaching theories, technology-aided teaching, and learning, course design, research methods for education, human resources management in education, types of learning environments, instructional strategies design, educational multimedia creation, among other topics that have been very useful for me as a practitioner. After finishing that programme, I came upon an opportunity to study an online MA in ELT with the University of Southampton. This programme gave me insight into more specific details of language learning and teaching. Within the programme I learned more about the Communicative Methodology and Communicative approaches, Language Analysis for Teaching, E-learning for Language Teaching, English as a World Language, and Discourse Analysis and Research Skills. Throughout all this, I was also a practicing English teacher and a subject teacher at the newly created BA in ELT, where this study is situated. Some of the subjects I have taught in the BA in ELT over time are Methodology in Language Teaching I, Discourse Analysis, English for Specific Purposes, Introduction to Research Methods, Research Methods in Language Teaching, Thesis Seminar 1, and Language Development III, IV, and VI. All these experiences have shaped my cognitions and identity as an English Language Teacher.

Regarding my role as a BA in ELT teacher and researcher, at the time the study began, I had a study permit that lowered my teaching hours in order to allow me to complete my Ph.D. thesis; therefore, I was only teaching the Research Methods in Language Teaching class which the participants in the case studies were taking. Additionally, the participants had had previous experiences with me as their teacher because they had taken the Methodology in Language Teaching I course with me a year before the study began. Therefore, they knew me, my teaching

style, and could infer some of my language learning and teaching beliefs from the class's contents and my teaching discourse.

It is important to say that my relationship with the students as a professor was limited to my Research Methods class and that I was not involved in assessing the participant's teaching during their practices, nor did I participate in any form in their teaching practice subject during the study. Still, in order to avoid potential threats to validity and reliability in this study, I made sure to follow the recommendations of the University of Southampton's Policy on the Ethical Conduct of Research involving Human Participants by informing the participants of the extent and depth of their participation (see section 3.8 below for further discussion). Additionally, I frequently reminded the participants that participation in the research was of a volunteer nature. Neither non-participation, nor their comments in interviews, journal entries, or their actions during observations, would affect their grades in my subject any other subject whatsoever. I discuss my role as a researcher further and the steps taken to enhance the study's quality in Chapter 3 below.

## Chapter 2 Literature Review

### 2.1 Background to the study of Teacher Cognition

Historically, mainstream and second language teacher education have been characterized for operating under the generally accepted notion that teaching is a skill that can be taught to others through the transmission of theoretical knowledge or by providing student-teachers with pre-prepared sets of methods and techniques to be used in the classroom. Thus, SLTE programs have been primarily based on the study of theories of Second Language Acquisition and learning, and on the teaching methodologies that emerged from these theories; expecting language teachers to apply the theoretical knowledge research provided them with without question in their classrooms and to automatically see positive results in the learners. For many years, the process-product research paradigm dominated research on language teaching, and a very rooted theory/practice distinction was extremely influential in this epistemology.

Process-product research in language learning concentrated on translating learning theories into processes or behaviours that could be taken into the classroom and then hypothesized whether they influenced students' achievement. In this way, researchers aimed to increase understanding of how a teacher's actions in the classroom had an impact on students' learning and thus, find "the quintessential teaching behaviours that could be linked to specific learning outcomes" in the thinking that if these behaviours were "carried out effectively and efficiently on a widespread basis," they would ensure student learning (Freeman & Johnson, 1998, p. 399). Not surprisingly, this resulted in many teaching programmes worldwide being based on the premise that the more research-based knowledge pre-service teachers got, the better teachers they would eventually become.

One of the significant drawbacks this process-product paradigm brought about was the dichotomization of theory and practice, which regarded researchers as the source of all knowledge and teachers as the recipients who put it into practice. This situation created an atmosphere in which researchers were regarded as belonging to some 'strata of expertise' and in which teachers were seen as less expert than their counterparts and, thus, part of the problem the theorist needed to solve (Clarke, 1994).

More recently, mainstream and language teaching educational research opened up to more interpretative research approaches that focus on the way teachers construct their reality as social beings (S. Borg, 2011; Gatbonton, 2008; Johnson, 1994; Kiely & Askham, 2012; Leavy et al., 2007). This approach came about as a response to the recognition within language teacher education of

the vital part teachers take in their learners' learning experiences by acknowledging who teachers are, what they bring to the learning process, and how they learn to teach (Clarke, 1994; Freeman & Johnson, 1998). As Johnson (2006) argues:

“From an interpretative stance, researchers could no longer ignore the fact that teachers' prior experiences, their interpretations of the activities they engage in, and, most importantly, the contexts within which they work are extremely influential in shaping how and why teachers do what they do.” (p. 236)

This position presents the notion that SLTE researchers and practitioners need to be aware of the influence the sociocultural processes have on L2 teachers' learning and practice to offer SLTE programs that will tend to these teachers' and their students' needs.

The reshaped understanding of the teacher's stance in education, as well as the developments in cognitive psychology which highlighted the complicated relationship between reasoning, judgment and decision-making and the influence of thinking in behaviour (Evans, 2003); along with the acknowledgment that process-product research did not give a full panorama of what happened in the classrooms (Clarke, 1994; Freeman, 2002; Winne, 1987), led to the emergence of the Teacher Cognition Research tradition.

Although the study of teacher cognition in mainstream education started in the late 1970s, it was not until the mid-1990s that the SLTE research community developed a concise interest in this phenomenon (S. Borg, 2003, 2006; Freeman, 2002; Freeman & Richards, 1996; Johnson, 1994; Richards et al., 2001). While the tradition is still young, its findings have made clear that an understanding of teacher cognition is necessary if we wish to uncover the processes behind teaching and teacher learning (Phipps, 2009, p. 10).

In the following section, I conduct a review of the literature trying to provide an overview of the state of the art in the area of teacher cognition by paying particular attention to the nature of teacher cognition, the relationship between language teachers' cognition, classroom practice, and context, focusing on pre-service language teachers, and the methodological issues in the study of the field.

## 2.2 The nature of teacher cognition

Language Teacher Cognition, as a research tradition in its own right, has been defined in similar ways by several researchers, for instance as:

“... the unobservable cognitive dimension of teaching – what teachers know, believe, and think” (Borg, 2003, p. 81). “an often tacit, personally-held practical system of mental constructs held by teachers and which are dynamic-i.e. defined and refined on the basis of educational and professional experiences throughout teachers’ lives” (Borg, 2006, p.35)

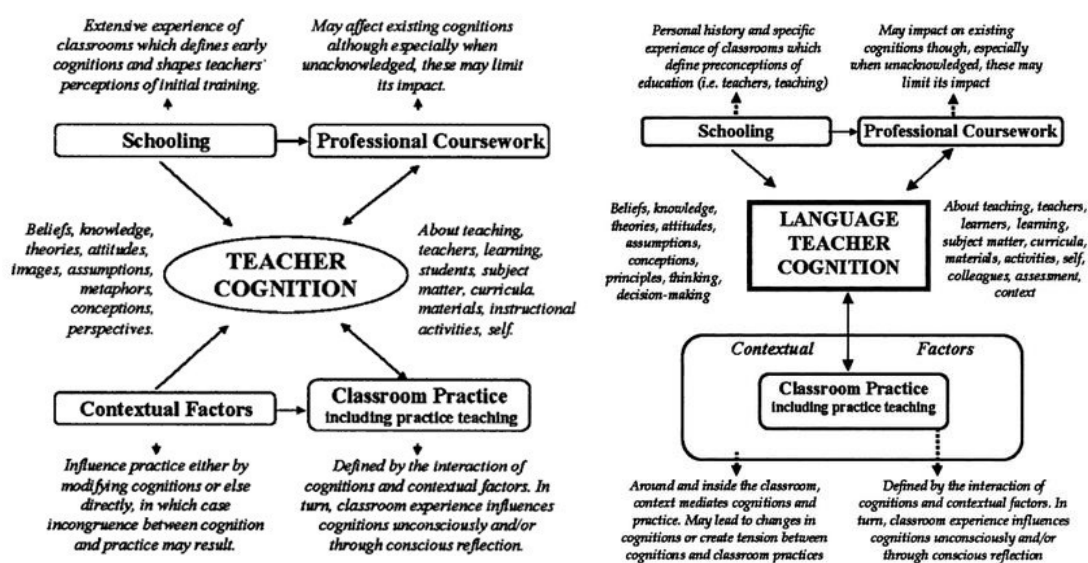
“the mental lives of teachers, how these are formed, what they consist of, and how teachers’ beliefs, thoughts and thinking processes shape their understanding of teaching and their classroom practices” (Richards, 2008, p. 166)

“Teacher cognition encompasses a broad spectrum of notions, including the knowledge, beliefs, perceptions, and attitudes that teachers have in relation to their actual teaching practices in a local or specific target context.” (Baker, 2014, p. 136)

One of the most influential authors in the area of language teacher cognition is Simon Borg; therefore, most recent studies have either chosen to adopt Borg’s definition (Baker, 2014; Feryok, 2010; Kang & Cheng, 2014; Macalister, 2012; Santiago Sanchez, 2010) or have decided to stick with concepts coined previously in mainstream education and cognitive studies, such as beliefs (Cota Grijalva & Ruiz-Esparza Barajas, 2013; Debrel, 2011; Li, 2012; Mellati et al., 2013; Narváez Trejo, 2009; Peacock, 2001; Roothoof, 2014) or knowledge (Freeman, 2002; Gatbonton, 2008; Szesztay, 2004; Woods & Çakır, 2011). While referring to distinct terminology, all these studies seem to be discussing very similar cognitive aspects.

Borg’s work (S. Borg, 1999, 2003, 2006, 2011, 2012; Phipps & Borg, 2009) has helped establish the research tradition by collecting a review of studies in mainstream and language teacher cognition and attempting to provide a framework for research in the area. Thus, after his 2003 review of research and his 2006 book, the studies in the field have increased considerably. One of Borg’s major contributions has been his schematization of the nature of teacher cognition, which attempts to represent the aspects that teachers have cognitions about. In the first version of the schema, the figure indicates that teachers’ cognitions are influenced by their previous schooling experiences, professional coursework, classroom practice, and the surrounding contextual factors. Borg also provides a list of constructs aimed at naming these cognitions and another list to define the areas of teachers’ cognitions.

Figure 3. Contrast between Borg's elements and processes in language teacher cognition in 2003 and 2006.



Borg's second version of the schema, which is a revision after three years of advancement in research, as can be observed in Figure 3, differs from the first one in five major aspects:

In schooling, he adds "personal history," referring to influential people's influence in the teacher's life apart from formal schooling.

He reduces the number of constructs used to define what teachers have cognitions about based on his claim of the need to reduce the number of terms used in the field.

He places contextual factors around classroom practice instead of as a separate aspect, which was already suggested in his previous version but becomes much clearer when expressed visually.

He adds elements to the aspects of what teachers have cognitions about.

He now talks about "language teacher cognition" instead of "teacher cognition" claiming that the most recent version is based on research on the growing language teacher cognition field instead of mainstream education studies.

Borg's decision to reduce the number of constructs to describe the areas of teachers' cognitions stems from facts found in the literature. Researchers have used an extensive array of terms (35 listed in his review), sometimes using the same concept to refer to different things; sometimes talking about the same things but naming them differently, and sometimes using terms which did not entirely mean the same but had overlapping meanings (2006). This problem seemed to be provoked by the difficulty in distinguishing one concept from another. For instance, the case of knowledge and belief, which has raised a discussion about where a belief ends and knowledge begins and vice versa. While this had been noted previously by other researchers (Verloop et al.,

2001), it was Borg (2006) who proposed that terminology proliferation should be strongly opposed if research in teacher cognition were to have unity and coherence (p.272).

On the other hand, Woods (2009) maintains that this proliferation of terminology is not the core of the problem preventing unity in the field. He asserts that assuming that we are all talking about the same thing when using the same terminology is a positivistic fallacy. He argues that, just as teacher cognition research has revealed how teachers “develop their own somewhat individual complex networks of knowledge, assumptions, and beliefs that inform their practices” (p.513), under the same line of thinking, researchers assign meaning to concepts based on their own “personal cognitive structure” (p.513). He suggests that explicating the relationships between the already established terminology and our understanding as researchers of the concepts we use would be the key to unifying the field’s framework.

While Borg’s definition of the concept of teacher cognition and his attempt at providing the field with a framework for future studies are certainly helpful in limiting the array of terminology that has been used in studies in the field, both the study and the framework, the inclusion of terms such as knowledge, beliefs, and thoughts, implies that there is a need for a clear explanation of how researchers understand each concept. Therefore, to align with Wood’s proposition, I will next examine the concepts within Borg’s language teacher cognition framework that will be dealt with throughout this dissertation.

### 2.2.1 Knowledge vs/and/or/as Beliefs?

The interest in clarifying the differences and similarities between knowledge and beliefs is not exclusive of studies in education. These terms have been widely used in anthropology, political sciences, health sciences, and many others, and they have been the subject of much discussion, mainly in psychology, philosophy, and the cognitive sciences.

A prevalent distinction between the two is how knowledge and beliefs are defined in folk theories: the consideration of what is true and objective (knowledge) and what is true from an individual’s point of view (beliefs). In 1979, Abelson (1979) pointed out many common aspects of beliefs and knowledge but argued that their unique features justified discussing them as separate topics. He, therefore, sought to identify the characteristics that differentiated one concept from the other and listed seven aspects that characterized beliefs systems and made them distinct from knowledge:

- Conceptual variation within beliefs systems
- Concerned with the existence/nonexistence of conceptual entities

- Inclusion of representations of alternative worlds
- Relying on evaluative and affective components
- Including a substantial amount of episodic material (personal experiences)
- A typically highly “open” content (unbounded content which includes the Self);
- Varying degrees of certitude

However, in the same paper, Abelson identifies some problemats as well: “how to model alternative worlds or variable credences, how to grapple with unboundedness, or how to integrate episodic and semantic knowledge” (p. 365).

Soon, other ways of conceptualizing knowledge started to emerge. For instance, Elbaz (1981) contended that the view of knowledge that had prevailed in previous research in teacher thinking and deemed knowledge as “empirical” and “analytical” placed a low value on teachers’ experiential knowledge (p.45). Therefore, she explored a broader conceptualization of knowledge, which she called ‘practical knowledge’ and which included knowledge of practice and knowledge mediated by practice (p.46). Conelly, Clandinin, and Fang. (1997) built upon Elbaz’s conception of knowledge by asserting that this knowledge was derived from personal experience, but not conceived as objective and independent of the teacher, thus making it much more related to the teachers’ actual experiences in the classroom (the past, present, and intentions for the future). For this construct, they coined the term ‘personal practical knowledge’ (p., 666). By then, the once relatively clear boundaries between beliefs and knowledge had become somewhat blurry.

In recognition of what he called “definition problems” (p.307), Pajares (1992), in one of the most comprehensive and influential reviews in the area, studied the evolution of the concept of beliefs and addressed the complicated nature of trying to distinguish it from knowledge. In one of his arguments, he discusses the characterization that some authors had made of knowledge as detached from affective and evaluative components, which characterized beliefs. He questioned this position under the premise that cognitive knowledge must have an affective and evaluative component and posed the following question: “What truth, what knowledge, can exist in the absence of judgment or evaluation?” (p.310). Further on, in a second argument, he discusses Anderson’s (1983, 1985) categorization of knowledge as declarative or procedural: the first one regarding knowledge of the what (ex. the time); and the second one, knowledge of how things or systems work (ex. knowing how a clock works, how to build a clock), and a third category by Paris, Lipson, and Wixson (1983), conditional knowledge, which involved the understanding of when, why and in which circumstances should declarative and procedural knowledge be used. Pajares argued that beliefs underlie all these knowledge categories and cited many studies that had dealt with both concepts and recognized their interconnected nature. He defined beliefs as “an



individual's judgment of the truth or falsity of a proposition, a judgment that can only be inferred from a collective understanding of what humans say, intend and do" (p. 316), a conceptualization that has continued to be used in studies up to date.

In his 1996 study, Woods (1996) found that belief systems and knowledge systems were indistinguishable in the participants' decision-making instances. As a response to these findings, he argued that beliefs and knowledge existed in a continuum and that decision-making fell somewhere in that spectrum, sometimes having a more personal and sometimes a more consensual note, with a middle notion of provisional acceptance. He named this continuum with the acronym BAK(Beliefs, Assumptions, Knowledge). As Woods himself puts it:

"In this view, we can see the constructs of knowledge and beliefs as being on a cline with the more publicly accepted, factual, demonstrable and objectively defined elements at one end and the more idiosyncratic, subjective and more identity-related elements at the other end. The boundary between the two is flexible, changeable and fuzzy." (Woods, 2006, p. 206)

Given the previous treatment of both concepts, and for the sake of clarity, in this paper, I will be using the term language teacher cognition as the holistic, multidimensional, and inclusive term Borg (2006, p. 272) established and which refers to "the complex, practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs that language teachers draw on their work" (p.272). Within these networks, I acknowledge the existence of knowledge and beliefs as conceived in the BAK continuum and will refer to them throughout this dissertation under that particular premise.

### 2.2.2 **Implicitness vs explicitness**

Studies on knowledge in second language learning have recognized the distinction between implicit and explicit cognitive processes. For instance, according to Ellis (2004, 2005), explicit and implicit knowledge are distinct in nature (see Table 19). He explains that implicit knowledge is procedural, held unconsciously, can only be verbalized if it is made explicit, and it is accessed rapidly and easily. He distinguishes it from implicit knowledge by asserting that explicit knowledge is declarative, held consciously, learnable, verbalizable, and accessed through controlled processing (2005, p. 214)

**Table 19** Ellis' dichotomous conception of explicit and implicit knowledge in SLL

Explicit Knowledge	Implicit Knowledge
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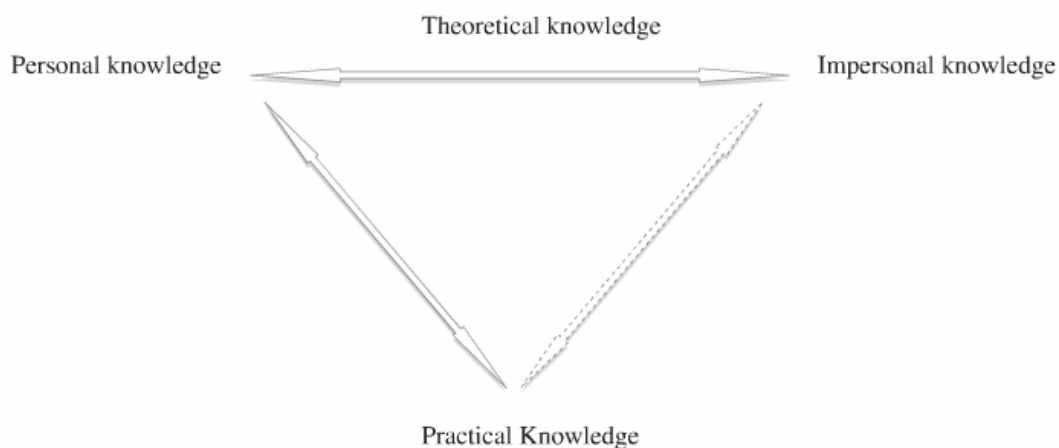
Conscious	Tacit
Declarative	Accessible through automatic processing
Accessible through controlled processing	Can only be verbalized if made explicit
Verbalizable (with potential use of metalanguage)	Derived from experience
Learnable	

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Within the language teacher cognition literature, some authors have also made a similar distinction and have characterized it similarly to mainstream cognition researchers and Ellis' conceptualization through the use of terms such as declarative knowledge, conscious knowledge, knowledge about, personal theory, practical knowledge, procedural knowledge, implicit knowledge, among others (Woods & Çakır, 2011, pp. 384-385). For instance, Argyris and Schön (1974), as cited in Baker (2014) distinguish between espoused or explicit beliefs as those that can be "readily articulated" and implicit beliefs as those which are "held unconsciously and can only be inferred from action" (p. 283).

On the other hand, Woods (1996), as cited in Woods and Çakır (2011), proposed a different view of these concepts. He argued that knowledge could be conscious or unconscious, explaining that explicit knowledge could become more implicit with practice, and implicit knowledge could be surfaced through noticing and reflection. Thus, he conceptualized the explicit and implicit distinction as co-existing along a continuum. He represented this notion through a figure that demonstrated the interactions between the two dimensions of teacher knowledge: personal-impersonal and theoretical-practical (See Figure 4). Woods argued that "the placement of the "knowledge" on the spectrum is contextually determined and situated and can be seen as a dynamic process as much as "an entity moving from one moment to another through use, noticing and articulation" (Woods, 2011, p.389).

**Figure 4.** Interactions in the two dimensions of teacher knowledge. (Woods, 2011, p.389).



**Fig. 3.** Interactions in the two dimensions of teacher knowledge.

Upon consideration of these two different positions towards the nature of this relationship, this study will work under Wood's premise of interaction between these two dimensions based on the consideration that views that dichotomize the personal-impersonal (knowledge-beliefs) and theoretical-practical (explicit-implicit) dimensions have not provided clear boundaries between the two (Pajares, 1992). Thus, I believe that a continuous and interactive conceptualization gives an adequate portrayal of the relationship between these dimensions.

### **2.3 The issue of language teacher cognition, teacher education, and classroom practice**

Learning to teach is regarded in mainstream educational literature as a complex process. Additionally, the relationship between the content of teacher education programmes and their graduates' practices has become of increasing interest for researchers in the field of educational research (Farrell, 2008). Shulman (1987, p. 13) argues that teachers must learn to use their knowledge base (what they have learned in their teacher preparation courses) to provide the grounds for choices and actions; therefore, teacher education should work with the beliefs, principles or maxims that guide a teacher's actions. However, this has proved not to be a task that can be easily accomplished.

The transition from pre-service to Inservice teaching, particularly the first year of teaching, has been identified by many researchers as a critical period in which novice teachers suffer from a kind of "reality shock" which is defined by Veenman (1984) as "the collapse of the missionary ideals formed during teacher training by the harsh and rude reality of everyday classroom life"

(pp. 143–144) and which has specific characteristics: the perception of problems (workload, stress), changes in behaviour (against one's beliefs), personality changes (emotionally and regarding the self-concept), and ultimately, in extreme cases in which there is great disillusion, leaving the teaching profession. Veenman identified these perceived problems in 83 studies carried out between 1960 and 1984.

According to Fuller and Brown (1975), novice teachers change their concerns as they advance in the process of transition from pre-service to in-service teaching. They identified that when they first become novice teachers, their main concerns are about themselves and their survival as teachers (pre-teaching concerns and early concerns about survival) (See Table 20). In these early stages, the novice teachers are excessively preoccupied with controlling the classroom and their classes' content. In the next development stages, they become more concerned with their own teaching performance and their teaching context's limitations and frustrations. Only after a considerable time, once they become more experienced, Fuller and Brown consider that novice teachers can become concerned about their students' needs, but they might be unable to act upon these concerns until they have learned to cope with more urgent matters.

**Table 20** Fuller and Brown's (1975) Novice Teacher Concerns.

<b>Stage</b>	<b>Concerns</b>
<b>Pre-teaching concerns</b>	With themselves. Feel identified with pupils. Highly critical of the classroom teacher they are observing.
<b>Early concerns about survival</b>	About their own survival as teachers, class control
<b>Teaching situation concerns</b>	About limitations and frustrations in the teaching situation. Methods and materials (what they learned in their programmes). Conscious of their knowledge, but not of how to apply it.
<b>Concerns about pupils</b>	Deep concern about pupils, their learning, and their social and emotional needs. Might be unable to act on them.

Although research on the experiences of novice teachers is well established within mainstream educational research, the experiences of second language teachers, has been much less documented (Farrell, 2008; Richards & Pennington, 1998). In this chapter I will discuss studies that have investigated the aspects that influence language teacher's pedagogical and practical

knowledge focusing on the transition between pre-service and novice stages. I will thus consider in turn:

- Teachers' language learning experiences and their effect on their cognitions
- Studies regarding the practicum in SLTE programmes
- The Effects of SLTE on pre-service teachers' cognitions and practice
- The effects of SLTE on novice teachers' cognitions and practice

### 2.3.1 Teachers' language learning experiences and cognitions

Many studies have highlighted different ways in which teachers learning experiences influence their cognitions. According to Lortie (1975), a person's experiences as a student serves in a way as an apprenticeship of teaching. He sustains that the time students spend observing teachers at work is, on average, 13,000 hours in the US and that during all this time, the students form an image of the way teaching should be done. However, he also explains that there are significant limitations to this "apprenticeship of observation," these mainly being that the student observes the teacher from a vantage point for he is the target of the teacher's efforts and can only see the result of a much larger process. Therefore, the image he perceives is mostly imaginary. Additionally, students rarely analyse teachers' performance from a pedagogical angle. Consequently, Lortie states that what students learn about teaching from their apprenticeship of observation is "intuitive and imitative rather than explicit and analytical" (p. 62).

Some studies have recorded the powerful impact that language learning experiences have on teachers' beliefs and practices. For instance, Johnson (1994), in a study of four pre-service teachers' beliefs about second language teachers and teaching and their perceptions of their practicum, identified beliefs that originated from the participants' formal and informal language learning experiences. Johnson highlighted the power of these prior experiences in the participants' beliefs and practices even though they were aware of their inadequacy. However, they felt powerless to change their course of action because of a lack of alternative images as a model of practice. Similarly, Richards and Pennington (1998) found, in a study with five novice teachers' practice in Hong Kong, that despite their preparation, they resorted to the typical Hong Kong classroom cultural tradition in their practice, which suggested that their apprenticeship of observation had overpowered their BA TESL preparation.

Coincidentally, Bailey et al. (1996), in a project in which seven MA candidates and their teacher reflectively analysed their language learner autobiographies and their impact on their practices. She realized that the "apprenticeship of observation" had had an impact on their beliefs and practices but also that the reflective analysis of their language learning experiences had allowed

them to become aware of their beliefs and where they came from, which in turn would allow them to make conscious decisions in their practice in the future. Also, Erkmen (2014) identified that the “apprenticeship of observation” had impacted the way her study participants preferred to teach. Her participants identified images from good and bad teachers and good and bad teaching practices. Erkmen’s results show that these prior learning experiences shaped the participants’ initial beliefs and classroom choices. In Mexico, Narváez Trejo (2009), in a study about university students’ beliefs about teachers and teaching, concluded that it must be considered that students’ prior learning experiences, both positive and negative, inform what they perceive to be the “right” way to teach.

Additionally, studies have suggested that teachers might avoid practices because of their negative experiences as learners. For instance, Golombek (1998) recorded a teachers’ belief in the balance between fluency and accuracy, and in practice, her avoidance of correcting students when monitoring. The participant reported having had a very negative experience with correction as a learner and thus was very afraid of “hypercorrecting” her students’ language production, and as a consequence, “silence” them. Golombek states that the participant’s “personal practical knowledge was shaped by her experiences as a learner and shaped what she did as a teacher.” (p.454). Similarly, in Numrich’s (1996) study, error correction was frequently mentioned as a practice that her participants avoided when the students were speaking fluently because of the feelings of humiliation or discomfort they experienced when corrected as learners. Moodie (2016) refers to this phenomena as the “anti-apprenticeship of observation” and identified that his participants’ negative language learning experiences created intentions to be different. These intentions, however, resulted in decision-making in the classroom that emerged from their experiences as learners (a fun class) rather than their disciplinary knowledge of ELT.

Furthermore, Farrell (1999), in a report of a study based on a reflective assignment intended to help the participants become aware of their teaching philosophy and where it came from, found that teachers’ past experiences, good and bad, influenced the participants’ practice. For instance, one participant avoided deductive grammar teaching because of his own learning experiences in which he regarded it as “boring, yet effective”. On the other hand, another participant made sure to teach using an inductive approach because it was the way she had learned; this suggests that their practices are influenced by both their negative and positive learning experiences.

In summary, the research literature suggests that language learning experiences have a considerable impact on a teachers’ beliefs and practices. Positive experiences drive teachers to believe these practices to be good or correct. Negative experiences cause a desire to shift away from them and avoid them in practice. Sometimes, even though teachers identify certain

practices to be negative, they still enact them because of a lack of other positive models to rely on, and in other cases, they enact them because their cultural acceptance is such that SLTE might not have been successful in changing their cognitions. Further evidence of this influence can be found in Gutierrez Almaraza (1996), Mak (2011), da Silva (2005), and Warford and Reeves' (2003) studies, which will be discussed in further sections. Thus, it is of paramount importance to consider the participants' language learning experiences as an integral part of their cognitions; this is addressed in the research questions presented further.

### **2.3.2 The Effects of SLTE on teacher's cognitions**

The influence of Second Language Teacher Education on teachers' cognitions has been a topic of much interest in the Teacher Cognition literature. As discussed in the previous section, pre-service teachers arrive at their SLTE studies with many preconceptions about how the teaching profession should be carried out. However, there has been contradictory evidence as to whether SLTE successfully challenges teachers' thinking, conceptions, and beliefs, thus influencing changing them. In this subsection, I will discuss this topic firstly, as it relates to pre-service teachers, and secondly, with respect to novice teachers.

#### **2.3.2.1 The Effects of SLTE on Pre-Service teachers' cognitions and practices.**

The studies discussed in this section are characterized by focusing on investigating the effects of SLTE in pre-service teachers' cognitions. The concept of "pre-service teacher" refers to students enrolled in a teacher education programme who are carrying out teaching practice under the supervision of a mentor, supervisor, or cooperating teacher.

Some studies have found little to no influence of SLTE programmes on pre-service teachers' cognitions. For instance, Peacock's (2001) research was carried out at the City University of Hong Kong. His study aimed to compare the beliefs held by student teachers at the City University of Hong Kong prior to their BA studies and the ones they held after their studies. He expected to find important differences between the data gathered before and after the programme, but the results showed that there were no significant changes. In light of these results, he proposed that it was essential to work on "detrimental trainee beliefs" (p.177) during teacher training to prevent these from influencing teachers' future teaching practice. In another study, Urmstong (2003) reported that the participants' views on some of the most crucial aspects of teaching showed only a few changes, which he regarded as an indication of pre-service teachers' beliefs being highly resistant to change. It is important to note that Urmstong's study was also based on answers to a questionnaire designed to assess teachers' beliefs, attitudes, and approaches towards language teaching. Both of these studies relied solely on questionnaire data, which has been widely

criticized because of the failure to account for the participants' beliefs in practice and thus provides only a narrow view of the subject.

Additionally, questionnaires might impose a set of beliefs on the participants, thus not allowing their own beliefs to surface. Borg (2006, p. 1473 Kindle), for instance, argues that the results of these studies might tell us more about the inadequacy of the data collection tool for studying beliefs than about the impact of SLTE in teachers' beliefs. I will discuss this approach towards methodology and its criticism further in section 2.4.

Johnson (1994), as was discussed in the previous section, found that the participants in her study resorted to the images of their prior language learning experiences instead of what they had learned in their language teacher education programme while conducting their practice teaching. Although the teachers recognized these practices' inadequacy, they continued to enact them because of a lack of alternative images that could help them put into practice what they sought to provide. Her participants described having felt overwhelmed by classroom constraints, mainly classroom management. This caused them to become consumed by trying to control their students and thus focussed less on promoting learning.

Wright (2010), in his review of research in SLTE, reported that the evidence from studies on mainstream teacher education shows that teacher preparation courses have little impact on students' pre-conceived beliefs. However, his review of studies in language teacher education demonstrated that practices such as fostering a more explicit engagement with beliefs in SLTE programs together with conditions of interpersonal and emotional support could result in a positive impact on student's beliefs and their practices as teachers (p.271). Therefore, suggesting that a sociocultural approach towards the study of cognition would provide a productive alternative to research at the time. He also asserted that at the time, "research on the interactions of STs' prior knowledge and beliefs about language teaching and learning, and programme goals, course content and teacher educators' cognitions and pedagogy in ongoing SLTE programmes is almost non-existent" (p. 269).

Other researchers have challenged the assumption that teacher education programmes had no impact on student teacher's cognition, for example Mattheoudakis' (2007) study on the development of student-teachers beliefs during a 3-year teacher education programme. She studied 66 volunteers, 36 who did not attend an optional practice class, and 30 who did. Her study aimed to identify the student teachers' beliefs upon entering the education programme, track the development of these beliefs every year, compare them to the first stated set of beliefs, and examine the impact of these beliefs on the students' practicum. Her findings indicate that the majority of her participant's beliefs do change, while only a few of them remain stable (p.1281).



This suggests that the participant's exposure to courses that promoted both declarative and procedural knowledge might have led them to reconsider the beliefs formed during their language learning experience. Her findings also suggest that students' involvement in teaching practice may lead them to review the beliefs formed in teacher education, suggesting that there is a symbiotic relationship between teacher cognition and teaching practice. Additionally, Mattheoudakis argued that changes in human beliefs take time and that they cannot be studied within a limited timeframe, which indicates that longitudinal studies are necessary to study developments in teachers' cognitions.

Some studies have emphasized teachers' cognitions' uniqueness and individuality and the distinction between cognitive change and behavioural change. For instance, Richards, Ho, and Freeman (1996) carried out a study investigating how five pre-service teachers responded to the teaching practice experiences provided in a UCLES Certificate in TESLA course, the aspects they found problematic, and how their ideas and beliefs developed. Their results suggested that within the learning process in the programme, each teacher responded in a unique way to the conflicting input involved in the learning process: that which is presented to them in the programme and that which is personally driven. As the authors themselves state: "...the model is interpreted in different ways by individual trainee teachers as they deconstruct it in the light of their teaching experiences and reconstruct it drawing on their own beliefs and assumptions about themselves, teachers, teaching, and learners (p. 258)." Additionally, Gutierrez Almaraza's (1996) study in which participants adopted the teaching method they were taught during their teacher education programme. The results from interviews showed that some of these students would not continue using this method after their practicum was finished, suggesting that the behavioural change might have been influenced by the fact that they were being assessed (p. 165).

Another example of this is da Silva's (2005) study, in which the participants' lesson plans and implementation were very much aligned to the theoretical instruction received during their Methodology and Teaching Practicum courses. Da Silva herself explains that this might be justified by the participant's unique situation: pre-service teachers who were going to be evaluated on their adherence to the approach taught. Consequentially, Borg (2009) suggested researchers be cautious when making studies with participants evaluated on their performance and, thus, pressured to exhibit the principles and beliefs of those evaluating them.

Furthermore, some studies have identified factors that are inherent to the process of cognitive development. A case in point, in mainstream education, Malderez, Hobson, Tracey, and Kerr (2007) studied the experience of becoming a teacher that student-teachers go through from the

moment they decide to become a teacher and through their undergraduate studies. Data were elicited from 85 student-teachers in an in-depth face to face interview and 4790 answers to a self-completion questionnaire. Through the analysis of the data, the researchers identified three core aspects of what they call ‘the experience of becoming a student-teacher’ (p.230) and from which student-teachers had many cognitions about aspects such as teacher identity, the relationships the student teachers hold with a range of people in their life (family and peers), and the role of emotion.

Other studies have focused on identifying the nature of the process of belief development. An illustration of this is Cabaroglu and Roberts’ (2000) study which showed consistency with other studies, that indicate beliefs are flexible and do develop and that this development is highly variable between individuals. The data collected allowed them to identify a set of change process categories: awareness/realization, which is when the teacher becomes fully aware of a belief or construct and which usually precedes other changes; consolidation/confirmation, which refers to when the teacher perceives consistency between his beliefs and the newly received information; re-labelling, the process by which the teacher adopts a new term for a construct or belief (usually after discovering the technical term); addition, in which the teacher adds new constructs; elaboration/polishing, wherein the teacher refines existing beliefs to include new, relevant knowledge; re-ordering, referring to the rearrangement of beliefs in terms of importance; linking up, where a teacher connects two constructs and synthesizes them; disagreement, in which the teacher moves away from a held belief or construct; reversal, by which the teacher adopts a belief that seems to deny or contradict another one; pseudo-change, in which there seems to be no change but the teacher regards them as inappropriate for the context; and no change, in which the belief stated shows no change. Coincidentally, Li (2012) found, through a study that employed semi-structured interviews, observation of micro-teaching sessions, and student-teacher written reflections, that their beliefs are not stable and shift through the course of their SLTE programme. She found a negotiation between the participant’s pre-existing values, understanding, beliefs, theories, and expected learning outcomes, which caused belief development. She characterized this development as confirmation/consolidation of pre-existing beliefs; realization beyond the existing beliefs; expansion of the pre-existing beliefs; integration/addition of new ideas to the pre-existing beliefs; and localization/re-construction of pre-existing and newly established beliefs. Her conclusions suggest that SLTE programmes have a profound impact on student-teachers’ practice.

Summing up, the studies reviewed in this subsection indicate that:

- There is contradictory evidence regarding the level of influence that teacher education programmes have on pre-service teachers’ cognitions, although the latest research seems to lean

towards the notion that there is an influence. (Cabaroglu & Roberts, 2000; da Silva, 2005; Gutierrez Almaraza, 1996; Mattheoudakis, 2007; Peacock, 2001; Urmstong, 2003; Wright, 2010)

- Cognitive change doesn't necessarily mean behavioural change, and caution must be exerted when interpreting results from teachers who are being evaluated. (S. Borg, 2006; da Silva, 2005; Gutierrez Almaraza, 1996)
- Pre-service teachers' cognitions work as a filter through which they interpret SLTE programme content in a unique and highly individual way. (da Silva, 2005; Gutierrez Almaraza, 1996; Richards et al., 1996)
- Contextual constraints might inhibit pre-service teachers' intentions implementing their beliefs into practice. (Johnson, 1994)
- Studies have identified factors and features of the process of belief development that go beyond the conceptualization of the inflexibility of beliefs into an identification of the processes of cognitive change. (S. Borg, 2003; Cabaroglu & Roberts, 2000; Li, 2012; Malderez et al., 2007)
- Longitudinal studies are necessary in order to identify cognitive change because of the nature of its developmental process. (Mattheoudakis, 2007)

In conclusion, while the evidence suggests that second language teacher education might influence pre-service teachers' cognitions and practices, more research is required, particularly of a longitudinal nature as well as one that pays attention to the process of belief development.

### **2.3.2.2 The Effects of SLTE on Novice Teachers cognitions and practices.**

Research in Education has had an important interest in finding out if SLTE programmes affect novice teachers' practices. A novice teacher is a graduate from a SLTE programme currently in his first years of teaching away from the institution where he carried out his studies. This section discusses the effects of SLTE on novice teachers' cognitions.

Some studies have found that novice teachers shift away from the practices promoted in the SLTE programmes from which they graduated. A good example of this is Richards and Pennington's (1998) study, which followed five graduates of a BA TESL degree in the interest of finding out how they coped with their first year of practice. The study results showed that the participants centered their practice on two maxims: maintaining their teacher role in terms of authority and distance and covering the assigned material efficiently and thoroughly. The emphasis on these two maxims caused the teachers to shift away from Communicative Language Teaching practices,

which had been promoted in their BA TESL programme. Additionally, Richards and Pennington identified some of the factors that might have caused this to happen: the teachers' varied cultural backgrounds and experiences; the teachers' prior experiences as learners in the Hong Kong system; the influence of other teachers; and the constraints of their teaching context, such as the heavy teaching and nonteaching workload, large class size, the student's low English proficiency and general lack of discipline. The teachers' closeness in age to their students and their inexperience were also considered possible causes for their methodological shift.

Other studies have found that SLTE programmes have been of benefit to the participants in their studies. For example, Nicolaidis and Mattheoudakis (2008) reported on a study of the long-term effectiveness of a 60 hour course for in-service teachers on teaching English as a Foreign Language. The results of the study revealed that "some small-scale change may have occurred, at least as reported by teacher trainees" (p.286), as well as the importance of the context-specific constraints that appeared to influence the application of knowledge, ideas, and materials. Similarly, Kiely and Askham's (2012) study analysed the impact of a short TESOL training on the participants' early career work using two semi-structured interviews. The authors chose to operationalize the impact in terms of the participants' readiness for work in the language teaching community and their confidence in the tasks involved: continued situated learning represented in the ways the participants engaged with the tasks and challenges presented; identity formation in terms of the participants' feelings and their conception of the values of the profession; furnished imagination, a construct they put forward and define as "a constructivist view of knowledge, where input through lecture, interactive talk, and reading, combines with a sense of self and a sense of possibility to enable the learner... to change and become a member of a given community" (p.498); and the teachers' responses to varying levels of support in work (p.507). The results showed that the programme had been successful in helping the participants' professional formation in terms of their knowledge, which they characterized as "neither deep, nor detailed" (p.510), the principles or values that guided the participant's practices, and which they understood as part of their readiness for work. The study also shed light on their practices, by unveiling the participant's awareness of techniques and capacity for negotiating and reassessing these practices on a given context and their dispositions, by showing the participants' capacity to deal with varied situations and to learn from them. Thus, the results suggested that the programme had been beneficial to the participants.

Some studies have shown that even when teacher education has provoked rooted cognitive change, contextual constraints might significantly influence teachers' practice, for example, in Armstrong and Pennington's (2008) study. According to their results, the heavy workload, the class size, and the need to adhere to the syllabus, as well as the students', peers' and

administrative expectations, influenced the decisions recently graduated teachers from a BA in TESL made in the classroom even when they held contradictory beliefs. Coincidentally, Farrell (2003) studied the challenges a novice English Language Teacher faced during his first year in the profession. His findings showed three main complications: that the teacher was conflicted between his preferred approach to teaching and what was expected from the school where he was working; the conflict between what he wanted to teach in terms of content and what he was required to teach; and the lack of collegial relationships at his workplace. Farrell explains that novice teachers are bound to face complications and that SLTE programmes must prepare them to face these by promoting the development of skills in anticipatory reflection. Additionally, Farrell's study sheds light into contextual situations that might hinder a novice teacher's capacity to put his beliefs into practice.

On the same note, in a more recent study, Junqueira and Payant (2015) researched an MA TESOL student beliefs regarding teacher feedback and practices by focusing on a participant taught English composition in an undergraduate programme. The study results revealed the existence of tensions between the participant's beliefs and what was possible for her to do, due to contextual constraints, which became a source of cognitive and emotional conflict. The study also revealed the participant's complex set of beliefs, but what the researchers considered most valuable was the level of reflexivity the participant demonstrated within his journal entries. The authors suggest promoting discussions of earlier and current SLA theories as the foundation for supporting novice teachers' development. This seems to coincide with Mattheoudakis's assertion that since SLA courses are too abstract, most students present problems associating what they have learned with their teaching practicum (Mattheoudakis, 2007).

Summing up, the studies reviewed in this subsection indicate that:

- Novice teachers have trouble associating theoretical knowledge to their classroom practice (Junqueira & Payant, 2015; Mattheoudakis, 2007).
- Cognitive change does not necessarily mean behavioral change (Farrell, 2003; Junqueira & Payant, 2015; Richards & Pennington, 1998; Urmstong & Pennington, 2008).
- The context and concerns with classroom management exert a significant influence on teachers' actions and mediate teachers' beliefs and practices, which might explain the lack of coherence between novice teachers' cognitions and practices (Farrell, 2003; Junqueira & Payant, 2015; Richards & Pennington, 1998; Urmstong & Pennington, 2008).

The works reviewed in this subsection indicate that SLTE might have an impact on novice teachers' cognitions and practices. Additionally, they indicate that teachers diverge from their

cognitions because of contextual issues and concerns with classroom management. More research is required regarding the impact of SLTE on novice teachers' cognitions and practices.

### 2.3.3 Congruence between beliefs and practices

As discussed in the previous subsections, research has highlighted the frequent lack of coherence between teachers' cognitions and practices. Some researchers have indicated that the relationship between cognition and practice is a complex one and have explored the reasons why this might be so. Here I discuss the possible reasons for this mismatch identified in the studies reviewed:

Firstly, the methodological tools used to elicit cognitions might influence a teachers' perceived coherence between cognitions and practice. Thus, depending on the methodological instruments used, teachers may draw on their explicit cognitions (conscious, declarative, verbalizable) or their implicit cognitions (tacit, automatic, non-verbalizable); their knowledge of practice (Elbaz, 1981), or their personal practical knowledge (Clandinin & Connelly, 1998; Connelly et al., 1997). Additionally, they might be drawing on their conceptions of ideal practice rather than on their actual practices (S. Borg, 2006).

Secondly, belief change might not necessarily mean behavioural change. Numerous studies have shown that contextual factors such as a heavy workload, large class size, low English proficiency, student's low discipline, among others, might discourage a teachers' intentions to put their beliefs into practice (S. Borg, 2006; da Silva, 2005; Farrell, 2003; Gutierrez Almaraza, 1996; Junqueira & Payant, 2015; Urmstong & Pennington, 2008).

Thirdly, beliefs interact with other beliefs within a teacher's belief system; therefore, there might be tensions between coexisting beliefs, causing one to outweigh the other. For instance, pre-service and novice teachers' concerns with classroom management overriding their desire to put their beliefs into practice (Johnson, 1994; Richards & Pennington, 1998).

These reasons have important implications for studies in teacher cognition. They imply that researchers must be mindful of the methodological decisions they make and the data collection instruments they decide to use in order to make sure to capture the complexity of teachers' cognitions. Hence, in chapter 3, I discuss the methodological decision made in detail to address this need explicitly.

## 2.4 **Ontological and Methodological approaches towards the study of teacher cognition**

The ontological and methodological approaches towards the study of language teacher cognition in the past decades have been diverse, including a positivistic conceptualization of the cognitions-practices relationship, the proliferation of the use of questionnaires to elicit cognitions and quantitative analyses, to a dynamic conceptualization of said relationship, as well as the adoption of qualitative instruments and their hermeneutical, grounded analyses. The studies' methodologies have been changing in accordance with the changing conceptualization and operationalization of the different cognitive aspects that are the focus of the studies. For instance, Peacock's (2001) study, which has been discussed previously, gathered data by means of the application of the BALLI questionnaire on two occasions during the student teachers' studies. He then cross checked data with results from the STs' language proficiency scores to try to identify if their beliefs affected their language learning. He analysed the results from the questionnaire and the proficiency data through descriptive statistics. This study method has been replicated by some researchers, such as, Wong (2010), who also applied the BALLI on two occasions to study pre-service teachers' beliefs and the stability of these beliefs over time with very similar results to Peacocks'. However, this course of action has been sorely criticized.

One of the main arguments against the sole use of questionnaires to study teacher cognitions is that it relies on the report of beliefs without reference to the teachers' practice. Borg (2003) expressed his disbelief on the usefulness of studying language teacher cognition without reference to what teachers do in the classrooms (coincidentally with the implicit/explicit dichotomy discussion). He suggests that the mismatch in the literature between the teachers' reported beliefs and their classroom practices might be a result of the methods used to elicit these beliefs. Borg mentions that when teachers are presented with theoretical statements or hypothetical situations to comment on, their responses might reflect their ideas of what should be done instead of what they would do (2006, p.184). Additionally, Skott (2014) pointed out some challenges faced when using standardized instruments. He asserts this kind of instrument works under the assumption that the items carry similar connotations to the teacher and the researcher and that it imposes a set of beliefs on the participants rather than eliciting their own (p.20).

In order to address these issues, some researchers have suggested the use of more interpretative methods. Li (2012) argues about the importance of considering the relationship between "classroom data and verbal comments, and teachers beliefs" (p.53). Baker (2014) also advocates for the use of interview and observation data, however recognizing that, according to the results of her study, self-reports do not give an accurate enough picture of teachers' cognitions and

stating that this could only be achieved through the combination of self-reports, classroom observations and student reports (p.155). Debreli (2011, p. 64) advocated for the use of diaries for the study of teacher cognition by stating that “routinely reported entries (to a diary) provided an opportunity to detect participants beliefs and track them as closely as possible to when and how they occurred” (p.64). Coincidentally, Borgs’ (2012) analysis of works published in 2011 suggested that research in language teacher cognition were at the time “strongly aligned with an interpretative research stance” (p.18) and that authors frequently justified this with their intention to obtain an in-depth understanding of the phenomena, and of portraying events from the subjects’ of study point of view.

In a more recent publication, Burns, Freeman, & Edwards (2015) mapped the ontological and methodological approaches to the study of language teacher cognition. This effort allowed the authors to identify four ontological generations and their usual research methods (See Table 20). The study provides the area with a clear view of the developments in research on language teacher cognition, and how our understanding of the language-teacher’s mind has developed through time. It also provides insights into the methods that have been used, the type of data these methods elicit, and the impact that these methodological decisions might have on research results. The four ontological generations they described are the following:

The individualist generation was characterized by looking at language teachers’ beliefs and looking to understand how these were constructed and how these related to practice. Their focus was on teachers’ decision making in the classroom and the cognitions that stemmed from them; they frequently used quantitative methods for data gathering and analyses. This generation’s practices and results demonstrated the complexity of cognitions, and how they were interrelated with other aspects of teaching. They also documented the importance of looking at the classroom and institutional contexts, and brought about new ways of gathering data of a more ethnographical nature (stimulated recall, verbal protocols, introspection-retrospection, discourse analysis, among others) (pg. 589-590).

The social ontology moved away from the individualist in that it conceptualized the teaching mind as being linked to the teachers’ process of ‘learning to teach’ and to the teachers’ teaching context. As Burns, Freeman & Edwards discuss, this ontology “emphasizes how the wider surroundings, both internal to the person and external in the social setting, shape thinking” (p.591); therefore, the unit of study was not about quantifying, but about qualitative interpretations and how the teacher himself conceptualized and explained his thinking. This ontology brought insight into the affective factors that influence a teacher’s thinking and practice.



The sociohistorical ontology is an expansion of the social conceptualization that considers the historical nature of teacher thinking. This ontology understands cognition as not only situated in the here and now but also as encompassing the social history of the teacher's thinking, the classroom, the school, and the lesson. Therefore, it privileges understanding the teachers' trajectories of learning and teaching and how they interacted with the teachers' thinking. Researchers who adopted this ontology used data gathering methods to help them access language teacher knowledge and development, focusing on the emotional aspects of language teacher learning, teacher identity formation, and language teacher selves (p.593).

Furthermore, the fourth and last ontology, The Complex, Chaotic Systems ontology, sees language teacher cognition as one of many systems that interact with elements within the system and with other systems over time, and that these interactions have emergent rather than stable properties. From the authors' view, this ontology could give insight, with rich discussions of historical and political factors, of the systems they describe (p. 594). This review noted a "decided shift away from the early individualist ontology that characterized the field" (p. 594). Also, there was now a "recognition of the vital place of (social, cultural, and historical) context in language teacher education, language learning, and language pedagogy" in studying the teaching mind, particularly in the third generation. Additionally, in studying teacher cognition, it will be important to consider "embracing the social turn that has taken hold generally in the study of teaching and learning and teacher education, recognizing that a bottom-up approach to research that starts with the teachers and what they do will help identify ecologies of practice, and considering the role of context in these studies" (p. 596).

**Table 21** Ontological Generations in Studying the Language-Teaching Mind (Burns, Freeman, & Edwards 2015)

Ontological Generations	Conceptual Unit of Study	Prevailing Research Methodologies	Exemplar Study
Individualist [1990 ff]	Decisions, thoughts, beliefs	Often quantitative, surveys (belief inventories), observations and stimulated recall interviews, frequency tallies	Johnson (1992a)
Social [1995 ff]	Meaning and explanations, situated in social contexts	Qualitative, introspective methods such as diary studies and in-depth interviews	Numrich (1996)
Sociohistorical [2000 ff]	Thinking as a function of place and time, through interaction and negotiation with social and historical contexts	Qualitative, interviews and narrative inquiry Researcher positioning is important, and often the research process consists of co-constructed researcher-participant dialogue	Breen et al. (2001)
Complex, chaotic systems [2010 ff]	Dynamic, emergent systems that involve the interaction of multiple interconnected elements	Qualitative, interviews, diary studies, analysis of interactions Research includes analysis of social, cultural, historical and political factors	Kiss (2012)

In agreement with Burns et al's (2015) review, Borg (2018) argues that the variety of evidence supporting different positions regarding the beliefs-practice relationship could be related to the methodology used in the studies that presented this evidence. He points out that many of the studies done in teacher cognition research were based on cross-sectional, one-shot analyses of what teachers say and do. He further argues that in order to be able to grasp a clear view of the beliefs-practice relationship, studies must be of a longitudinal nature making sure to examine teachers' beliefs and actions from a broad socio-historical perspective (p.79). He also provided guidelines for the analyses of teachers' beliefs: to define the study's rationale clearly; to problematize the concept of "belief," which is to say that researchers should acknowledge the complexity of the term and explain how their study will conceptualize it; to problematize the "belief-practice" relationship given that the manner in which this relationship is conceived has implications for the research design and to maximize methodological rigour.

#### 2.4.1 The Sociohistorical Ontology towards the study of Language Teacher Cognition

The sociohistorical ontology towards the study of Language Teacher Cognition is based on Vygotsky's work, which considered that the nature of human development is social and cultural (Vygotsky, 1980). Sociohistorical theory (also referred to by some authors as Sociocultural Theory) has influenced second language teacher education for the past 15-20 years. However, it only became relevant to the research of Language Teacher Cognition when it became evident that there was a need for a broader conceptualization of cognition that included mental processes,

teaching practice, and the contexts within which the interaction between teaching and practice take place (Cross, 2010, p. 437).

Cross (2010) advanced the proposition that Language Teacher Cognition research could be reframed within a sociocultural perspective. He argued that two of Vigotsky's key constructs were of interest to the field: the principle of genetic analysis and the notion of mediated activity. Firstly, Genetic Analysis embraces the assumption that "mental functioning can be understood if one knows his origin and the transition it has undergone" (Oguz, 2007, p. 3) and identifies four historical levels of human development: the phylogenetic domain, which deals with the physical evolution of the human mind; the cultural-historic domain deals with the development of the mind in a broader sense which includes the external world (the social, cultural, and historical basis); ontogenesis, which focuses on the individual subject development across life; and lastly, microgenesis, which is the "momentary instances of concrete, practical activity that subjects engage in with the world around them (p. 437). Cross argues that this approach is beneficial because it demands more than just descriptive accounts of how things are in the present and seeks to understand the reasons why the present is the way it is, requiring "historicity" as central in the research design. Secondly, the notion of mediated activity which he describes as a framework that "fuses the dialect between thinking and doing with the socially and culturally constructed contexts in which teachers -as thinking, historical, social, and culturally constituted subjects - find themselves engaged through the 'activity of teaching language" (p.438).

Other authors have also proposed this ontology as adequate for studying language teacher cognition and have pointed at its importance in a reconceptualization of Second Language Teacher Education (Golombek, 2015; Golombek & Klager, 2015; Johnson, 1994, 2009; Johnson & Golombek, 2016). For instance, Burns et al. (2015) point out a vital aspect inherent to this ontological approach: recognizing that the researcher's positioning regarding language teacher cognition and her representations of meaning influence the research process. Researchers who rely on this ontology strive to give an exact representation of the "trajectories of teaching experience over time and teacher-researcher co-construction of meaning in the process of explicating theory-practice relationships" (593). Additionally, this ontology privileges a recognition of how the development of L2 teachers takes place in very varied and ever-changing socio-political and socioeconomic contexts, thus, indicating that we should take into account "the social, political, economic and cultural histories that are 'located' in the contexts where L2 teachers learn and teach" (Johnson, 2009, p. 114) to be able to interpret them from a "located" point of view.

Although this study does not explicitly adopt concepts from sociocultural and sociohistorical theory to perform the data analysis, this study draws from them in so much as it considers the unit of study is how the teacher conceptualizes and understands her thinking and actions. Additionally, it makes sure to incorporate the social history of the participant's thinking, classroom, lessons, and context while giving a thick description of the researchers positioning regarding teacher cognition, her language learning and language teacher education history, and her representations of meaning.

## 2.5 Rationale for this study

The literature review presented above evidences that Language Teacher Cognition is an established research tradition that has provided valuable insight for Second Language Teacher Education and continuing research in the area. However, the chapter has also made evident that there are still several areas which require further research. Researchers cited in this review, and others have made a call for further research and make the following recommendations:

- There is a need for more research in monolingual classes taught by non-native speakers of the language (S. Borg, 2003, 2006);
- There is a need for further research which focus on how individual trainees are affected by training programmes in unique and individual ways (S. Borg, 2006);
- A need for further research into the relationship between cognition and classroom practices (Cabaroglu & Roberts, 2000; Peacock, 2001);
- The need for more longitudinal studies which might trace cognition development over time and the processes inherent to it (S. Borg, 2003, 2006; Gutierrez Almaraza, 1996; Mattheoudakis, 2007);
- The value of examining how teachers transition from pre-service to in-service status (Junqueira & Payant, 2015).

Thus, this study's distinctive features, taking Borg's (2006) framework for language teacher cognition research as a referent, are a longitudinal study of pre-service teachers' cognitions and practices and during these teachers' transition to the first six months of novice teaching experience. With respect to the domain dimension, this study does not focus on a specific curricular domain in language teaching. It instead focuses on teachers' cognitions and practices without reference to any particular area which would place it within the generic domain. Thus,

this study addresses the needs for further research identified and enlisted above. I believe it contributes to the language teacher cognition research field by giving further light into the process of language teachers' cognitive development and identifying aspects of the said process's nature. Additionally, I am confident the results will increase knowledge into the effect of second language teacher education in cognitive development, and novice language teachers' early in-service practices. This is of particular interest as previous research has suggested it would be of value to explore teachers' transition from pre-service to in-service status (Junqueira & Payant, 2015), and to examine teachers' beliefs, knowledge and ability with longitudinal and cross-sectional methodologies (Fives & Buehl, 2008, p. 172)) which acknowledge the importance of the context by looking at the sociocultural and sociohistorical aspects involved. In the local context, I expect that this study's results will raise awareness in policy and decision-makers of the importance of acknowledging students' cognitions and promoting reflection upon these cognitions regarding curriculum design, particularly in its Teaching Practice component.

## Chapter 3 Methodology

The research project described in this dissertation intends to study pre-service teachers' cognitions, their development and their effect on the participants' early novice teaching experiences. For this purpose, a qualitative longitudinal approach was considered most appropriate in order to be able to detect, track and analyse the pre-service teachers' cognitions. The assumed epistemological stance provided the study with the possibility of having a holistic picture of cognitive change, its developmental patterns, and its effect(s) in the pre-service teacher's teaching practice. The study collected data from various data collection methods, including questionnaires, observations, stimulated recall interviews, and teaching journals. The combination of classroom data and elicited and self-reported cognitions is believed to be one of the present project's major strengths.

This chapter will first present the research questions that guide this study. Secondly, it will discuss the methodological and epistemological stances adopted. Thirdly, it will give a detailed account of the participants and their characteristics and individualities. The fourth section will give a detailed account of the data collection tools used in the study, the rationale for their selection, where they come from or their process of creation, and their purpose. Next, it will explain the data collection process, followed by a description of the data analysis procedures throughout the study. Lastly, it will discuss the ethical considerations the study observed.

### 3.1 Research Questions

After a thorough review of the literature and considering the most recent advancement in the state of the art, it has been established that language teachers' cognitions are a crucial aspect in a language teachers' education. Additionally, a further a need for research into the relationship between cognition and practice and the processes inherent to the development of teachers' cognitions has been identified. Therefore, the aim of the investigation herein presented is to increase understanding of how pre-service teachers' cognitions develop through their preparation as language teachers, as well as identifying the effect(s) of this cognitive development in their teaching practice while engaged in their undergraduate studies and during their first professional experiences as novice teachers. For that purpose, the study seeks to answer the following research questions:

**RQ1.** What are the participants' previous experiences regarding language learning and language teaching and what cognitions stem from them?

By responding to this question, this study intends to portray the sociohistorical aspects surrounding the participants' cognitions.

**RQ2:** How do the participants' cognitions and practices change throughout their teaching practice experiences?

By responding to this question, this study intends to shine further light into how language teachers' cognitions change over time, maintaining a link between these cognitions and the participants' teaching practice experiences.

**RQ3:** How do the participants' cognitions interact with their decisions in the practicum?

This study intends to delve into the belief-practice relationship by understanding it as interactive and context-bound by responding to this question.

For this study, I construe change from the same highly interpretative stance as Cabaroglu and Roberts (2000): "change as movement or development" (p. 389), which gives value to meaningful instances of change whether these show themselves intensely or lightly, as long as they present themselves as significant from the participants' view. This approach at the conceptualization of change pays attention to the participants' constructions of meaning and their interpretations of their own learning experiences and the sociocultural context in which they unfold their practices and mediate their cognitions.

### 3.2 Ontological, epistemological and methodological stances.

According to Cohen, Manion, and Morrison (2011) deciding on which research methods to use in a study is not a simple exercise of selecting data gathering tools, instead, they argue that research methods are "informed by how we view our world(s), what we take understanding to be, what we see as the purposes of understanding and what is deemed valuable" (pgs 3-4). Guba and Lincoln (1994, p. 108) assert that three fundamental questions need to be answered in order to identify the fundamental beliefs that guide an inquiry:

- The ontological question. What is the form and nature of reality and, therefore, what is there that can be known about it?
- The epistemological question. What is the nature of the relationship between the knower or would-be knower, and what can be known?
- The methodological questions. How can the inquirer (would-be-knower) go about finding whatever he or she believes can be known?

This study is positioned within the constructivist paradigm. This section discusses the main features of this research tradition based on Guba and Lincoln's questions regarding ontology, epistemology, and methodology.

### 3.2.1 **Ontology**

As has been previously pointed out, ontology is concerned with how a researcher understands the nature of reality. For this project, I have adopted a constructivist ontology which, according to Gallifa (2018), understands reality as "a construction of the subject". Within this ontological positioning, the truth is subjective, and its validity is only contextual (p.13). Schwandt (1994) explains it as "particular actors, in particular places, at particular times, fashion meaning out of events and phenomena through prolonged, complex processes of social interaction involving history, language and action" (p.222). Mackenzie and Knipe (2006) indicate that the constructivist researcher will tend to rely on qualitative data collection methods or a combination of both qualitative and quantitative methods, and that quantitative method may be used as a means to support or expand upon qualitative data and deepen its descriptions.

Additionally, this study draws on features from the Sociocultural Perspective or the Sociohistorical ontological stance towards the study of Teacher Cognition, which assumes that "human cognition is formed through engagement in social activities, and that it is the social relationships and the culturally constructed materials, signs, and symbols... that mediate those relationships that create uniquely human forms of higher-level thinking. Consequently, cognitive development is conceived as an interactive process, mediated by culture, context, language, and social interaction" (Johnson, 2009, p. 1). Moreover, a sociocultural perspective understands cognitive development as transformative rather than reproductive; this meaning that individuals transform what they have appropriated for their contexts of practice. Their experiences shape their cognitions as learners, cultural practices of teacher educations, and their contexts (p. 4).

This study is constructivist because it is concerned with exploring the participants' conceptualizations of their thinking, experiences and actions. It is sociocultural and sociohistorical in that it studies these conceptualizations within the participants' social contexts and socially constructed experiences.

### 3.2.2 **Epistemology**

Epistemology is concerned with the *posture* of the knower (Guba & Lincoln, 1994, p. 108). In this case, according to the constructivist ontology, the epistemological stance for this study is *transactional* and *subjectivist*. Guba and Lincoln explain this as a stance in which the object of



investigation and the investigator (the knower and the respondent) are co-creators of understanding (Lee, 2012), and that they are interactively linked so that the findings are constructed as the investigation advances. Additionally, this study is *fallibilist*. Epistemological fallibilism contends that there is always a level of uncertainty to knowledge (*Fallibilism | Internet Encyclopedia of Philosophy*, n.d.). Therefore, the results of this study will be considered provisional findings of the phenomena investigated.

This epistemological stance for this study implies an interest in understanding the phenomena under investigation through the participants' interpretations. Also, that the researcher is a co-creator of these understandings; the researcher is the instrument of the research, thus 'objective facts' are mediated through subjective interpretations (Cohen et al., 2011, p. 289), and it is explicitly recognized that this study's findings are a result of the author's interpretations of the research participant's interpretations of the phenomena being studied (p.439). I acknowledge this subjectivity explicitly and engaged in reflexivity in order to reduce researcher bias.

### 3.2.3 Methodology

According to Berryman (2019) Methodology is “an overall plan for studying a research question or phenomenon that is congruent with epistemology and ontology and is driven by the nature of the research question itself” (p. 273). The ontological and epistemological assumptions highlighted above have important methodological implications.

Firstly, this study is *Naturalistic*. It is naturalistic in that it studies the participants in a natural setting which is as uncontrived and real as possible, and in which there is the least amount of intrusiveness by the researcher. Secondly, this study is *interpretative* in that it seeks to reach a deep and comprehensible understanding of the phenomena being experienced by the research participants (Cohen et al., 2011) through comprehensive narrative and thick description. This methodological choice stems from the consideration that interpretative research methods give researchers exclusive insight into their interpretations of the participant's contexts and realities (Johnson, 2006).

## 3.3 Research approach

The research approach taken for this study was Case Study Methodology. The following subsections discuss the main characteristics of this methodology and the type of case study used in this research.

### 3.3.1 Characteristics of case study research

Case study research is a type of research design that has been used very frequently in qualitative research in education (Gall et al., 2006). There have been many attempts at defining it and it has frequently been referred to as a method, strategy, an outcome of research and an the end product of research (Duff, 2008). For instance, Yin (2018, p. 45) defines it in a two-fold manner characterising its scope and its features. With respect to its scope, Yin regards it as “an empirical method that investigates a phenomenon (the case) in depth and within its real-world context, especially when the boundaries between phenomenon and context may not be clearly evident”. Therefore, one would carry out a case study because of a desire to understand a real-world phenomenon and considering that in order to be able to reach such an understanding there will be important contextual conditions involved which will be pertinent to the case. In so far as its features, he explains that a case study research: copes with the technically distinctive situation in which there will be many more variables of interest than data points. One result of this is that it benefits from the prior development of theoretical propositions to guide design, data collection, and analysis, and as another result; and relies on multiple sources of evidence, with data needing to converge in a triangulating fashion. (p.45)

### 3.3.2 Features of this case study research

Case studies may be designed in different manners; thus, I explain the characteristics of the research approach employed in this study. The characteristics are the following:

*Multiple case:* Multiple-case studies are defined by Yin (2003) as “a single empirical inquiry or study that contains two or more cases” (p.131). This study is multiple-case, given that there were three participants, and each formed an individual case. The cases were explored through the same methodological lens and tools.

*Exploratory:* Exploratory case studies are characterized by Yin (2003) as having the goal of discovering “theory by directly observing a social phenomenon in its natural form”(p.131). This study is exploratory in that it studies the participant’s cognitions and actions seeking to develop theories based on the findings.

*Instrumental:* According to Stake (2005), a study is instrumental when its purpose is to go beyond the case. Instrumental studies try to provide insight into an issue or to redraw a generalization, and might be seen as typical of other cases or not. This study is instrumental, given that it is a multi-case study that looks to provide insight into a phenomenon and to consider these cases similarity to other cases in the literature.

*Longitudinal:* Yin (2018) defines longitudinal case study research as the practice of studying the same case at two or more points in time. The longitudinal nature of this study stems from the need to address the research questions, as well as to contribute to research into uncovering the “process through which language teachers’ cognitions and practices are transformed as they accumulate experience” (S. Borg, 2003, p. 98) which could only be attained through longitudinal studies that would give researchers insight into individual-level data by focusing on the same individuals over time (Cohen et al., 2011).

### 3.4 Participants

The selection of participants for this study, because of its research questions and its data collection aims, presented the researcher with the need to look for student-teachers who had not taken any of the teaching practice subjects within the programme. However in order to maintain the study’s feasibility, its longitudinal nature and the length of time required (an estimate of three years) to carry out all data gathering processes were considered. Thus, the selection of participants was relatively straight forward.

**Table 22** Particulars of participation

<b>Group</b>	<b># of participants</b>	<b>Participants agreed to:</b>
<b>Qualitative case studies</b>	3	<ul style="list-style-type: none"> <li>- give access to the researcher to their 6th and 8th-semester teaching practice reflection journals.</li> <li>- allow the researcher to observe their 6th and 8th-semester teaching practice. (on 3 to 5 occasions)</li> <li>- participate on an audio taped follow up interview after each observation of their teaching practice.</li> <li>- keep a reflective journal of their professional practice once they start working.</li> <li>- give access to the researcher to their professional practice journal.</li> <li>- allow the researcher to observe their professional practice (on 3 to 5 occasions) once they had left their BA programme.</li> <li>- participate on an audio taped follow up interview after each observation of their professional practice.</li> </ul>

All student-teachers who at the time of the study were taking the fifth semester (26 student-teachers) were invited to participate during a meeting in September 2013. In this meeting, all prospects were informed about the general of the study and what their participation would entail if they chose to take part. All prospects who decided to participate were provided with a consent form which was read aloud and then they proceeded to sign it. The particulars of their participation are detailed in Table 21.

The prospects who decided to participate were initially 18. Most of these participants remained participating in the study all through the first data-gathering stage, however as time went by, a considerable number of participants decided not to continue for either discomfort of being videotaped, complications with their schedules, change of residence, because they had fallen behind in the programme or impossibility of obtaining a teaching job (for the third data gathering stage). Only three from the 18 participants who initially agreed to participate remained throughout the data gathering procedures. By the time of the first video recording, these participants were on the last days of their fifth-semester studies; this meant that they had already taken courses such as Teaching Paradigms in Mainstream Education, Mainstream Teaching Methods, Second Language Acquisition, Second Language Teaching Methods, Linguistics, Introduction to Research, among others. None of the participants had been enrolled in the Teaching Practice subject at any time before the study began.

These participants completed all stages of the study detailed onwards by submitting journals, allowing the video-recording of their classes and participating in stimulated recall interviews after the observations. Each participant was given a pseudonym which was completely unrelated to the participants in order to ensure confidentiality. Their particularities are indicated in Table 22.

**Table 23** Participants' details

<b>Participant</b>	<b>Age</b>	<b>Learnt English through:</b>	<b>Teacher training</b>	<b>Teaching experience</b>
<b>Alejandra</b>	22	- English subject in secondary and high school. - Classes at a languages centre.	none	none
<b>Braulio</b>	21	- Bilingual elementary and secondary schooling.	none	none
<b>Coral</b>	35	- Self-taught through immersion .	none	none

### 3.5 Data collection tools

Because of their nature, teacher cognitions are unobservable; therefore they need to be made explicit (S. Borg, 2009). This research aimed at gathering enough data to:

- a) attempt to track and document the process of cognitive change and the factors inherent to it;
- b) identify the way the participants' cognitions interact with their decisions in the programme's practicum and in their novice practice;

- c) identify if there is behavioural change and if so, if it is compatible with the students' cognitions.

For these purposes, the following data collection tools were used: video-recorded observations, stimulated recall interviews and teaching practice journals. All of the tools were produced specifically for this research purposes with the exception of the Teaching Practice Journals. These were produced by the students as a requirement from their Teaching Practice Subjects. The particulars of each tool are detailed in the following subsections.

**Table 24** Data Collection Tools

Research only	Programme products
Video recorded observations	Teaching Practice Journals
Background interviews	
Stimulated recall interviews	

### 3.5.1 Data gathering tools

The qualitative tools described in this section were the source of most of the study's data and the basis to answer the research questions. In the subsections below, I will describe each data collection tool, discuss their value, relevance and limitations regarding the study of language teacher cognition, and explain why they were selected for this study.

#### 3.5.1.1 Teaching Practice Journals.

According to Borg (S. Borg, 2006), Teaching Practice Journals are "a flexible research tool, enabling researchers to study respondents' personal accounts of their thinking and practices over a period of time" (Chapter 9, paragraph 15). Burton (2009) characterizes reflective writing as a tool that can help teachers get "new insights and understanding, a sense of personal and professional accomplishment, and a readiness to share insight with others" (p. 1).

However, other researchers who have had experiences using reflective journals as data gathering means report that they also have limitations. For example, Richards and Ho (1998) tried to find evidence of journal writing promoting reflective thinking. They explain that their results suggest that "journal writing can provide an opportunity for teachers to write reflectively about their teaching, though in itself it does not necessarily promote critical reflection". Nayan (2005), who studied if teaching journals would provide insights into teachers' perceptions of their own beliefs, notions and attitudes towards teaching English, found that most of the time her participants were

"unable to go beyond the narrative and descriptive level" (p. 5) and concluded that they were not effective tools in promoting reflectivity in the participants but that they did give a "realistic and holistic" perspective regarding teachers' beliefs, notions and attitudes towards teaching English.

In this study, the participants wrote their journals while they were conducting their teaching practice as part of the requirements of their Teaching Practice subjects. Thus, since the researcher was not their Teaching Practice subject teacher, she had no say in terms of the content or the text's length that the participants wrote. It was decided to incorporate these journals as a research tool for this study given that these had the potential to give insight into the teachers' thinking and practices and the fact that the participants would produce them one way or another and thus, were readily available.

To do this, the researcher asked the participants to allow her access to the journal entries they had created for their TP subjects, the participants then provided the researcher with the digital files (word documents). As mentioned, the files came directly from the participants; therefore, the researcher was never informed of their evaluations nor had access to the TP teacher's feedback to the participants. For an example of a journal entry see Appendix I.

The journals the participants wrote, using Holly's (1989 in Borg 2006) distinction among journal writing types, were mostly descriptive, but also at times analytical, reflective and introspective. The subject teacher required the participants to write journals consisting of open-ended reactions towards their observations and practices. These reactions were prompted by a set of reflective questions (see Appendix C). The journal entries included commentaries about their students, the materials they used, the context where they were teaching, the class' teacher, their lesson plans, their classes, and their practicum experience itself.

After finishing the programme, the participants were requested to continue writing in their journal, similarly to how they did it while in the programme. The participants were supposed to keep these journals for the course's length; however, they did not do so for this last stage of the study, their reasons being a lack of time to dedicate to it.

### **3.5.1.2 Background interviews (BI)**

Language teacher cognition researchers have established that a teacher's language learning experiences are influential in her teacher cognitions (S. Borg, 2003, 2006; Johnson, 1994; Richards & Pennington, 1998). As Borg (Borg, 2003) points out these experiences "establish cognitions about learning and language learning which form the basis of their (teachers') initial conceptualisations of L2 teaching during teacher education, and which may continue to be influential throughout their professional lives" (p.88). Thus, background interviews (BIs) were

used in this study to prompt the participants to talk about their language learning experiences, their teachers, and the contexts where they learned the language. According to Cohen, Manion, & Morrison (2011) “interviews enable participants – interviewers and interviewees – to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view” (p. 506).

In this study, the BIs were semi-structured in nature. Bernard & Ryan (2009) describe semi-structured interviews as “based on an interview guide – a list of questions and topics that have to be covered. The interviewer covers each topic by asking one or more questions and using a variety of probes ... and decides when the conversation on a topic has satisfied the research objectives...” (p. 29). For this study, an initial background interview per participant was carried out in which each of them was asked a set of questions directed at finding out more about their language learning history (see Appendix F). The BI was carried out right before the participants first Stimulated Recall Interview. Probes suggested by Bernard & Ryan(2009) were used frequently, particularly *the silent probe* which requires the researcher to exercise patience and wait for the participant to continue her thought; *the echo probe*, which involves repeating what the participant last said and asking them to continue; *the uh-huh probe*, which involves making affirmative remarks like *uh-huh, right, yes, I see*, etc.; and *the tell me more probe*, which involves verbally inviting the participant to say more about their last commentary.

### 3.5.1.3 Stimulated Recall Interviews (SRIs)

Stimulated recall is an introspective data collection technique in which participants are given a tangible reminder of an event they had previously participated in, (for instance, video or audio recordings of an event) to stimulate recall of the participants’ cognitions at the time. According to Gass & Mackey (2017) SRIs “aid the participant in mentally re-engaging with the original event” (p.14). This technique has been used along with observations to uncover teachers’ thoughts in light of the teachers’ practice by a number of SLTC researchers (Andrews & McNeill, 2005; Baker, 2014; Gatbonton, 2008). Mackey and Gass (2005) explain that introspective reports of the kind of SRIs have the advantage of allowing the researcher to access processes that are not accessible by other means. Additionally, regarding the field of Teacher Cognition, Gass & Mackey (2017) state that “Using stimulated recall can help in understanding what teachers are thinking and how thinking changes according to specific classroom situations and over time” (p.28).

Gass & Mackey (2017, p. 44) explain that SRIs use two types of prompts: interviewer’s questions and the artefact which in the case of this study would be the video recordings of the participants’ classes. These prompts cause the interviewee to recall thoughts of two types: recall and hindsight reports. The recall is justificatory in nature, introspective, and the only source of actual thought

processes. The hindsight report is reflective, explanatory, and occurs during the interview. In this study, stimulated recall allowed the researcher to add data about specific situations and help unveil the student/teachers' cognitions behind their actions during their teaching practice, but most importantly they serve as a starting point in order to elicit cognitions beyond what the participants are doing in the classrooms and more related to what they think about language teaching and learning. It is worth mentioning that SRIs in the case of this study were conceptualized and understood as a means to "facilitate discussion of the thinking behind teachers' work without assuming that their interactive thinking at the time at specific points during the lesson can be recreated" (S. Borg, 2012, pp. 21-22). Thus, both recall and hindsight commentaries are taken as valuable data that might give light on teachers' thinking.

Following Gass & Mackey's (2017) recommendation which states that recall should occur as soon as possible after the original task, most SRIs took place less than 48 hrs after the event. In some cases, this was not possible due to the participants' availability and class schedules; however, the interviews always took place within the same week the video recording was taken. The SRIs were carried out in the participant's L2. Although it has been pointed out that this might be a threat to validity given that some participants might be limited in their ability to express themselves in the L2, in this case, the decision to carry out the SRIs was made taking into consideration that the participants had had all of their classes in English and that the means of communication they had always used on school premises and therefore with the researcher since they met her was English. Additionally, the student's videotaped classes (artefacts) were carried out in English, and it was considered that changing the language to Spanish would have caused disparity between the event and the recall. Gass & Mackey (2017, p. 48) explain a finding in one of Mackey's earlier studies that non-native speakers are less likely to provide recall than native speakers when the SRI is carried out in the L2. To reduce this possibility, the participants were assured that they could use Spanish whenever they needed to, which they did in several instances throughout the SRIs and which can be identified on several data extracts within the case study chapters.

When carrying out the SRIs, the researcher played the class video while the participant and the researcher watched the video together. The interviews were unstructured to allow the participants to react to the videos and voice their cognitions. The participants were invited to pause the video and comment on any situation they desired to discuss and were given control of the video player. The researcher posed questions throughout the conversation whenever it was considered necessary for the participant to expand on a particular topic or stimulate conversation when it ran dry. The probes used during the BIs were also used during the SRIs.



#### 3.5.1.4 Observation of video recorded teaching practice.

According to Mackey and Gass (2005), observations are "a useful means for gathering in-depth information about such phenomena as the types of language, activities, interactions, instruction, and events that occur in second and foreign language classrooms" (pgs. 186-187). Additionally, they allow researchers to gather data at the moment and place in which it is naturally occurring (Cohen et al., 2011, p. 542). For this study, naturalistic observation was used to gather data that could be compared to the participants' elicited and professed cognitions. This was done to determine whether there were links between the participants' cognitions and their practices.

The observation's nature was non-participant, unstructured, and authentic (S. Borg, 2006; Cohen et al., 2011; Mackey & Gass, 2005; Phipps, 2009). The initial plan was for the researcher to be present in all classes and video record them; however, some participants requested to do their own recording to avoid feeling stressed by the researchers' presence in the classroom. The request was immediately granted to help prevent as much strain on the participants as possible and keep data as naturalistic as the research design allowed.

Non-participation is evident in the cases in which the participants recorded their classes. However, I did attend the classes of the participants who did not object to my presence. In these cases, I ensured non-participation by sticking to Cohen et al.'s (2011) definition of "the complete observer" as a researcher who just observes, is detached and whose presence should go unnoticed by the group (p. 543). I enforced this by sitting at the back of the classroom and avoiding interaction with both the teacher and the students. In one occasion, one of the participants reached out to me to ask about a verb's conjugation, at that moment I decided the less disruptive option was to provide the participant with the answer to her question and let the attention go back to her immediately. In one other occasion, a student attending a kindergarten class and sitting near me and away from the teacher requested me to clarify what he had to do in an activity for which the teacher had already given instructions. Again, at that moment, I decided to proceed and point him in the right direction. After the events and some consideration, I still believe that this was the best course of action possible to avoid disrupting the activities unfolding, even if this meant being involved in the activity.

The observation was unstructured and authentic in that it was aimed at going into the situation, observing what was taking place and then deciding on its significance for the research (Cohen et al., 2011, p. 543) without contaminating the data with preconceived notions. As Cohen, et al. (2011) point out, some positivists argue that there is no such thing as a "neutral, theory-free observation" and that even though we might not consciously be aware of this, our experiences, beliefs, values, and assumptions might drive theory that emerges from this data-gathering

technique. Thus, I as the researcher am conscious of the impact this might have on the interpretation and theorization of the results, I thought it essential to make these explicit in section 1.5 of this thesis.

A further discussion on the limits and shortcomings of all the data collection methods used in this study can be found below in 8.3, which discusses the Limitations of the study.

### 3.6 Data collection process

The data collection process was divided into three stages which are outlined in Table 25. These stages are organized chronologically according to the tools that were administered at each point in time.

**Table 25.** Data gathering stages.

Data Collection Stage	Number of participants
<b>First Stage (February – June 2014)</b>	
Collection of journals from 6th-semester teaching practice.	3
Video-recorded observations	3
Interviews (Background and Stimulated recall)	3
<b>Second stage (February – June 2015)</b>	
Collection of journals from 8th-semester teaching practice.	3
<b>Third stage (October– November 2015)</b>	
Collection of Journals from professional teaching practice (although this was planned, the participants did not produce the journals)	3
Video-recorded observations	3
Interviews (Stimulated Recall)	3

The first stage took place within five months. At the time, the three participants had just started the sixth semester and had also just been enrolled in teaching practice which is a mandatory subject at that stage in their studies. Within this subject, student-teachers are expected to analyse a group of students; observe the class teacher's practice, reflect upon it; and teach classes themselves and reflect upon their practice. To do this, the semester coordinator assigns groups of three to five students to an English Teaching class (usually within the university's PUAALI programme) in which they will observe, analyse, teach and reflect. The class's curriculum contemplates 16 weeks within which students do one week of observation and one week of assessed teaching practice up until the end of the semester. Within this data-gathering stage, the participants videotaped two or three of the classes they were teaching and participated in a stimulated recall interview following each class. The journals the students wrote during their teaching practice subject were also collected for analysis.

The second stage took place eight months after the second stage's ending during the second block of teaching practices the participants encountered during their studies. This stage consisted of collecting journals the students wrote during their whole teaching practice subject for analysis. During this period the participants were engaged in their eighth-semester teaching practice subject, but unlike their sixth-semester practices, this time, students were required to either take over a class or function as a teacher aid for the whole length of an English Teaching course. Also, in contrast to their previous experience, this time, the student-teachers were not necessarily allocated within the university programmes, but in any programme willing to take the student-teachers. Consequently, each participant carried out their teaching practices in very different contexts. Each case will be discussed individually in the following chapters.

The third stage took place four months after the third stage finished. During this period, the participants had already successfully graduated from the programme and gotten English Language Teaching Jobs. This data collection stage contemplated videotaping the teachers' practice and stimulated recall interviews after each class. For this stage, the participants agreed to continue their journal writing similarly to the way they did during the programme (It is worth mentioning that the participants did not comply with this as expected).

### **3.7 Data analysis procedures**

According to Bernard & Ryan (2009), a study's goal is exploratory when it seeks to answer the following questions: What kinds of things are present here? How are these things related to one another? Are there natural groups of things here? (p., 8). Thus, exploratory studies do not seek to test theory, but rather to generate it. This study is exploratory because it seeks to find out what

the participant's experiences are, the cognitions that emerge from these experiences, how their teaching practice experiences shape their cognitions, and how they interact with the practicum.

Consequently, the approach towards de data analysis in this study was inductive in nature which is characterized by Cohen et al. (2011) as a process in which the researcher "reads, re-reads, reflects on, infers from and interpret the raw data...without preconceptions or deductions from a pre-given framework" (p.644). The researcher then interprets the data and derives themes, models, or theories that explain the phenomenon being studied. Thus, the goal of the data analysis was to let "research findings to emerge from the frequent, dominant, or significant themes within the raw data, without imposing restraints as is the case with predetermined coding or analysis schemes" (Mackey & Gass, 2005, p. 179).

Consequently, the following processes were carried out during data analysis:

1. Familiarization,
2. Initial (*line by line*) coding,
3. Descriptive coding and code operationalization,
4. Pattern coding (*clustering*),
5. Theorizing

These processes and thus the data analysis was carried out in 3 phases: Data Preparation and Pre-Coding, the Coding Process and the Theorising process. Since the data collection process was longitudinal, the phases were not linear but somewhat cyclical. Thus, during and shortly after the first data collection stage, the two first phases of data analysis were happening as well; this was repeated with the second and third data collection stages. Additionally, as shown in Figure 5, the cyclical process began with data collection, followed by data preparation and pre-coding (these two overlapping at times), and next by the coding process. This process was repeated for each of the data collection stages. Once all data was collected, processed, coded, and a pre-analysis was carried out, the theorizing process began. I explain each of these phases in the following subsections to engage in transparency of the methods used, and processes followed to enhance this research's credibility.

**Figure 5** Data Analysis Process

### 3.7.1 Data preparation and Pre-coding

The first stage in the process of data analysis was carried out starting in February 2013 and which lasted until February 2016. During this period the data was collected as it was presented in section 3.6, and prepared for analysis, after that a process of data familiarization followed.

Data preparation is a process in which data is put into a format that facilitates its analysis (Cohen et al., 2011). To do this, a total of 19 interviews, which included background interviews and stimulated recall interviews, were fully transcribed amounting to 138,150 words in total.

Additionally, 16 of the participant's classes were recorded for observation and recall purposes.

The duration of the videos ranged between 40 to 60 mins (this depended on the time allocated to the participants classes and since their workplaces differed in the third stage of data collection this differed as well between participants' data). The journal data consisted of a total of 32 entries amounting to a total of 12584 words (see Table 26 Summary of collected data).

**Table 26** Summary of collected data

Data collection method	Number of instances produced	Word number
<b>BIs and SRIs</b>	19	138150
<b>Videos for observation and SRI</b>	16	-
<b>Journals</b>	32	12584

All data collected was added to an NVIVO file as various researchers recommend the use of Computer Assisted Qualitative Data Analysis Software (CAQDAS) since it can be helpful in storing, organizing, and consolidating data; as well as aiding in retrieving and relating chunks of data in a logical manner which can ease its analysis (Bernard & Ryan, 2009; Cohen et al., 2011; Duff, 2008; Saldana, 2015; Yin, 2003, 2018). In this case, NVIVO was helpful because it allowed me to store and organize my data in a clean and easy to access manner (see Appendix J).

Transcription guidelines aid researchers to “systematically organize and then analyse textual data” (McLellan et al., 2003, p. 64) which is considered an integral part and essential initial phase of data analysis (Duff, 2008, p. 149). Therefore, transcription guidelines with the detail needed for this research were developed (See Appendix H). The background interviews and the stimulated recall interviews were transcribed in their majority by me, but two social service students (SSS) also participated in the transcription process. I transcribed via NVIVO, and the SSS transcribed via transcribe.wreally.com. In order to ensure quality in transcription, each of the SSS was familiarized with transcription practices through a short informal training where they were familiarized with the use of the software and the transcription conventions and where issues of data confidentiality and research ethics were dealt with. Nevertheless, all transcribed work was imported to NVIVO, and I revised it in detail through listening along with the audio recordings and making corrections or adding details when necessary (See Appendix I for an example).

Additionally, I corrected significant linguistic errors (only) to allow for a more readable discourse.

Journal data was dealt with as it was produced and did not go through any preparation or editing process before analysis beyond being included in the NVIVO file to preserve its nature. Also, the class video recordings were included in the NVIVO file; however, I only used it to reproduce the videos and identify timestamps, but I produced texts describing the videos in Microsoft Word that were stored in a computer folder where all the raw data was stored as well.

The data familiarization process consisted of taking the data and reading it several times until becoming sufficiently familiarized with it. The rule I decided to follow was to read three times before starting the coding process. For instance, I read each interview transcription three times before starting to develop categories. This allowed me to begin building each participant's profile and identify recurrent instances that could later become categories. This also allowed me to go back to the interview's audio or the video to check for intonation, or to a video to check for a participant's attitude to later take it into account when interpreting.

### 3.7.2 The coding process

The coding process started in May 2013 and lasted until June 2016. The length of time is due to the cyclical nature of the process which has been previously discussed. The coding process can be broken down in three stages (which have been mentioned in the processes outlined in section 3.6):

- Initial (*line by line*) coding
- descriptive coding and code operationalization
- pattern coding (*clustering*)

During initial coding, I did an initial line by line revision of the data. This detailed first encounter with the data analysis allowed me to identify the most meaningful parts or chunks of data as these emerged. I used the research questions as guidelines to find the relevant data for the study to ensure that the categories were aligned with the RQs. At that point, I labeled these chunks, which then became my initial attempt to develop codes. These codes were compared across cases, allowing me to identify the similarities and differences between each cases' emerging codes.

I started this research by adopting an Eclectic Coding Method which is defined by Saldaña (2015) as mixing and matching various coding methods. This happened because I did not know precisely what was happening during the first stages of data collection and analysis and what I was looking for. I started this project in March 2013, and because of the longitudinal nature of the project, the constraints of my scholarship and thus time, the data collection process started in June 2013. Therefore, the data collection process and the analysis overlapped with my reading and understanding of the theory, literature, other research results and methodologies. My inexperience with formal coding methods was also a factor. I discuss this further in Section 8.3, where I discuss the study's limitations, at length.

Once the first data analysis was over, I adopted a Descriptive Coding Method, which is sometimes also referred to as “topic coding” and is described by Saldaña (2015) as one which “summarizes in a word or short phrase – most often a noun – the basic topic of a passage of qualitative data” (p.101). These do not aim at abbreviating the topic, but to be identifications of it. The selection of this coding method was due to it being recommended for beginning qualitative researchers who are still learning how to code data. Additionally, because it is useful in identifying longitudinal participant change (p.102). In this case, Descriptive Coding allowed me to organize and acquire a grasp of the data. However, this coding decision also meant that there were many categories which made me feel overwhelmed at times and like I had fallen into code proliferation. They were also hard to translate into a theoretical analysis that would allow me to describe the complexity of the phenomena being studied. Nevertheless, I made sure to continue comparing codes across cases and find more commonalities and differences. Although this took some time, my reading of the literature regarding data analysis and coding allowed me to understand that I could continue to analyse the data to make it simpler, and more understandable, making for an easier path towards theorizing.

Once descriptive coding was done during the first data analysis stage, I began a process of data reduction. For this purpose, I attempted to separate the codes into the following categories, which stemmed from the theory: beliefs, emotions, and perceptions (See Table 26). At the same time, I started to draft each participant’s chapter; however, this categorization became impractical at times and impossible at others, given that each of these categories appeared to be naturally interconnected and the complexity of one could not be understood without a reference to the other. This made the analysing and writing process almost impossible. Thus, I decided to disregard the results of that process and to try to reduce the data differently. This time I decided to analyse and compare the codes that had emerged so that I could nest them in overarching categories when that seemed necessary through pattern coding. This data reduction process or as Saldaña (2015) calls it, second cycle coding method, allowed me to take the material developed in the first data analysis stage and convert it into more parsimonious units of analysis. Additionally, I generated descriptions of each of the codes to ensure the clarity of each code’s depth and breadth and be able to place them in the most appropriate category (see Appendix K). This process allowed me to generate the first drafts of each participant’s chapter and a first draft (relatively unsuccessful ones) of a cross-case analysis chapter. At this point, I also attempted to generate my discussion and conclusion chapters. The results demonstrated that there was a need for better data presentation, analysis and theorization.



**Table 27** Initial heuristic towards identifying cognitions in the data.

	<b>Key phrases looked for in the data</b>	<b>Example</b>
<b>Beliefs</b>	I believe...	“I believe that a teacher always has to be (.) above the students”
	I think...	
	I thought...	
	A teacher has to...	“I think it depends on the student”
	We are supposed to...	
	A teacher must...	“..when someone has a real need to, to search, he's going to learn I think.”
	... is someone that...	
...is expected...		
<b>Emotions</b>	Lexical tools that convey affective and emotional content such as:	“I don't feel that awkward and they don't see me as the mean teacher”
	I feel...	“I'm not happy with any of my classes in that school”
	I am + emotionally charged adjective	
	Emotionally charged adjectives (frustrated, excited, concerned, anxious, etc.)	“...oh my god it's a mess but, it's it's... beginning eh... it's becoming em... quiet quiet down that eh... frustration...”
<b>Perceptions</b>	Lexis which conveys the participants perceptions about their programme of studies, the	“Actually it's kind of difficult because they are like, forced to be there,

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context in which they carry out their practices (English programme, school, their co- workers, their students, etc.) such as:  the programme is..  my students are...  the environment is..	they are not like, uhm, they have two English courses, the ones weekly and the ones we give on Saturdays with me and with the rest of the teachers, and they are like forced to be in the course even if they don't want to.”  “They are like below A1”
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### 3.7.3 Theorizing

After having gone through these first stages of data analysis, I thus set off to reorganize the case studies so that the study's longitudinal nature was reflected in the data presentation, which I thought would allow for greater levels of theorization. For this, I generated tables where I identified the types of data being discussed and when data were collected. Once this was done, I decided to re-read each case study several times looking for patterns or themes to emerge. I decided to first concentrate on each case individually and begun identifying salient patterns. This allowed me to reduce the sheer number of cognitions that had been previously identified into only the most salient features of each participant's cognitions which was a process of important data reduction that forced me to make the painful decision to let data go that I had already become very familiar with and which felt intimate and interesting. Additionally, I summarized and organized the information in individual case charts which were working documents that allowed me to match the emerging themes with the evidence found in the data and where I could write reflective notes about the patterns I was observing. This later allowed me to identify the participants' processes, which helped me better understand the participants' cognitive development and allowed me to write each case's separate conclusions.

After each chapter had been reorganized, processes had been identified, and I had written conclusions for each one of the participants' cases I set out to compare them with one another in order to find commonalities and differences between the participants cognitions, practices, and processes of cognitive development. I did this by identifying common themes and listing

summarized descriptions of the participants' processes. Additionally, I analysed the figures and charts produced for each case analysis and contrasted and compared them to begin linking them and creating theoretical frameworks.

Once this was done, I went back to the literature to make sure my theorizations were aligned with other researchers' theoretical frameworks. It was not until February 2019 that I was able to draft my cross-case analysis and discussion chapters.

## **3.8 Ethical considerations**

### **3.8.1 Voluntarism and informed consent**

To ensure the study's integrity and follow the University of Southampton's Policy on the Ethical Conduct of Research involving Human Participants, the participants were informed of its characteristics through a participant information sheet and an informed consent form. Within the Participant Information Sheet (see Appendix L), all pre-service students invited to participate were informed of the study's particularities. The sheet explained the research content, why they were invited to participate, detailed what their participation would entail if they agreed to participate in it, and discussed anonymity and data confidentiality issues. Within the sheet, the voluntary nature of their participation was also explained. It was also mentioned that neither non-participation, comments in interviews or journal entries, or their actions during observations and video recordings would affect their grades in my subject or any other subject whatsoever. All individuals who ultimately decided to participate were provided with an informed consent form that reminded them again of the volunteer nature of participation and explained their right to withdraw from participating at any given time (Refer to Appendix M to see the informed consent form).

The pre-service teachers who answered the anonymous questionnaire were invited to participate through a visit to each of their classrooms which had been previously arranged with their professors. The prospects were verbally informed of the study's aims and were assured that their participation was voluntary and that they could refuse to answer the questionnaire at any point. The prospects who decided to remain in the room and participate were walked through the questionnaire sections paying attention to the general information paragraph and each section's instructions. The researcher remained in the room throughout the application of the questionnaire and made clarifications when necessary.

### 3.8.2 Anonymity and confidentiality

The study was carried out in observance of participants' right to confidentiality as best as possible. However, this was a tricky situation given that some of the participant's information that was of interest to the study could make them identifiable to their peers, friends, and teachers. In order to try to protect the participants' identity, all of them are referred to through pseudonyms, and only the utmost necessary information for the research is detailed. The questionnaire application was completely anonymous. It only requested the participants to give general demographic information, none of which could make them identifiable

### 3.8.3 Data Confidentiality

All data collected within the study was kept confidential by assigning each participant a code number with which all files were identified so that none of the documents could be traced back to the participants. The data was kept in two password-protected computers that shared data through a password protected personal cloud storage service (dropbox.com), which allowed me to keep the files safe from being accidentally erased.

In order to guarantee that all the participants had full comprehension of the study's nature and what their participation entailed, the researcher held a session with all prospects in which they all read the participant information sheet and discussed the answers to the questions included in the sheet. I invited the attendees to ask any further questions and answered them to their satisfaction before handing them the informed consent form, which was also read aloud.

## 3.9 Challenges and constraints

This study presented me with more than a few personal challenges. By the time I started my PhD studies, I already had experience conducting research with colleagues. I had a strong familiarization with research paradigms and methods because of classes I had previously taken and my teaching responsibilities. I had also developed basic research skills, particularly regarding qualitative data analysis procedures while carrying out my MA dissertation. This involved having experience revising literature, carrying out structured and semi-structured interviews, doing non-participant observations, devising transcription guidelines, doing discourse analysis and theorizing from that type of data, among other less relevant processes. However, I had no experience using SPSS, NVIVO, or transcribe.wreally.com. I addressed this challenge by finding online tutorials on using this software and experimenting with it before uploading the study's data. Regarding transcribe.wreally.com, I made sure I was not only prepared to use it, but also able to train others in using it.

Additionally, my data analysis experience proved insufficient for this study's purposes, and my lack of economic, material and time resources made the learning process long and painful. So, I had to attain the necessary materials and do extensive reading and reflecting on the subject. However, my study's chronogram and my own personal and professional decisions did not allow me to wait until I was confident enough of my abilities to start analysing the data. This pressure made me rush the analysis and resulted in the first version of this dissertation which was lacking in proper theorization and data presentation. I was eventually able to carry out the necessary reading and reflecting to produce a document that satisfied my own quality standards and hopefully, my evaluators'.

Although I had experience in carrying semi-structured interviews, I had no experience in carrying out Stimulated Recall Interviews and was extremely unsure of the data presentation aspects of this data collection method. I addressed this challenge enthusiastically by becoming familiarized with the method before applying it, which proved successful. However, the data presentation matter was much more challenging. In the first draft of this thesis, the data gathered through this method was not presented in a sufficiently explicit manner which would allow identifying the practices that contextualized the discussion. After a thorough revision of the data, its longitudinal nature, and its presentation, I am confident that it now allows for recognising the complexities of its nature.

## Chapter 4 Alejandra

### 4.1 Alejandra's Profile and Language Learning Experiences

Alejandra was born and raised in Mexico, and her native language is Spanish. At the beginning of the study, in 2013, she was 22 years old and enrolled in the sixth semester of the BA in ELT at UJED. She enrolled in the BA programme right after she graduated from high school, and she did not have any teacher training or teaching experience whatsoever before taking the teaching practice subject in the programme.

Like many other Mexican citizens, Alejandra took English language as a mandatory subject in her Secundaria (Secondary) and Preparatoria (Highschool) education and attended a private English Language Learning Centre to improve her English language proficiency.

### 4.2 Developments in Alejandra's cognitions and actions.

Alejandra's cognitions and practices are organized chronologically so that the readers can identify development in cognitions over the full period of the research. To help readers follow the chronology of events, I summarize the data sources I used and the order in which the data were collected in Table 27. I also explain how the codes given to each extract of data reflect the chronology in the same table.

**Table 28** Alejandra's data coding and chronology

	<b>Data Code</b>	<b>Date</b>	<b>Months into the study</b>
Background Interview	1302-BI	27/03/2014	0
Video Recording of Observation 1	1302-V01	25/03/2014	0
Stimulated Recall Interview 1	1302-SRI1	27/03/2014	0
Video Recording of Observation 2	1302- V02	04/05/2014	2
Stimulated Recall Interview 2	1302-SRI2	07/05/2014	2
Collection of Journals 1	JA1.#	for the period of 02/2014 to 05/2014	4

Collection of Journals 2	JA2.#	for the period of 02/2015 to 05/2015	17
Video Recording of Observation 3	1302- V03	20/11/2015	22
Stimulated Recall Interview 3	1302-SRI3	26/11/2015	22
Video Recording of Observation 4	1302- V04	30/11/2015	22
Simulated Recall Interview 4	1302-SRI4	03/12/2015	23
Video Recording of Observation 5	1302-V05	07/12/2015	23
Stimulated Recall Interview 5	1302-SRI5	10/12/2015	23

#### 4.2.1 Use of the book

The first salient feature of Alejandra's thinking and actions was regarding her use of the book. During Alejandra's background interview, she expressed that there is a direct relationship between having had a "really good" teacher and her own learning. She identified one of her teachers as her best teacher and the reason she gave was that way in which the book had been utilized in class:

AI: uhm, maybe the high school teacher that I said. because she doesn't... she didn't (.) content with the book? she made uh, more extra activities to make us speak or to make us write, and, and anything was because of that. Because the other teachers usually use only the book. So it was helpful.

(1302-BI-3-1)

This extract suggests that Alejandra believes that a good teacher relies not only on the textbook but also extra activities.

During Alejandra's first observation, she and one of her peers were required to teach a class. Alejandra's peer began the class with a review of the previous unit. Her peer had decided to work on a section of the book, which was dedicated to reviewing the unit and had selected a vocabulary exercise from it. When it was Alejandra's turn to take over the class, she decided to use the exercise that followed, which reviewed the unit's grammar. Alejandra's language learning experiences had an apparent influence on her belief that a good teacher should use

a variety of materials and avoid using only the book in the classroom. Her journal entries also discussed this topic when writing about her observation of the main teacher's class:

I thought, before me and my partners gave our classes, something would change on the way the class was driven and still the same, I wonder if that will happen to me, because I think at first as a graduate teacher you are so excited and have lots of dynamics for your class, but then, as time goes by and you have more responsibilities, more groups and stuff, you stop planning your classes and just work with the book making everything a routine.

JA1.2.e2

Therefore, her selection of that exercise in the book, especially since following another book exercise, indicated that she was not acting according to what she believed. The very first activity she had chosen to use was a decontextualized exercise from the book. During the stimulated recall interview, while we both watched her continue the class with another, unrelated textbook exercise, she explained that this was not something she had decided on her own:

AL: hmm because I don't know who told me that they paid the book so they must use it.

N: Ok

AL: If they are ah, yes you ah (2) if a book is required in order to enter that class, so, they they have to use it.

N: Ok

AL: Although we are taught that the book is is just a (..) a tool not the the main (.) the main objective of the class

N: Ok

(1302-SR1.2-7)

Alejandra reported not acting in accordance with her beliefs, but according to what she had been required to do and was expected of her. However, the situation awoke her criticality both towards the PUAALI programme and her teaching practice course as she realized the incongruence between what she has been exposed to in theory and what she was being exposed to and required to do in carrying out her practices. Alejandra became aware of tensions between her cognitions, her BAs input, and her practices. During a latter practice, Alejandra increased her use of the book, making it most of the classroom work. Out of the four activities she had carried out in class, three of them had been exercises in the textbook. While watching herself teach, and when asked about this, she admitted that she had settled on using the book:



AL: Hmm I don't know, I think it was important and also I didn't come up with some idea of another activity, because I had already, hmm, designed the one of the biography, and I don't know, I think it was enough, then the book... and also because, uh, they, it was easy, and they were like three exercises like this big.. so it wasn't like a long activity

(1302-SR2-3)

Alejandra appeared to be going through a moment of apathy, lack of interest, or lack of creativity and decided to settle with the book's activities. However, later, in her 8<sup>th</sup> semester journal entries (14 months into the study), she mentioned the topic again discussing it on the same terms of her initial cognition, but from the point of view of an observer:

Another problem is that, due to the years of experience from the main teacher, he does not plan his classes and only follows the book; a book which is not well organized and jumps from one grammatical feature to another in the same page or lesson and confuses the students or does not give them the time to digest what they have learnt before moving to other page or exercise.

JA2.6.e3

Alejandra's ideas at the time did not seem to have changed much during her BA practices. At times, her actions contrasted with her cognition, but her explanations clarified that there were factors that had influenced her actions apart from her cognitions.

Alejandra's actions during her early novice experience (22 months into the study) appeared not to match her initial cognition or what she expressed in her journals, but instead seemed to show her, once again, accommodating to the situation. Before watching her class video, I enquired about her lesson planning process. She explained the following:

AL: Well I follow ahm... the main book which is a very very big book and it is supposed that I see one or two pages per day but sometimes they finish really really fast so I have to hmm... to fill the time with crafts or for example, I think there I used modeling dough

1302-SR3.15-9

Alejandra's choice of words suggests that she was encouraged to complete the book. Her actions did not match her initial belief. She explained that this was a school requirement out of a concern of preventing the parents from being unhappy about buying an expensive textbook that would not be completed. However, her discourse about the value of this practice for her students had changed:

AL: Mmm... I think amm it's... well, for that group I think it's good, because they finish really fast, so I can do all, whatever I want..

N: Aha

AL: then... but with the groups that were a little bit slower, I think it is really difficult to fill a book and also have additional learning activities, which is what what I like to do, what I plan whatever I want related to the class

1302-SR3.15-19

Alejandra's change in discourse seems to show that her belief had changed slightly to accommodate her contextual reality, making her more accepting of using a textbook as the class syllabus. However, we can also identify that she is conflicted when she cannot add activities that might add to the students' learning.

Additionally, when asked about her use of the book at the public high school where she also teaches, she indicated that she also sticks to the book:

AL: For example.. in #school# I stick to the book, stick to the book like.. we are going to see question words, I search something in youtube, in google and then I teach the class, they listen.. they write.. and we do a small activity, and that's it, because there are 45 minutes of class so you can't do a lot, and also I don't do like montly plannings.. they don't.. I think.. it's because they don't ask me to do them that I don't do it.. so the classes are mostly like day by day.. I'm going to teach this in two hours.. so let me see what I'm going to do..

1302-SR3.15-20

Looking at the way Alejandra's beliefs and actions adapted through time, it seems like she is somehow accommodating to a contextual constraint. As has been discussed throughout this dissertation, in Mexico, the book becomes the programme and teachers are required to follow and complete the book. Alejandra's workplaces seem to adhere to this philosophy, within the private and the public schools. Additionally, during Alejandra's pre-service teaching practices, she had been instructed to stick to the book and make sure to complete it. Alejandra eventually regarded her close attachment to the book's activities as "good" for her students. Alejandra's exposure to a set of values that differed strongly from her own, for an extended period of time, ended in accepting these values and cognitive accommodation to what she was being required to do. However, it is important to point out that Alejandra's belief does not seem to have shifted completely. She still believes in the need to complement the book's activities with "additional learning activities" and feels discomfort when she cannot include them in her planning.

Nonetheless, Alejandra seems to be reacting according to what is contextually and culturally acceptable and expected. Her initial cognition had been influenced by her previous language learning experiences and the BA programme. However, her actions and her cognitive change were strongly influenced by her superiors and her teaching context.

In conclusion, the development in Alejandra's cognitions and practices regarding the use of the book suggests that she has gone through the following processes:

- Initial cognition,
- Awareness of tensions between cognition, input and practices (questioning),
- Regression to initial cognition,
- Slight cognitive change and accommodation to contextual expectations.

#### 4.2.2 Use of the L1 and L2

The second emergent feature in Alejandra's case is the use of the L1 and the L2 in the classroom. During her Background Interview, Alejandra expressed that she considered one characteristic of a bad teacher was not speaking the target language in the classroom, which she identified as a feature of "teachers who weren't teachers":

AL: ... because they weren't teachers, they only knew the language but they talk in Spanish, so they could say some things in English but, not, it was not the main point and when you are like an A1 and you don't know anything and (.) yes, you get lost because they speak (.) they talk to you in Spanish ...[...]

N: So, how important do you think it is to speak English in the classroom?

AL: I think it is mandatory, because it's an English class, why are you going to speak in another language different than English?

(1302-BI-5)

When asked about her thoughts on how much English a teacher should speak in the classroom she conceded to the use of Spanish in certain situations:

AL: I think it could be an 80% or 90% because sometimes, uh, for example with my practices (..) I have uh (.) I have been in front of the situation where some when someone asks you something and you cannot explain them, for example, I don't know, there was this time when someone asked me what was a noun, and I was (.) I know what a noun is but I don't know how to explain it, I said, the name of the things -oh! the countable and uncountable- no! -this- no! -*pronombres* (pronouns) or I don't know how to say it in Spanish either but it's important to speak a little bit of Spanish sometimes, yes, with the more basic levels.

(1302-BI-6)

It is worth noting that this time Alejandra seems not to be talking from the point of view of her language learning experiences and she does not seem to be identifying herself as a student anymore; instead, she seems to have put on the “teacher hat”. Alejandra’s change of stance when she modifies the lens through which she looks at a language teaching practice and by adopting a language teacher identity instead of a language learner identity, suggests that her cognitions are situational, context-bound and dynamic. Additionally, it suggests that in Alejandra’s cognitive system, using her teaching time economically is a cognition that is higher in hierarchy than her belief in the importance of the use of the L2 for communication in the classroom.

During her first two observations, Alejandra spoke to her students in English practically all the time, and she would ask the same from her students. Alejandra’s interest in making her classroom an Only-English class encouraged her to try different means to make her students speak English. Within her classroom rules, she set one in which speaking Spanish in class was forbidden, and she would enforce it by making the students pay one peso per word spoken in Spanish. Therefore, if a student spoke a long sentence, he would end up paying up to 10 -15 pesos which in Mexico would be enough for buying a bag of chips and a soda. In the following extract, Alejandra is talking about a situation in which a student was using Spanish to try to clarify his understanding of what she had just explained:

Al: (laughs) Try! (2) and I told him that

N: in Spanish!

Al: yes, one peso per word. (8) and he was nervous, you can tell by his, uhm,

N: stressed, right?

Al: Yes, by his body language! He was really nervous

(1302-SR1.3-13)

Alejandra did not seem to enforce this rule consistently. She would often allow her students to speak Spanish when expressing doubt or asking questions. Anyhow, Alejandra’s belief in the importance to avoid Spanish and speak English in the classroom (both herself and her students) frequently showed during her pre-service practices, and her flexibilization (in the context of this study this means that the participant consciously allowed for an action that was contrary to her belief, without feeling conflicted) of the rule did not seem to cause her conflicting feelings. While watching herself walk around the classroom, peaking at the students work, and listening while they were working during a small group activity which was meant for speaking practice, she, unprompted, explained:

AL: I was amm checking that they were speaking English, and amm and that mm both amm students were talking, because sometimes you say, yes do this speaking activity, and only one of them talks

N: So it becomes a monologue.

AL: yes, and I was am walking around watching that... everybody talks and in English  
(1302-SR2-1)

Alejandra's intention to maximize the students' opportunities to speak English shows that her actions were congruent with her cognition. Her choice was also congruent with the BA's input (SLA, Language Teaching Methods) which, even though she did not discuss explicitly, seemed to be reflected in her discourse. This is evident in the next extract, which is a follow up of the previous one, and which came about when I enquired about the reason why she was so insistent in making sure her students spoke English during that activity. She explained the following:

AL: Ah I think because it is the only opportunity they have during the whole day. For example, here eh in this school, we can speak English if we want.

N: Yes

AL: But I don't think they speak English outside of the classroom.  
(1302-SR2-2)

Alejandra's approach towards the use of L1 in the classroom is consistent with her cognition. Her cognition seemed to remain stable throughout Alejandra's BA practices as can be seen in one of her journal entries from her 8<sup>th</sup> semester practices (13 months into the study):

...Since the beginning I saw there were several problems in the classroom and with the way English is taught in general: one of those was that the main teacher is used to give his class completely in Spanish and most of the students never practice English not even in the classroom...

(JA2.6.e3)

Contrastingly, during her first observations as a novice (22 months into the study), both her cognitions and actions seemed to have suffered significant changes. While observing herself teaching Alejandra became aware of her frequent use of Spanish in class: *AL: I switch to Spanish very much...* (1302-SR3.15.5.1). In the video, we could observe her use Spanish frequently to give complicated instructions, clarify, or address students who were having trouble with a task. However, she also realized that her students were beginning to use

English words mixed with words in Spanish to answer her questions. She then explained her reasoning for her use of the L1 in her classes:

AL: Yes, they are very little, at the beginning I was like ..how! (8) and they know the colors.

[...] Yes, yes *agarra el* (grab the) blue, *con* (with) yellow, yes they speak spanglish like me

N: what do you think about that ?

AL: Ahmm I think for example, I make it ah.. unconscious, because I think, For example there are some words that if I say them in English, they won't understand... and ahmm.... yes, I think that they are getting used to, and there will be a time when I speak only in English and they won't realize

[...]

AL: Yes, because for example, with elementary at the beginning I was ahh only spanish, then spanglish, then more english than spanish, and now I can give ahh a lesson, with a very very little words in spanish.

1302-SR3.15-5.2

Alejandra seemed to have become aware that her students might have trouble understanding because of her age. Alejandra's feelings of insecurity about speaking English-only led her to experiment with a new approach, and she was confident that her students benefited from it. This newly incorporated idea of the importance of the student's maturity appeared to have settled in Alejandra's cognitions:

AL: yes, ahh well this is my first year like in a a real real school so I don't know, I as I said it wasn't conscious the Spanglish and then I I realized that they were understanding me in English so I it was like a discovery [...] amm I feel bad because I know that many of the children that are there in that school are there for the bilingual education, so the English teacher is speaking Spanish?, so that makes me like... do an effort to speak in English, even though they don't understand it, they will understand with the time but yes, I I still speak in spanish sometimes and mostly with the little ones

[...]

AL: Well, mmm it's helpful...helpful because they will be hmm... with English classes their whole education, so if I set the right base they will be able to... to make it to the next step and so I think it is a great responsibility for me in the first years because that's the beginning.

N: Sort of like the foundation right?

AL: Yes

1302-SR3.15-8

The transition from Alejandra's initial belief of the need to speak the target language in the classroom to a much more flexible conception which allowed frequent use of the L1 did not come about without doubt and hesitation. Alejandra was dealing with feelings of guilt based on not being able to meet others' expectations of her as the "English Teacher". This suggests that these feelings are related to the process of transition between her early cognitions which shaped her conception of what distinguished a real language teacher from someone who just happened to be teaching the language. Later, these signs of tension continued to appear. Once we had finished watching her class, I asked her whether she was satisfied with her teaching and her students' results. She explained the following:

AL: Yes, I think they can do more, but sometimes I think that the... the trouble is with me, that I think they are too little to learn more, so I get stuck, I get stuck.

N: So you sort of like don't challenge them?

AL: Yes, I think sometimes it's that, because as you saw, they understand but I... I don't do much to speak completely in English sometimes..

N: And do you think you should change that or would you like to wait or?

AL: No, I know I I have to, but sometimes it's so unconcious that I can't help it..

1302-SR3.15-17

This suggests that her initial cognition remains influential and brings about constant guilty feelings. This tension seemed to increase in the following SRI. While we were watching her teach, I realized that she was speaking English more frequently and mentioned it to her. She replied:

AL: Yes, yes they understand, and that's ah... because of the last video, when I saw that they understood in English, and I was like, ok I'm going to speak more often then, they understand [...] Because I I thought that they are very little aww!, they're not going to understand, but the one that doesn't understand it's me that doesn't understand that they are able to [...] but they are, yes, they are capable.

1302-SR4.15-17

The previous extract points out how Alejandra's involvement in this research allowed her to become more reflective regarding her actions and allowed her to become aware of her students' ability to decode when she spoke English.

Alejandra's ideas regarding the use of the L1 and the L2 in the classroom remained mostly stable while in the BA programme, however, suffered substantial changes once she began

her novice teaching. Alejandra's initial cognition was influenced by her language learning experiences, and the BA's English-only policy and classes input. However, her cognitive change was brought about by her awareness of her students' characteristics and a process of cognition questioning and experimentation with actions that diverged from her initial cognition. It is important to point out that even once beliefs have shown signs of change, the original belief remained influential and caused tensions that prompt her to question her actions.

In conclusion, the process of change in Alejandra's cognitions regarding this belief was the following:

- Initial cognition,
- Congruence/Tension,
- Flexibilization,
- Questioning,
- Tension/Experimentation,
- Substantial cognitive change,
- Questioning.

#### 4.2.3 Error Correction

The third emergent feature in Alejandra's cognitions and actions is related to Error Correction. During Alejandra's first SRI, she corrected a student by "paraphrasing" what he had produced using the correct structure. When inquired about why she did that she indicated the following:

AL:...[...] I don't really remember who said you paraphrase them so they don't feel ashamed [...] Oh, I think you told me, because at the end some.. uhm, I think the bananas said, oh, we win, and I said, yes, you won

N: ah! (5) so do you think that's a good technique for correction?

AL: yes!

N: why?

AL: because they, uhm, you don't interrupt them, and they, I think they, they get the idea better than if you just interrupt them and say it.

(1302-SR1.3-10)

This suggested that Alejandra thought that correction should be done in a non-intrusive way. This cognition appears to have been influenced by the BA programme's input, specifically the Language Teaching Methods class, which I had delivered to her group the previous semester. It is worth mentioning that although Alejandra seemed to be clear about the reasons behind



her actions, it is possible that in the case of this belief, she might be expressing what I would expect to hear. It is also important to mention that she does not link her cognition with theory, but with what I had said. However, she still used this technique frequently when correcting, as can be seen in the following observational video extract:

Al: Tell me something interesting about #name  
 S1: she said... jay no!(oh no!)  
 Al: Don't be afraid  
 S1: She said.. uh.. best trip.. eh.. going Guadalajara... uhm  
 Al: (to the student's pair) You can help her.  
 S1: In Guadalajara  
 Al: Yes  
 S1: It's difficult for she  
 Al: For her?  
 S1: For her..  
 Al: To see her friend? Yes?  
 S1: (nods and laughs)  
 Al: (laughs)  
 (1302-V01\_2)

During Alejandra's last stimulated recall interview, this cognition came up again. In class, she had corrected a pronunciation error indirectly while the students helped her write the date on the board by loudly yelling the date. In this case, Alejandra told the students she had heard a mispronounced word, (/di'siembər/ instead of /dɪ'sembər/), asked them whether the pronunciation was right or wrong and helped them identify the mispronounced sound by analysing the word on the board. She explained she had done this because of the following reason:

Al: Well because they are learning from scratch  
 N: aha  
 Al: So, if they ah... learn something bad, that's going to go until the end of times  
 N: Really?  
 Al: Like, like the the error I think, so mmm... I don't know and I think is a non mmm... offensive technique? because I I was not pointing at the girl that said I was like Oh I heard /di'siembər/ is it /di'siembər/ and they were like no no no and then I didn't say like (.) why are you saying /di'siembər/, I think it's, yes, it is a good technique and I

because I forget then when they make an er an... an error or a mistake I cannot write or I cannot make annotations when they do mistakes because I'm busy all the time

N: oh of course

Al: So I I Correct them immediately

1302-SR4.15-5

The extract above suggests that Alejandra's belief remains stable and is her own. Also, Alejandra's cognition seemed to have expanded to add more information. This time she discussed her thoughts regarding the frequency with which error correction should be carried out. According to her, it is essential to correct the student as soon as she makes a mistake because these mistakes can lead to fossilization. In the following extract, following up on the previous extract, Alejandra explains the importance of correcting frequently based on the previously presented experience

Al: amm... well, because I want amm... for them to to know that the right way to say something or to do something

N: Ok, so It's important for children to...say things correctly

Al: Yes

N: Only in pronunciation?

Al: ah... no, in pronunciation and in everything because ah... also when I made a the annotations of the... these are my brothers...(changes topic)

1302-SR4.15-6

Alejandra's belief about the importance to correct indirectly remained stable throughout the study. Although Alejandra did not use the correct terminology, she discussed indirect error correction and fossilization in her own words during the SRIs, which suggests her cognition was influenced by the BA in ELT input. At one point, Alejandra's cognition seemed to have expanded; however, this might be because she discussed it more extensively, which she had not done in previous SRIs.

In conclusion, Alejandra's cognition, in this case went through the following process of change:

- Initial cognition
- Stability/Congruence
- Congruence/Addition

#### 4.2.4 Classroom management

The fourth emergent feature of Alejandra's cognitions and practices is related to Classroom Management. Alejandra did not discuss classroom management significantly during her BA in ELT teaching practices. She did not seem to be too concerned about it, and therefore it was not a topic of discussion in any of her interviews. However, during her novice teaching practice (22 months into the study) Alejandra grew very concerned with discipline. On our conversation right before we started watching, and while she was explaining her context, she explained the following:

AL: Yes, amm well in the school, I'm in charge of ah... a group of elementary, First B, and a group of kindergarden, what is, which is Kinder one and it's really really hard, I mean they are the youngest of the... of both parts of the school, and I have never worked with children and I didn't like to work with children, but I... I don't know, I'm getting used to it... Ahm.. but sometimes it's really difficult, the discipline mostly.

[...]

AL: Yes, the discipline, because they learn very fast.

N: Really?

AL: But once you get their attention, and getting their attention is the hard part.

1302-SR3.15-1

Alejandra's challenging first experiences working with children prompted her to adopt several techniques to try to solve address the problem:

AL: Ah, I make them clap.. one, two, three times, then backwards and forwards, I also sing songs like the three little monkeys jumping on the bed, and what else?, I tell them that... when I can't control them I tell them that I'm going to to leave... with other children who pay attention and they stay like.. what, yes, those are mainly my dicipline.

1302-SR3.15-2

Alejandra's techniques seemed to be mostly whole group routine activities that required a specific response from the students. In her SRI, while watching the video together, it could be observed that when she began counting, the children immediately started counting in chorus with her; when she started singing a song, the students would start singing along. Alejandra explained these techniques resulted from a feedback session she had had with the programme's coordinator. This happened while we were watching her check her students' work on the book:

AL: And one thing that my coordinator told me that was according to their age are the minutes that they pay attention to you so with them like, three minutes they pay attention, I have to... to be really dynamic with them, but sometimes I can't because for example there I was checking the books, by the time I get with the last one the other ones were already doing ahm.. another thing.

1302-SR3.15-10

Alejandra had developed a belief in the limitations of her student's attention span (3 minutes) and the relationship it had with their age which was reflected in her practice in the use of these techniques. Apparently, this idea surfaced because of her interactions with her coordinator and it appeared not to be something Alejandra believed in before. Still, she was basing much of her classroom management decisions on her coordinator's comments. While watching the video together, she pointed out to her frequent use of her these techniques:

AL: Yes, I think every time we change change to another activity, ah.. the attention is lost so I have to do the same thing [...] I think, whatever comes first, sometimes I make them jump, or make them sing a little song, it variates

N: Mhh ok (7) and again, they are concentrated working.

AL: Yes

N: How did you learn to do this?

AL: Ahh my coordinator told me at the at the beginning of the school year, she was with me like for... for a week, she was giving the class, so I observed her.

1302-SR3.15-11

The influence of Alejandra's programme coordinator was clear in her cognitions and her classroom decisions. Therefore, it would not be strange if pressure to conform with the school's policies was the reason of Alejandra's actions. However, she explained this was not the case:

N: So, ah... you tell me a lot about the things that they tell you... how to do at school, all these things like, do you really believe they are like the way to do things or are there things that you think mmm... I don't know about this

AL: Well, am... the thing is that I haven't worked with children that young so, I think that if it works for the rest it will work for me

N: mhmm...So you do think it works?

AL: Yes

N: So you're not only doing it because it's a policy.

AL: no I believe in that

N: ok

AL: For example that technique, like look at me in the eyes, the psychologists told me that, to get down to her level and talk to her like very calmly, explain to her. That's why I say that for example some psychology classes were missing in the school

N: aha...

AL: So you you you have to know how to deal with those situations (2)Because at at the beginning I was so stressed like, why god why, and now is like well I have to handle this

1302-SR4.15-3

Alejandra's choice of words at the very end of the extract suggests that these actors' support has given her confidence in her ability to handle classroom management in that context. Her success in the application of these newly learnt techniques helped her consolidate this new belief.

Although these actors' influence was important, Alejandra also experimented with other techniques. While watching her video, I pointed out that her voice tone was strong, firm and confident. In the following extract she explains how she came to it:

AL: No, I had to practice, at the beginng I.. I lost my voice for yelling that much, but then I was like.. I have to come up with a better way to.. to.. to raise my voice without getting hurt, without yelling.. and I don't yell that much in that classroom because they are.. it's not that noisy, but in elementary I have twenty four children so they are really, really noisy, and I have to yell like.. a lot.. but now I came up with the.. ok, I will speak very slow until you uh.. are quiet.. sometimes they don't even listen to me.. but just with one that sees me speaking really slow he's like.. uh.. hey.. the teacher *está hablando bajito y ya los demas se calman, se calman entre todos*(...is speaking low, and then everyone else calms down, they calm each other).

1302-SR3.15-17

Overall, Alejandra seemed to be receiving consistent support from the school's coordination and felt free to try her own ideas in the classroom. However, she still felt there were areas that needed improvement. Once we had finished watching her first video recorded class as a novice, I asked her if she thought her class had achieved the goals she had expected to achieve. She answered the following:

AL: No, I think it ahmm it is missing some classroom management... more habits like ahh.... at the end of the class they know they have to go for their folder but they don't

remember sometimes. And they don't have to stand and they are all standing, so I think it's more classroom management... more rules

1302-SR3.15-16

Alejandra's classroom management abilities became one of her major concerns which came as no surprise once she explained the role she believed classroom management to have in her student's learning:

AL: Yes, yes I think the classroom mana... management ah... is first than the content, now that I see that

N: Ok, I understand what you what you're saying or if you could explain it like why do you think one is first than the second... and the other one second

Al: Well because ah... you can have the best ah... lesson plan in the world but if they're not in their place if they are talking too much then you, you're not going anywhere, I think that's why, I think discipline and classroom management is first tha... than content

1302-SR4.15-4

Alejandra's explanation of classroom management's importance and how it is higher in hierarchy than content suggests that this is one of Alejandra's Core cognitions.

In conclusion, Alejandra's early novice experiences with her students and superiors led her to develop two new cognitions, one concerning her young student's attention span and one about student learning being dependent on classroom management. Her cognition about attention span went through the following process in the study:

-emergence

-consolidation

Alejandra's cognition about the relationship between student learning and classroom management was identified late in the study; thus, its development process could not be mapped further than its emergence. Throughout this section, it was clear that the most decisive influence in these cognitions emergence and development were influential actors in Alejandra's working context: her programme coordinator and the school's psychologist.

#### 4.2.5 Self-perception as a teacher

The fifth salient feature in Alejandra's cognitions and practices is related to her perception of herself as a teacher. Alejandra's perception of herself changed during her BA in ELT studies.

During the first semesters of her BA, she did not see herself as a practicing teacher in the future:

AL: Yes! Because at the beginning I was like, ugh, I don't even want to be a teacher, then when I did my first practice I was, I am going to be a teacher

N: This is for me!

Al: Yes, and it's, uh, something really weird because from one day to the other I changed my mind

[...] Uh, because I had never been in front of a real group, and I don't know, I enjoy it, maybe because they are good students.

1302-SR1-1.5

Alejandra's new-found inspiration to become a teacher came about quickly (2 months into the study). Her new resolve was found in her teaching journals as well:

As a conclusion I could say that being a teacher is not as easy as it seems, it needs a lot of practice and dedication, but I could see myself as one, and change the stereotype of the boring English teacher who does not motivate the students enough to make them interested in the class. [...] now I feel like I chose the correct career and I believe more in myself.

JA1.1.e7

Alejandra's initial reasons for studying the BA in ELT were not discussed, but in her previous lack of interest in becoming a teacher can be clearly identified her comments. The BA's teaching practice component was, according to her, the key to her change in perception. She now wanted to be a teacher and felt she could be one.

Alejandra's inspiration to become a teacher grew stronger over time, as well as her certainty that she would be good at it. This was evidenced in her journal entries from her 8<sup>th</sup> Semester teaching practice (14 months into the study):

Maybe I am dreaming big, but I really believe teachers can make a positive change in their students and encourage them to become anything they want. It has not been easy; however, I am sure I will get to the point in which I will be an inspiring teacher who believes in her students and helps them to achieve their goals.

JA2.2.e6

I would like my students to remember me as I remember some of the teachers that inspire me to be who I am now.

JA2.4.e3

Once Alejandra left the programme, she immediately sought an English Teaching job which she secured quickly. As her novice teaching practice (22 months into the study) unfolded she expressed she was insecure about whether she could carry out the job:

AL: Ah very good.... yes because at the beginning I was like ahh... am I able to do that?... but now I'm... I'm realizing that well yes, for example the other day a kid in elementary, I wrote the the homework and he read it, the whole thing, in English, and I was like.. How did this happen?

N: In elementary school? Oh my god!

AL: Yes! He was reading like... =science book page forty four, and purple notebook= and I was like... I was really surprised.

1302-SR3.15-6

Alejandra's insecurity regarding her ability to carry out the job disappeared as she became aware of her students' learning. When Alejandra was questioned about the way she used to feel before and the way she felt now she explained as follows:

AL: Well ah... the thing here is that... I.... I really didn't want to be a teacher like.... the actual thing... doing that, but the opportunities have been in front of me and I took them so I.. I'm getting used to instead of looking for something that I want, well that would be maybe later, but now I think I'm getting a lot of experience... like a lot, I am learning a lot there and when the children show me that I changed something on them, that I teach them something like is something that it feels really good.

N: That's really nice, what other things would you like to do? like if you were not teaching

AL: Ahmm work with adolescents well not with adolescents, with adults

N: But in what sense, teaching as well?

AL: Yes, teaching, but more

N: still teaching

AL: more complex things

N: Oh, what do you mean ?

AL: Ahm for example, mmh there I only speak in English, and teach them like words, ahm isolated words, and I would like to... to be in a class where I speak English like the whole time, fluently and everybody understands, like, yes.. like discussing ideas or something in English instead of teaching them little words

1302-SR3.15-7



Alejandra, once again, seems to be inspired by her practice and the learning she is seeing in her students. This was something she mentioned frequently in her SRIs:

Al: and I'm really proud that they know the letters (laughs)

1302-SR4.15-7

It's something like makes me re... feel proud that I teach them that and they know it because of me!

1302-SR4.15-8

Alejandra's enjoyment of her job, her student's learning and her conception of her future suggests that she truly identifies herself as a language teacher and conceives her future job options to be within the language teaching profession.

In conclusions, the process of change of this cognition went through was the following:

- Initial cognition
- Reversal
- Questioning
- Stability

The BA in ELT teaching practice component was a crucial factor in Alejandra's change in perception. Alejandra's early novice teaching practice made her question it, however, her perception of the student's learning brought her back to perceiving herself as a good language teacher. This suggests, teaching practice, whether pre-service or in-service, provides teachers with important opportunities to develop or re-construct their cognitions.

#### 4.2.6 Teaching methods

The last emerging aspect of Alejandra's cognitions and practices is related to Teaching Methods. Although Alejandra did not discuss individual teaching methodologies when speaking about her learning experiences or during her pre-service teaching practice, she mentioned this during stimulated recall interviews regarding her novice experiences (22 months into the study). While watching the video, Alejandra started discussing an activity which she had applied in a previous class. In the activity, she reviewed the numbers, and she demonstrated each number by clapping and asking her students to clap with her. She explained that some things were entirely new for her in the teaching context she had been recently facing, but that there were others, particularly related to what she had learnt in the BA in ELT, that she was learning to put into practice:

Al: I mean ahh... is.... the time when you face that the theory is not the same as the practice... like how I get this to the real world? and you.... it is difficult, like for example the universal language, for example one theory that I am kind of applying is the total physical response, that in school it was like ahh the dumbest theory of all (laughs), but is the most usefull with these kind of of students, so it's like interesting to see how they tell you one thing in school, and how in real life uh...which things do actually work. it's it's interesting..

N: So at the time you didn't think it was very good?

AL: No, I also think that it looks so dumb

N: Of course,

AL: I would never do that and...

N: Here you are

AL: Here I am clapping! (laughs)

1302-SR3.15-14

Alejandra's experiences once she started working professionally helped her develop new understandings of the theory, she had learnt during her BA in ELT studies. Also, Alejandra developed an awareness of her student's maturity and the implications that this should have for her selection of teaching methods and techniques. Also, she recognized her own cognitive evolution, which is made evident in her explanation of how she is doing things that she would have never conceded to do during her studies.

Alejandra's attitude of openness towards teaching theories or techniques she did not previously approve of showed again as she saw herself in the video asking her students to write vocabulary lists on their notebooks:

Al: I don't like repetition

N: aha? Why not?

Al: I don't know I think they... I think it's boring, but I have to do it

N: Oh really?

Al: Yes

N: So it is also a rule?

Al: Yes and they have to do like repetition lists

N: aha

Al: one word, 3 times with a picture in their notebooks

N: oooh

Al: With every word, every new word of the vocabulary

N: ooh

Al: I think is boring but they learn

N: aha, so even though you find it ...

Al: Yes...(..) It Works

(1302-SR5.1-10)

Alejandra identified that her teaching context adhered to a specific method:

I think that behaviourism.. like repetition, drilling.. I think that's the most.. maybe for the younger grades I think behaviourism[...] I don't.. uh.. agree.. but.. uhm.. but it works! so I do it anyways." (1302-SR5.2-2)

The BA's programme discusses teaching methodologies and promotes critical analysis of each. In the case of "drilling and repetition", they were often discussed under the umbrella of Behaviourism and the Audiolingual method. Although Alejandra did not discuss this method or any method before, she seemed to have a negative perception of it in general. She identified this perception as having been influenced by the BA:

Al: Yes, yes.. like repetition no, no, no no, constructivism oh yes, very good, everything, all the new approaches were like the.. the better.. when they teach.. when they taught us.. and the older ones were like.. oh.. behaviourism.. no..that's so old.. that's old school or something, and you keep that idea, ok, behaviourism and repetition no, no, and then when you see that it works you're like..why did they tell me that it was wrong if it works? It might not be correct like for me and my beliefs.. or something like that.. but it works! so I use them.

[...]

N: Ok, ok. Was there ever like a moment of conflict? Like.. when you thought.. uhm..

Al: Yes, at the beginning when I saw that they MUST do the words three times with images.. like.. ugh.. planas!.. I was like.. that's so old! It's not going to work! but yes.. it worked and it also helped with their handwriting, with other things besides English and.. I thought, ok, it's fine.

(1302-SR5.2-3)

Alejandra showed attitudes of accommodation in which she conformed to the norms even though her initial belief did not align with the school's or programme's values. Alejandra's experience in the classroom is a strong force that has helped her conclude that this technique is beneficial.

As a conclusion, Alejandra's cognitions regarding teaching methods have changed throughout the study. The process that her cognition regarding her appreciation of Total Physical Response was the following:

- Initial cognition
- Reversal

In the case of Alejandra's cognition regarding drilling and repetition, her cognition went through the following process:

- Initial cognition
- Slight change and accommodation

The discussion of Alejandra's cognitive change in the case of these cognitions indicates that even though she was familiar with teaching methodologies during her studies, she created her own conception and had fixed opinions about their usefulness. However, there were two main factors that influenced change in her cognitions in this case: her awareness of her students' profile and the positive results she got when putting the method and technique into practice.

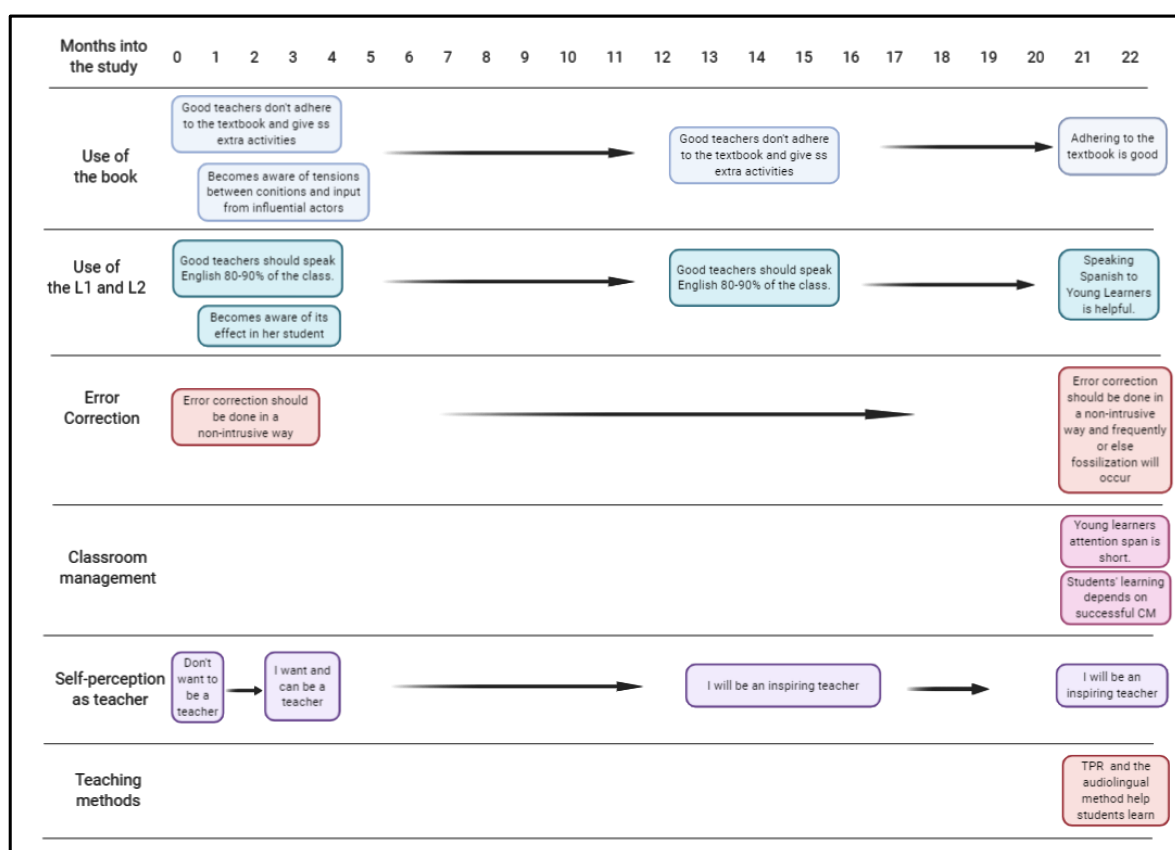
#### 4.2.7 Summary of salient features

In this subsection, I summarize the developments in Alejandra's cognitions and practices. First, the data shows that by the time the study started, Alejandra had a set of cognitions that had been influenced by her previous language learning experiences and by the BA in ELT's input. This was the case for her cognitions regarding the use of the book, and error correction. Although Alejandra was unable to link her cognitions explicitly to theoretical justifications, she was able to identify instances in her BA learning experience in which the topics had been discussed. In the case of the use of the L1 and L2, Alejandra's cognition aligns to the values the BA programme promotes, however, since the school's policy in this respect is not explicit it might have been hard for Alejandra to identify it. Secondly, Alejandra's cognitions about the use of the book, use of the L1 and the L2, and error correction remained mostly stable during her BA teaching practice. Only one of her cognitions, her perception about herself as a teacher, reversed. Her teaching practice gave her the motivation and confidence that she needed to become committed to her profession. Although Alejandra faced tensions, only one of her cognitions changed slightly (use of the book). Thirdly, the transition between the BA programme teaching practice and Alejandra's incorporation to her in-service life seemed to have a crucial role in her cognitive development. During this time, Alejandra's cognition about the use of the book reversed, her

cognition about the use of the L1 and L2 changed considerably, and cognitions about Classroom Management and Teaching methods emerged.

Additionally, Alejandra's self-perception as a teacher was reinforced, and there were additions to her Error Correction cognition. These changes in cognitions were reflected as changes in her practices regarding her adherence to the book's activities and sequencing, her frequent use of Spanish with her young learners, her frequent use of classroom management techniques, and the incorporation of techniques that can be identified with Total Physical Response and the Audiolingual method to her practice. Finally, Alejandra's development has implications for how BA graduates can be helped to incorporate smoothly into their professional teaching practice. I explore these issues further in section 4.3.

**Figure 6** Summary of Alejandra's development in cognitions.



**Table 29** Summary of Alejandra's actions regarding her cognitions

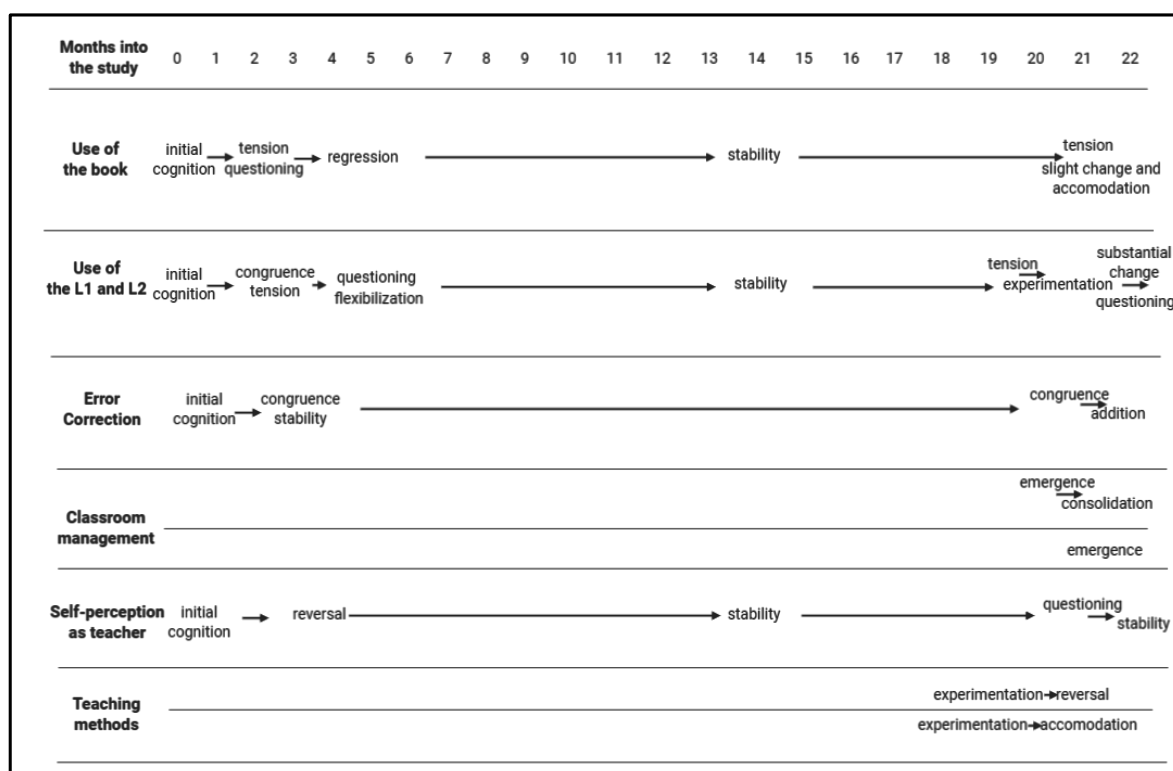
	Use of the book	Use of the L1 and L2	Error Correction	Classroom management	Self-perception as teacher	Teaching Methods
<b>Obs 1</b>	One exercise from the book and one free practice activity of her creation.	Speaks English almost all the time. Requires students to speak English in class.	Uses indirect error correction techniques.	No explicit techniques.	Not observable.	Not observable.
<b>Obs 2</b>	Three exercises in the book. One based on the book's activities. One extra activity.	Speaks English almost all the time. Requires students to speak English in class.	Uses indirect error correction techniques.	No explicit techniques.	Not observable.	Not observable.
<b>Obs 3</b>	Class is fully based on the book's activities and sequencing.	Speaks in Spanish most of the class. Only interjects with words in English which students are familiar with.	Uses indirect error correction techniques.	Uses Classroom management techniques very frequently (Clapping, Sing-along, Hands up and down).	Not observable.	Not observable.
<b>Obs 4</b>	Class is fully based on the book's activities and sequencing.	Speaks in Spanish most of the class. Only interjects with words in English which students are familiar with.	Uses indirect error correction techniques.	Uses Classroom management techniques very frequently (Clapping, Sing-along).	Not observable.	Not observable.
<b>Obs 5</b>	Class is fully based on the book's activities and sequencing.	Speaks English to her students most of the time. Students echo what she said in English frequently without being prompted. Students spoke mostly Spanish.	Uses indirect error correction techniques.	Uses Classroom management techniques (Habits, Visual contact)	Not observable.	Not observable.

## 4.2.8 Alejandra's developmental processes and influences

The previous section highlighted six features of Alejandra's cognitions and teaching. In this section, I present the key processes identified within the developments in her cognitions and the influences the data revealed that prompted them. Within this discussion, I acknowledge that the developments in Alejandra's cognitions and practice are likely to be part of an overall process and thus will discuss the commonalities between them.

Each feature in Alejandra's cognitions and teaching either emerged or showed developments, and the individual processes for each were identified. In Figure 7 I map these processes in order to analyse them collectively and in depth.

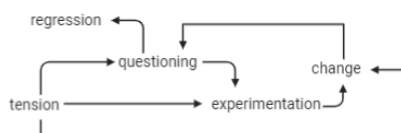
**Figure 7** Summary of processes in the development of Alejandra's cognitions and practices



In Figure 7, we can identify that there were processes in Alejandra's individual cognitions that seemed to move beyond the individual and were common to other cognitions' development. Firstly, we can observe that a pattern arises in which tension ignites the process of change, regardless of whether this occurs right after the tension, or whether other processes happen in between. The paths from tension to change in Alejandra's developments were mapped in Figure 8. As can be observed, a tension was sometimes followed by questioning (use of the book, L1 and

L2), leading to a level of change (slight or substantial). The tension was sometimes also followed directly by experimentation (use of the L1 and L1); other times, experimentation came after questioning but ultimately ended in a type of change. Therefore, these three processes (tension, questioning, and experimentation) appear to have an important place in Alejandra's overall process.

**Figure 8** Tension to change



Alejandra's changes in cognitions seem to be influenced by contextual factors such as: the rules and limits established by the school and programme in which she worked; her students' emotional responses and well-being; the influence of people of authority that surround her, such as her coordinator and the school's psychologist; and her students' needs, which caused her to speak Spanish in the classroom a lot more than her initial belief would have allowed her to.

### 4.3 Conclusions

In this section, I review the key issues identified from the analysis of Alejandra's developments in cognitions and practices which I have discussed throughout this chapter:

- *Cognitive accommodation to cultural norms.* A significant influence in Alejandra's development process was the pressure she received from cultural norms that have been established, maintained and reinforced for decades in the ELT community in Mexico. This was reflected in Alejandra's initial belief about the use of the book and how it evolved into an acceptance of this practice. It is particularly striking that Alejandra related the book's sequential and uncritical use as a characteristic of bad teachers. However, as she was inserted in teaching practice within the BA in ELT practicum and once she began her in-service life, the pressure to conform led her to accommodate cognitively to the point of regarding this practice as good for her students. It is important to mention that this accommodation did not erase Alejandra's initial cognition completely, it only changed it slightly, allowing her to ease the tension that having to conform with the norm caused her initially.
- *Contextual influences on cognitive and practice change.* One more aspect that influenced Alejandra's development processes were the characteristics of her context that led to the



flexibilization of her views and the consideration of carrying out practices that she did not imagine herself enacting. For instance, Alejandra's increased use of Spanish in the classroom when dealing with very young learners, as well as Alejandra's consideration of methods and techniques that she considered dumb and useless, but that within her context she found useful for her and her student's learning (teaching methods). Additionally, Alejandra's exposure to a new context of practice once she left the BA programme directed her thinking towards aspects that she did not consider relevant before, but that in her context and situation became very relevant (classroom management).

- *Experimentation as a trigger for cognitive change.* Another important aspect of Alejandra's cognitive development was the role experimentation played. During her novice teaching practice, Alejandra was faced with having to conform with contextual characteristics and specific requirements in her teaching that made her act in a way that was not aligned to her beliefs and what had been promoted in her BA studies. Alejandra approached this situation by deciding to put into practice what was being required of her, which in the case of her cognition regarding the use of the L1 and the L2, and her cognitions regarding teaching methods, resulted in cognitive change.
- *Influential actors.* One more aspect that was of significant influence in Alejandra's cognitive change is the influence of authority figures in Alejandra's support systems. During her practices within the BA programme practicum, she carried out practices that were recommended or established by figures of authority. This was confirmed and highlighted even more during Alejandra's novice experiences, where the relevance and influence of her programme coordinator and the school's psychologists significantly influenced her cognitions and practice. Alejandra recognized their experience and academic authority, and thus, believed with certainty in her directions which were reflected in her practices.

## Chapter 5 Braulio

### 5.1 Profile and Language Learning Experiences

At the beginning of the study, Braulio was a 21-year-old pre-service teacher who was enrolled in the BA in ELT programme. He started his BA right after he finished his high school studies. Therefore, at the time, he had no experience as a language teacher.

Being a Mexican national, Braulio's native language is Spanish. Braulio indicated that he had learned English during his studies at a bilingual kindergarten and in elementary school within the first interview. He expressed he had continued attending his English classes during his junior and high-school studies at a public school.

### 5.2 Developments in Braulio's cognitions and actions.

In this section, similarly to as what I have done with Alejandra's chapter, I give an account of Braulio's cognitions and practices by organizing them chronologically so that the readers can identify developments in cognitions over the full period of the research. In order to help the readers follow the chronology of events I summarize the data sources I used and the order in which the data were collected in Table 30. I also explain how the codes given to each extract of data reflect the chronology.

**Table 30** Braulio's data coding and chronology

	<b>Data Code</b>	<b>Date</b>	<b>Months into the study</b>
Background Interview	1314-BI	24/03/2014	0
Video Recording of Observation 1	1314-V01	19/03/2014	0
Stimulated Recall Interview 1	1314-SRI1	24/03/2014	0
Video Recording of Observation 2	1314- V02	02/04/2014	1
Stimulated Recall Interview 2	1314-SRI2	05/04/2014	1
Video Recording of Observation 3	1314-V03	29/04/2014	2
Stimulated Recall Interview 3	1314-SRI3	02/05/2014	2

Collection of Journals 1	JB1.#	for the period of 02/2014 to 05/2014	4
Collection of Journals 2	JB2.#	for the period of 02/2015 to 05/2015	17
Video Recording of Observation 4	1302- V03	20/11/2015	22
Stimulated Recall Interview 4	1302-SRI3	26/11/2015	22
Video Recording of Observation 5	1302- V04	30/11/2015	22
Simulated Recall Interview 5	1302-SRI4	03/12/2015	23
Video Recording of Observation 6	1302-V05	07/12/2015	23
Stimulated Recall Interview 6	1302-SRI5	10/12/2015	23

### 5.2.1 Students' needs and wants

The first salient feature of Braulio's thinking and actions was regarding his concern with catering to his student's needs and wants. Braulio related this to his own personal learning experience and the frequent difficulties he had encountered while learning. He mentioned the following while discussing his conception of a "good" teacher:

B: maybe know the kind of students that he has, for example, as I told you, the rest of the class in that case understood clearly, but I couldn't. Maybe the way she was (.) explaining was not the one that I needed.

N: Ok. And so what do you think the language teacher, any language teacher, not necessarily only her, but what should a language teacher do in cases like that.

B: mmmm (.) control the language perfectly and know the kind of students that you're dealing with.

(1314-SR1-4)

By drawing back on his own struggles, Braulio considered that teachers should be well familiarized with their students (0 months into the study).

Once Braulio began his practicum this thought appeared again. During his second video-recorded observation, Braulio encountered a student who would repeatedly ask questions to confirm what

Braulio was explaining, which seemed to be discomforting to him. However, while observing himself deal with his student (1 month into the study), he indicated the following:

B: Yeah, I think it depends on the student. As I was telling you I learnt in a very different way, if I ask questions I'm lost, I forget things really fast, so I need to focus on other things. But maybe it works for her.

N: Aham

B: I think it depends on the student.

N: Ok, so each student learns differently.

B: Yeah, that's what I try to figure out. How they learn.

(1314-SR2-1)

Braulio's learning experiences made him aware that students might learn in various ways which allowed him to empathize with his students and prompted him to find out their learning needs and wants. This cognition seemed to be important for Braulio, which later appeared when he mentioned that that class had been very interesting for him. He explained the following:

B: But with the (.) exercises (.) I felt like I (.) uhm, know them better.

N: aha, like, that you were more prepared or (.)

B: No, like if I know what to do with certain students.

(1314-SR2-2)

Braulio's "exercises" consisted of activities in which his students produced. He monitored frequently and corrected when necessary. These activities allowed him to pay attention to the ways in which his students learnt. His remarks suggest that this cognition is one of Braulio's most influential beliefs and strongly influences his perception of him doing the right thing as a teacher. This became even clearer while closing the discussion of Braulio's class:

N: [...] So, what would you say were the highlights of the class?

B: Ahm,(....) Maybe that, that I think that I know them better.

N: That's definitely a good thing.

B: Yeah, 'cause, at the end I, I don't think that I was really concerned about if they learnt the topic, but what could I learn about them.

N: That's interesting. What do you mean by what can you learn about them.

B: Yeah, uhm, about, uhm, their styles, learning styles.

(1314-SR2-9)

Although Braulio did not discuss this much within his 8<sup>th</sup> semester journals (17 months into the study), the exact same comment about “knowing” his students appeared once in one of Braulio’s journal entries:

I believe that the activity was useful for them to speak and think about their past experiences. Also, they had some fun with some of the questions. I think that I got to know them better after that task.

JB1.1.e2

Until then, Braulio’s cognition remained stable and influenced his actions. However, once he began his novice practice (22 months into the study), his actions suggested he was acting otherwise. During Braulio’s class, he started by eliciting sentences in the simple past and writing them on the board; he then asked them to change these to past continuous. Once the students were done, he elicited connectors and asked them to write a story using the connectors he had taught in a previous class. He then, at a student’s request, allowed them to play Pictionary. His activities were uncontextualized and disconnected. It was clear that Braulio’s class had not been planned or that something was amiss. The topic came up naturally during one of the interviews, when, previously to playing the video, Braulio explained that he considered he had a multilevel group which did not meet the minimum proficiency needed to take his class at the level that the programme suggested it should be taken:

R: So what level are they supposed to be at?

B: A: Right now? They're supposed to be A2 or B1.

N: And at what level do you think they are?

A: They are like below A1.

...

N: Aha, and have you actually measured their knowledge somehow?

A: No, I have not, I'm just making assumptions from what I have seen that the level can do.

N: And what do you think the impact of that has on your classes?

B: I think it has a lot of impact, I mean, I feel like caged like compared to how I was when I was here at #programname#, because here I had like the whole freedom to do whatever I want, they told me, well, you have the programme, you're gonna do whatever you want with it, just make sure you finish at this point, and here no, we're forced to see the session as they want to, on that exact day.

(1314-SR4.1.15-3.2)

This situation prevented Braulio from acting accordingly to his belief. This inability to provide

what he felt his students needed seemed to lead to a high frustration level. He raised the topic once again later in the conversation:

B: It's interesting but for example, the course programme, the syllabus, it says that for example, we're going to learn past progressive and we're going to see past progressive for the next four weeks, or three weeks and in the fourth we're going to have an exam, so the whole week we have to see past progressive and if they do not see one day past progressive, and you find out that there is a problem with them, that they're struggling with verb to be or with something more simple, uh, I cannot go back to that topic, because then the school would be angry with me and say that I'm not doing exactly what they told me, so I cannot focus a lot on their actual needs but actually in their grades.

N: Ok, and what do you think about that?

B: I don't think it is ok for them, because I don't see that they're actually learning.

1314-SR4.1.15-5.2

Braulio was clearly unhappy with the situation and the effect this had on him and his students. The situation appeared to have a strong impact on his actions. He was not planning his classes well which is evident in the next extract.

B: Because of the environment, that I don't think that I'm controlling that much the group, and I think that that's because (..) Uhm, I'm not confident that the programme is kind of helping them, sometimes I'm like, they're not going to actually learn, why should I like, focus on doing like a great class if they're not going to take advantage of it.

1314-SR4.1.15-4

In conclusion, although Braulio's actions are incongruent with his cognition, while engaged in discussing his contextual constraints, it is clear his cognition remains strong. However, Braulio feels limited and clearly demotivated, which in turn, shows in his actions. The process that his cognition regarding his concern for attending to his students' needs was the following:

- Initial cognition
- Stability/congruence
- Stability/incongruence

In the context of this study and throughout this thesis, the word "incongruence" is used to express that there is no correspondence between the participant's cognitions and actions.

### 5.2.2 Meaningful language examples

The second salient feature in Braulio's cognitions is regarding his interest in making sure his activities included meaningful language examples for his students. During Braulio's first interview regarding his pre-service practice, he indicated that he believed students learn better when the language examples used in the classroom were related to the students' real lives and interests. This because he had seen himself explain grammar on the board in the SRI, but he had chosen to elicit the sentences from his students instead of using premade sentences, or the sentences on the book. He explained:

B: I just thought it was the easiest way for them. As I told you, uh, if they told me for example the things that they do, they would understand easier, uh, with things that they know.

(1314-SR1.2-1)

As the extract above suggests, Braulio seems to be convinced that his course of action is conducive to his students learning. This was influential in his actions in further occasions, for instance, in the extract below, Braulio explains his approach at exemplifying a grammar point while seeing himself on the SRI where we could observe him eliciting sentences from his students to try to explain the grammar:

B: I took an experience of one of them that has (.) that could be related with #name#

N: aha

B: For example, she told me that she had worked at night, so I put, "I have worked at night", 'cause I believe that way they would understand instead of me telling them something about it.

(1314-SR2-3)

Although Braulio's early journal entries did not address this belief in specific (4 months into the study), he did discuss the strategy itself:

At the beginning I used the same strategy as other times, asking students for giving me examples. For this class I asked them to tell me what they would like to do when they finish the BA. There were different answers, and some of them were useful for my purpose. I used the sentences they gave me and I used linking words to make more complete sentences.

JB1.1

Interestingly, Braulio related this cognition with his own learning preferences:

N: ok, so you feel it's important for them to feel identified with the sentences they write? Why do you think that's important?

B: uhm, well, it works for me.

N: Sure, sure, I mean, I know it works, right? But (.)

B: Yeah, but, when I'm learning that's the way that I learn better.

N: When you can relate?

B: things with my life.

(1314-SR2-4)

This is particularly remarkable since he also believed that teachers should cater to students' needs and wants. Although these two cognitions seem to be in exact opposition, Braulio did not demonstrate any signs of tension between one and the other. Apparently, these two cognitions co-existed in harmony in Braulio's beliefs system.

This approach to teaching continued to show in his actions. However, his efforts to give his students examples from their real lives were not always successful. In his third video-recorded class Braulio tried to elicit sentences where his students explained what they usually do in the different parts of the house since it was that week's vocabulary topic and to explain the grammar point which was the direct and indirect object. He explained the situation as follows:

B: [...] well first if they remembered the parts of the house, then I want them to tell me what could they do in that part of the house [...] to have a sentence [...] so I could use it to explain direct and indirect object but some of the sentences were (.) not good enough [...] and I tried to find it, the indirect object, and I was like, there is no direct object here and then I put whatever I thought...

(1314-SR3)

Once Braulio started his novice practice (22 months into the study), his actions in the classroom began to change. He was now writing the examples himself and allowing only some of the students (the most proficient ones) to come to the board instead of eliciting from everyone. He explained his course of action as follows:

B: Sometimes I just pass the ones that I know may have the correct answer so the rest of them like, can (..) correct their mistakes. [...] I just wrote some examples that I was thinking about. Sometimes I use like easy examples, that they can relate with, so they can just make a simple change and at the beginning I passed just someone that I know has the correct answer.

(1314-SR4.2.15-5)



Braulio perceived his student's ability to be very limited and acted according to what he thought was best for them. Still, he tried to find examples his students could relate with. However, he was dissatisfied with these actions:

B: I'm not happy with it, but it's something.

N: Why not?

A: Again, I told you. I would like to have like a balance in the group, not only focussing on the things that I can achieve with them.

(1314-SR4.2.15-6)

As a conclusion, Braulio's cognition and actions remained stable through his pre-service practice. However, Braulio's actions were not aligned to his cognition once he started his novice teaching. Apparently, once again, contextual constraints prevented Braulio from acting according to his cognition. Braulio's cognition and actions, in this case went through the following process:

- Initial cognition
- Stability/congruence
- Stability/ incongruence

### 5.2.3 Classroom Management

The third salient feature in Braulio's cognitions and practices is related to Classroom Management. During Braulio's initial SRIs and within his pre-service practice, he did not seem concerned with classroom management; it was not a topic that seemed to attract his attention or worry him too much. This changed drastically in his novice practice SRIs where, during the first one, the topic came up quickly as it was evident from the observation and the recall that Braulio was having trouble managing his class. His students were consistently and forcefully speaking in Spanish and he had trouble getting their attention. They would do other classes' work in his class, and they would taunt him with silly questions to distract him:

B: [...] I actually feel sometimes like, frustrated because I put some activities and I try to, like ok, let's see if this can work with them and some of them are like, yeah I think I got it, and some of them are just doing whatever they want and at that time I'm like, how am I supposed to get information towards them, I cannot find like my place in there.

N: Ok, so you're not feeling very comfortable, I guess, in the classroom?

B: Yeah, and the school.

1314-SR4.1.15-6

His students' attitude towards the class had Braulio feeling out of place. He was also overwhelmed because he could not find appropriate ways to deal with classroom management. While observing himself unsuccessfully trying to deal with his students (students standing up talking to each other loudly, three students talking at him at the same time), he described his inability to manage:

B: [...] but these guys... I'm telling you, see? It's a mess, and I'm like I cannot attend to all of them at the same time and sometimes they get angry because of that. Uh (..) those are the kinds of things that I get sometimes frustrated about because they're speaking, and speaking, and speaking, like, who are you going to attend to first? [...]

1314-SR4.1.15-8

Braulio's frustration led him to explore alternative ways to approach classroom management, especially after being notified by the coordination that the students' behaviour in class had to be evaluated and that it would be worth 50% of the students' grade (the other 50% was to be calculated according to the students' written and oral exam results), which suggested this was a pervasive problem in the school:

B: So it's quite strong, if they lose for example, I use this too to help me have a better control of the group, because if I put like a red dot in that participation chart they would lose like one point, one general point from that day because we have to evaluate them per day.

N: Daily, ok

B: So they were kind of afraid because there was a day that they actually meet me ###, I didn't like it and I was really angry at them because I was explaining them something and they just decided that they didn't want to listen to me, they were doing like, whatever they wanted, so I just stayed quiet and I went to my little table, you can sit there, and I just took out my chart and just started to put red dots to whomever was... [...]

B: Aha, so that helps me a lot to control the group, and it worked for a time, right now it's not working anymore.

(1314-SR4.2.15-3)

Braulio's levels of frustration were so high that he admitted having started making decisions in the classroom that departed from the way he thought a class should be taught:

A: At the beginning I was like doing everything according to the manual, you would say. Like, ok, I'm going to plan, I have these students, this is going to be my warm-up, this is

going to be my presentation, this is going to be my verification, bla bla bla, and there are going to be groups and everything, so at the beginning I used to do that, but then, uh, I started to know them, to see what were the problems there that I could not work like that a lot, so I decided like, no, this is what I'm going to do, this activity, and this activity this hour, this other two this hour, and God help me.

Braulio was a young graduate (22 years old) dealing with high school students (17 years old). This short age difference and his students' stage in development did not seem to be a good combination. Braulio was aware that his lack of experience could be a factor in his inability to deal with this problem:

A: 'cause I mean, it's the hardest thing I've ever done as a teacher. I think it's good that it happened to me when I'm starting. Yeah, 'cause I think it would be frustrating that an experienced teacher faces that kind of situation and could not handle it.

N: Well yes. So do you think that experience would make a difference? Or do you think it could happen to anybody?

B: I think this could happen to anyone, but of course experience is what would make you like, endure in the environment, or at least not suffer that much, 'cause now I have gained a new respect for the teachers that I had in secondary and high school 'cause I was worse than them, really really worse than them, well, my group.

1314-SR5.15-8

Braulio's comments indicate that he thinks experienced teachers would be expected to be able to deal with all kinds of classroom management issues successfully. Also, Braulio considered that his lack of success in classroom management was due to his inconsistency in enforcing the classroom rules he himself had established at the beginning of the semester:

B: [...] I think that depends on the rules that you put at the beginning of the semester or course. 'Cause at the beginning I noticed that they were interrupting me, uh, when they arrived later they were knocking on the door, they interrupted me and I lost the rhythm of the class so I told them, ok, you just walk in, and do whatever you want, perhaps you saw that, they just came in. [...] and that was good at the beginning, but then there was a class in which most of them arrived at eleven, the class started at nine and they were just like, we're here.

N: Ok

B: So probably it depends on the rules that you put at the beginning. [...] And probably one as a teacher, should follow the rules. 'Cause otherwise you will be in the situation that I was. [...] yes, because at the beginning it was like, no, you're not going to do this,

but then there were some moments in which I was like, whatever, just go, I don't want you here. I want to rest.

1314-SR5.15-11

Braulio was familiar with Classroom Management techniques, and he tried to use them at first. However, his demotivation and frustration caused him to use them inconsistently. Also, he was not confident that the techniques he was using were good for his students:

B: I don't like it, but it is effective.

N: Why don't you like it?

B: Because it's like traumatizing the poor students.

N: You think so?

B: Yeah, it's something... for me it's something that yeah that's right from the teacher to take points and grade and yet I didn't do it, it was just for them to be calm.

N: So you didn't, you don't even take the points away it's just..

B: No, it was just messing with them for them to be calm.

1314-SR6.15-3

Braulio was so overwhelmed by his lack of success in maintaining a healthy classroom environment that he used whichever technique worked, even if it did not align to his cognitions. This suggests that Braulio considers that successful classroom management is necessary for student learning. This cognition appears to be one of Braulio's Core cognitions, and his resolve to make sure to align to it makes him act in ways that go against his other cognitions. When discussing with Braulio regarding his experience in general as a novice teacher, he pointed out that novice teachers might have more possibilities of success if they get enough support from the school's administration:

N: So coming out into the real world, was it hard? how was it?

B: I think it depends because probably if someone gets into the school that I got they would see things in the same way in which I see them right now because If they decided to go to a more respected school then probably that person is going to feel similar than here.

N: Aha. How would you define a more.. respected school?

B: Well, a more controlled environment.. that's what I mean.

N: [...] but what do you mean by more controlled environment?

B: because... some place where students are not that way, or students probably... have rules or probably that the same school is helping you with those rules and not that they... are changing things every time.

1314-SR6.15-11

Braulio's deep concern with classroom management and his feelings of frustration and of being unable to control his students cauded him to construct a vision of himself as a teacher that he was not satisfied with:

N: Yeah? I mean, do you still think this is the worst version of you as a teacher?

B: Yeah

N: How come?

B: Uhm, well..

N: 'cause you just told me it's not so bad.

B: No, but it is bad.

N: But what do you mean? What are you seeing that you think is still not the teacher you would like to be.

B: Again, the same topic as the previous video, the control of the group.

1314-SR6.15-9.2

Braulio's conception of a "good version of teacher" involves a teacher being capable of remaining in control of his/her group. Thus, Braulio's inability to remain in control of his group made him a "bad teacher".

In conclusion, Braulio's inability to stay in control of his classroom triggered the surfacing of his cognitions about classroom management. The results attest Braulio's cognition having to with: experienced teachers being able to remain in control of their classroom; bad teachers have trouble with classroom management. His cognitions also demonstrate his belief that reducing students' grades as a punishment for bad behaviour is not a good practice; and that novice teachers need support from more experienced teachers at the beginning of their career. Although he had not expressed these cognitions before, it is likely that these were in Braulio's cognitive system all along. Additionally, it was evidenced that there may be times where teachers act willingly against their beliefs, in Braulio's case it was because he was concerned with staying in control of the class which suggests that these are core cognitions in Braulio's cognitive system. In this case, Braulio's cognitions regarding classroom management went through the following development process:

- Emergence
- Stability/incongruence

#### 5.2.4 Use of the L1 and L2

The fourth salient feature in Braulio's cognitions and practice is related to the use of the L1 and the L2 in the classroom. During Braulio's pre-service practice, he did not directly discuss this; however, he did acknowledge the importance of a teachers' language proficiency as a required characteristic of a good language teacher. While Braulio did not seem particularly concerned with the topic, his teaching showed interest on maintaining an Only-English environment since most of it was done almost totally in English which allows us to deduce that he believed teachers should speak English most of the class. However, during his first experiences teaching as a novice teacher, his actions had changed dramatically. Braulio was teaching his classes in Spanish, and he would rarely speak or ask the students to speak in English. While watching himself teach, Braulio raised the topic:

B: No, I do not speak a lot there. (...) as you noticed they actually do not speak in English [...] Uhm, at the beginning I tried to speak only in English with them but I noticed that none of them understand me, [...] these guys are there forced, [...] When I tried to speak with them the complete class in English they could not understand me, but these guys... [...]

N: You were saying uhm, that you tried to speak in English at the beginning...

B: Yeah, and then I noticed that they could not understand, [...] so I decided like, I can't continue speaking in English, so I try to speak in English and then say the things in Spanish.

N: So you say it in English and then you say it in Spanish.

B: aham. It worked for some of them but when I was giving instructions or even if I wrote it in English and then said it in Spanish, most of them did not pay attention so I had the problem with the whole classroom and I decided, ok, I'm going to speak only Spanish with you for instructions and for everything that you need but when I'm explaining I'll try to do it in English.

N: Ok. And how's that working out?

B: Well, it's working, at least we can finish the lesson.

1314-SR4.1.15-7

Braulio went through a process which took him from an Only-English class to teaching mostly in Spanish. Although Braulio did not seem to be particularly satisfied with this line of action, he was content with the fact that he could at least complete the activities he had planned. However, during further observations, although Braulio had said he carried out explanations in English, in

reality, he carried almost his whole class in Spanish. His student's lack of will in his class continued to be frustrating for him:

B: [...] Not even in Spanish, sometimes even in Spanish.

N: You are speaking in Spanish.

B: Yes, but even that sometimes they couldn't understand me or, probably they didn't want to do it.

1314-SR5.15-9

Although Braulio had settled into his all-Spanish class, he apparently did not feel satisfied with the results he was obtaining:

B: Yes, that's one of the main problems. Actually, I think that's the main problem, I mean, even if they have that behaviour and everything but if they could speak in English perhaps that would be ## but here I cannot see that they produced anything.

Chapter 5

N: Aham. So you felt like the activity wasn't really productive? Just a means of keeping them calm?

B: Yes, and no because I mean, they produced, not in speaking they didn't, uh; they produced in writing, but yes, I also used that to keep them calm, because that way, as I told you, they were distracted, they were doing something. So I had some moments for me to think, like, what am I doing here?

1314-SR5.15-13

Braulio's last comment suggests that he is in a constant state of discomfort and frustration. In conclusion, Braulio still believed that language teaching should be done mostly in the target language. His characterization of his own performance as dissatisfying, and his students' unwillingness to speak the language as "the main problem", demonstrate his discontent with the situation. Once again, it appears that Braulio's students' behavioural issues had led him to be concerned with classroom management, and made him surrender other aspects of language teaching that appeared to be important to him but that he felt he was unable to carry out in the classroom, such as using and promoting the use of English for communication in class.

Regarding this cognition, Braulio's development was as follows:

- Emergence

- Stability/incongruence/dissatisfaction

### 5.2.5 Self-perception as a teacher

The fifth salient feature in Braulio's cognitions and practices was related to his self-perception as a teacher. During Braulio's pre-service practices, he did not seem conflicted about his performance as a teacher. However, Braulio's discomfort with the context in which he worked during his novice teaching practice led him to develop a negative picture of himself as a language teacher:

B: Yes, actually I'm not happy with any of my classes in that school

N: Why?

B: Because I think I showed, like my worse version of teacher that I could have shown.  
(1314-SR5.15-1)

Braulio was clearly dissatisfied with his performance. This "worst version" of him as a teacher had characteristics that he was not satisfied with and which he could easily point out:

B: I've felt sometimes frustrated, like I wanted to give up with them. There were some classes that you were not there and some of them probably you were there, where I was just like, come on, just do whatever you want.

N: Aham.

B: And, well, by the last class, the one when you were there, I kind of think I balanced that, but not a lot. Anyways, sometimes I didn't even care if they were speaking in English or Spanish, because of the frustration that I felt that I could not achieve what I wanted with them, 'cause most of the time it appeared as if someone was learning. But at the end, I realized that they didn't learn a lot; they were just, I don't know, doing whatever they want. Yeah, and I don't think I put that effort at some point of the course and continued like motivating them, instead I was, uh (.) well not motivated at all in going there, I was like, (expression of carelessness)

1314-SR5.15-1

These characteristics can be summed up as 1) being careless and permissive regarding the use of the L1 in the classroom; 2) as had been previously mentioned in section 5.3.3, being unable to



remain in control of his group; and 3) his passive attitude towards both of these problems.

However, Braulio had initially started the course by putting more effort into planning his lessons:

N: Did you put a lot of effort in your lesson plans?

B: At the beginning, but once I started noticing how things were working, that probably most of my lessons I could not achieve them in time, or that probably the students would not care about the plan. Sometimes I just copied another activity, and ok, this might do it for a while.

N: Aham.

B: Yeah, it was...(.)

N: So, it was very demotivating.

B: For me, it was. But as I told you, I think I should learn from that, 'cause I really do not want to be like that teacher or that yeah, that kind of teacher.

1314-SR5.15-5

What is most interesting is Braulio's awareness of something being wrong. He seems to be keen on making sure to turn the experience into learning. His remarks about not wanting to be "that kind of teacher" suggest that he is aware that his lack of motivation and initiative was partly at fault for the classroom environment. Braulio's awareness of this came about frequently when discussing his practice. This time, he had selected a whole-class activity eliciting superhero's characteristics on the board. He explained:

B: Uhm, but again, I wasn't in the mood (..) for like, (..) trying that hard to find... something for that to work.

N: And, again, because of the frustration?

B: Yeah (..) That's what I was telling you, that this is the worst version of teacher that I could have shown.

1314-SR5.15-6

Braulio's conception of himself as a teacher had been strongly affected by his inability to control his group; this had led his motivation level to be so low that it impacted his teaching, and he had given up on promoting learning. Braulio's conception of himself as a teacher at that point had, additionally, left him with an impossibility of seeing the good aspects of his teaching. Although there was a time when Braulio noticed that there had been an improvement in his student's behaviour, which had allowed for a class that was more focused on academic work, he could not credit himself for this. His perception of himself as a "bad teacher" at the time had him believe it could not possibly be a result of his actions. Nevertheless, Braulio did not appear to consider his situation as permanent:

B: So, even though at the moment I felt really bad with myself, with the students, right now, I think it was something that I can learn about.

N: Aham, and what do you think you learned?

B: Well, first to not give up, to not get that frustrated with them 'cause I'm going to be there again, so I think I should learn from what I did wrong, to not do it again. And probably I'm going to be in that way eventually, but not giving up.

N: So you felt like you gave up?

B: Yes, there was a moment where I was, no, come on, just calm and let me be.

1314-SR5.15-2

Braulio's comments suggest that although he considered that the context had constrained his actions, he was also conscious of his own power to promote change. In addition, Braulio considered that the BA in ELT programme had failed in preparing him to face real classrooms:

B: Yes(laughs), uh, that for example here at the BA we focused a lot in techniques and methods and didactics and all of that, but we never focused on how (.) what real schools kind of are. We never focused on how we are going to feel when we meet that world, and we realize that things are not as protected as we are in here. [...] Yes, because again, here we were like protected; that you would tell us, well teachers would tell us like, ok, you will face things someday, but you might do it with these, these methods you will catch them. But it's not quite true, well, it happens with some students but not with all of them. And the thing is, I think you need to get ah, uhm, a wide variety of different skills to control that, and right now, I do not feel like I am that skillful to control that kind of group.

1314-SR5.15-3.2

- In conclusion, Braulio was clearly feeling underprepared to face reality. He felt frustrated and demotivated, and his perception of himself as a teacher was obviously negative. He was not living up to his idea of what a good teacher was. Apparently, in the case of Braulio, the context's limitations, the lack of support from more experienced teachers, and quite possibly insufficient instruction in classroom management in his BA had a substantial impact on his practices and his perception of self as a teacher. In this case, Braulio's cognition went through the following process of development.
- Emergence
- Stability

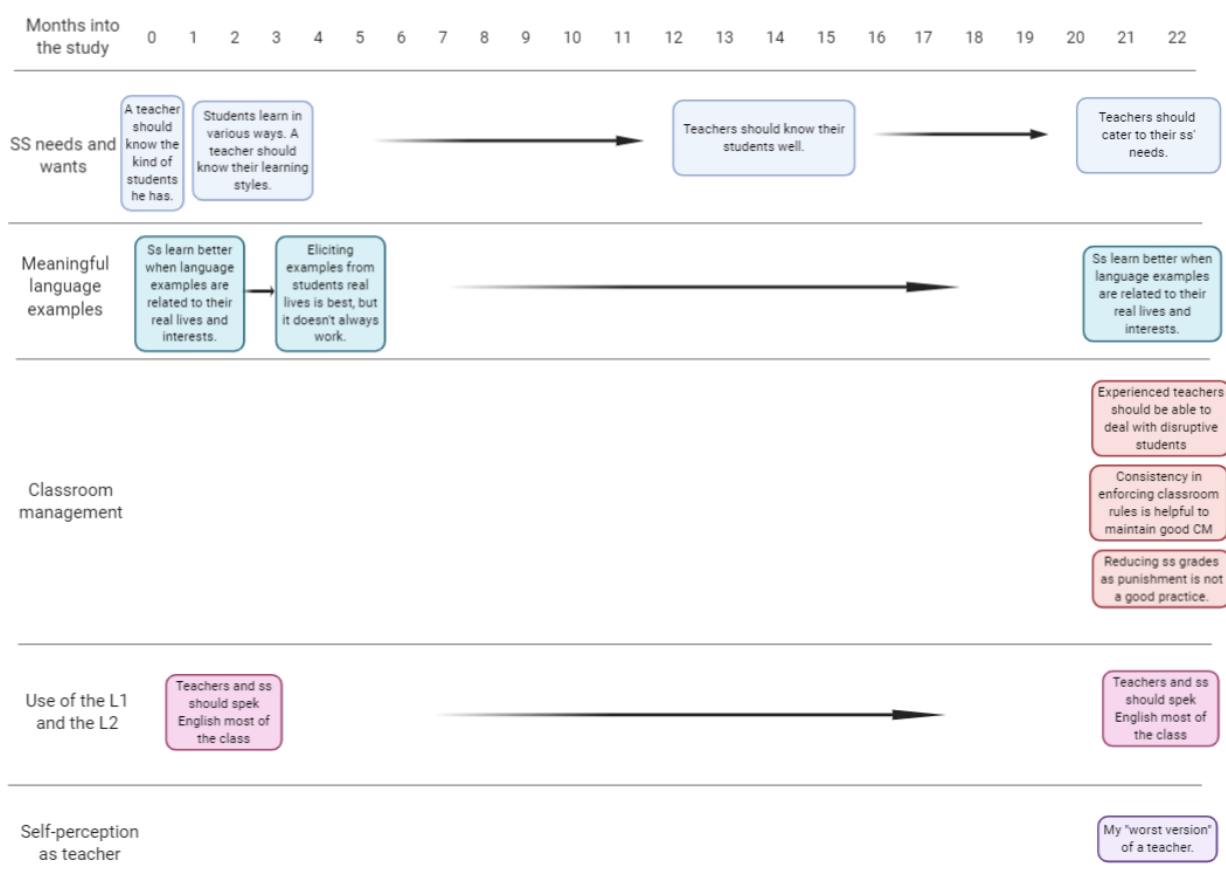
### 5.2.6 Summary of salient features

In this subsection, I summarize the developments in Braulio's cognitions and practices. Firstly, the data shows that Braulio's cognitions were influenced strongly by his language learning experiences and, in some cases, by the BA in ELT's input. His language learning experiences appeared to be influential in his cognitions regarding students' needs, wants, and meaningful language examples. The BA in ELT input seemed influential in Braulio's cognitions about classroom management, which was dealt with in his teaching practice component, the L1 and L2, which was dealt in his didactics and second language acquisition subjects and the unofficial All-English Policy the programme promoted.

Secondly, Braulio's cognitions remained stable throughout the whole study, and his cognitions and actions remained congruent throughout his pre-service teaching practice. However, during novice practice, his cognitions were not reflected in his actions. During novice teaching practice, his cognitions about classroom management and the use of the L1 and L2 emerged, although it must be pointed out that these cognitions seemed to have been there before they were evidenced in the data. Thirdly, the factors that influenced Braulio's lack of adherence to his cognitions during his novice experience were contextual constraints derived from the transition between the BA programme teaching practice, and the emotional reaction he had to these constraints. This had an important impact on Braulio's actions, motivation, and self-perception as a teacher. Finally, Braulio's development shows interesting cognitive stability, but clear

incongruence in his actions. This has important implications for language teacher educators and young graduates' employers. I will discuss this further in Chapter 9.

**Figure 9** Summary of Braulio's developments in cognitions.



**Table 31** Summary of Braulio's actions regarding his cognitions.

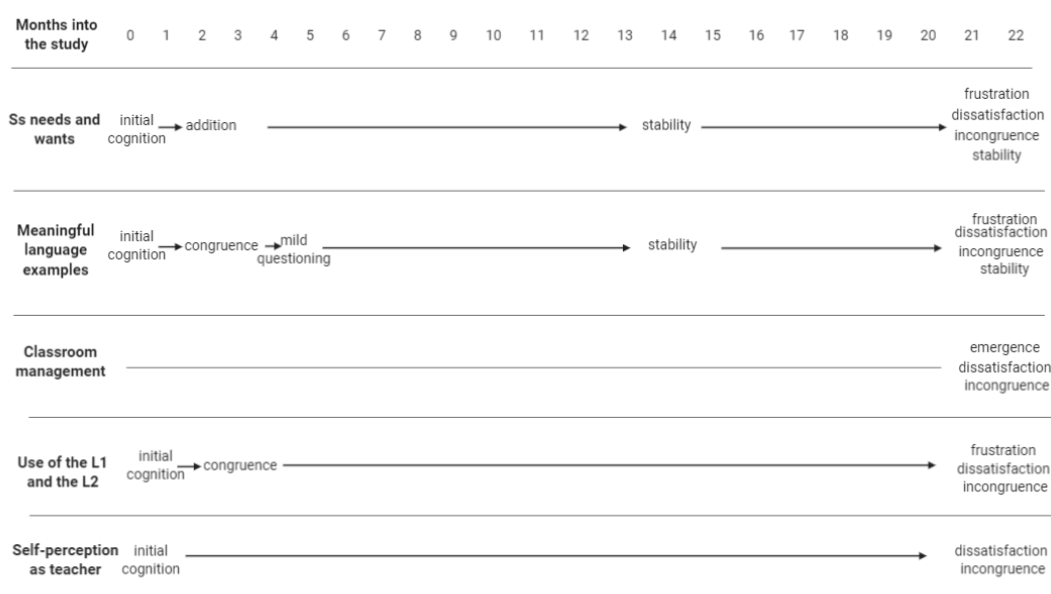
	<b>Ss needs and wants</b>	<b>Meaningful language examples</b>	<b>Classroom Management</b>	<b>Use of the L1 and L2</b>	<b>Self-perception as teacher</b>
<b>Obs 1</b>	Braulio monitors frequently and corrects when needed.	Elicits examples from his ss lives.	Not observable.	Speaks English most of the time. Requires ss to speak English.	Not observable.
<b>Obs 2</b>	Braulio uses monitoring and free practice to find out his ss needs.	Elicits examples from his ss lives.	Not observable.	Speaks English most of the time. Requires ss to speak English.	Not observable.
<b>Obs 3</b>	Not observable.	Elicits examples from his ss lives. It doesn't work well with his grammar point.	Not observable.	Speaks English most of the time. Requires ss to speak English.	Not observable.
<b>Obs 4</b>	Not observable.	Not observable.	Only whole group activities on the board.	Speaks Spanish practically all the time.	Not observable.
<b>Obs 5</b>	Not observable.	He writes the examples hoping the ss can relate with them.	Only whole group activities on the board. Taking points away technique.	Speaks Spanish practically all the time.	Not observable.
<b>Obs 6</b>	Not observable.	Not observable.	Only whole group activities on the board.	Speaks Spanish practically all the time.	Not observable.

### 5.2.7 Braulio's developmental processes and influences

The following section highlights the key processes related to Braulio's cognitions, teaching, and influences emerging from the data. The features in Braulio's cognitions either showed stability or emerged. In the processes identified in Braulio's development, there were concurrent processes

that appeared to belong to one holistic process. In Figure 10, I map these processes in order to analyse them collectively and in-depth.

**Figure 10** Summary of processes in the development of Braulio's cognitions and practices.



Firstly, we can observe that Braulio's cognitions and practices remained congruent during his pre-service teaching practice. During that time, Braulio's cognitions also remained stable and uncontested. This is not surprising, given that Braulio's cognitions at the time were very much in line with the BA in ELT values. It is important to point out that most of Braulio's cognitions emerged from his language learning experiences; therefore, Braulio's cognitions seemed to be linked to both the BA in ELT values and his language learning experiences. In only one case, the meaningful language examples, did Braulio find his practice inadequate for the grammar he needed to teach; however, this did not shake his adherence to his cognition in practice. Secondly, we can observe common processes that impacted Braulio's actions, but which did not change his cognitions: frustration with his situation, incongruence with his cognitions, and disappointment with his actions. Despite the tensions Braulio faced and the impact these had on his actions, he did not accommodate his contextual constraints, and he remained convinced that his initial cognitions were correct.

Overall, Braulio's process of cognitive change seemed to have followed the following general steps:

- Initial cognition (0 months)
- Stability and congruence (1-2 months)
- Stability, incongruence, dissatisfaction (20-22 months)

Braulio's lack of congruence between his cognitions and his actions was influenced mainly by his contextual constraints: a programme and rules regarding that programme that limited his ability to attend to his students' needs, a disinterested and disruptive group of students, and lack of a support system.

### 5.3 Conclusions

In this section, I review the key issues identified from the analysis of Braulio's developments in cognitions and practices, which I have discussed throughout this chapter:

- *Contextual factors can limit a teacher's ability to implement his cognitions.* A crucial influence in Braulio's inability to put his cognitions into practice was the contextual constraints that he faced, particularly during his novice teaching practice. He had a mixed classroom and a programme for a level which he felt his students did not have. The school's coordination did not allow him to go back or move beyond what was programmed. In addition, his students' maturity stage made them uninterested and disruptive, which he had trouble dealing with—all this limited Braulio's intentions of implementing his cognitions and demotivated him greatly.
- *The importance of a support system for novice teachers.* Braulio faced significant problems during his early novice experiences. Unlike Alejandra, Braulio did not have anyone to guide or help him deal with these problems. On the contrary, Braulio felt his coordinator's indications and rules were constricting and unhelpful, and that there was a general lack of support and interest in teachers. This resulted in a situation where there were very few opportunities to develop his thinking and become critical of his cognitions and how these might translate into practice. Braulio did not have a mentor or anyone who could help him move beyond his dissatisfaction, and lack of motivation to experiment with alternative techniques and approaches that might help him deal with his contextual reality. It is thus no surprise that Braulio's beliefs remained uncontested and stable, and that his actions differed so strikingly from his cognitions.
- *The lack of preparedness to deal with classroom management concerns.* One of the main factors that appeared to have limited Braulio's ability to put his cognitions into practice was his inability to maintain a classroom environment that was conducive to learning. Braulio felt ill-prepared to deal with this aspect of the profession and considered the BA in ELT had not given him the appropriate tools to deal with the classroom's realities.

- *The impact of contextual constraints on a teacher's motivation and self-perception.* Braulio's case evidenced how the transition between the BA in ELT and his novice teaching experiences can have a substantial impact on a teachers' motivation and self-perception as a professional. Braulio's low motivation, feelings of impossibility, and hopelessness led him to present attitudes that were not beneficial for his students: he did not plan his classes well, he gave up on classroom management techniques, stopped attending to his student's needs, and stopped providing input in English.



## Chapter 6 Coral

### 6.1 Profile and Language Learning Experiences

At the beginning of the study, Coral was a 35 years old pre-service teacher who was enrolled in the sixth semester of the programme. After finishing her technical secretarial studies, Coral moved to the United States of America seeking a job and lived there for over eight years. When she got back to Mexico, she completed her high-school studies through a national certification exam, allowing her to access graduate studies. Once she had done that, she enrolled in the BA in ELT at UJED. Coral had never had any language teaching training or language teaching experience when she agreed to participate in the study.

Coral is Mexican, and her first language is Spanish. When asked how she had learnt English during the first interview, Coral explained that she had learnt English by living in the US. When she moved to the US, her intention was not to learn English but to find a job. Learning the language was something she had to do to communicate in the environment in which she lived. She learned the language by walking around with a dictionary, exposing herself to experimenting with the language, and being frequently corrected and misunderstood. Coral also had formal language learning experiences during her elementary and secondary education, but in her own words, “I didn’t learn anything here (in Mexico) [...] just uh, like few words of vocabulary, colors, numbers, and I don’t know, animals.” (1321-BI-3.1).

### 6.2 Developments in Coral’s cognitions and actions

In this section, I give an account of Coral’s cognitions and practices, in the same way as I did with Alejandra’s and Braulio’s, by organizing them chronologically so that the readers can identify developments over the full period of the research. To help readers follow the chronology of events, I summarize the data sources I used and the order in which the data was collected in Table 31. In it, I also explain how the codes given to each extract of data reflect the chronology.

**Table 32** Coral's data coding and chronology

	<b>Data Code</b>	<b>Date</b>	<b>Months into the study</b>
Background Interview	1321-BI	11/04/2014	0
Video Recording of Observation 1	1321-V01	02/04/2014	0

Stimulated Recall Interview 1	1321-SRI1	11/04/2014	0
Video Recording of Observation 2	1321- V02	27/05/2014	1
Stimulated Recall Interview 2	1321-SRI2	30/05/2014	1
Collection of Journals 1	JC1.#	for the period of 02/2014 to 05/2014	4
Collection of Journals 2	JC2.#	for the period of 02/2015 to 05/2015	17
Video Recording of Observation 3	1321- V03	26/11/2015	22
Stimulated Recall Interview 3	1321-SRI3	30/11/2015	22
Video Recording of Observation 4	1321- V04	06/12/2015	23
Simulated Recall Interview 4	1321-SRI4	09/12/2015	23
Video Recording of Observation 5	1321-V05	13/12/2015	23
Stimulated Recall Interview 5	1321-SRI5	18/12/2015	23

### 6.2.1 Use of the book

The first salient feature in Coral's cognitions is regarding the use of the book. Coral only mentioned the use of textbooks once while discussing her formal learning experiences (0 months into the study):

C: Yes, I attended school here but my English classes, the teacher never, uh, went to the class.

N: Really? Never ever?

C: Like once or twice, but... do this translation, or... answer the book, but we didn't know how, and I didn't learn anything here.

(1321-BI-3)

In her reflexions, she expressed her preference for materials other than the book:

I wanted to cover as many English skills as possible, but it was difficult to find the material. It is really time-consuming to look for videos, audios, images, worksheets, etc. The ideal material would be the one designed by myself, but it is very difficult. Even though, in my two previous practices, I had made some material for my classes. However, I need to work hard on that aspect to achieve a complete lesson.

JC2.6s1

However, Coral's actions showed her using the textbook quite frequently as a source of material. During her first SRI, while Coral watched herself giving an explicit presentation about subject and object pronoun, she explained the source of her ideas:

C: Uh, well, the examples about Marie Curie were in the book. So I just, I just took them and then I explained the grammar based on the book, but I said we were, we were going to have more examples, and I, well #name# helped me, how can I say that to explain for example "it", the object pronoun, and we choose one with "her" and one with "it" [...]

N: Uhm, did the book tell you how to teach the grammar?

C: Eh, yes, it has some pages that are for the teacher, and they give you ideas, but, eh, it said just to rescue the words in bold and explain how to match them in the bags that I drew on the board, but I thought that it wasn't enough because sometimes there are many doubts.

(1321-SR1-)

Coral seemed unhappy with her students' response to the activity. Her dissatisfaction with her use of the textbook was evident again later on:

Al: Uh, we had to work on the book, and we had only opportunity to choose one interactive or communicative activity, or like a game or something that is funny for them, and we had to, to choose very well. Also, we wanted them to have a listening activity, we looked for a video about an important character in history, because all the unit was about great lights and they used the verbs in the past with that contest, and we decided to look for great persons-people in history or even in entertainment, but that is, uhm, striking for them.

1321-SR1-7

Coral's choice of words evidence that practitioners in her group were being required to use the book as a source of activities mostly. It also suggests that Coral and her peers' choices in their lesson plan and inside the classroom were limited because they were required to stick to the

book's activities (which coincides with Alejandra's previous statements) (1302-SR1.2-7). However, Coral had her own opinion about this practice:

N: ... Ok, very good, uhm, you were saying something about you guys being obligated to use the book?

C: Yes, because we were using, uh, rarely the activities in the book, and we had our own material and a lot of activities, and the teacher said it could be a problem because students bought the book and they wanted to use it, and they wanted to finish the book.

N: Ok

C: It could be a problem if they complain

1321-SR1-8

In this extract, it becomes evident that Coral and her peers' decision in terms of using the textbook were highly influenced by the class teacher's comments regarding students wanting to "finish the book". As has been previously mentioned, the Mexican language learning and teaching community rely heavily on books for defining the class's programme, and as a source of numerous activities, so it would not be surprising for language learners to have these kinds of opinions. However, these comments did not come from the language learners themselves, but from the class teacher, who was most likely imprinting his/her own beliefs in the commentary. When Coral was asked about her sincere opinion about this requirement, she explained the following:

C: Uh, I think that it's a limitation for our plan, for our action plan, because we would like to have more time to apply interactive activities or something that is more - striking for them, and it limits a lot our research.

1321-SR1-9.1

During Coral's second interview (1 month into the study), she discussed this problem she was facing, once again explaining why she thought this policy was limiting her work:

C: I don't know why, but the first practices were easier, and we engaged a lot of the attention of the learners in the activity, then, they like, got bored or maybe it was routine for them. At the beginning, it was something new, the way that we started to teach, and then, ehm, they were like used to us, and they were like, oh, it's good, the teacher or the practitioners is the same. But also a problem was that we have to use the textbook, all the activities of the textbook, and try to make them shorter, and just put an activity, an extra activity that was dynamic of video or a song, but many times we had a song at the end for practising, and we didn't have time. We have to shorten the, some activities, in order to, eh, include also the song, but sometimes it was not possible, we

had to work with the book, as they are used to, but the thing here was that we implement something more striking and it was not, possible for us, time was a very, strong limitation.

1321-SR2-9.2

Coral's comments in these previous extracts suggest that much of what the practitioners are doing in the classroom is being done to satisfy the expectations of the authorities who oversee their practices (their practices professor/supervisor or the class teacher), leaving very little space for the practitioners to actually carry out what they believe is suitable for the students and/or what they have learnt within their training. Additionally, Coral was also concerned about whether the book was appropriate for her students:

C: Uhm, I think it is necessary to have a book, but, ehm, I think the context is not even part of the culture. (Laughs)

N: The context from the book?

C: Yes

N: Oh, really?

C: Yes, because it is more, like, British, and it's a very good book, it's a very good book, it has many, many different activities, and it says also, and now you're gonna discuss in pairs, and now you're going to think about this. But, when it's very well, I don't know, well done by students, it would be very very useful, but I think students just fill the exercises in the book. Just uh, I don't know, without any interest, sometimes they just copy what they say, what they see in some of their partners (.)

1321-SR2-9.3

In conclusion, Coral's belief about the book's role in the classroom remained strong even when her classroom actions did not reflect it. These results also evidence the profound effect that certain people might have on pre-service teachers. The power position these people hold (the experienced classroom teacher, the practice supervisor who might give them a bad mark), and the pressure they exert on the teachers might make them feel that they do not have any other option than to concede.

During Coral's novice teaching practice experience (22 months into the study), while she did not use any textbook when teaching at the primary school, at the languages Centre, the textbook was her sole source of activities. When inquired about her choice, she expressed the following:

A: Eh, because I.. when I plan the class I always read those suggestions, they always have good ideas and I.. I'm trying something new.

N: Ok, why did you chose this one in particular? Like.. do you sometimes not use the suggestions, or you pretty much always use the suggestions of the book?

A: Just sometimes, when I don't know exactly how to explain that or how to do the activity, then I see the suggestions, and some of them are very good, so I use it.

1321-SR4-7

While Coral believed that excessive use of the book seemed to be there still, she realized that the textbook could be an interesting source of new ideas. As it is frequently done in the Mexican context, the language centre where Coral worked relied on the textbook to provide the curriculum the students had to follow; when Coral was enquired about her thoughts about this, she responded the following:

N: What do you think about the use of the book in this.. uh.. particular programme?

A: The use of the book.. well, I think that the book is a very good aid because it's a material that students and teachers can help with.. all together.. have the same material and also I think that they are good because they work.. uh.. uhm.. related.. well.. related.. I don't know.. they work with a context. Each unit works with a context, the first unit technology was the context and then culture. And.. it's good because.. uhm.. if I don't have the book and I have to give all the material, then I'm going to maybe.. I'm going to be messy.. giving them a context eh.. for one exercise and maybe another for the next exercise.. and I think it's a very good aid, but sometimes it has to be.. eh.. sometimes we have to adapt something.. or find extra material to reinforce the one that they have..

N: ok

A: I don't think that the book is the only material that we can use. We have to adapt it and give extra.

1321-SR4-12

Coral was appreciative of how the textbook provides a consistent context throughout the whole unit. She liked the structure and the consistency the book provided. She became aware of how this allowed for the introduction of meaningful vocabulary and grammar exemplification in use. Coral seemed to have accommodated her context's cultural values and expectations.

In conclusion, Coral's cognition about the book's use does not seem to have radically changed; her belief expanded into an appreciation of the benefits that using a textbook can bring for a teacher

while still giving value to adding and adapting activities. Coral's development regarding this cognition followed the next process:

- Initial cognition
- Stability/incongruence/disagreement
- Change/addition/accommodation

### 6.2.2 Use of the L1 and L2 Input

The second salient feature in Coral's cognitions is the use of the L1 and L2 input. Coral's language learning experiences were different from the other two participants. Her experience with immersion and a need to survive in an environment that spoke a language she did not know led her to identify one important factor in her language development (0 months into the study):

C: [...] I moved to the US to work, not to study, just for work, and I stayed there for eight years, and I learnt English there [...] just living there, and I worked there for some seasons, for summer seasons, and the rest I just lived there because I got married there [...]QI just used to work in the summertime, and the rest of the year I stayed home. All the input helped me a lot. I know that now. (laughs) [...] all the signs in the street and I don't know, going to the store and many many things helped me to develop.

(1321-BI-1)

This, in addition to her language learning experiences once enrolled in the BA in ELT helped her form a clear idea in her mind of what a *real* English teacher was like:

C: I don't know... I don't know.. well maybe, the best teachers could be here (the BA in ELT), because I have all the classes in English, and that would be.. that has been very useful for me, and I consider my English teachers, the ones that I have had here in this school because before, I don't even consider them as my English teachers.

(1321-BI-6)

For Coral a *real* English teacher was someone who would mostly use of the target language in the classroom:

C: [...] so, uh, really teachers, like, well, it would be, I could say that are the ones that I have had here. And the difference is the input; that they speak English, and some of them even forced us to speak English because of the punishments and as a student, I said, oh my god, it's not fair, but it really helped me a lot with my speaking.

(1321-BI-7)

Coral considered that this practice was also part of giving students target language input, which she believed was a very important part of language learning. This was also evident in the journal entry below:

The teacher in charge speaks English to them but only during the classes. She manages discipline very well and points to students that they have to ask questions in English. However, I think the students need more exposure to the language and more opportunities to produce the language through striking communicative activities. I started to arrange those actions in my lesson plan, so I could provide students a motivation to speak English.

JC1.1.e2

This cognition permeated her language teaching practice. During her first SRI, Coral used English to speak to her students all the time, and when she saw herself being insistent on her students using English as well, she commented the following:

C: No, I was, when #name# was reading, I was telling them English please, English, please. And they go, ohhh (sad expression).

N: Why would you insist so much on them trying to speak English?

C: Eh, because, uhm, I, we try to make it part of the action plan, if they realize that they can speak more English, they talk; they become more motivated, but they have to try, and we can't make them try.

1321-SR1.2-2

Coral was not convinced that the strategy was working since her students did not realize they could produce. In her journal entry, Coral appeared to have become aware that this might not have been a motivation issue:

Students were willing to participate, but they did not have enough vocabulary or accuracy to express themselves precisely in English. They had high difficulty to talk, and I tried to help them as much as I could.

CPR1.6s2

In Coral's next observed class (1 month into the study), this belief seemed to reflect on her practice once more. This time, Coral started her class by playing the video "Anything you can do..." by Ruthie Henshall and John Barrowman to illustrate the grammatical point she had to teach (can and can't). This practice was very similar to another one from her previously observed class, in which she decided to use a video about Mary Curie's life to help her student's practice listening



for specific information. When discussing her decision to include the song's video, she explained it in the following way:

C: Uhm, well, because I thought that it was important to give them input, and that is like, my topic was about can and can't.

N: Aha.

C: And that video is about can and can't, eh, I wanted them to look very carefully and grasp some ideas and vocabulary.

1321-SR2-1

Coral's insistence on the importance of input, and her description of what she wanted the students to do in the activity she described, suggests that Coral was trying to re-enact her language learning experiences so that the learners can analyse, take notes, and grasp structures and vocabulary from exposure to authentic language. Just like she once did when learning the language herself (1321-BI-1).

However, this was no longer the case in her novice practice (22 months into the study). Once she graduated, Coral had been able to secure an English Teaching position at a local elementary school, and during her first observed class, she would use Spanish very frequently. When asked why this was happening, Coral explained that she felt the context was not allowing her to act according to her cognition. The classes lasted only thirty minutes, and she felt she was having trouble managing her students (6-8 years old) while only speaking English. Oddly enough, the programme coordinator had told her that her classes were short to maximize input by making the class daily. This showed clearly in Coral's practice. She was using Spanish for crucial aspects of the class like giving instructions, explaining grammar, and announcements:

C: eh... when, I when I eh... call them in English, or their attention or when I say something, any command in English, they don't even look at me or they, they just ah... keep in their talking and playing their games and... when I start speaking in Spanish they er... immediately ah... turn, the turn the head and, and turn to me and pay a little bit of attention. I can have their attention for a short time, and then is when I have to use that time to, to give ah... to give instructions to make the rules clear and... to, to say that if we don't finish, we don't go to the break or something...

1321-SR3.15-6

The contextual constraint Coral was facing appeared to be a critical factor in her lack of adherence to her cognition. This suggests that Coral's cognitions about the importance of keeping her

students' attention are crucial, and they clashed with her cognitions regarding the use of the L1 in the classroom.

Soon after her first observed class, Coral decided to leave her job at the Elementary School since she had secured another English Teaching job. This time, she worked at the State's University Language's Centre, which the School manages, and where she carried out her BA studies. During her second observation, it was noticeable that Coral had returned to her habit of speaking English throughout the class:

N: Ok, in this part, I did notice that you were making quite an effort to explain what follow-up questions were. Uh... and you were doing all of this in English. All of this in English. Like, you could just have said something in Spanish for it to be very clear, but you chose to explain in English. Why did you choose that?

C: Well, when I was working with the kids in the primary school, I... they were not able to even try to understand what I said in English, so many times I had to speak in Spanish, and I didn't feel comfortable doing that. I used to feel like a bad teacher, like a bad English teacher, and I was concerned about my performance. And I.. well.. my next goal was to give all the classes.. well, teach the whole session with English-only, [...] but in this case, I'm comfortable with that because even though I.. I do whatever I have to do, and they still don't understand, eh, those students have the confidence to ask me because they are.. they are adults; they know what they want, and they have their words. And if they don't understand, they ask, so I'm comfortable with that. I can try in English all the time, and if they don't have the answer, they ask me.

1321-SR4-8.1

This extract shows Coral's consideration of the Age-Maturity factor as important in her decision to use the target language in the classroom, suggesting she did not see her previous decision to use Spanish as totally wrong. When inquired about explaining this further, she explained the following:

A: Aha, I try to speak, to give instructions in English (in the elementary school), but the explanations of grammar were.. .were in Spanish many times, I used to explain in English and then no, I don't understand anything, ok, I'm going to explain in Spanish, and then they said oh, now I understand, because one teacher has explained that in English, but I don't know English and I didn't understand, and now I can understand, thank you teacher... and then I said.. oh.. it wasn't wrong... it was a good decision, but then we

used to.. to use only Spanish because it's better because it's the best way they can understand, and if we are still doing that so.. what is the input that I'm giving them?

N: Ok, ok. So the problem was input?

A: Yes, I was worried because I wanted to give them more input and.. so they can get used to listen.. to listening to English and understand.. and they.. until they are able to speak a little bit in English. [...] I felt uncomfortable because I realized that I was speaking more Spanish every day (in the elementary school), because it was the easiest way.

1321-SR4-8

This suggests that Coral's cognition about the importance of input and her belief about using the L1 in the classroom remained strong, but she seemed to be trying to come to terms with her cognitions, actions, and the results of her actions. The last comment she made in the previous extract suggests she was in the process of revisiting her cognition, and putting into consideration how much Spanish would be acceptable in class. Coral concluded that using Spanish in the classroom can be justified because of the students' needs and wants.

Twenty-three months into the study, Coral was invited to work at the BA in ELT as a teacher assistant with the BA's Teaching Practice Component coordinator, which implied that she had to accompany the coordinator while supervising BA in ELT student's teaching practice (observing) and help give feedback. This experience also appeared to impact Coral's cognitions. During her last SRI, Coral presented superlatives deductively. She carried her whole presentation in English, her student's asked questions, and she would answer and clarify whatever doubts they had. At her student's request, she expanded her presentation (which was not planned) to comparatives. Overall, the presentation was quite successful. While watching her presentation, we noticed that a student asked her whether a phrase meant what he thought it meant in Spanish. Coral told him he was correct (in English) and continued her presentation. She then explained her reasons for speaking English:

A: (Laughs) I don't know... I guess... I think.. when I see the practitioners, that they say it immediately in Spanish and then I say.. uhm.. you have to try many times, and then you have to make drawings and mimic and a lot of things. Do what you have to do and if it's still not understood then you ok, I'm going to say it in Spanish, but if you try before, it's better because uhm... you get used to speak English-only and they get used to understand in English-only. Everything that you say is going to be easier to be understood only in English, and I discovered that there are many ways to explain in

English when you give many options to students, it's like, some of them are going to understand if I make gestures with my face, some of them are going to understand if I make drawings, it's like giving them more options.

1321-SR5-9.1

Coral benefited from carrying out supervisory duties. Observing the practicing teachers helped her reflect on her own teaching, come up with new ideas, and put them into practice. Additionally, Coral appeared to have become appreciative of having her students struggle to understand so that they would find the experience memorable:

C: Uhm.. yeah.. I think that when I observe the practitioners and when there is a word and the students don't understand.. and they ask, teacher what does it mean.. and they say it's when.. and they say a definition in Spanish, and then I started thinking.. how would I explain that? And I think well.. I would say that it is the opposite of this one, or it's a synonym..or... I don't know.. if I could make a drawing of that.. because it's easy or I could have done a movement, mimic.. yeah, and then I say.. there are a lot of ways to make students understand without saying it in Spanish. Because when you say it in Spanish, then they go, yeah yeah, ok, and then they write it, but then they close the notebook, and they don't remember that..[...] and when they have to..Oh, do you mean this? and no, no, kind of but, and it's bigger or something, and then you give more examples, and more and more, and they start thinking and thinking, and they have to develop their critical thinking, and then they start discovering and then yeah! I remember that because, in that class, it was very hard for me to find the answer, but when I found it, it was long-lasting.

1321-SR5-10

Coral's cognition about using the target language in the classroom and the role of input in her student's learning expanded to include the consideration that the use of the L1 in certain situations is not detrimental, and sometimes it is even necessary. Also, that many techniques can help make yourself understood (as a teacher) in the target language; and that the students' struggle to understand makes their learning significant.

In conclusion, this cognition went through the following change process:

- Initial cognition
- Congruence/questioning (Maybe my students are not ready for an Only-English policy?)
- Stability
- Incongruence/tension (Contextual constraints)

- Congruence/addition (It is beneficial for some of my students if I explain in Spanish)  
(Incorporation of new techniques)
- Congruence/addition (The struggle to understand makes learning memorable)

### 6.2.3 Meaningful communication through contextualization

The third salient feature in Coral's cognition was her interest in providing her students with meaningful communication. Coral's own language learning experience had a real and immediate necessity to learn the language to communicate at work, and around the city where she lived while in the US. Therefore, Coral devised a language learning strategy:

C: [...] I relate it too much with Spanish. For example, I realized that, uh, passive? the passive? [...] they have the verb have, and the participle, and it's similar in Mexico [...] (I learnt) by comparing, and also, I made my sentences in my mind according to my first language, and when I use it, I used those sentences with native speakers. They used to correct me and paraphrase what I said, and I paid a lot of attention, and I knew my mistakes and corrected them for the next time. [...] I had a lot of communication, a lot of interaction with native speakers, and it was important that I learned to speak very well because they wanted me to work in the front, and in the windows, with people.  
(1321-BI-4)

These experiences were influential in Coral's cognition about the need for students to engage in meaningful communication to learn a language that could be identified in Coral's teaching practice. During Coral's first observed practice (0 months into the study), the book contextualized the whole unit with the topic of "people in history", therefore, Coral and her peer included a game in her lesson plan, which consisted of using a power point presentation to project an image of many squares of different colours on the board. They divided the class into two teams and explained that the game consisted of asking the right questions to identify who the historical character behind the squares was. Each correct question would result in removing a square that revealed a part of the picture. In the SRI, it was clear that the characters were all related to the field of psychology and human cognitive development:

N: So you tried to relate this, people in history with their, uh, subject of study?

C: Yes, yes, because, well, uhm, we think that it was a good character because they should be associated or..

N: yeah, familiar.

C: Yeah, familiar with the context, with the vocabulary.

N: Yes, so you did it on purpose. You selected these people...

C: Yes, on purpose.

1321-SR1.2-1

Coral and her peer did this with the intention of having the students relate to the material, making it meaningful and interesting for them.

During Coral's second observed class (1 month into the study), she included an activity to practice past tenses in which she would begin telling a story, and where her students, one by one, had to pick up where the last one left off, and continue the story; using the visual prompts which Coral had previously prepared until everyone participated. While watching the class in the video-recording (SRI) Coral was asked about her reasoning for using this activity. She replied the following:

C: Aha, I think, well I think, I don't know, we don't know vocabulary, we don't learn how to say the things until we have a real need, necessity, to, to say something, and then it's when we think: oh, how can we say this? How can I say this? and if I don't know, I'm going to look for information, and I'm going to ask, but if I don't have a real need to (.) to (.) search? Then I'm going to conform (false cognate conform=conformarse, means to say "settle for nothing") [...] They have a real need at that moment because it's important for them, I think.

(1321-SR2-3)

Coral seemed to be trying to mimic her own language learning experiences in the classroom by putting the students in a kind of situation in which they have a real need to communicate in the target language, and in which the student is truly interested in communicating what he/she wants to say. Coral seemed to be constantly concerned about having students relate in a meaningful way to the activities, and to the language being learnt. This appeared once more during a speaking activity in which the students had to work in pairs in order to carry out a mock job interview. One student played the interviewer and the other one the interviewee, and then they would change roles and do it again. However, one of Coral's students refused to join any of the other students. Coral decided not to force the student into one of the groups; instead, she chose to try to perform the activity with him:

C: Uh, I explained what the activity was about, and I said, for example, tell me the things that you can do, and I played the role of the interviewer, and he responded to me very disinterested, and I looked for some topic that was interesting, and I started, oh, can you

speak languages? No, can you do this? no, Can you play any instrument? Yes! I can play the violin, and I can play the guitar, and I started with the music, Can you sing? Yes, can you sing in public? No (laughs)

N: Oh, ok! So you found something that was interesting for him! That's very interesting! 'Cause he didn't wanna work with you really until you mentioned the topic that he liked. [...]

C: Yes, yes, he engaged a little bit, and he told me, Can you dance? No, but I can walk. Can you swim? No, but I can run. And he was like, oh, ok. (laughs) It was difficult.

1321-SR2-7

Coral's interest in engaging her student in the activity showed her interest in helping her students engage in meaningful communication. This cognition was also identified in one of Coral's journal entries:

I feel very committed to achieve the meaningful learning that my students need. I really want them to learn English and motivate them to continue learning more after they finish the course.

JC1.2.e1

This cognition appeared to be very significant for Coral during her pre-service teaching practice. However, it did not come up again during her novice teaching practice. As has been previously discussed in section 6.2.1, Coral's sole source of activities during her novice teaching practice was the textbook. Coral's accommodation to the cultural norm might be one of the reasons why this cognition did not reflect in Coral's novice teaching practice. This does not necessarily mean this cognition disappeared, but it was at least dormant during that time.

The process this cognition went through was the following:

- Initial cognition
- Congruence/stability

#### 6.2.4 Participation Patterns and Checking Understanding

The fourth relevant feature in Coral's cognitions and practice was regarding Participation Patterns and Checking Understanding. Within the observation, it was noticed that Coral would frequently choose an individual participation pattern for eliciting information, for checking responses to exercises, and for creative production. During her first observation, and in contrast with what Coral did, it was noticed that Coral's peer would regularly check student's responses to the

exercises by having them say the response chorally. Therefore, during the first stimulated recall interview, Coral was asked about her opinion on her peer's choice:

C: I would prefer to ask to, uh, to choose one person to know if he particularly knew the answer, not all together.

N: Alright

1321-SR1-10

Coral mentioned that this way she would realize if students understood what had been explained:

C: Uh, because we realize more in detail if they understood.

1321-SR1.2-3

This interest in checking her student's understanding by having them answer questions, or discuss them individually, frequently appeared in her practice. During her second class observation, Coral had her students work in pairs in order to carry out a mock job interview. Once they were all finished, Coral asked her students to share their results with the whole group. However, she was not satisfied with the results:

C: No, they don't care.

N: So is that why you said you thought this was a waste of time?

C: Yes.

N: Ahm. Do you think that sharing in whole group, or these kinds of activities, do you think it's always... not useful?

C: Uh, no, well, I think it should be useful. Well, in my own experience in my group, when we have activities in group, and then we have to share, I think it is interesting to know the point of view or the creativity of the other teams. It's important to me, so maybe that is why I think that it is important for everybody, and I always try to, in my lesson plan, to schedule, uh, five minutes or something for sharing and, but I think it is not important for them, maybe because they are putting an effort when they have to speak, and the rest of the group many times they don't understand, and they get bored.

N: And, and, so maybe they get demotivated, right?

C: Aha, because they don't understand. [...] Or maybe because, when the people that is speaking has to think a lot to structure sentences, eh, he spends a lot of time in his mind, with his ideas, and the other people is like, ugh, it's boring.

1321-SR2-2



Coral realized that with low proficiency groups, this approach at checking understanding could be unwelcome by the students. However, while she considered these activities might not be well received by students, she still thought they were important for their learning:

C: [...] I think it is important that everyone has the opportunity to speak in front of the group because the tension, the anxiety is high, but they have to face that situation, and I think it's important, but that takes a lot of time

N: It does take a lot of time. But why do you think it is important to face that anxiety?

C: (laughs) Because when they have to speak in pairs, or in trios, ehm, they take that like, it's funny, or it's a game, they do not engage very well in the activities, because they are only among friends. And they, if they don't know, it's like, ah, it's ok, don't worry, and they continue, and when they are in the front of the whole group, when the teacher is monitoring, they have to come up with, eh, tools, ideas, creativity, gestures, mimic, something!

1321-SR2-4

Coral seemed to believe her students would benefit from the discomfort or anxiety caused by speaking in the target language in front of their peers and teacher. Coincidentally, while learning the language herself, Coral was frequently put in an uncomfortable position in her need to communicate with native speakers (Her superiors at work, her costumers, and in everyday communication) who would continuously correct her use of the language. When discussing her language learning experiences, she considered this beneficial, since it allowed her to make corrections to the language she produced.

This cognition could also be identified in her novice teaching practice. After finishing answering an exercise in the book regarding superlatives, Coral checked the student's answers by having them say them individually. When inquired about her choice of participation pattern, she explained the following:

C: Uh, because I think that if I point someone to read the answer, to read the whole sentence and give the answer, I can see who is learning more, who is doing the correct, in the correct way, and who is having problems, so I can focus on those that have been having problems, but if most of the students are doing well, I can see that well, we are advancing.

1321-SR4-6

Coral's response evidences that her belief remains strong and influences her actions. This continued to show up in class. This time, Coral had required her students to identify follow up questions in a conversation they listened to. After she played the audio, she decided to use the individual pattern of participation once more. When asked again about her reasoning behind her decision, she explained the following:

C: Aha, yes, because it's better than going with each one and check them individually and because I have to check, because they are doing an activity and each activity has to be checked somehow!

N: Why do you think this is important?

C: Uhm.. because it's a.. it's about rewards... feedback is a kind of reward that is important for them.

N: Oh, ok. Why do you think it is important.. uh.. to.. to have them feel rewarded by giving them feedback?

C: Because it's a motivation that it's going to make them feel that they are important, that what they do is important, and if.. if I don't do that well... I think.. they are going to get tired of working and working without having any reward or any.. uh.. maybe sometimes it's not a reward because I check in general the ones that I want to participate, but they are checking and checking, and if they have it wrong, they can correct, and if they have it right, they feel like.. oh! I'm doing ok! and it's a... something very personal..

1321-SR5-4

Coral's conceptualization of the value of individual participation seems to be strong enough that she includes it in her day to day teaching frequently. She clearly believed that checking her students' understanding is an inherent part of teaching, something that must always be done, and the individual participation pattern she had adopted since her pre-service teaching practice was still the way she would make sure her students were understanding.

In conclusion, this cognition went through the following process:

- initial cognition
- congruence/questioning
- stability/congruence

### 6.2.5 Grammar

The sixth relevant feature in Coral's cognitions and practice was regarding her teaching of grammar. During Coral's pre-service interviews and journals, there was no significant mention of grammar; however, while teaching at the elementary school (22 months into the study), grammar became a discussion topic. While watching her teach on the video, we observed her addressing the verb "to be" explicitly by writing the pronoun on the board, and eliciting the verb conjugation from the students, who struggled a bit to answer. I then asked her why she decided to do that, mostly since her class objective was to teach "present perfect". She replied the following :

C: eh... oh... I realized that they need that, but I try not to do it because eh... I know ... I knew that it would take a lot of time... but, the book its ah... ah... on the book they have the activities with ah present, perfect pre... perfect... and with verbs in in past... In simple past, as well, and... eh... I, I, I thought they can't do that because they don't know... They don't even know basic verbs and verb to be, and the pronouns, and they have to know that, and I started with the verb to be eh... then I was planning to to follow with the simple present eh... with present continuous and that stuff, ah... until we get to the am... present perfect (laughs)

N: Ok, so you started from the verb to be?

C: Yes, I (.) from the verb to be and I thought that this is very important, you're you're about to, to start your secondary (middle school), if you if you are good in this you will be good (laugh)

1321-SR3.15-10

In the previous extract, it can be observed that Coral believed there should be an order in which the students should learn grammar. Coral's concern with her students' unfamiliarity with the verb to be and her willingness to set the syllabus aside and go back; points out to a direct influence of the BA programme in Coral's beliefs, given that in the Second Language Acquisition class, Krashen's work and thus the Natural Order Hypothesis are part of the syllabus. Apparently, Coral's concern had been such that she had revised the whole elementary English programme looking for a reason why her students were not familiar with the verb to be:

C: I I ... is like it do... it doesn't make sense, eh... because I know the program from second to sixth grade and I have ah... checked the books and the program, and they don't have eh... during that period from second to, to six grade eh... eh... they haven't had the verb to be in the program, and... it's, it's weird that they have the simple present and the, the... a... sorry... they have the, the present perfect and, and the fir,

fifth grade they have am... interrupted actions... And in third grade, they have ah...

future with going to and with will

N: Mhmm...

C: Like at the same time, and I think why they have that if they don't have in any time of the program, they don't have the pres... ah... the verb to be.

1321-SR3.15-13

Coral's surprise and disbelief that the national English programme would not include the verb to be anywhere throughout its six-year courses also suggests that she considers this paramount, and should be included in programmes since its absence would mean students would not be able to be successful in learning the language. This relationship between grammar aspects seemed to be pervasive in Coral's cognitions. In the following extract, Coral explains the reason why she decided to have her students work with personal pronouns:

N: Why did you choose the worksheet?

R: Eh... well... because they have it has ah.. the subject and they have to replace the subject for a pronoun.

N: Ok.

R: And the... they... they don't understand very well that that situation ...

N: Substitution?

R: aha...

N: Of the verb to be?

R: Yes!, eh... because they need it for ah... in order to know what what is ah... the, the form of the verb to be tha they have to use when they see the subject, and sometimes I sa... I say ah... ok... Mary, Mary but, who is Mary? Which of the pronouns is for Mary? in order to know what is the form of the verb that you have to choose for Mary, and they like, like thinking and thinking and, and I thought, well we have to make some exercises ...

N: Ok...

R: ... About that (laugh), and also em... because it has at the negative and the affirmative, eh... form of the (.) and simple sentences of the verb to be, it has those those two characteristics and I, I am interested that they understand that, but I don't know (laugh) eh... I don't know it is disappointing because er... I was, I was checking all the the worksheets before, eh... eh... before coming here and most of them it is bad (laugh).

1321-SR3.15-14

Coral's consciousness of the relationship between knowing the personal pronouns and the correct use of the verb to be, which had been the original topic she wanted to go back to, made her address a topic that she considered her students needed to know before introducing the verb to be. Coral's actions are particularly interesting because she seemed to have felt so strongly about her belief that she made sure her actions in the classroom were aligned. Even though this meant putting her given syllabus aside and, quite possibly, not completing it in the time given for the course.

Coral also seemed to be particularly concerned with her students being familiarized with "grammar in use". During an SRI (23 months into the study), while discussing the differences between her students in the elementary school and the languages centre, their maturity and their ability to ask if they did not understand something, Coral expressed she felt concerned when her students seemed to have trouble "using" grammar:

A: Very committed, and also it makes me feel.. eh.. it's sometimes concerning when I think, oh, I'm not sure that I explained that very well. I could see that many of them were like having some doubts...not because of the structure of the grammar but in the use, with the examples, with the activities, with the worksheets, and then I say well, I will keep giving them some worksheets.. so they can work at home and then I can keep checking.. eh.. even though I have advanced in the unit we can keep checking all these topics that they have struggled with.. It's what I'm planning because I don't want to feel that they have like a doubt, or a problem, struggling with the previous topic.

N: Aha.

A: So I have to keep searching on internet.. what's the difference in the use of the simple past and past continuous, because I must explain when they have to apply the tenses, they still have trouble with the use of those tenses...

1321-SR4-4

This concern about a problem she observed her students were having led her to be mindful of "the use". Hence, she became proactive in preparing herself when she had to teach, to be ready to explain not only grammatical forms, but also their use. When inquired about why she thought this was important, she explained the following:

N: Ok, you mentioned that you had done the grammar, but then you thought it was important for them to know how to use the language. Why do you think that's important?

A: Because uh.. well, I'm the kind of teacher that.. I'm in favour of grammar because I love grammar, I cannot avoid teaching using grammar, eh, but of course, grammar is not everything because when you are in real situations.. eh.. if you don't remember exactly the words or something, we cannot just use the rules and the sentences isolated. We have to use them.. we have to see the use of each one in different contexts, so they are more prepared to speak.

N: Ok, so if they don't learn this part.. what's the bad thing?

A: If they don't learn the use? Well, I think they will have more problems communicating what they want to say, of course, they are going to speak and.. but if they don't apply exactly the... the.. I don't know, the structure, they don't apply it correctly according to its use, then they will have more problems to be unders... to be understood.

1321-SR4-5

Coral's words in this extract suggest that she believes there is a relationship between being aware of how grammar is used, and the quality of spoken production. This showed in Coral's practice in a very specific way. During her grammar presentation about superlatives, she drew a balance on the board; she drew a house on one side of the balance and a much bigger house on the other side of the balance. She then drew and explained various examples. When inquired about her reasoning for her actions, she explained the following:

A: Eh.. well, because well, I was saying.. All the time I had my two hands.. with, for example, one marker and another marker. It's like a balance.. it's the same.. and I was using my hands all the time.. and they went, oh, yeah. I think.. it's like a balance! And I thought well, I can make a drawing.. and they said Oh! and when they said that.. when they react like that.. then I say it's fine.. I can continue with the next exercise. I think that visuals are important because.. I don't know.. it's like giving them the opportunity to.. make the visual and have it in mind.. and have the use and the visual with the grammar in their mind, so they can.. uhm.. they can keep it in mind..

N: Ok, so all of these.. we could call.. dimensions?

A: Exactly! Yes!

1321-SR4-13

Coral's explanation of what she understands as "the use of grammar" points out that she is, actually overlapping the meanings of "grammar use" with "grammar meaning", as understood under Larsen-Freeman's (2003, pp. 34, 35) conceptualization (which is part of the Teaching Methods Syllabus in the BA programme). Anyhow, Coral's awareness of her students' need to

have a holistic understanding of grammar is straightforward. In the following extract, this becomes evident once more:

N: Why do you think that it is important for this combination to always be present?

'Cause I think this is something we discussed as well last meeting we had, because you were mentioning the use... how you need to teach the use, and I was asking you why do you think that's important, and then we come today, and you mention it again, right? Students learning the use of the language is important. So in this particular case, why is it so important for them to know the use?

A: Ahm, ok, because uhm... an adjective, even if it is in comparative or in superlative.. they are not isolated words, if they know how to apply the rule it is good. But they are not isolated; they have to be in combination with a whole structure of different words, kinds of words, and they have to form the structure of the sentence, and they have to know in which cases they can apply those rules and make that combination according to what they want to say. What they need or also for reading... the structure is already there, but they have to grasp the meaning, the meaning of the whole combination of the words.

1321-SR5-6

Although it seems like Coral is not able to separate her understanding of “use” into “use”, and “meaning”, she is aware and engaged in making sure her students understand grammar in all its dimensions (form, meaning, use). She also believes her students will need to learn every aspect if they are going to learn English well. However, because these cognitions were identified late in the study, only their emergence could be identified.

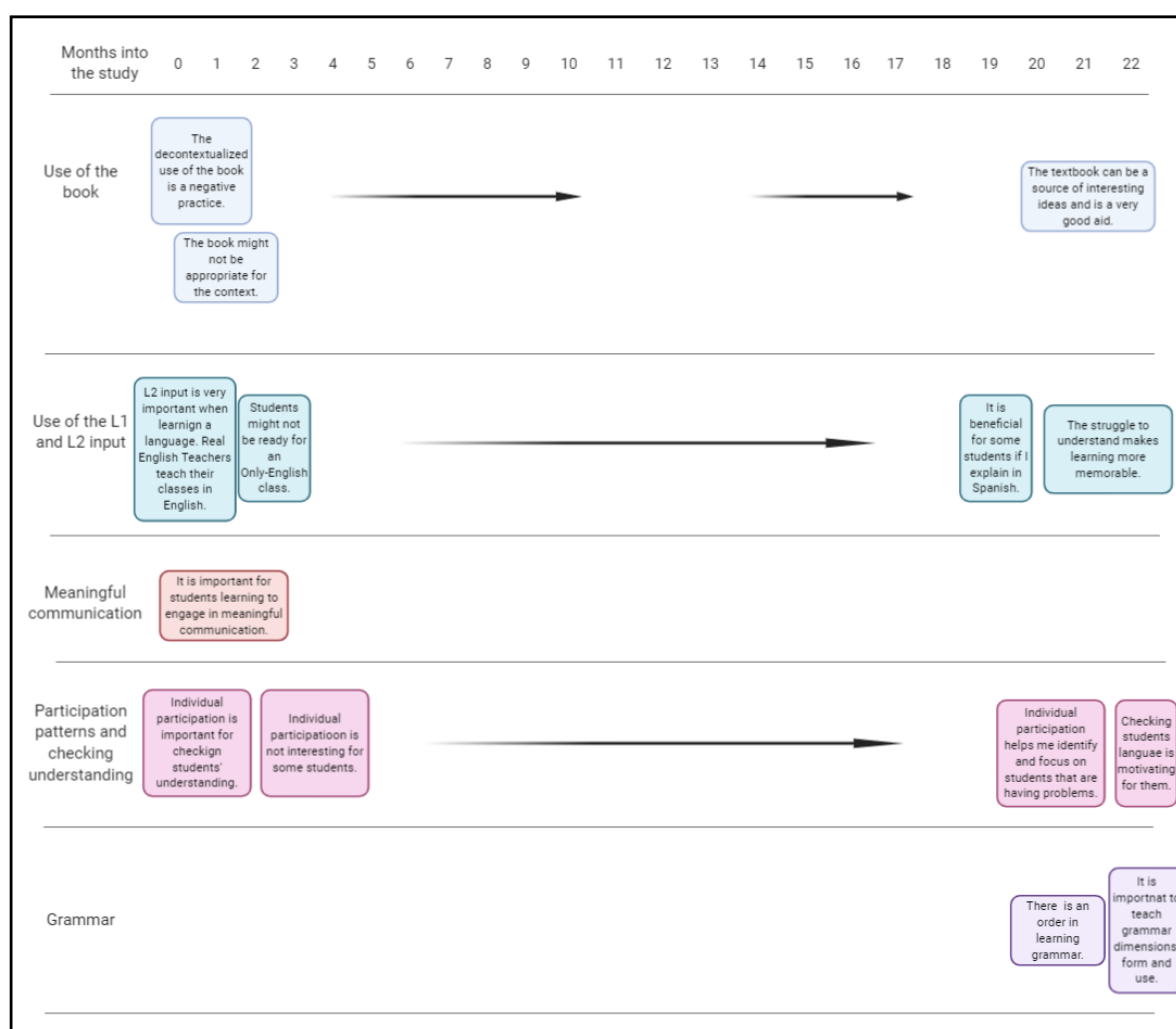
### 6.2.6 Summary of salient features

In this subsection, I summarize the developments in Coral's cognitions and practices. First, the results show that Coral's cognitions were influenced by her language learning experiences and the BA in ELT's input. Her language learning experiences were largely influential in her cognitions about the book's use, the L1 and L2 input, meaningful communication and participation patterns. The BA in ELT's input also appeared to be influential in Coral's cognitions about the book's usage, the use of the L1 and L2 input, and participation patterns.

Coral's was not always able to link her cognitions to theoretical justifications; however, she clearly linked her cognition about L1 and L2 use to the concept of "input". Although in some cases, the link was not direct to the theory, Coral's cognitions about the use of the book, meaningful

communication and participation patterns clearly align to the values the BA in ELT's promotes. Secondly, Coral's cognitions about the use of the L1 and L2, and participation patterns remained mostly stable. There was only one case of significant change: her cognition regarding the use of the book. Although Coral faced significant tensions and contextual constraints, her cognitions did not suffer radical changes. Thirdly, Coral's actions seemed to have diverted from her cognitions the most during the short time she was working at the elementary school. During this time, it was clear the school's contextual constraints had an important effect on Coral's classroom decisions; however, Coral's discontent with the situation was also palpable.

**Figure 11** Summary of Coral's development in cognitions



**Table 33** Summary of Coral's actions regarding her cognitions.

Use of the book	Use of the L1 and L2 input	Meaningful communication	Participation patterns and checking understanding	Grammar
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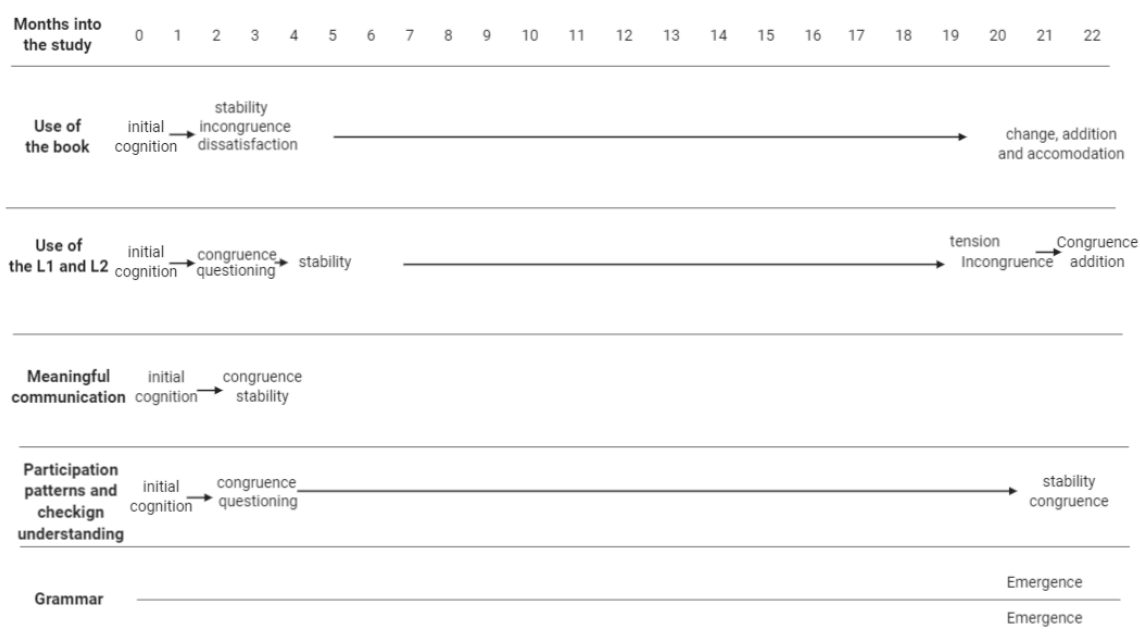
<b>Obs 1</b>	Most activities are textbook activities or activities based on the textbook's suggestions.	Speaks almost all the time. Requires students to speak English in class.	English	All activities were contextualized to the textbook's topic (people in history).	Frequent use of an individual participation pattern when checking understanding.	Subject and object pronoun through discovery.
<b>Obs 2</b>	Most activities are textbook activities or activities based on the textbook's suggestions.	Speaks almost all the time. Requires students to speak English in class.	English	Contextualized activities to the textbook's topic. Activities that required an "information gap".	Frequent use of an individual participation pattern when checking understanding.	No grammar presentation.
<b>Obs 3</b>	There was no use of a textbook. All activities were created by Coral.	Speaks in Spanish most of the class.	Spanish	No explicit techniques.	Not observable.	Deductive presentation of the verb to be.
<b>Obs 4</b>	Class is fully based on the book's activities and sequencing.	Speaks almost all the time in class. Requires her students to speak English.	English	No explicit techniques.	Frequent use of an individual participation pattern when checking understanding.	Deductive presentation of comparatives and superlatives.
<b>Obs 5</b>	Class is fully based on the book's activities and sequencing.	Speaks almost all the time in class. Requires her students to speak English.	English	No explicit techniques.	Frequent use of an individual participation pattern when checking understanding.	Follow up questions through discovery.

### 6.2.7 Coral's developmental processes and influences

The following section highlights the key processes and influences related to Coral's cognitions, teaching, and the influences related to them, which emerged from the data. The features in

Coral's cognitions showed stability, change or emerged. The processes identified in Coral's development were mapped in Figure 12 to analyse them collectively and in-depth.

**Figure 12** Summary of processes in the development of Coral's cognitions and practices.



Firstly, we can observe that Coral's cognitions remained stable during her pre-service teaching practice. During this time, her practice was mostly congruent with her cognitions. Whenever there was incongruence, Coral expressed dissatisfaction with her performance (Use of the book). In the case of her cognition regarding the use of the L1 and L2, and patterns of participation, we can observe that even though her cognitions and actions were congruent, at times, she questioned her cognitions. Both times, questioning came about whenever she realized that her actions were not in accordance with her students' wants and expectations. However, this questioning process did not cause important changes in her cognitions. Secondly, during Coral's novice teaching practice, we could observe more instances of change. Her cognition regarding the book's use expanded to include a recognition of the benefits that using a textbook brings for a teacher. Her cognition regarding the use of the L1 and the L2 expanded to include a consciousness of her students' age/maturity factor, the benefits of using the L1 bring about for some students, and the importance of their struggle to understand. Thirdly, the factors that influenced these changes were pressures to conform to the norm (use of the book), and her assessment of the students' response to her actions (use of the L1 and L2). Fourthly, the factors that affected the lack of coherence between Coral's cognitions and her actions were: influential actors in Coral's academic

life (use of the textbook), pressures to conform to the cultural norm, and contextual constraints that prevented her from acting according to them (use of the L1 and L2).

### 6.3 Conclusions

In this section, I review the key issues identified from the analysis of Coral's developments in cognitions and practices, which I have discussed throughout this chapter:

- *Pressure to conform to the cultural norm.* One of the most critical influences in Coral's development process was the pressure she received to conform with the cultural norm established in the Mexican context regarding the use of the book. Coral initially considered that the decontextualized use of the textbook was not beneficial. However, the insistence of influential actors caused her to not conform with her cognition in her practice. Eventually, her cognition went through a process of accommodation in which the requirements of her context (Her superiors, the book being the syllabus) made her more accepting of the use of the textbook in the classroom, and allowed her to identify some of the benefits of using it.
- *Students' expectations and reactions to Coral's teaching practice.* Another influence in Coral's development process was her students' reactions to what she did in the classroom. Coral's beliefs regarding the use of the L1 in the classroom motivated her to use English-only and require her students to do the same. However, at times, her students reacted negatively towards this practice which made her question the appropriateness of the technique. She also realized that sometimes her students were benefited by her use of Spanish, especially when explaining complex grammar, which made her reconsider the value of the L1 in the classroom.
- *Contextual constraints that limit a teacher's ability to put her cognitions in practice.* Another significant influence in Coral's development and practices was how, at times, the limitations of the context in which she carried out her practices limited her ability to make sure her cognitions permeated her practice. For instance, Coral was deeply frustrated by the fact that her context in the elementary school did not allow her to speak English to her students. Additionally, the programme's chronology and its contents did not conform with Coral's cognitions, which made her feel frustrated and think that her students were not learning.

## Chapter 7 Cross-case analysis

Before discussing the results, I briefly summarize the three cases discussed in the previous chapters to highlight their similarities and differences in the development of their cognitions and practices. I do this mainly by (1) contrasting the key features of their teaching, (2) comparing the tensions among their cognitions and practices, and (3) highlighting the differences and similarities among the processes that each of them went through in their cognitive development.

### 7.1 Common features and individual differences on the participants' cognitions and teaching

In each of the participants' chapters, I analyzed the key salient features of their cognitions and practice. The three cases portrayed in this study showed to be highly individual. Still, I make an effort to identify common features of their cognitions and practice; and highlight individual differences.

The following general areas were identified to best characterize their cognitions and practices: Use of the book, Meaningful language, Use of the L1 and L2, Classroom management, and Self-perception. These areas were selected because they presented themselves at least in two of the cases. Additionally, these areas seemed to be the "meatiest", meaning that these were the themes that the participants seemed to be most conflicted about, and presented the most exciting findings.

#### 7.1.1 Use of the book

One important element in all the teachers' practice was that they used a textbook as the subject's programme at one point or another. During the participants' pre-service and novice practice, all their classes were carried out in programmes where the contents were based on a textbook which is the norm in Mexico. Also, the three participants' classes showed that they would frequently adhere to the textbook's activities and chronological order.

Contrastingly, during the early stages of the study, Alejandra and Coral regarded the book's uncritical and decontextualised use as a negative practice. Alejandra considered that bad teachers would not plan their classes, and would be content with sticking to a textbook's activities and

chronology. Coral considered that the ideal material would be the one designed by herself. Although Braulio discussed this topic very briefly during his pre-service teaching practice, he did highlight his dissatisfaction with his own attachment to the textbook.

Teachers' explanations for their adherence to the textbook at this early stage were all the same:

**Table 34** Use of the book features in the participants' teaching

Obs	Alejandra	Braulio	Coral
<b>1 pre-service</b>	One exercise from the book and one free practice activity of her creation.	One exercise from the book. Grammar presentation based on the teachers' book suggestions. One free practice exercise from his creation.	Most activities are textbook activities or activities based on the textbook's suggestions.
<b>2 pre-service</b>	Three exercises in the book. One based on the book's activities. One extra activity.	Two activities from the book. Two activities from his own creation. Grammar presentation based on the teachers' book suggestions.	Most activities are textbook activities or activities based on the textbook's suggestions.
<b>3 pre-service</b>	Class is fully based on the book's activities and sequencing.	One exercise from the book. Grammar presentation based on the teachers' book suggestions.	There was no use of a textbook. All activities were created by Coral. (There was no official textbook)
<b>4 novice</b>	Class is fully based on the book's activities and sequencing.	No use of the textbook.	Class is fully based on the book's activities and sequencing.
<b>5 novice</b>	Class is fully based on the book's activities and sequencing.	No use of the textbook.	Class is fully based on the book's activities and sequencing.
<b>6 novice</b>		No use of the textbook.	

They were pressured by authority figures (the class' headteacher, their teaching practice coordinator) to adhere to the textbook because of the perception of students' expectations to fill the book in full.

In the later stages of the study, the participants' practice remained adherent to the textbook. However, the participants' cognitions had changed. Alejandra and Coral showed signs of accommodation to the cultural norm. Alejandra now regarded the use of the textbook as good practice, and had grown to accept the value of its use in the classroom. On the other hand, Coral re-evaluated the textbook's place in the classroom and valued the consistency and structure it provided her classes. It is important to mention that both Alejandra and Coral's workplaces encouraged adherence to the textbook and used it as the subject's syllabus.

Braulio's case differed, but so did his context. His class was an extra class that was intended to supplement the student's weekly English courses. Thus, although the textbook was used as the syllabus, the weekly course's teacher was the one who would use the activities with the students. This left Braulio with the textbook as guidance in terms of content, but he could not use the textbook's activities because doing so would usually get him in trouble with the weekly classes' teacher. Consequently, Braulio did not use the textbook at all during his novice teaching practice.

### 7.1.2 Meaningful Language Examples

All three teachers made explicit use of activities that promoted meaningful language examples in class at various points in the study. Braulio was preoccupied with eliciting examples from his students' real-life experiences in order to make sure they could relate to the examples in a meaningful way. Coral ensured that her class' activities texts were related to her students' fields of study, and would select information gap activities that generated a real need for communication in her classes. Alejandra chose activities in which her students would be able to increase their vocabulary based on their own needs, allowing for their peers' involvement in identifying meaning. Additionally, she promoted her students use of creative handcrafts that would help her make the language more meaningful for her young learners.

Although the participants did not link this explicitly to the theory, their actions and cognitions are aligned to the BA in ELT's values. In Coral's case, she seemed to have been influenced by her language learning experiences and the BA's input.

**Table 35** Teachers' justifications

Teacher	Justification
Alejandra	I think that when they create something, they learn better.
Braulio	I try to elicit examples from my students because they will understand easily with things that they know.
Coral	We don't learn to say the things until we have a real need to say something.

### 7.1.3 Use of the L1 and L2

A central element that characterized all three participants' pre-service teaching practice was that they taught their classes in English and promoted their students use of English for communication in the classroom. Their practice during this time seemed to mimic the BA in ELT's unspoken value of making classes an English-only environment. Alejandra and Coral explicitly required their students to use English for communication in class. Alejandra enforced this by requiring students to pay money per word spoken in Spanish, Coral enforced it by frequently insisting on having her students communicate with her and their peers in English: "English please, English please".

1321-SR1.2-2.

During this period, all three teachers seemed to firmly believe in the value of carrying out their classes in English. The teachers' language learning experiences and their BA's input seemed to have influenced the teachers' conceptions of a good and bad teacher. For instance, Alejandra believed that teachers should speak English 80-90% of the time in the classroom. Coral considered that target language input had been a crucial factor in her own language development. Additionally, Alejandra and Coral identified the concept of a real teacher with one that taught the class in the target language and made only discrete use of the L1. Alejandra clearly identified a bad teacher as someone who would not speak the target language in the classroom, while Coral considered that her best teachers were the ones who had taught her using the target language for instruction, and that would sometimes force students to speak English. Although Braulio did not discuss this aspect explicitly during his pre-service teaching practice, it was inferred from his actions that he also believed in ensuring his classes were taught in the target language. Also, Braulio considered that a teacher's high language proficiency was an important characteristic of a good teacher.

**Table 36** Use of the L1 and L2 features in the participants' teaching

Obs	Alejandra	Braulio	Coral
<b>1 pre-service</b>	Speaks English almost all the time. Requires students to speak English in class.	Speaks English most of the time. Requires ss to speak English.	Speaks English almost all the time. Requires students to speak English in class.
<b>2 pre-service</b>	Speaks English almost all the time. Requires students to speak English in class.	Speaks English most of the time. Requires ss to speak English.	Speaks English almost all the time. Requires students to speak English in class.

<b>3 pre-service</b>	Speaks in Spanish most of the class. Only interjects with words in English which students are familiar with.	Speaks English most of the time. Requires ss to speak English.	Speaks in Spanish most of the class.
<b>4 novice</b>	Speaks in Spanish most of the class. Only interjects with words in English which students are familiar with.	Speaks Spanish practically all the time.	Speaks English almost all the time in class. Requires her students to speak English.
<b>5 novice</b>	Speaks English to her students most of the time. Students echo what she said in English frequently without being prompted. Students spoke mostly Spanish.	Speaks Spanish practically all the time.	Speaks English almost all the time in class. Requires her students to speak English.
<b>6 novice</b>		Speaks Spanish practically all the time.	

The transition process between pre-service and novice teaching practice proved to have been an important trigger for change in all three participants' actions regarding the use of the L1 in class. Alejandra was now Speaking Spanish with her students for most of the class and all types of communication. Braulio had completely left behind his English-only approach and was now teaching his classes entirely in Spanish. Coral, during her first novice observation, also taught most of her class in Spanish.

The teachers' explanations for their change in actions were varied. Alejandra felt insecure about using an English-only approach with her very young students. This led her to experiment using Spanish in the classroom even though she had constant guilt about it. Braulio explained that he faced severe classroom management problems. He was very unhappy about his lack of use of English in the classroom but felt that teaching in Spanish was the only way in which he could keep his students' attention and achieve his teaching goals. However, he still considered that using and promoting English for communication in class was very important. In Coral's case, her context presented her with important classroom management problems, which led her to Speak much more Spanish than she wanted to in class. In the three cases overall, neither of the three teachers changed their cognitions about the use of the L1 in the classroom entirely. Alejandra and Coral's awareness of their students' age and level of maturity allowed them to reconsider the value of the L1 in the classroom. Braulio's limitations and actions in the classroom dissatisfied him. Coral moved from her limiting context into a new job that allowed her to enforce her cognitions. In conclusion, the three of them still considered that using the L2 in the language for communication purposes was important for their students' learning. In this aspect, the teachers' differences



between their cognitions and their practices, as Phipps (2009) states, can be interpreted as core cognitions about learning and teaching. In this case, it seems like the three teachers consider that keeping good control of the class and the students' attention is a Core cognition in their cognitive systems.

#### 7.1.4 Classroom Management

One more important aspect about the teachers' work was their approach at dealing with Classroom Management issues. All three teachers had trouble with classroom management at different points throughout the study. During their pre-service teaching practice, only Coral discussed the topic and she did it briefly in her journals. At the time, Coral considered that dealing with students' misbehaviour had helped her realize she needed to work on her classroom management skills, and that being permissive led to her students becoming disrespectful. Alejandra and Braulio did not mention classroom management during their pre-service stimulated recall interviews, and their practice showed they face relevant tensions to them during this time.

Once again, the transition process between pre-service and novice teaching practice showed to have an important impact in the teachers' cognitions and actions, this time regarding classroom management. During this period the three teachers faced important classroom management issues. Alejandra and Coral were dealing with very young students and had trouble keeping their students' attention. Braulio was facing serious classroom management issues with his high school students

Each of the teachers dealt with these issues in different ways. Alejandra received support from her school's administration (her coordinator and the school's psychologist) who provided her with examples of alternative practices that she embraced and which she considered worked for her students. On the other hand, Coral and Braulio consciously decided to divert from their cognitions in their practice in order to keep their students' attention and be able to reach their teaching goals, which again suggests that their cognitions about Classroom Management are higher in hierarchy than any other aspect of their cognitive systems.

## 7.2 Congruence and Tensions

In this section, I discuss how the teachers' actions were congruent with their cognitions. In order to do this, I present a summary of the teachers' cognitions, the incongruent practices they carried out, and the reasoning they provided for the disparity. The results of this study illustrate that the participant's actions showed congruence with their cognitions. However, there were also instances in which their practices diverted from them (see Table 37 below).

**Table 37** Summary of teachers' reasoning for the disparity between cognitions and actions

Teacher	Cognitions	Incongruent actions	Ts' reasoning for the disparity
<b>Alejandra</b>	Good teaching is characterized by a selective and critical use of the book.	Book centred class.	<ul style="list-style-type: none"> <li>• Pressure from authorities</li> <li>• Lack of ideas/apathy</li> <li>• School requirement</li> <li>• Apathy</li> </ul>
	It is mandatory to speak only English in class	<ul style="list-style-type: none"> <li>• Allows her students to speak Spanish during pre-service teaching.</li> <li>• Speaks Spanish frequently in class during novice teaching practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Concern with students' affective reactions and expectations.</li> <li>• Age-maturity consideration/consideration of students' needs.</li> </ul>
<b>Braulio</b>	Teachers should get to know their students in order to cater to their needs.	<ul style="list-style-type: none"> <li>• Doesn't analyse student's needs.</li> <li>• Doesn't plan his classes.</li> </ul>	<ul style="list-style-type: none"> <li>• Contextual limitations</li> <li>• Lack of freedom to decide content</li> </ul>
	Students learn best when exemplifications are done with meaningful examples.	<ul style="list-style-type: none"> <li>• Decontextualized exemplifications.</li> <li>• Only allows some students to participate.</li> </ul>	<ul style="list-style-type: none"> <li>• Contextual limitations/classroom management</li> </ul>
	Teachers should speak English most of the class	<ul style="list-style-type: none"> <li>• Spoke mostly Spanish in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Contextual limitations/classroom management</li> </ul>
<b>Coral</b>	The ideal material is the one designed by me.	Frequent adherence to textbook's activities	Pressure from authorities
	Providing students with language input is a very important part of language learning.	Spoke mostly Spanish to her elementary school students.	<ul style="list-style-type: none"> <li>• Contextual limitations/Classroom management</li> <li>• Age-maturity factor/consideration of students' needs.</li> <li>• Concern with students' expectations</li> </ul>

The summary in Table 37 evidences that there are important differences between the three teachers' cognitions, actions, and tensions. However, it is also evident that there were similarities between the justifications they provided for the disparity between their cognitions and their actions. The commonalities in their explanations can be characterized as follows:

*Authorities expectations:* The three teachers were pressured by their authorities to adhere to the textbook's activities and chronology, which caused Alejandra and Coral to act according to what their authorities expected, which eventually led to cognitive accommodation.

*Concern with students' reactions and expectations:* Alejandra's and Coral's concern with their students' reactions and expectations led Alejandra to allow her students to address her in Spanish, and both of them to increase their use of Spanish in the Classroom.

*Classroom management:* Alejandra, Braulio and Coral were very concerned with staying in control over their classes; this caused Braulio, and Coral to speak primarily Spanish in the classroom, and Alejandra to be open to help from her superiors to deal with the problem.

*Consideration of students' needs:* Alejandra and Coral came to an understanding of their students' age-maturity characteristics, which increased the use of Spanish in the classroom.

As pointed out previously by other researchers, these tensions can also be interpreted as cognitions within the teachers' cognitive systems that come into conflict with the teachers' stated cognitions. Thus, these tensions can be regarded as Core cognitions that are so firmly embedded in the teachers' cognitive systems that they outweigh other cognitions within the same system.

### **7.3 Developments in cognitions and practices, and the factors that influenced them**

In previous sections of this chapter, I discussed the characteristics of the teachers' teaching, tensions between their cognitions and actions in the classroom, and between competing cognitions. Although the teachers' development was highly individual, there were still commonalities within their development processes. In this section, I discuss the way in which the teachers' cognitions and practices developed throughout the study in a holistic manner, the processes of change that were inherent to this development, and the factors that influenced it.

#### **7.1.5 Developments in the teachers' cognitions and practices**

While the teachers' cognitions developed throughout the study were highly individual, there were still important similarities. This study's findings revealed cognitions in the three teachers' cognitive systems that changed substantially, cognitions that changed slightly, and cognitions that remained stable. Changes in the teacher's cognitive systems were evident in the following ways:

*Core vs specific cognitions:* The results evidenced that the three teachers' cognitions were structured so that Core cognitions outweighed cognitions that were more peripheral. In Alejandra and Coral's case, their teaching practice experience and, apparently, the possibility to observe themselves and discuss their practices allowed them to become aware of these tensions and reflect on them, which led to slight changes in Coral's case and substantial changes in Alejandra's case.

*Substantial changes in cognitions and actions:* The findings also evidenced that some of the teachers' cognitions were modified substantially. Alejandra's cognition about the use of the L1

and L2 in the classroom, for instance, changed considerably from the early stages to the latter stages of the study. Also, Alejandra's and Coral's cognitions about the book's use had substantially changed by the end of the study.

*Slight changes:* Some of the participant's cognitions also evidenced slight signs of change, for instance, Alejandra's cognitions about the use of the book and error correction, and Coral's cognitions about the use of the L1 and the L2.

*Stability:* Some of the teachers' cognitions showed signs of stability throughout the study. For instance, Coral's cognition about participation patterns and Braulio's cognitions about students' needs, wants, and meaningful language examples.

*Emergence:* The three cases showed cognitions that "emerged" during the last stages of the study. The apparent emergence of these cognitions occurred when the teachers were facing moments of tension. For instance, the three teachers' cognitions about classroom management, Alejandra's cognitions about teaching methods, and Coral's cognitions about grammar. Although these cognitions had not previously been evidenced in the study, we can infer that they had been within the teachers' cognitive systems all along, and appear to be core cognitions that only emerged once the teachers were forced to choose between enacting one cognition or the other in their teaching practice.

#### 7.1.6 Processes inherent to the teachers' development

Each of the teachers that participated in this study developed in unique ways. However, there were still some similarities that emerged regarding the processes each of them went through. These commonalities are the following:

*Questioning cognitions:* The three teachers faced moments where they questioned their cognitions and actions. These moments allowed them to consider other possible courses of action. In only two cases, this led to change: In Alejandra's and Coral's cases, although at very different points in the study, questioning of their approach towards the use of the L1 led to relaxation of their English-only approach.

*Dissatisfaction:* Both Coral and Braulio faced moments of dissatisfaction in their teaching experiences throughout the study. In Braulio's case, his constant state of dissatisfaction with his teaching played a negative role in his conception of himself as a teacher. However, although he couldn't identify ways to deal with his contextual constraints, he considered the experience a learning process he intended to use to polish his future teaching experiences. In Alejandra's and

Coral's cases, their dissatisfaction with how cultural norms forced them to use the textbook was reasonably founded. However, they faded with time, and the cultural norm imposed itself. It is not unreasonable to think that if the teachers had received more support, and had been provided with examples of alternative practice, and their dissatisfaction had been further mediated by experts; they would have been able to use these moments as growth triggers as it happened with Alejandra and her dissatisfaction with her classroom management. In her case, her school's authorities' support permitted her to transform her dissatisfaction into a learning opportunity that allowed her to consider other approaches towards her practice and helped her have better control of her class and certainty that she was using the appropriate teaching methods for her students.

*Accommodation:* Throughout the whole study, the three teachers were constantly pressured to adhere to the textbook their contexts prescribed. Alejandra and Coral were initially resistant to the pressure. However, as time passed, and they faced the same constraint in different contexts, their cognitions began to accommodate to the cultural norm. It is possible that in these cases, accommodation functions as a coping mechanism that allows the teachers to reduce the tension they have been confronting for a long time, and allows them to look at the positive aspects of a practice they previously disapproved.

#### 7.1.7 **Factors that influenced the teachers' development**

While the three teachers' cognitions and actions developments were influenced by individual factors, there were common influences that also had an impact on their development processes:

##### *The shock factor*

The findings revealed that for the three teachers, the transition process between their pre-service and their novice teacher practice triggered significant changes in the teachers' actions and cognitive development. All three teachers' actions in the classroom showed important changes. Alejandra, Coral and Braulio changed their approach towards the use of the L1 in class. Alejandra experimented with teaching methodologies she had not previously relied on, and Braulio's class structure changed considerably.

Regarding their cognitions, although the three teachers showed that some cognitions remained stable, all of them showed signs of change in at least one of their cognitions. Alejandra and Coral relaxed their view of the role of the L1 in the classroom.

##### *Influential people establishing a cultural norm*

The influence of people who had higher hierarchical status than the teachers was an essential factor in their cognitions and practices development. In the case of Alejandra and Coral, pressure from authorities such as: their BA practice coordinator, the head teacher at the class where they carried out their pre-service teaching practice, Alejandra's coordinator during her novice teaching practice, and Coral's superiors at the languages centre, were all highly influential in their decision to adhere to the textbook. This could be considered a cultural norm that is well established and is a tacit expectation in this study's context. Also, in Alejandra's case, her error correction approach was based on one of her teachers (this study's researcher) comment about the importance of indirect error correction.

#### *Incremental teaching experience*

As the teachers accumulated practice, they seemed to be able to identify the ones that worked well for them and their students. The more practice the teachers accumulated, the more opportunities there were for them to experience tensions. Tensions, in turn, became learning experiences. This was evidenced in the teachers' emergence of cognitions at the late stages of the study. Facing contextual constraints helped Coral identify her core cognitions about the importance of a sequential order when learning grammar and the importance of teaching both form and use. In the case of Alejandra, it allowed her to become more open to alternative practices in the classroom, such as Total Physical Response, and the use of drills and repetitions for learning vocabulary and grammar. Braulio's experience allowed him to identify situations that he considered were detrimental to his student's learning. Even though he could not find ways to solve the tensions, he became aware of his shortcomings and was committed to changing his practice in the future.

## Chapter 8 Discussion

The purpose of this chapter is to discuss the results obtained from the three cases in relation to existing knowledge about teacher cognition and teaching practice. In particular, I argue that the results of this study further advance knowledge and develop our understanding of: the way teachers' cognitions develop through time, the relationship between teachers' cognitions and teachers' practice, and the factors that enable or prevent teachers from enacting their cognitions in their practice. I will first answer my research questions, and then discuss the major contributions of this study and, finally, its main limitations.

### 8.1 Revisited research questions

The research questions that were the basis for carrying out this research are the following:

**RQ1.** What are the participants' previous experiences regarding language learning and language teaching, and what stated cognitions stem from them?

**RQ2:** How do the participants' cognitions and practices change throughout their teaching practice experiences?

**RQ3:** How do the participants' cognitions interact with their decisions in the practicum?

I will now summarize the main findings that the study has produced in relation to my research questions. This summary is organized in the following sections:

**8.1.1** Considers the stated cognitions that stem from the participants' previous language learning and language teaching experiences, including their BA in ELT learning experiences. (RQ1)

**8.1.2** Outlines the characteristics of the participants' initial practices, and how these changed throughout the study. (RQ2)

**8.1.3** Summarizes the participants' initial stated cognitions and how these changed throughout their teaching practice experiences. (RQ2)

**8.1.3** Addresses the relationship between the participants' cognitions and their actions in practice by outlining the processes inherent to the participant's development in cognitions and practices. (RQ3)

### 8.1.1 Cognitions and Previous Language Learning and Teaching Experiences

As has been already highlighted in section 2.3.1 of this study, results from previous research have established that teacher's language learning experiences influence their cognitions in different ways (Bailey et al., 1996; Erkmen, 2014; Farrell, 1999; Golombek, 1998; Johnson, 1994; Moodie, 2016; Narváz Trejo, 2009; Numrich, 1996; Richards & Pennington, 1998). Coincidentally, the results presented in the previous chapters show that Alejandra's, Braulio's and Coral's stated cognitions were highly influenced by their language teachers and language learning experiences.

Research has found that teachers' language learning experiences impact the way they prefer to teach. Erkmen (2014), identified that her participants' images from good and bad teachers and good and bad teaching practices were influential in shaping their initial beliefs and choices in the classroom. Similarly, this study identified that most of the participants' initial cognitions about what should and should not be done when teaching and learning a language were rooted in experiences within their own learning. All of them felt identified with a very good teacher. Alejandra and Braulio even claimed to have been inspired to become language teachers because of their experiences with good teachers. This was also evidenced in Alejandra's and Coral's conceptions of a real teacher as someone who uses the target language for communication in the classroom, and who insists on her students using it as well, which was not only reflected in their cognitions, but also in their practice. Additionally, the teachers' conceptualization of "bad teaching" and "bad teachers" was also clearly drawn from negative experiences they had lived during their own learning, which coincides with results from Golombek's (1998) and Numrich's (1996) studies. This is clear in Alejandra's and Coral's cognitions about the use of the book. In regard to the participant's actions, the results from this study are coincidental with research that has found that teachers promote or avoid instructional strategies based on their experiences as language learners (Borg, 2003; Golombek, 1998; Johnson, 1994; Numrich, 1996). This was evidenced, for instance, in Alejandra's and Coral's pre-service teacher practices by their adherence to an English-only approach towards the use of the L1 in the classroom, and Braulio's preoccupation with examples that were produced from his students and trying to make their learning meaningful.

Studies have also found that even though teachers identify certain practices during their language learning to be negative, they enact them because of a lack of other positive models to rely on (Johnson, 1994). This is coincidental with this study's results, and it was evidenced in Alejandra's overuse of the textbook in class during her pre-service teaching practice, and in Braulio's use of Spanish and his inability to control his class during his novice teaching experiences. In the case of Braulio, although he was not able to change his practice because of a lack of support and



exposure to alternative options, he expressed having the intention to drift away from those practices. This resonates with results from Moodie's (2016) study, which found that even though his participants had intentions to be different, their decision-making in the classroom emerged from their experiences as learners.

The findings also revealed that the teachers' cognitions were closely related to the study programmes philosophy, and those their micro-context at the time would expect them to have. The three participants held strong beliefs about using the target language in the classroom and the role of input in learning. All of them believed teachers needed to be proficient enough in the target language to be able to carry out their classes only using or mainly using that language for instruction. This suggests the participants have been heavily influenced by their trainers' English-only policy and subjects such as the Language Teaching Methods subjects, which promote CLT and TBL, Second Language Acquisition, Communicative Competence, and their Teaching Practice Component. This adds weight to findings from Borg (2005) and Da Silva (2005), who found that their participants' cognitions and practices were aligned with the programmes they were immersed in.

### **8.1.2 Changes in cognitions and practice**

Judging change depends on how the construct is operationalized. As was previously discussed in chapter 2.3, for this study, I construe change from a highly interpretative stance as Cabaroglu and Roberts (2000) did before. Considering "change as movement or development" (p. 389), which gives value to meaningful instances of change whether these show themselves intensely or lightly, as long as they present themselves as significant from the participants' view. This approach at the conceptualization of change gives attention to the participants' constructions of meaning and their interpretations of their own learning experiences and the sociocultural context in which they unfold their practices, and which mediate their cognitions. Change, as conceptualized above, was found in all three of the cases studied.

During the early stages of the study and throughout the participants' pre-service teaching practice while still immersed in the BA in ELT programme, their cognitions did not seem to have changed much. This might have been because of the following reasons:

1. The participants' cognitions were mostly in line with the values the BA in ELT promotes. Thus it is unlikely that they faced material and content that conflicted with them within their subjects. This was evidenced in the programme's thick description, its teaching practice component, the empirical statement's results about the programmes' values, and how all these aspects compare to the participants' initial cognitions. This is coincidental

with Borg's (2005) results in which a teachers' beliefs remained mostly unchanged because they were apparently mainly aligned with the values of the CELTA course the participant was enrolled in.

2. The programme is structured in such a way (following a technical rationality structure) that the Theoretical Subjects from the Professional and Educational Studies Areas precede the Teaching Practice Component. Thus, by the time this study started, the participants had already received important input related to language learning and language teaching. Additionally, they had already taken and passed the first stage of the Teaching Practice Component, which involves microteaching and a process of constant monitoring. All this was likely to have influenced their cognitions, which would not be surprising considering the similarity between the participant's cognitions and the ideas promoted by the BA in ELT.
3. The participants' apparent cognitive stability and the alignment of their practices to said cognitions might also be because of the participants' situation: the participants were being evaluated within a framework constructed from the values and ideas the BA programme promoted. The participants knew that, and were naturally interested in the accreditation of their Teaching Practice subjects. This is coincidental to Da Silva's (2005) results which show a similar context (teachers' practice being evaluated based on the approach taught) and similar results (alignment between the teachers' cognitions and practices to the principles espoused by the course). However, it is important to point out that once the teachers left the programme, their cognitions had remained aligned, to a moderate degree, to the programme values in the case of Alejandra and Coral, and very aligned in the case of Braulio. This suggests that the participants did not state their initial cognitions because of a desire to pass the class, and that the alignment in their practices was most likely because they were convinced of what they expressed. These results are not coincidental with Gutierrez Almaraza's (1996) findings, which showed evidence that her participants were changing their practice in order to pass the course.

Although the participants' cognitions did not seem to have changed much during this time, there were still some mild changes within the participants' cognitive structures. For instance, Alejandra questioned her English-only approach's appropriateness because of her realization of her students' reactions towards it. This led her to have a more flexible approach. She became more tolerant of her students' use of Spanish in the classroom. In the case of Braulio, he added to his cognition about the importance of attending to students' needs and wants based on his practicum experience, which allowed him to realize that students learn in various ways and that these might be different from the way he learnt himself. In the case of Coral, similarly to Alejandra, she

realized the struggles her students went through in order to comply with her English-only policy and the distress this caused them. She, therefore, concluded that at some stages, students are not ready for an English-only classroom. These examples confirm findings from other studies that have found that Second Language Teacher Education does impact teachers' cognitions, and that these change and develop in various ways. These studies suggest that change might be observed as awareness, consolidation, expansion, elaboration/addition, and reconstruction (Borg, 2005; Cabaroglu & Roberts, 2000; Li, 2012; Richards et al., 2001). Alejandra and Coral showed signs of awareness, and Braulio signs of addition during this period.

Although the participants in this study highly valued formal teacher education, as previous studies have found (Kagan, 1992), the teachers made only a few references to language teaching theory when justifying their decisions in practice. Coral discussed theory in relation to her cognitions regarding the use of the L1 and L2 in the classroom, linking it to the concept of "input" and explaining how she had linked her language learning experiences to the theory, and now practice thanks to her BA in ELT studies. Alejandra, on her part, did not discuss theory explicitly but linked her cognition about Error Correction to a discussion with a teacher (The researcher when she was her teacher) about direct and indirect error correction. Additionally, Alejandra discussed teaching methodologies by name and what she thought of them previously and during her novice teaching practice. Moreover, the participants' beliefs and actions appear to have been influenced by the BA in ELT programme even when they could not express this explicitly. This was evidenced in the three teachers concern with promoting an all-English environment in their classrooms, Braulio's concern for providing his students with meaningful language examples, Alejandra's and Coral's teachers' concern with excessive use of the textbook, and Braulio's consideration of the importance to cater to students' needs and wants.

During the participants' novice teaching practice, their cognitions and their practice went through important changes. As mentioned in previous chapters, the transition process between pre-service teaching practice and novice teaching practice seemed to have had an important impact on the participants' cognitive and practice development, which is consistent with results from previous studies that found that the change of role from student to teacher is not a simple transitional experience, but that it is rather a difficult and complex task that can have an important impact on novice teachers' professional development (Urmstrong & Pennington, 2008; Farrell, 2003, 2008). This showed in the three participants in different ways.

In the case of Alejandra, this was evidenced in her cognitions and practice regarding the use of the book and the use of L1 and L2. Alejandra had moved away from her English-only class to one that allowed much more use of the L1 in the classroom. She believed that her students were too

young to deal with an English-only classroom, but she had constant feelings of guilt about not speaking more English in class. The dialogic nature of this study's data gathering process had an influence in allowing Alejandra to become aware of her students' ability to decode the language and understand while she spoke English. This eventually led her to reconsider the amount of Spanish she used in the classroom. Additionally, during this period, Alejandra showed signs of accommodation to the contextual norm of adhering to the textbook as a syllabus, its activities and its chronology in her practice. Also, she now regarded adherence to the textbook as good for her students, and had become accepting of the norm. It is important to point out that she still believed in the importance of adding "additional learning" activities into her planning, which she showed in her practice to a small degree. Alejandra also showed a reversal of her cognition about Total Physical Response and accommodation regarding her cognition about Behaviourism, drilling and repetition considering her students' age/maturity. She now used practices that are commonly coupled with these approaches frequently, and considered that although she did not like these approaches, they worked well for her students.

In the case of Coral, during this period, and similarly to Alejandra's case, she showed signs of accommodation to the cultural norm. Coral's cognition regarding the book's use expanded to the inclusion of recognising the benefits of adhering to a textbook. Also, in regard to her cognition about the use of the L1 and L2, it expanded to include awareness of her students' age/maturity factors, the benefits that using the L1 brings for some students, and the importance of "the struggle" to understand her students' learning. The participant who showed fewer signs of cognitive change was Braulio. In his case, his cognitions seemed to have remained mostly stable. However, his practices had drifted away significantly from the values and practices promoted by the BA in ELT, which suggested he had significant trouble associating theoretical knowledge to his classroom practice. This study's results are coincidental with studies that have found that novice teachers shift away from the practices promoted in the SLTE programmes they graduated from. Even when there has been rooted cognitive change (Farrell, 2003; Richards & Pennington, 1998; Urmstong & Pennington, 2008), additionally, novice teachers have trouble linking theoretical knowledge to their classroom practice (Junqueira & Payant, 2015; Mattheoudakis, 2007).

In sum, in contrast with early findings, this study supports the idea that teacher education affects pre-service and novice teachers' cognitions. Also, findings are consistent with those of (Nettle, 1998, p. 202), who found both stability and change. This suggests that although experiences influence beliefs before practice teaching, there are also examples of change. In this study, there was clear evidence of both stability and change in the three case studies. The elements that promoted change, in this case, are the participants' affective responses towards their students' reactions to their practices. (Alejandra and Coral in the use of the L1); accommodation to the

cultural norm (Alejandra and Coral regarding the use of the textbook); considerations of their students' profile (Alejandra and Coral's arguments regarding the use of the L1); and the influence of people of authority. Additionally, the findings corroborate the ideas of (Mattheoudakis, 2007, p. 1283), who argues that changes in beliefs require time, they do not happen suddenly and cannot be studied within a limited period of time; that teaching practice might aid students to review their beliefs; and confirms that similar changes should be expected when students' embark on the teaching profession (2007, p.1283), which was clearly identified in this study. This study also evidenced that change happens slowly and that this study's longitudinal nature allowed for the identification of elements of change during the participant's pre-service practices, and to identify that it was during their novice teaching practice where the most dramatic change was identified.

### **8.1.3 Relationship between cognitions and practice**

As was discussed throughout Chapter 2, section 2.3, previous research has presented contradictory evidence regarding the level of influence that teacher education programmes have on pre-service teachers' cognitions. This study shows that while the teachers are immersed within the BA programme, their cognitions and actions were closely aligned to the values the programme promoted and what their micro-context (their teachers, their peers, the school's authorities) expected them to have. This supports research that inclines to the notion that there is a level of influence of teacher education programmes in pre-service teachers' cognitions and practice (Urmstrong & Pennington, 2008; Cabaroglu & Roberts, 2000; da Silva, 2005; Gutierrez Almaraza, 1996; Li, 2012; Mattheoudakis, 2007). This was evidenced in Alejandra's and Coral's cognitions regarding the use of the book and the use of the L1, Alejandra's cognition about Error Correction, Coral's cognition about participation patterns and checking understanding; Braulio's cognition about students' needs and wants, and in Braulio's and Coral's cognitions regarding meaningful language examples and communication. This was also evidenced in the way they enacted these cognitions during their pre-service teaching practice.

Although the vast majority of the teachers' cognitions were congruent during their pre-service practice, there were actions in Alejandra's and Coral's cases that showed them acting against their cognitions. In the case of Alejandra, while she held a strong belief about the importance of L2 use in the classroom, and limiting the use of the L1 for both the teacher and students; her practices showed flexibility in her use of the L1 in the classroom as a result of her students' affective responses towards her "English-only" policy, which led her to allow the use of the L1 in class frequently. Additionally, during this period, Alejandra's and Coral's cognitions about using the

textbook in the classroom were not aligned with their actions. They explained that they were being pressured to conform with the culturally accepted use of the textbook in Mexico as the syllabus and the main source for activities by influential authorities in their teaching practice context. Therefore, this study confirms findings from previous studies that state that cognitions and actions are not always aligned, and shows the profound influence of the context in teachers' actions in the classroom (Li, 2012; Li & Walsh, 2011).

Concerning the participants' novice teaching practices and the cognitions that underpin them, previous research has pointed out that SLTE programmes can be of benefit for novice teachers (Nicolaidis & Mattheoudakis, 2008), and that they can have an important impact on the teachers' readiness to work, confidence, continued situated learning, identity formation and furnished imagination (Kiely & Askham, 2012), and that they can provoke rooted cognitive change (Urmstong & Pennington, 2008). But also, that novice teachers' practices can shift away from the values and ideas the programme promotes (Farrell, 2003, 2008, 2009; Junqueira & Payant, 2015; Richards & Pennington, 1998; Urmstong & Pennington, 2008).

In the case of the participants of this study, the findings are coincidental with research results that have found that the novice teachers' practices shift away from the values and ideas the programme promoted. For instance, Braulio's approach to a relationship with his students once he finished his BA and started working had been of a peer, which caused him to lose the students' respect as a teacher. Although he tried, Braulio was not able to deal with his students' behaviour successfully. This caused him to be overly concerned about retaining control of the classroom, which soon became his only concern. Braulio was knowingly acting against his cognitions in order to maintain some level of control over his students' behaviour. He was apparently operating within the "survival stage" described by Fuller (1969; cited in Richards and Pennington, 1998) as "striving to attain control of their classrooms and to attain instructional mastery" (p. 188). This could be caused, as Braulio himself thought it might, due to his inexperience and lack of support from a mentor or perhaps a coordinator within the school. Braulio's response to his students' behavioural issues and problematic context is also coincidental with Mellati et al.'s results, which indicated that their participants "argued that contextual factors such as educational policy and prescribed curriculums circumscribe instructors to select their preferred teaching approaches, methodologies, designs, or even their evaluations in the classroom" (Mellati et al., 2013, p. 131). However, it was also clear that Braulio's first solo experiences did not meet his expectations and caused him to feel disillusioned, anxious and frustrated, which coincides with the experience of participants of previous studies (Cabaroglu & Denicolo, 2008), and which also explains, to a certain degree, the lack of alignment between his beliefs and actions.

Additionally, in the case of Alejandra, regarding her cognition about the use of L1 and the L2 in the classroom, her actions shifted considerably. She would now allow herself and her students to use the L1 almost all class long. Alejandra's explanation about her decision was that she was insecure that her students' level of maturity was appropriate for her implementation of an English-only classroom and thus decided to incorporate much more frequent use of Spanish for all kinds of activities. Alejandra's involvement in this research allowed her to become aware that her students could understand much more than she first thought they would. However, the study's time limitations did not allow for observing if this reflection caused changes in Alejandra's practice. This seems to resonate with results from Gatbonton's (2008) study in which she noticed that her novice teacher participants would concentrate on negative reactions from their students and the less positive features because they felt insecure about themselves as teachers and, therefore, were more attuned to negative signals from the students. In Alejandra's case, her insecurity drove her to considerable change in her practice.

Furthermore, Alejandra and Coral eventually normalized extensive use of the textbook in their classes and rationalized it as a beneficial practice. This change in cognitions and practice came about after receiving consistent and systematic pressure (from the beginning to the end of this study) from different authority figures that would insist on their adherence to the book as a syllabus, and for activities and class chronology. These results are similar to Richards and Pennington's (1998), in which their participants drifted away from what was promoted in their SLTE programme and aligned their practices to the practices that were accepted in their context.

This study expands on previous findings by indicating that the context and teachers' actions (even if these did not align with their initial cognitions) have an effect in changing teachers' cognitions and practices. The results also indicate that the influence of other teachers is considerable, which confirms findings from Richards and Pennington (1998, p. 187), which indicate that "the experienced teachers in a school exert influence on new teachers to conform to the set routines and practices" (p.187). Particularly in Alejandra's case, which was very closely overseen by her coordinator, who had a very important part in developing change in Alejandra's beliefs during her first novice experiences.

It is important to mention that one more factor seemed to have affected the participants' disparity between their cognitions and their practice because their cognitions seemed outweighed by more fundamental cognitions or core cognitions. For instance, cognitions about classroom management and about the age/maturity factor. I expand on this issue in section 8.2.1.3.

## **8.2 Main Contributions of the Study**

This section outlines the main contributions that this study makes to our understanding of novice English language teachers' cognitions and practices, focusing first on Language Teaching, Teacher Education, and Research. As was emphasised in Chapters 2 and 3, the key features of this study are that it is a longitudinal study of pre-service teachers' cognitions and practices and during these teachers' transition to the first six months of novice teaching experience. Additionally, this study does not focus on a specific curricular domain in language teaching, but on teachers' cognitions and practice without reference to any area. Thus, the findings enhance our understanding of two main areas: (1) the nature of the cognitions that underlie the teachers' decision making in class and (2) the cognitive change process that the teachers go through over their transition between pre-service and novice teaching practice.

### **8.2.1 The nature of the cognitions that underlie teachers' decision making in class**

This study enhances our understanding of language teaching from a teacher cognition perspective, particularly regarding the transition from pre-service status to novice teacher status. The results confirm and extend findings of previous studies that have found that teachers' cognitions and actions are strongly influenced by their language learning experiences, that reasons for tensions are varied and complex, that cognitions are not always reflected in practice, and that language teaching is influenced by a number of factors. I discuss each of these aspects in the following subsections.

#### **8.2.1.1 Teachers' cognitions and actions are strongly influenced by their language learning experiences**

As was discussed previously in section 8.1.1, this study reinforced what previous studies have already established: that teachers' cognitions and practice are strongly influenced by their previous language learning experiences. This study evidenced that the participants' explicit cognitions emerged from their experiences as language learners and their images of perceived "good" and "bad" teachers, which they tried to either mimic or distance from in their practice, similarly to Erkmen's (2014) findings. Additionally, this study's results demonstrated that teachers promote or avoid instructional strategies based on their experiences as language learners, which is coincidental with research findings from Golombek (1998), Johnson (1994), and Numrich (1996). Furthermore, the findings also support previous research that has found that even though teachers identify certain practices they experienced during their language learning as negative, they still enact them because of a lack of other images of practice (Johnson, 1994). This highlights the importance of helping pre-service teachers to become aware of their cognitions and how their



previous language learning experiences influence these. Also, it shows the value of promoting the development of reflective and critical skills in pre-service teachers to monitor the sources of their decisions in practice and attempt to relate it to the theory promoted within their SLTE programmes.

### **8.2.1.2 Cognitions do not always reflect in practice**

The results of this study have evidenced that there is an important relationship between cognitions and practice. However, this relationship is not simple. Two important aspects of this relationship are that teachers hold cognitions that are not always reflected in practice, and that there are complex factors that may inhibit teachers' abilities to enact their cognitions. This study identified four main factors: pressure from influential actors, contextual constraints, affective factors and competing cognitions.

The findings evidenced that the participants showed similar cognition through different practices. For instance, Alejandra used English and promoted the use of English amongst her students in class because she considered they had few opportunities to produce the language otherwise. Coral acted in the same way because she considered it was important to provide her students with input in the L2. Meanwhile, Braulio considered he was promoting meaningful learning by eliciting language examples from his students, and Coral considered she was doing the same by making sure her activities were contextualized to her students' field of study. These findings are similar to Phipps' (2009), where he found that his participants cited different reasons for similar grammar teaching practices, and enacted similar beliefs through different grammar teaching practices.

This study also evidenced that tensions are inherent to a teachers' practice. Tensions, defined by Freeman (1993) as "divergences among different forces or elements in the teachers understanding of the school context, the subject matter, or the students" (p. 488), were found in the three teachers' practice at different points throughout the study. Alejandra, for instance, identified conflicting input from her BA programme, her teaching practice coordinator, and the policies of the programme where she was carrying out her practices. She also faced tensions when realizing that her classroom policy of using the L2 for communication in the classroom caused her students to feel overly nervous. In Braulio's case, this was evidenced in his inability to address his students' needs because of his class's nature (multilevel, disinterested high-school students) and the lack of flexibility of his syllabus. Additionally, he had to face important classroom management issues. Coral faced tensions as well. In her case, she faced pressure to conform to practices that she did not approve of and felt inappropriate for her students' context (use of the book). In that sense, this study contributes to teacher cognition research by supporting

studies that evidence that tensions are a normal feature of teaching (Phipps, 2009; Phipps & Borg, 2009). This study also contributes because it shows that teachers have an innate need to resolve these tensions and that their ability or inability to deal with them influences their perception of self as language teachers. I discuss this further in the next sections.

### **8.2.1.3 The complexity of tensions**

Previous studies have discussed the complex relationship between cognitions, practice and the factors that can cause tensions (Basturkmen, 2012; S. Borg, 2003; Pennington & Richards, 2016; Phipps, 2009; Phipps & Borg, 2009). This study has shed light on factors that inhibited the participants from enacting their cognitions, complexity, and how they dealt with them. I now address each of these in turn.

Firstly, one crucial factor that caused significant influence in the teachers' cognitions and actions was the pressure received by influential actors within their context. This coincides with results from Richards and Pennington (1998), who identified that their participants' beliefs and actions were influenced by the pressure to conform from more experienced teachers, along with other contextual constraints and results. Cabaroglu (2014) found that her participants reported sometimes having to teach in the way the cooperating teachers in their schools' of practice asked them to. In this study, this was evidenced in the teachers in different ways. In Alejandra's and Coral's pre-service teaching practice, this showed in their frequent adherence to the textbook even though the practice went against their stated cognitions. Important actors were strongly influencing their actions in their teaching practice context. Both (and most likely Braulio) had been instructed by the teaching practice coordinator and the group's teacher that they were required to adhere to the textbook. In Alejandra's novice teaching practice, this was also evidenced in her adoption of practices that are commonly related to teaching approaches that she previously regarded as dumb and ineffective. However, her school's coordinator influence convinced Alejandra that using these approaches was beneficial. In Braulio's case, his coordinator's influence was reflected in her indication that he should adhere to the syllabus and not divert from it, which did not allow him to attend to his students' needs.

Secondly, there were also affective factors that caused the teachers to act differently from their cognitions. This was identified in the participants' consideration of their students' reactions. For instance, Alejandra's relaxation of her English-only rule regarding her students' production came about after realising that her students had a negative emotional reaction (stress and nervousness) towards the rule. Alejandra also showed this in her initial interest in correcting her learners indirectly because she did not want them to feel ashamed. In Braulio's case, his inability to gain control of his students and improve their behaviour caused an important effect in his perception

of his self-efficacy, which convinced him that the practices he was enacting were not promoting his students' learning, and little by little, caused him to become less willing to experiment with different practices which could lead to further learning. This is coincidental with Golombek's (1998) findings in which she identified that one of her participant's instructional strategies was to give feedback to her students but making sure not to disturb their emotional and psychological well-being as well as her own (p. 455). Additionally, and as Golombek also points out, the teachers saw their teaching as consequential in that they considered that implementing actions in the classroom had consequences for their students learning, but also for their and their students' emotional state.

Thirdly, the teachers' actions in the classroom were influenced by contextual factors that caused them to act in ways that contradicted their cognitions. For instance, Alejandra and Coral showed adherence to the book during their pre-service teaching in order to comply with what their authorities expected of them. On the other hand, Braulio drifted away from enacting his cognitions because of the lack of support received during his novice teaching early experiences, as well as his students' misbehaviour and lack of interest in his class. The teachers' perceptions of their students' needs were also factors that might have led them to teach differently from their cognitions. This was evidenced in Alejandra's and Coral's decision to make extensive use of Spanish in the classroom because of the perception of their students' age. Additionally, curricular constraints might be a factor that leads teachers to act contrary to their cognitions. We could observe this in Braulio's reaction towards the limitations of having been given a prescribed and inflexible syllabus that could not be adapted even though he felt it too hard for his students and considered they needed to practice other basic content. These results confirm that contextual constraints such as authority expectations, a prescribed curriculum, and teachers perceptions of their students' needs have a powerful impact on teachers' ability to put their cognitions into practice (Pennington & Richards, 1997; Richards & Pennington, 1998).

Fourthly, this study's findings showed that the participants faced important tensions during both their pre-service and their novice teaching practice. These tensions were caused by the various factors discussed above. According to Freeman (1993), tensions do not necessarily present themselves as opposing forces in the teachers' cognitions; he argues that they can present themselves as "simply competing demands among their teaching" (p.488). Therefore, tensions can be interpreted as being caused by cognitions that are more fundamental in the teachers' cognitive system, or, as they have been frequently labelled in the literature: core cognitions. In the case of this study, three of the participants' stated cognitions seemed to have interacted with core cognitions in their systems, which caused them to carry out practices that were incompatible with their stated cognitions. This can be seen in Table 38. So, for instance, the teachers' cognitions

about student learning depending on classroom management made all of them act contrary to their previously stated cognitions. In Alejandra and Coral's case, their cognition about the use of the L1 in the classroom and, in the case of Braulio, his cognition about language examples.

**Table 38** Stated vs Core cognitions

Teacher	Stated Cognition	Manifestation in practice	Core cognition
Alejandra	Good teachers should speak English 80-90% of the time in class.	Conducts her class in English, requires Ss to speak English.	
		Conducts her class mostly in Spanish. Allows her students to speak mostly Spanish in class.	Students learning is hindered if the Ss don't understand what the teacher is saying.  Students' learning depends on classroom management.
	Good teachers don't adhere to the textbook and give extra activities.	Adds extra activities.	
		Adheres to the textbook.	Meeting expectations from authorities is important (the authority knows best)
Braulio	Students learn better when language examples are related to their real lives and interests.	Elicits language examples from his students.	
		Elicits language examples only from proficient students.  Provides the language examples himself.	Students' learning depends on classroom management.
	Good teachers speak English in the classroom (inferred cognition from practice).	Uses the L1 for communication in class.	
		Teaches his class completely in Spanish.	Students' learning depends on classroom management.
Coral	L2 input in very important when learning a language.	Conducts her class in English. Requires her Ss to speak English in class.	
		Conducts her class mostly in Spanish. Allows her Ss to speak Spanish most of the class.	Students' learning depends on classroom management.
	Good teachers don't adhere to the textbook and give extra activities.	Creates her own activities. Uses the textbook for controlled practice.	

		Adheres to the textbook.	Meeting expectations from authorities is important (the authority knows best)
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Finally, the study's longitudinal nature allowed for the identification of ways in which cognitions and practices relate by revealing how the teachers deal with tensions. The findings of this study are coincidental with Phipps' (2009) findings which indicate that tensions may be resolved, and that this can happen in different ways. In Phipps' study, the participants resolved the tensions by accepting the disparity, compromising their practice through development in their language awareness, and improved confidence. In the case of this study, the tensions that caused the most change in the teachers' practice came in the process of transition between pre-service and novice teaching practice, which caused the teachers to drift away from the values promoted in their BA programme. The teachers eased the tensions they were facing, in a similar way as the participants in Phipps' study, by becoming aware of the tension and compromising. This is evidenced in Alejandra's approach towards the use of techniques that are frequently coupled with methodologies she initially did not approve of, but that her context promoted and she now considered worked well for her students; also, in Coral's case by speaking Spanish in class until she could secure a job in which she could enact her cognitions. Additionally, the participants resolved tensions by accommodating to the cultural norm. This is evidenced in Alejandra's and Coral's cognitive and behavioural change regarding the use of the textbook in the classroom and is coincidental with Richards and Pennington's (1998) and Cabaroglu's (2014) research results in which the participants accommodated to the cultural norm as well (see Table 38). Furthermore, these results suggest that teachers' have an inherent need to resolve tensions, and that without enough tools to confront them, teachers are likely to cave into contextual pressure and accommodate to practices that might differ significantly from the values promoted in their Teacher Education Programmes. I explore this in greater detail in the next section.

**Table 39** Teachers ways of resolving tensions.

Teacher	Stated Cognition	Tension	How it got resolved.
Alejandra	Good teachers don't adhere to the textbook and give extra activities.	Pressure from influential actors and school's policy to adhere to the textbook.	Accommodation
	Good teachers should speak English 80-90% of the time.	Awareness of students' nervousness and discomfort. Perception of students' lack of ability to understand.	Flexibilization. Experimentation, cognitive change.

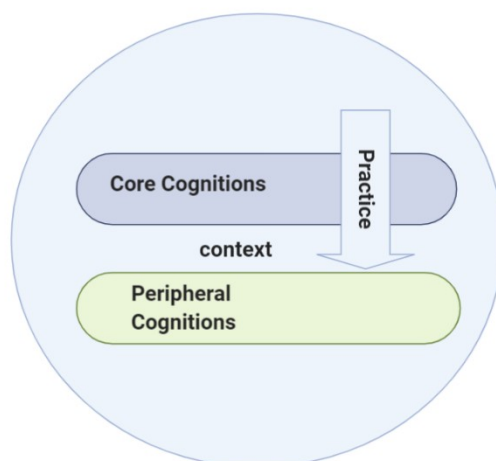
<b>Coral</b>	The decontextualized use of the book is a negative practice.	Pressure from influential actors and school policy to adhere to the textbook.	Accommodation
	L2 input is very important when learning a language.	Issues with classroom management.	Awareness, compromise.

#### 8.2.1.4 Language Teaching is significantly influenced by core cognitions

This study showed that the participants' practices were importantly influenced by their cognitions, which adds to findings that highlight the great influence cognitions have on teachers' practice (S. Borg, 2003; Kagan, 1992; Pajares, 1992). Additionally, and most importantly, this study has identified how cognitions at times compete between one another to influence teachers' practice, and that core cognitions tend to overpower cognitions that are more peripheral. This is coincidental with research that has found that cognitions exist within a complex network or system in which some cognitions are fundamental within the cognitive system, which tend to override other cognitions that are less fundamental.

The three participants of this study held core cognitions about: the importance of classroom management in order for their students to learn, the importance of paying attention to their students' reactions towards their practice, and the importance of meeting expectations from authorities. This confirms findings from other studies that have also identified core cognitions that overpower the participants' peripheral cognitions (Johnson, 1992, 1994; Richards & Pennington, 1998). This suggests that whenever teachers cannot create an environment where their core cognitions can be enacted, they will focus all their efforts on creating the minimal conditions to ensure their students' learning and thus will disregard their peripheral cognitions. So, this suggests that the enactment of peripheral cognitions is dependent on the enactment of core cognitions. This is explained visually in Figure 13 below.

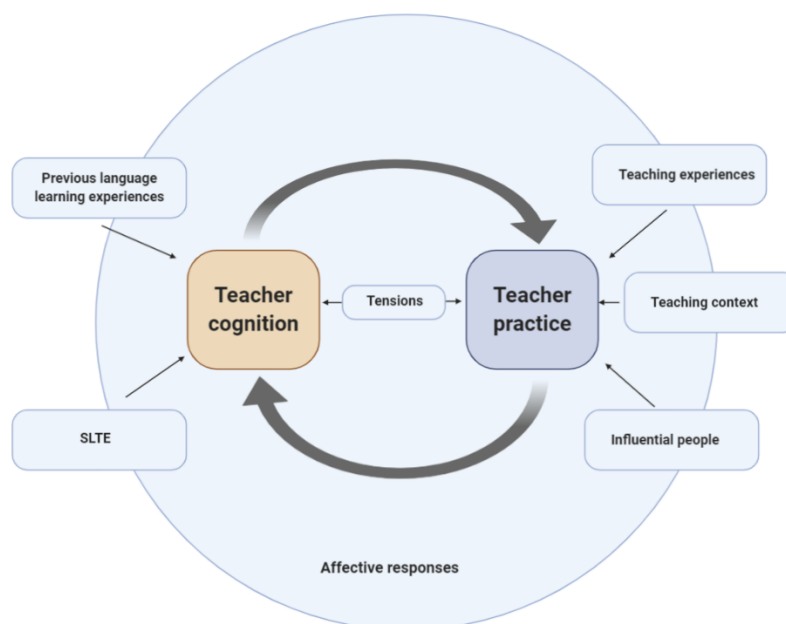
**Figure 13** Core cognitions interplay with peripheral cognitions and teaching practice



#### 8.2.1.5 Conceptualization of the nature of cognitions that underlie teachers' decision making in class

In the previous sections, I have attempted to address the complex nature of language teachers' cognitions and their relationship with teaching practice. In Figure 14, I attempt to conceptualize this nature by highlighting the symbiotic relationships that language teacher cognition and language teaching have with each other. Firstly, in this study, we could identify how cognitions affected teachers' classroom practice and how teaching practice can influence a teachers' cognitions. Secondly, this study also identified that teachers' cognitions are influenced by a teachers' previous language learning experiences and her Second Language Teacher Education Programme of study. Thirdly, the findings highlighted that teachers' experiences in the classroom affect future teaching practice by creating opportunities for the identification of tensions. Fourthly, the figure represents the influence of the teaching context and influential characters on a teacher's teaching practice; how, through teaching practice, these can further influence teachers' cognitions. Fifthly, the study evidenced that tensions and the way teachers deal with them can affect a teacher's cognitions and practice. Lastly, the circle on the background represents affective factors that are embedded within all of these influences.

**Figure 14** Conceptualization of the nature of teacher cognition and practice emerging from evidence from this study.



## 8.2.2 Teacher learning within teacher education and the pre-service to novice status transition

This study also enhanced our understanding of change processes that teachers go through within their teacher education and throughout their pre-service to novice status transition. It showed that the Teacher Education Programme had an important influence on the participants' cognitions. It also provides us with critical insight into how the teachers continue their development process through their change of status, and the factors that provoke this development. I now address each of these points in turn.

### 8.2.2.1 Processes of cognitive change

Firstly, the tensions the teachers faced within their teaching practices caused them to re-evaluate their cognitions. Both Alejandra and Coral identified reactions from their students that suggested that their cognition regarding the L1 and the L2 in the classroom was inadequate for them. Alejandra re-evaluated and relaxed her English-only policy because she understood that it was causing feelings of anxiety and nervousness in her students. Coral, at one point, realized that her explanations in Spanish allowed some of her students to understand points that had been taught



to them before, and they had not been able to understand until then. Both of them concluded that the use of L1 is not necessarily negative, and that there might be benefits for the teacher and the students in the conscientious use of the L1 in the classroom. This is coincidental to previous studies that have found that tensions can provoke conscious evaluation of the contents of the teachers' cognitions and create opportunities for teacher growth (Freeman, 1993; Golombek, 1998; Phipps, 2009; Phipps & Borg, 2009).

Secondly, the study's findings showed that the teachers' cognitive development processes were highly unique to each one of them. Alejandra's development process was characterized by her ability to identify tensions, question her cognitions, and adapt to the challenges presented to her. On the other hand, Braulio's cognitions developed only slightly, and his development process was marked by his cognitive stability and trouble adapting to his context. Coral, just as Alejandra, showed an ability to adapt to her context. The results also evidenced that these processes are influenced by various factors that can either enhance or inhibit a teachers' cognitive development. These factors have been addressed already in section 8.2.1.3.

Lastly, the study highlighted that teachers' feel an innate need to deal with tensions. Importantly, the participants showed that when the teachers' cognitions are not aligned to the cultural reality in which they are embedded and mediates their teaching practice, they accommodate to the cultural norm to ease the tension. This could be identified in Alejandra's and Coral's accommodation to make the book the class syllabus. Their cognitions accommodated to such a degree that Alejandra and Coral, by the end of the study, regarded the textbook's extensive use in class as a beneficial practice for their students. Evidence of this type of accommodation can also be found in previous studies (Cabaroglu, 2014; Pennington & Richards, 1997).

#### **8.2.2.2 Support systems enhance teachers' ability to cope with tensions**

The study demonstrated the vital role that support systems have in helping teachers cope with tensions. For instance, Braulio showed the slightest change in his cognitions, and the most change in his actions; and he was unable to resolve the tensions he faced. One of the reasons why this might be is that Braulio faced serious contextual constraints, he felt he did not have the necessary tools to deal with them, and he lacked support from peers, mentors, and authorities. In Contrast, Alejandra was the participant that showed the most change and who appears to have dealt with tensions more successfully. This could be partly attributed to the fact that she could rely on consistent support from her coordinator and the school's psychologist. In Coral's case, she faced significant contextual constraints during her time teaching at the elementary school. While working there, Coral's practices showed more tension and substantial behavioural change, which diverted from the BA programme's values. Once she began working at a place where there were

fewer contextual constraints, and the institutional values were primarily compatible with her values, tensions eased. Her actions became much more aligned to her cognitions.

The teachers in this study expressed the support received, or the lack of support in different ways. Alejandra expressed having received guidance from her coordinator related to appropriate classroom management practices for her kindergarten students. Also, Alejandra mentioned having discussed with the school's psychologist a strategy to connect and help her students understand when correcting their behaviour. Alejandra's decision to increment her use of the book both during her pre-service and her novice teaching practice was influenced by her practice's coordinator for the earlier, and her school coordinator for the latter. Meanwhile, Coral mentioned having been directed to increment her use of the book during her pre-service practice. Braulio, on the other hand, seemed to be unhappy with the lack of attention he received from his school's coordinator during his novice teaching practice: "no one ever goes there, no one. I'm alone there, I can do whatever I want, and no one would ever know, I can have a party there and no one would ever notice" (1314 - SR4.2.15.16).

These results coincide with research that has found that novice English Language teachers need a support system of people that provides them with pedagogical advice, teaching resources, images of alternative practice, and logistical and affective support (Brannan & Bleistein, 2012; Farrell, 2016, 2019). Alejandra's access to alternative images of practice, which her school's coordinator provided, allowed her to deal with her classroom management issues successfully. Braulio's lack of practical ideas, his lack of access to alternative images of practice and his perception of being alone made him highly frustrated, isolated, and unable to deal with the frustrations and tensions that came about with his inability to control his class. Braulio's sentiments are much like the way Farrell (2016) describes novice teachers' feelings during the pre-service to novice transition: "novice teachers feel isolated, and this isolation really damages their sense of belonging to a profession" (p. 17), which is evidenced in Braulio's expression of having shown his "worst version of a teacher". Therefore, teacher education would benefit from providing teachers with access to mentors that accompany them through their pre-service teaching practice, and later, during their pre-service to novice status transition. I discuss this in more depth in the next section.

### **8.2.2.3 Teaching practice experiences within SLTE and novice teaching as catalysts for learning**

One of the most important points that emerged from this study is that the Teaching Practice Component in SLTE programmes can have a powerful effect on a teachers' cognitive development. This is also true for the experiences that these teachers begin to accumulate once they start their novice teaching practice. As Freeman (1993) indicates, tensions constitute

important opportunities for teachers to address the contradictions between their understanding of their school context, subject matter, and students. Additionally, he indicates that “to develop their classroom practice, teachers need to recognize and redefine these tensions. In this process of renaming what they know through their experience, the teachers critically reflect on-and thus begin to renegotiate their ideas about teaching and learning” (p. 448). This was evidenced throughout this study in how the participants identified tensions within their teaching practice, and how they reflected on their cognitions and practices. It was also evident in the way their cognitions developed through time and the participants' ability to consider alternative images of practice.

The longitudinal design of the study, which allowed for the tracking of the participants' cognitions, practices within pre-service teaching practice, and early novice teaching experiences, is uncommon within language teacher education research. This focus permitted identifying the impact of their cognitions in their teaching practice, the complex processes that are inherent to the participants' cognitive development, and the factors that provoke tensions and affect these processes.

Another important aspect that emerged from the results of this study is that, coincidentally with studies that have tracked cognitive change processes (Cabaroglu & Roberts, 2000; Li, 2012), this study identified that it takes various forms. In this study, the participants showed changes in the form of:

- *Addition*: A process in which new concepts are added to a cognition.
- *Questioning*: A process in which the teacher questions the veracity of her cognition or its appropriateness within a certain context, or to address a particular situation.
- *Slight change*: A process in which a cognition presents minor changes to its contents.
- *Substantial change*: A process in which a cognition presents considerable changes to its contents.
- *Reversal*: A process in which a cognition changes to the opposite of the initial conception.
- *Consolidation*: A process in which a cognition is reinforced.
- *Accommodation*: A process in which a cognition adapts to contextual and/or cultural norms.
- *Emergence*: A process in which a cognition that was unconsciously held surfaces and is acknowledged.

Thus, this study confirms that there are processes of development that can be identified within the teachers' cognitive change, and that these processes are important and influence the teachers' practice.

### 8.2.3 Research

In this subsection, I outline the main contributions this study makes to our understanding of language teacher cognition research.

This study stresses the importance of exploring teacher cognitions and teachers' cognitive development to better understand the processes inherent in teaching, learning, and learning to teach (S. Borg, 2003, 2006). By continuous research in this area, which considers that qualitative research is still the best approach at understanding its complexity, we will contribute to confirm, and add to previous research findings, which is key for creating certainty of the results obtained in qualitative research.

The study also highlights the importance of studying teachers' thinking through teaching practice. Only when teacher thinking is grounded on teaching practice can we identify tensions, the sources of these, and frame the teachers' thinking within her classroom's realities. This has been previously highlighted by researchers such as Borg (2006). Additionally, the study portrayed the importance of using various data gathering methods to ensure that the strengths of another one cover the limitations of one method. In the case of this study, the use of observations and journal writing, and stimulated recall interviews allowed for a richer description of phenomena being studied, and the possibility of confirmation between what was noticed through one data gathering method with another one.

This study's longitudinal nature was an invaluable aid in identifying cognitions, track their development, and the elements that influenced this development. The identified nature of these cognitions also shows that cognitions develop slowly. This research studied changes in cognitions at one point in time and then one year later. Its main feature is that it studied teachers' beliefs while doing pre-service teaching practice and then during their early novice teaching practice. Had this study not been longitudinal, the constant pressure to conform to the participants' culturally accepted practices would not have been identified as a factor that affects teachers' cognitions and cognitive change. Additionally, the effect of contextual constraints in limiting a teachers' desire to put her cognitions into practice would not have been identified either. The amount of time the participants were engaged in the study was critical to these findings. This course of action is not without its detriments. This study began with 17 pre-service teachers willing to participate as case studies; however, many situations prompted teachers to leave the study. Some of the students changed residence once they graduated, others failed to graduate on time, some others became discomforted by the idea of videotaping and observing themselves, while some others simply did

not have the time or disposition that participating in the study required. Researchers must be very aware that attrition is a real threat to studies of this nature.

### **8.3 Limitations of the study**

In order to conclude this chapter, I discuss the limitations of this study. Firstly, and as already indicated in Chapter 3, the participants in the case study were not by any means considered to be representative of teachers in any other context than the one where the study was carried out. Although the empirical statement of programme values and the thick description of the programme allowed us to identify that these teachers' cognitions appeared to align with those their BA in ELT programme peers and the programme itself spouse, the case studies' results are highly individual. However, the readers can rely on the results of this study to compare to their own realities. I would also suggest case studies similar to this one in other contexts could be compared in order to be able to reach more generalizable conclusions.

Secondly, the researcher's presence in the participants' classrooms likely generated reactions among both the teachers and their students. For instance, while interviewed, Braulio pointed out that his students were behaving better because of my presence in the classroom. Coral, at one point during a class, reached out for help in reminding her of the conjugation of an irregular verb which she was having trouble remembering. In two of Alejandra's kindergarten classes, a student identified me as an authority and would frequently come over to comment on his work, seeking praise or clarification when misunderstanding instructions. Thus, even though I tried to keep a low profile in order to try to gather as naturalistic data as possible, it was not entirely naturalistic. Additionally, the participants' interaction with me during the stimulated recall interviews, as has been discussed in the previous chapter, proved to have helped promote recognition of the participants' own beliefs and reflection upon their actions. Apparently, my questioning to elicit cognitions also served as a mediation of sorts, which helped the participants become more critically concerned with their practice and awareness of their beliefs. Thus, it is unlikely that this level of reflexivity will be found in other pre-service teachers in this context.

Thirdly, some of the data gathering tools were not as efficient as expected and did not significantly contribute to the study. The reflective journal data was collected efficiently during the teachers' pre-service practice, but once these journals were not a mandatory task in obtaining a grade within the programme, the participants did not feel motivated enough to write them. Additionally, the journals proved highly descriptive and rarely did they provide relevant data for the study.

Fourthly, the longitudinal design of the study was one of its most valuable methodological assets. However, there was a significant gap in time in which the participants were not observed because of my personal health issues. Thus there were no Stimulated Recall interviews, and only the journals were collected. However, the participants carried out their Professional Social Service by teaching a group individually still within the BA in ELT programme. It would have been very valuable to have more data from that period of time. Additionally, the fact that there was very little data for that period might have caused the perception that change from pre-service status to novice teacher status was more extreme than it might have been in reality.

Finally, my role as a former teacher and researcher, and my relationship with the participants might also have been a limitation. Although I was no longer the participants' teacher at the time of the study, they might have felt that I had expectations about what their cognitions and actions should be simply because I had been their teacher at one point. I attempted to reduce this effect by asking the participants to validate the accounts of their actions and my interpretations of their cognitions.

## Chapter 9 Implications

This study's findings and the theorization of these findings have important implications for Language Teacher Education and for future research on teacher cognition and teacher practice. This chapter outlines these implications and suggests ways in which pre-service teachers and novice teachers can be supported in successfully dealing with the transitions between pre-service and novice teaching practice.

### 9.1 Teacher Education

Based on the findings of the study, and the discussions of these findings, I make the following recommendations for pre-service teacher education:

#### 9.1.1 Promote awareness of cognitions from early stages

Throughout this study, I discussed the powerful influence that teachers' cognitions have on their classroom practices. However, Second Language Teacher Education in Mexico is characterized by programmes that are designed following Schon's Technical Rationality, which do not facilitate bridging the gap between learning the theory and putting it into practice. One crucial aspect that is fundamental in facilitating this, is promoting pre-service teachers' awareness of their cognitions at various points throughout their BA studies. It will also be important to ensure that once the pre-service teachers have become aware of their initial cognitions, that they are provided with opportunities to contrast them with the theory they have been learning, and relate them to their teaching practice experiences.

Teacher trainers should pay special attention to creating opportunities for the pre-service teachers to engage with their cognitions and reflect upon them. This will allow them to identify their cognitions' sources and whether they are aligned to Second Language Acquisition Theories. Additionally, by framing them in the pre-service teachers' teaching practice, they will be able to test their cognitions in practice and evaluate whether they lead to their ultimate goal as language teachers: their students learning.

The role of the expert teacher as mediator will also be of utmost importance (Golombek, 2015). Using video recordings of the teachers' in practice and reflecting upon them with a mentor, (similar to the stimulated recall interview) has proved to improve students' awareness of their beliefs and actions. This approach has also proved to increase the levels of pre-service teachers

reflexivity (Dzay Chulim et al., 2019), and within this study, it showed its potential in helping students identify tensions and consider possible alternative courses of action. One more possibility is implementing reflective dialogical blogs, which can be used as tools to enhance pre-service teachers' learning by allowing them to reflect by creating a dialogue between them and an expert mentor. It is important for teacher educators to explore these tools to promote language teachers' reflexivity, which could better prepare them to deal with tensions once they begin their novice teaching practice.

### **9.1.2 Novice teachers should be accompanied and mentored through the pre-service to novice-teaching transition.**

The results of this study suggest that teachers face significant struggles through the transition from their pre-service to their novice teaching status. Influential actors, contextual constraints and affective factors proved to have been essential aspects that affected the teachers' ability to act accordingly to their cognitions. These factors also proved to have had an effect on changing the participants' cognitions. Additionally, this study provided evidence that when a teacher has a support system to help her deal with tensions, the teacher does so more successfully than teachers who do not have this kind of support.

Therefore, it is recommended to ensure that pre-service teachers are accompanied and mentored through their teaching practice component within their programmes of study to promote growth in their levels of reflexivity and their ability to contrast their cognitions with theory practice. Furthermore, the teachers should continue to be accompanied throughout their transition to novice teacher status. This study highlighted the important effect that this transition had on the participants' cognitive development and behavioural change. This stage in a teachers' professional life is a challenging moment for SLTE programme graduates. This transition's nature is a stage where the teachers will face possibly the most intense tensions in their professional lives. It is vital to ensure that these teachers can cope with the tensions successfully and have access to alternative images of practice. This could be achieved in practice by generating reflective groups in which the participants share their struggles and successes with their peers. Also, SLTE programmes could improve their relationships with the institutions that hire their graduates in order to maintain a mentoring programme that goes beyond the teachers stay at their BA programme.

### **9.1.3 Increase pre-service teachers' opportunities to engage in teaching practice**

Second Language Teacher Education programmes should ensure that within the pre-service teachers' there is ample opportunity to engage in teaching practice. This study has demonstrated



that tensions can become important opportunities for teachers to reflect on their cognitions and practice. However, tensions surface when the participants face factors within teaching practice that create demands that come into conflict with the participant's cognitions. Therefore, the more teaching practice opportunities a pre-service teacher has, as long as there is a proper reflection of practice and mentoring, she will be better prepared to cope with tensions once she leaves the programme.

Freeman (1993) considers that teachers should expose pre-service teachers to different contexts of teaching. He argues that the teachers should have experiences in contexts where they are sheltered, and there is a limited risk such as micro-teaching and guided practice. He also discusses that they should also be exposed to contexts that are fully embedded in the world of schooling, such as team teaching and mentored apprenticeship. For this to be possible, BA programmes must make sure to give considerable weight and value to the teaching practice component of SLTE programmes.

It is important to mention that the three considerations presented above were implemented in the recently restructured BA in ELT programme at Universidad Juárez del Estado de Durango, which started being implemented in January 2020. Changes in the programme concentrated on the following aspects:

1. Ensure the pre-service teachers' language proficiency level by strengthening the language learning strand and adding two moments for certification.
2. The expansion of the teaching practice component from three to six subjects in which the pre-service teacher will be required to identify their cognitions and changes to their cognitions at the beginning of each semester; carry out observations of expert teachers' practice; carry out microteaching; carry out a mentored apprenticeship; team-teach a real group of language learners; teach a real group of language learners individually.
3. Students will be assigned mentors who will accompany them through their teaching practice component.
4. Theoretical subjects will accompany teaching practice subjects to promote the integration between theory and practice.

## 9.2 Recommendations for future research

Longitudinal studies which track teachers' development of cognitions within longer periods are necessary. This study evidenced how cognitions are developmental and that they take time.

Therefore, it would be my recommendation for researchers who are planning to attempt to study cognitive change to assess the participants' cognitions on as many occasions as possible during an established period of time.

This study analysed a brief initial aspect of the participants' in-service teaching experience; however, it gave rich evidence of the context's effect on cognitive and behavioural change. It would be of great interest to the field of teacher cognition to continue to study how experience impacts teachers' cognitions and how these cognitions continue to interact with teachers' teaching practice throughout time. This would expand our knowledge of the nature of cognitive change within the different professional stages a language teacher goes through.

Additionally, this study evidenced that tensions between contradicting beliefs can exist, and that contradicting beliefs can also co-exist without major conflict. It has also evidenced that these tensions can have positive effects, which allow the teachers to analyse them and make the best decisions. However, at times, these tensions can also provoke feelings of frustration, insecurity, demotivation, and other negative feelings that can affect a teachers' perception of teacher-self. I believe it would be enlightening to study these tensions further.

One more aspect that this study unveiled was the involvement of affective factors that impact teachers' cognitions and behaviour. It would be of great interest to continue studying these critical moments in which teachers are prone to analyse their actions and find ways to take advantage of them to help teachers become more critical.

Lastly, this study also evidenced the potential of stimulated recall interviews for helping teachers become reflective of their beliefs and actions. Since the discovery was incidental, but demonstrated effective, it would be of interest to the advancement of knowledge in teacher reflection to study this potential further.

### **9.3 Concluding remarks**

To conclude this study, I summarize the main contributions it has made to the understanding of language teacher cognition, language teaching, learning to teach and teacher education.

This study has contributed to developing a better understanding of the relationship between language teacher cognition and language teachers' practice by pointing out relevant factors that influence language teachers' decision making in the classroom, such as: contextual factors, influential actors, affective factors and core cognitions. The findings have also pointed out that language teachers' cognitions are not always reflected in practice. However, it also provides us with a rich description of the reasons why there is such an incongruence. This study has also

evidenced that there are cognitions that compete among each other and that there are core cognitions that usually override more peripheral cognitions.

Regarding research methodology, this study evidenced the value of exploring cognitions and practice using longitudinal approaches that allow us to contact these cognitions for a period of time and record their process of development. It also highlighted the benefits of using several data gathering tools to enrich the description of the phenomena.

The most important contributions this study makes are identifying important changes in cognitions and actions that the transitions between pre-service and novice status bring about in language teachers. It showed the importance of providing novice teachers with support systems that can aid in coping with tensions.

On a personal note, this study presented me with great challenges at a personal, academic and professional level. On the professional level, it has allowed me to grasp a greater understanding of the processes of development that pre-service teacher's go through. It has also shed light on important shortcomings within my institutions' BA in ELT programme, and has allowed me to influence important decision makers that decided to implement change based on it, which will let us prepare our graduates to better face the realities of the profession. On an academic level, it has helped me increase my knowledge about research methodology, and through a painful process of trial and error, I have become a more disciplined, and better-prepared researcher. At a personal level, this project has taught me a great lesson about resilience, patience, time management and work ecology.

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## Appendix A BA in ELT input

### Subjects per semester

Semester	Class	Type
1	English Language Development 1	Basic
1	Mexican Culture 1	Basic
1	Critical and Creative Thinking Skills	Basic
1	Basic Computing Skills	Basic
1	Environmental Education	Basic
1	Reading and Writing (Spanish)	Basic
2	Spanish Language Development	Basic
2	English Language Development II	Basic
2	Information and Communication Technologies	Basic
2	Identity and Culture in Latin-America	Basic
2	Academic Writing in English	Optional A
2	Educational Administration Theory	Optional A
2	Child Development	Optional B
2	Music	Optional B
2	English Language History	Optional C
2	Hispanic Artistic Cinematography	Optional C
3	English Language Development III	Basic
3	Foreign Language Didactics I	Basic
3	Second Language Acquisition	Basic




<b>Semester</b>	<b>Class</b>	<b>Type</b>
3	Computer Assisted Language Learning I	Basic
3	Educational Paradigms and Approaches	Basic
3	Theatre and Education I	Optional A
3	Adolescent Development	Optional A
3	Artistic Education	Optional B
3	English Literature	Optional B
4	English Language Development IV	Basic
4	Teaching Practice I	Basic
4	Introduction to Linguistics	Basic
4	Foreign Language Didactics II	Basic
4	Communicative Competences in English	Basic
4	Introduction to Research Methods and Techniques	Basic
4	Worldwide Artistic Cinematography	Basic
5	English Language Development V	Basic
5	Applied Linguistics	Basic
5	Learning Evaluation	Basic
5	Course Design	Basic
5	Computer Assisted Language Learning II	Basic
5	Translation	Basic
5	English Speaking Cultures	Basic
5	English for Specific Purposes	Optional A
5	Teaching of reading and writing (Spanish)	Optional A


Semester	Class	Type
6	Teaching Practice II	Basic
6	Research Methods in Education	Basic
6	Learning Material Development	Basic
6	Academic English I	Basic
6	English Language Development VI	Basic
7	Cultural Anthropology I	Basic
7	Graduation Project Seminary	Basic
7	Education Methodology	Basic
7	Academic English II	Basic
7	Psycholinguistics	Basic
7	Sociolinguistics	Basic
7	Current research about children second language learning	Optional A
7	Human Resources Administration in Education	Optional A
7	Discourse Analysis	Optional A
8	Graduation Project Seminar II	Basic
8	Professional Social Service	Basic
8	Receptional Experience	Basic



## Appendix B Observation Format Example



**Universidad Juárez del Estado de Durango**  
Escuela de Lenguas  
Coordinación de Práctica Docente



### TEACHER OBSERVATION FORM

Teacher: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Time: \_\_\_\_\_

Observer: \_\_\_\_\_ Number of Students: \_\_\_\_\_

No.	What to observe?	Yes	No	Comments
1.	Teacher arrives on time			
2.	Professional appearance			
3.	Positive attitude ( <b>enthusiastic, kind, patient, etc.</b> )			
4.	Prepares and follows a Lesson Plan			
5.	Communicates well the objective and purpose of the lesson			
6.	Activities are related to the topic			
7.	Provides task examples			
8.	Uses appropriate vocabulary			
9.	Models correct pronunciation and spelling			
10.	Gives clear instructions			
11.	Encourages students to use and practice the target language			
12.	Uses appropriate vocabulary according to the student's level			
13.	Encourages students' participation			
14.	Involves all the students in class			
15.	Checks students' understanding			
16.	Promotes working in groups, trios or pairs			
17.	Uses effective correction techniques			
18.	Promotes thinking			
19.	Provides a variety of different activities to ensure students' understanding			
20.	Provides activities that meet students' needs			
21.	Monitors students' progress			
22.	Promotes communicative interaction			
23.	Pastes and maintains English material in the classroom			
24.	Creates a good and positive environment			
25.	Manages students' discipline in a positive way			
26.	Praises appropriate behavior			
27.	Handles interruptions or misbehavior			
28.	The teacher calls his/her students by their names			
29.	Motivates students' participation			

Escuela de Lenguas  
Bulevar Guadiana (Carretera a Mazatlán) Km. 5.5. s/n  
Colonia Valle del Sur, C.P. 34120  
Durango, Dgo. México.

Tel: (618) 130 23 51  
Web: [escueladelenguas.ujed.mx](http://escueladelenguas.ujed.mx)  
Facebook: [elenguas.ujed.9](https://www.facebook.com/elenguas.ujed.9)  
Twitter: @ELe\_UJED

## Appendix C      Journal Entry Reflective Questions

### Written reflection

In your reflection consider aspects such as:

- The learners' improvement (How much have they improved? How do you know?).
- Your teaching methodology development.
- Problems that arose and how you faced them.

## Appendix D BALLI

### Questionnaire 1: Demographics & Language Learning. First Application

#### Part 1. Demographics and language learning and teaching history.

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Gender:        Male        Female

What is the highest degree or level of studies you have completed?

- High school graduate
- Some college credit, but less than 1 year
- 1 or more years of college, no degree
- Bachelor's degree (besides the one you are studying)
- Master's degree
- Doctorate degree

How did you learn English?

- Through classes at school (elementary, secondary, high school)
- I studied at a bilingual school (American School, MacDonell, Cumbres)
- Taking classes at a language centre (CELE, ITD, Harmon Hall)
- I lived in an English Speaking country for a long time (more than 2 years)
- English is my native language

What teacher training have you had?

- PIP Teacher Training (at ByCENED)
- ITD Teacher Training
- ICELT
- TKT Preparation Courses
- Other (Please specify): \_\_\_\_\_

What language teaching experience do you have?

- None
- Less than a year
- 1 - 3 years
- 4 - 6 years
- 7 - 10 years
- 10 years or more

Questionnaire 1

Adapted from: Horwitz, E. K. (2013).

Are you currently teaching English?

Yes  No

If yes. Where? \_\_\_\_\_

### Part 2. The Beliefs About Language Learning Inventory (BALLI)

*Directions: For each item, circle the number that indicates whether you (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, or (5) strongly agree. For questions 4 and 14, circle the number that most closely corresponds to your opinion.*

1. It is easier for children than adults to learn a foreign language.

1            2            3            4            5

2. Some people have a special ability for learning foreign languages.

1            2            3            4            5

3. Some languages are easier to learn than others.

1            2            3            4            5

4. English is:

1. a very difficult language.
2. a difficult language.
3. a language of medium difficulty.
4. an easy language.
5. a very easy language.

5. People from my country are good at learning foreign languages.

1            2            3            4            5

6. I believe that I will learn to speak English very well.

1            2            3            4            5

Questionnaire 1

Adapted from: Horwitz, E. K. (2013).

7. It is important to speak English with an excellent accent.

1            2            3            4            5

8. It is necessary to know about English-speaking cultures in order to speak English.

1            2            3            4            5

9. You shouldn't say anything in English until you can say it correctly.

1            2            3            4            5

10. It is easier for someone who already speaks a foreign language to learn another one.

1            2            3            4            5

11. It is best to learn English in an English-speaking country.

1            2            3            4            5

12. I enjoy practicing English with the people I meet.

1            2            3            4            5

13. In order to speak English, you have to think in English.

1            2            3            4            5

14. It's ok to guess if you don't know a word in English.

1            2            3            4            5

15. If someone spent one hour a day learning a language how long would it take for them to learn that language very well?

1. less than a year.
2. 1–2 years.
3. 3–5 years.
4. 5–10 years.

Questionnaire 1

Adapted from: Horwitz, E. K. (2013).





16. I have a special ability for learning foreign languages.

1            2            3            4            5

17. The most important part of learning English is learning vocabulary words.

1            2            3            4            5

18. It is a good idea to practice speaking with other people who are learning English.

1            2            3            4            5

19. It is better to have teachers who are native-speakers of English.

1            2            3            4            5

20. If I learn to speak English very well, I will have better opportunities for a good job.

1            2            3            4            5

21. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.

1            2            3            4            5

22. The most important part of learning English is learning the grammar.

1            2            3            4            5

23. It is important to practice with multi-media.

1            2            3            4            5

24. Women are better than men at learning foreign languages.

1            2            3            4            5

25. I want to speak English well.

1            2            3            4            5

Questionnaire 1

Adapted from: Horwitz, E. K. (2013).



26. I can learn a lot of from group activities with other students in my English class.

1            2            3            4            5

27. It is easier to speak than understand English.

1            2            3            4            5

28. I would like to learn English so that I can get to know English speakers.

1            2            3            4            5

29. I can learn a lot from non-native English teachers.

1            2            3            4            5

30. Learning a foreign language is different from learning other academic subjects.

1            2            3            4            5

31. It is possible to learn English on your own without a teacher or a class.

1            2            3            4            5

32. The most important part of learning English is learning how to translate from my native language.

1            2            3            4            5

33. Students and teachers should only speak English during English classes.

1            2            3            4            5

34. I can find a lot of useful materials to practice English on the Internet.

1            2            3            4            5

35. It is easier to read and write English than to speak and understand it.

1            2            3            4            5

Questionnaire 1

Adapted from: Horwitz, E. K. (2013).



## Appendix E Language Teaching Cognitions Inventory

### Questionnaire 2: Language Teaching. First Application

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** For each item, circle the number that indicates whether you (1) strongly disagree, (2) disagree, (3) neither agree nor disagree, (4) agree, or (5) strongly agree. If you would like to further discuss any of the statements make use of the boxes below each item.

1. If my language students are not motivated enough, they will not learn.	1	2	3	4	5
2. Autonomous students learn better.	1	2	3	4	5
3. Language teachers should carry out a needs analysis when they work with a group for the first time.	1	2	3	4	5
4. Students learn best when the class is interesting.	1	2	3	4	5
5. Experience makes better teachers.	1	2	3	4	5
6. The ultimate goal of a language teacher is that his/her students are capable of communicating what they want to say in the target language even if they make mistakes	1	2	3	4	5
7. Language teachers should make sure their classes cover the four skills.	1	2	3	4	5
8. Teaching grammar formulas is an integral part of teaching a language.	1	2	3	4	5
9. It is okay if a language teacher admits not to know something when teaching a class (a vocabulary word, how a structure is used, etc.).	1	2	3	4	5
10. A language teacher should have high proficiency in the language he/she is teaching.	1	2	3	4	5
11. Language teachers should spend time preparing their classes.	1	2	3	4	5
12. Memorization is an integral part of learning a language.	1	2	3	4	5
13. It's the teacher's job to keep his/her students motivated.	1	2	3	4	5
14. Formal professional preparation is essential for a language teacher (BA or MA in the area).	1	2	3	4	5
15. Language teaching is a vocation.	1	2	3	4	5
16. The best language teachers are passionate about their job.	1	2	3	4	5
17. Language teachers benefit from having acting skills (as in actors and actresses).	1	2	3	4	5
18. Translation is a valid language teaching technique.	1	2	3	4	5
19. Following the coursebook to the letter is good language teaching.	1	2	3	4	5
20. The best language teachers are creative.	1	2	3	4	5
21. Good language teachers make sure to participate in professional development courses (ICELT, CELTA, training courses).	1	2	3	4	5
22. Teachers do not need to teach culture to be able to teach a language.	1	2	3	4	5
23. Language teachers should avoid using the L1 in the classroom as much as possible.	1	2	3	4	5
24. Good language teachers have friendly relationships with their students.	1	2	3	4	5
25. Good language teachers correct themselves when they make mistakes.	1	2	3	4	5
26. If you have taught your students well, they should be able to name the tenses.	1	2	3	4	5
27. A teacher's experience in the field (years of teaching) can substitute for professional preparation (as in a BA or MA degree in the area).	1	2	3	4	5
28. Language teachers should correct students' language as soon as they make a mistake.	1	2	3	4	5
29. Language teachers should adapt the materials to their students' needs.	1	2	3	4	5
30. Students who depend too much on the teacher have trouble learning.	1	2	3	4	5





## Appendix F Background Interview Guide

1. Please tell me a little about how you learnt English.
2. Did you have English classes at school?
3. Tell me about your best English teacher.
  - a. What were the characteristics of this teacher that made him/her so good at his job?
4. Tell me about your worst English teacher.
  - a. What were the characteristics of this teacher that made you think he was a bad teacher?

Ask follow-up questions when necessary.

## Appendix G Journal entry example

REFLECTION MAY 9<sup>TH</sup>

For this class I presented countable and uncountable nouns to students. We made some practices with many and much by using objects inside the classroom. Also, we made a review to do and does in the interrogative form. Some students struggled with that because they confuse do and some of them forget that the word "does" exists. We played a Pictionary game related to all lessons. I did this to have a reference of the vocabulary that they have retained, and to know what vocabulary needs a review. In addition, I introduced the basic prepositions. At the end of this, they still showed trouble with in, and at, so I intend to make a review next class related to this. In the exam, there was the topic of "has got" which, we did not explore during the syllabus, for it has not appeared in the book. Therefore, I decided to teach them the structure and use of "have got", so they can use it in case that it appears in future exams.

We got to the part of giving directions, so I applied an activity in which students have to write the directions to follow in order to arrive to a place. I put two different places that are known by them: Paseo Durango, and Plaza de Armas. They had a good time trying to give the correct directions, and all of students participated in the activity. I told them that only one student was able to write in the board the direction, but at the end, they were taking turns to write, even when I did not ask it. I believe they actually had fun with this activity, and they also acquire the knowledge of this lesson.

For this class, I noticed more participation from some students, and after seeing the results of the exam I was not surprised. Students did amazing in the oral exam; the one they were afraid of. However, the one that they thought would be easy, which is the written one, they did not perform so well. It is my intention to focus more on writing and reading from now on, for they struggled in the comprehension of some instructions of the exam.

## Appendix H Transcription guidelines

,	Slight falling intonation that does not indicate a stop.
.	Falling intonation that indicates a stop.
(laughs)	Transcriber's comments.
...	A pause of less than a second.
(2)	Pause in seconds.
#name#	People's names, school's names, programmes.
<i>italics</i>	Words said in Spanish.
=no, thank you=	The speaker changes intonation indicating that he/she is reporting what somebody else has said
[...]	Ellipsis



# Appendix I Transcription example in NVIVO

The screenshot displays the NVivo 12 Pro interface. The central pane shows a table of codes and references for the participant 'Braulio'. The table is as follows:

Name	Codes	References
1314-SR1.1.15	11	147
1314-SR4.2.15	18	479
1314-SR5.15	14	303
1314-SR6.15	24	791
1314-SR1	11	83
1314-SR2	1	714
1314-SR3	12	417
1314-SR5.15	0	0
1314-SR1.2	1	39

The main window displays a transcript with the following content:

Timepan	Content
0:00.0 - 0:07.3	N: Why do you think it was boring? What happened? What made it so different?
0:07.3 - 0:11.2	An: It was not a dynamic class
0:11.2 - 0:13.0	N: You think so?
0:13.0 - 0:14.9	An: I, I, it was!
0:14.9 - 0:20.1	N: Oh, but, uh, ah, ok. Uh, but what do you think went wrong?
0:20.1 - 0:29.6	An: Well, the topic was not the best one I could have. It was about direct and indirect object.
0:29.6 - 0:32.4	N: Ah, ok, yeah. Well, yeah.
0:32.3 - 0:39.6	An: And I was like, how do I explain that? It's simple but it's hard at the same time
0:39.6 - 0:40.5	N: Aha
0:40.4 - 0:53.0	An: So I tried to explain and even I get a little confused by the time that I was explaining them so I needed to explain them in another form later
0:53.0 - 0:55.2	N: Ok, but you understood it well

\*Alicia is a participant pseudonym from someone who dropped out of the study at a late stage.

# Appendix J Electronic data storage and archiving in NVIVO

The screenshot shows the NVivo 12 software interface. The main window displays a reflection entry titled "Third reflection on March 11th to 13th" by a "Teacher Assistant and Group teacher". The reflection text discusses the author's confidence in speaking in front of a group and their interactions with students during break time. It also mentions a lesson plan involving a song and flashcards about animals.

Name	Codes	References
Eighth reflect	2	2
Seventh refl	2	6
Fifth reflecto	1	1
First reflecto	0	0
Fourth reflect	0	0
Ninth reflecti	2	4
Second refle	2	2
Seventh reflect	2	2
Sixth reflect	5	5
Tenth reflect	3	5
Third reflect	6	8
Third reflect	0	0
Twelfth refl	2	4

**Student's name:**  
**Subject:** Servicio Social Profesional  
**Teacher's name:**  
**Assignment:** Third reflection  
**Date:** April 22, 2015

**Reflection on March 11<sup>th</sup> to 13<sup>th</sup>**  
 Teacher Assistant and Group teacher

On this week, I started to be confident when speaking in front of the group, I know the name of most students. I have been interacting with them more closely during the break time and they greet me when they see me. Those facts allow me to think that they consider me as their real teacher. Also this details make to feel a compromise to prepare myself for the class sessions because now their learning depends greatly on me.

There are some students that have some problems for keeping their attention in class. That is why I planned to use a song for first grades "A" and "B". The topic they are working on is "Can" and "Can't", as well as some vocabulary about animals. I downloaded a song for children with that topic and I drew some drawing about the animals used in the song. In class I played the song while I showed students the flashcards with the drawing as they were mentioned in the song. Students on "B" group were very happy and willing to sign and make the mimic. The English teacher had planned some exercises on the book, and after singing the song, he applied the activities. The song were very useful as a condition for students to work and then, be played the song again.

Regarding to the "A" group, I did not have the opportunity to do the activity, since they did not attend classes on the day it was planned because they teacher asked for a permission to miss classes that day. Even though I had taught that lesson previous to the song and I told a story using mimic and drawing to make it understandable, it worked very well because I used a character (a girl), and students were had empathy with it.

\*Alicia is a participant pseudonym from someone who dropped out of the study at a late stage.

## Appendix K Example of a code's description in NVIVO

The screenshot displays the NVivo software interface. On the left, a tree view shows the project structure, including folders for 'Data', 'Codes', and 'Maps'. The main window shows a list of 'GT Nodes' with columns for Name, Files, and References. A dialog box titled 'Node Properties' is open, showing the 'General' tab for a node named 'Context Contrasts'. The dialog includes fields for Name, Description, Nickname, Hierarchical name, Created On, and Modified On. The description field contains the text: 'The participant discusses aspects of the context in which he/she works that he/she considers to be constraining to his/her work.'

Name	Files	References
unhappy	1	15
Motivation	13	142
observation react	2	13
Perceptions	0	0
Context	14	236
Context C	3	86
Conte	4	133
Influential	10	145
Observers' int	2	20
Participation	3	12
Perceptions a	8	94
Mean Teac	1	3
'My worst'	1	22
Real Teac	4	33
Programme	6	64
Projects	1	21
Resilience	1	21
'So basic'	3	16
Tensions	8	202
Does Not Mat	6	82
Reality vs Exp	5	120

## Appendix L Participant information sheet



### Participant Information Sheet (Face to Face :1)

**Study Title:** Teacher cognition: The process of development of cognitions and their impact in novice teachers' teaching practice.

**Researcher:** Nadia Patricia Mejia Rosales **Ethics number:** 8034

**Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign a consent form.**

#### **What is the research about?**

This research seeks to understand what student/teachers' think, believe, know and do while taking classes at the BA in ELT - UJED and once they have started their professional practice.

#### **Why have I been chosen?**

You have been chosen to participate because you are a student/teacher studying at the BA in ELT at ELE/UJED. You have also been chosen because you are about to start formal teaching practice within the BA syllabus.

#### **What will happen to me if I take part?**

If you agree to take part in the study you will be asked to do the following:

1. Answer two questionnaires regarding your beliefs about language learning and teaching on three separate occasions.

If you are selected and decide to continue in the second stage of the study you will be asked:

1. To give access to the researcher to your 6<sup>th</sup> and 8<sup>th</sup> semester teaching practice reflection journals.
2. To allow the researcher to observe and videotape your 6<sup>th</sup> and 8<sup>th</sup> semester teaching practice. (on 3 to 5 occasions)
3. To participate on an audio taped follow up interview after each observation of your teaching practice.
4. To keep a reflective journal of your professional practice once you start working.
5. To give access to the researcher to you professional practice journal.
6. To allow the researcher to observe and videotape your professional practice (on 3 to 5 occasions)
7. To participate on an audio taped follow up interview after each observation of your professional practice.

All this will happen in separate occasions during the rest of your studies at the BA in ELT and for one more semester once you start teaching professionally.

#### **Are there any benefits in my taking part?**

Although you will not receive any personal benefit regarding your grades or any kind of compensations, the results of the study could potentially provide with information that will possibly have a positive impact in the BA's syllabus. Your participation will also help broaden the knowledge on the teacher cognition field.

**Are there any risks involved?**

Some level of discomfort might arise from the observation and videotaping for both you and your learners, to avoid this researcher will try to keep a low profile throughout the observation.

**Will my participation be confidential?**

Although anonymity cannot be ensured, all data collected for this study will be treated with the highest level of confidentiality. Should any part of the study be published your name will never appear in the publication. All data will be stored in a password protected computer, and backed up in a password protected web based file hosting service to which only the researcher will have undisclosed access. Should any other party have access to the data, this will be codified so that it cannot be easily traced back to you.

**What happens if I change my mind?**

Your participation in the study is strictly voluntary. Your decision to participate (or not doing so) will not affect your grades in any of your classes by any means, nor will it benefit them. If at any moment during the investigation you wish not to continue participating in the study you are free to withdraw and discontinue participation without any kind of prejudice to yourself.

**What happens if something goes wrong?**

If you feel that because of your participation in any part of the study you have been placed at risk, contact the Chair of the Faculty Ethics Committee Professor Chris Janaway (UK Phone number: 023 80593424, email: [c.janaway@soton.ac.uk](mailto:c.janaway@soton.ac.uk))

**Where can I get more information?**

Should you have any questions about the study please contact the researcher through any of the following means:

Mobile phone: 6181523062

Email: [npmr1v08@soton.ac.uk](mailto:npmr1v08@soton.ac.uk) or [nadiamejia@ujed.mx](mailto:nadiamejia@ujed.mx)

## Appendix M Informed consent form



### CONSENT FORM (FACE TO FACE: 1)

**Study title:** Teacher cognition: The process of development of cognitions and their impact in novice teachers' teaching practice.

**Researcher name:** Nadia Patricia Mejia Rosales

**Staff/Student number:** 23212438

**ERGO reference number:** 8034

*Please initial the box(es) if you agree with the statement(s):*

I have read and understood the information sheet (30/10/2013 /1) and have had the opportunity to ask questions about the study.

I agree to participate in the first stage of the study (answer the beliefs questionnaires)

I agree to take part in the second stage of the study (please refer to the "What will happen to me if I take part?" question of the information sheet for more information)

I understand my participation is voluntary and I may withdraw at any time without my legal rights being affected

#### *Data Protection*

*I understand that information collected about me during my participation in this study will be stored on a password protected computer and that this information will only be used for the purpose of this study. All files containing any personal data will be made anonymous.*

Name of participant (print name).....

Signature of participant.....

Date.....









