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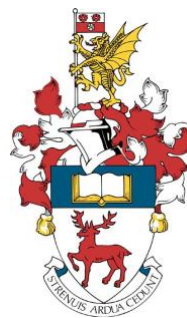
Modern Languages

Mexican Teachers' Beliefs about Language Learning Strategies

by

Lilia Sulema Bórquez Morales

Thesis for the degree of PhD in Applied Linguistics for Teaching English



November 2021

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ABSTRACT

FACULTY OF HUMANITIES

Modern Languages

Thesis for the degree of Doctor of Philosophy

MEXICAN TEACHERS' BELIEFS ABOUT LANGUAGE LEARNING STRATEGIES

Lilia Sulema Bórquez Morales

This study aims to further the understanding of the beliefs teachers hold about Language Learning Strategies (LLS) and the way these beliefs shape the teaching practice. The purpose is to contribute to the understanding of the complexities of the teaching process as well as those of teacher development, since this understanding can contribute not only to expand the literature in Teachers' Beliefs but also to ascertain how the conflict between well-established and new beliefs can be minimised.

Data on the beliefs teachers hold regarding the importance, desirability and possibility of using and fostering LLS were collected at different stages. The first stage gathered the explicit teachers' importance and desirability beliefs, while the second stage concentrated on importance and possibility beliefs. Qualitative phases in both stages collected the narratives of teachers in one state of Mexico; these narratives provided implicit beliefs guiding the teaching practice. Comparisons between the explicit and implicit beliefs taking the three aspects were done and the data revealed that possibility beliefs carry a significant weight in the shaping of the teaching practice, and that joining the aspects of importance and possibility in Teachers' Beliefs accounts better for the decisions made in the teaching practice.

Analyses conducted on the data unveiled teacher agency or lack of it to be closely linked to their implicit no-possibility beliefs. Further analysis compiled the main factors that impacted Teachers' Beliefs of no-possibility and explored how these beliefs hindered the use and fostering of LLS. In the narratives analysed, evidence was found that teachers can make changes but only when they become aware of these no-possibility beliefs.

Based on the high impact possibility beliefs have on the teaching practice and the lack of awareness of such beliefs, a proposal was made to contribute to teacher development. The proposal is an instrument that allows to gather importance and possibility beliefs. A validation stage for the instrument demonstrated that TeBILLS proved to be a reliable instrument to collect Teachers' Beliefs in an efficient manner, while the design makes it a tool that can foster reflection on teachers' beliefs, exposing implicit beliefs and making them visible and changeable.

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Academic Thesis: Declaration Of Authorship

I, Lilia Sulema Bórquez Morales 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.

Mexican Teachers' Beliefs about Language Learning Strategies

I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. 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;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. 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;
5. I have acknowledged all main sources of help;
6. 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;
7. None of this work has been published before submission;

Signed:

Date: 24 /11 / 2021

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Definitions and Abbreviations

LLS	Language Learning Strategies
SILL	Strategy Inventory for Language Learning
SILL TB	Strategy Inventory for Language Learning Teachers' Beliefs
SILL CD	Strategy Inventory for Language Learning <i>Creencias Docentes</i>
TeBILLS	Teachers' Beliefs Inventory for Language Learning Strategies
PNIEB	<i>Programa Nacional de Inglés en Educación Básica</i> (National Programme for English in Basic Education)
TC	Teacher Cognition
SI	Strategy Instruction
PCK	Pedagogical Content Knowledge
PGCE	Post Graduate Certificate in Education
SLA	Second Language Acquisition
BALLI	Beliefs About Language Learning Inventory
FG	Focus Group
AMEP	Australian Migrant English Programme
CALLA	Cognitive Academic Language Learning Approach
SBI	Strategy Based Instruction

Chapter 1 Introduction

The primary aim of this study is to understand Teachers' Beliefs and establish ways to develop teachers' practice when incorporating Language Learning Strategies to the teaching practice. This research aims to further the understanding of Teachers' Beliefs on Language Learning Strategies (LLS) and their impact on the teaching practice. The learning process is impacted by the way the teaching practice is conducted; a teaching practice which is largely shaped by Teachers' Beliefs. The understanding of such beliefs leads not only to a clear idea of what impacts the teaching practice, but also to the underlying beliefs teacher educators need to work with when dealing with Strategy Instruction.

English teachers in Mexico provided the context to explore Teachers' Beliefs on the importance, desirability and possibility of using and fostering LLS in their teaching practice. Data collected through questionnaires, interviews and focus groups allowed to identify a close relationship between the strategies teachers believe to be important and possible to use and foster, and the strategies described in their teaching practice narratives. This relationship has implications for the design and implementation of teacher development, given that when teachers identify their existing beliefs, they are more prone to creating new ones or modifying the existing ones.

1.1 Motivation and Professional Experience

Research cannot be conducted in isolation from personal history. Prior experiences provide a platform for researchers to identify problem areas that need to be investigated. This research emerged from over 20 years of observing that some students had a more effective learning process than others. When enquiring informally about it, students often talked about the teacher being a decisive factor in their learning process. However, when talking to teachers and enquiring about what guided their decisions in the practice, it was evident each teacher taught the way they believed it was best. Unfortunately, the literature was not clear about what exactly contributes to these beliefs or how the beliefs shape the teaching practice.

1.2 Rationale of the study

In the field of education, it is well known that students' learning is highly determined by the way teachers teach (Cisternas and Ugarte, 2017; Linan-Thomson, 2017; Kelchtermans, 2009; Woodgates-Jones, 2008). Researchers have stated that the way teachers teach is largely shaped by their beliefs (Borg, 2003, 2006, 2009; Freeman, 2002; Pajares, 1992; Griffiths, 2007; Fives and Buehl, 2012, 2016). Beliefs that are built during the teachers' careers, and nourished by their experience as learners (Plonsky, 2011; Borg 2011), their pre-service education (Mahlios, *et al.*, 2008), and the continuous in-service education (Siwatu and Chesnut, 2014). This means that by implementing better informed teacher development programmes, the likelihood of a lasting impact of the new training may increase. Furthermore, when teachers change their teaching practice, this directly impacts the learning experience of future teachers, making change a closer reality for a new teaching scheme in the future.

For a professional teacher learning comes as a result of the interaction between the actual teaching practice, the previous knowledge, the personal beliefs, and the exposure to new ideas within the teacher's development path. In the last decades research in the area of learning and teaching has recognised the need to understand Teachers' Beliefs as part of the process of teachers' development. In this light, if the aim for professional teachers' development is to change teachers' practice, it becomes imperative to understand the beliefs shaping such practice. Unfortunately, and despite the recognition of Teachers' Beliefs relevance, the large body of research on the area has shown that little attention has been paid to beliefs about the learning process (Fives and Buehl, 2014).

To fill the gap in this area, this research selected the widely researched concept of Language Learning Strategies (LLS henceforth) as the lens through which collect and analyse implicit and explicit Teachers' Beliefs as well as to explore how such beliefs shape the teaching practice, specifically the teaching of LLS.

1.3 Statement of the problem.

Research on Teachers' Beliefs has been on-going for over 60 years. The research conducted so far has looked into subject matter (Fives and Gill, 2014), teaching and learning (Gill and Hoffman, 2009; Fives and Buehl, 2008); motivation (Watt and Richardson, 2014); and

learners (Lucas *et al.*, 2014) among many other topics, and these studies have found the beliefs teachers hold to shape the decision made in the teaching practice (Borg, 2006). However, in spite of the large variety of topics these studies have covered, no consensus has been reached and the only constant is the “inconsistency in the findings, sometimes beliefs change and sometimes they do not” (Fives *et al.*, 2015:262). Fives *et al.* (2015) compiled a series of studies on beliefs and came to the conclusion that a deeper understanding of beliefs is necessary if efforts of teacher educators are aiming at really helping teachers improve.

Despite the fact that Teachers’ Beliefs have been studied from different angles, the research conducted on the area has yet to expand on the learning process (Fives *et al.*, 2015). Moreover, Griffiths (2019) has stated that within the beliefs of the learning process, Teachers’ Beliefs about LLS need to be researched and understood due to their usefulness and relevance within the learning process. In her 2007 study, Griffiths found that despite the pivotal role teachers have in the enterprise of teaching and learning, ‘teachers are generally not aware of their students LLS’ (Griffiths, 2007: 91), which allows for mismatches that negatively affect both the teaching practice and the learning process. She argues that if teachers are not aware of their students’ use of LLS or their own beliefs about these strategies, the teaching practice cannot be adjusted to fill the particular needs that may aid the learning process.

Research conducted on beliefs has led to the idea that “Teachers’ Beliefs about importance of teaching [something] may be a key belief that guides action choices, effort and persistency” (Gay, 2014:437). This is a relevant construct since identifying which elements within beliefs carry more weight may result in new beliefs being better received; for instance, the way teachers use and foster LLS in their teaching practice. It is also relevant to identify other aspects within beliefs that may shape the teaching practice; such as beliefs of what is desirable, which according to Fives *et al.* (2015) also contribute to the actions of teachers.

Furthermore, literature has shown that teachers do not always act according to what they believe to be desirable because there are many factors involved in their choices (Phipps and Borg, 2009). This is significant as it shows that the aspects of importance and desirability may not be enough to guide the actions of teachers and invites to search for other aspects guiding teachers’ actions. Although the aspects of importance and

desirability have been researched in Teachers' Beliefs, this research argues that contextual possibility is another aspect which also impacts Teachers' Beliefs. Considering the discussed above, besides exploring Teachers' Beliefs about importance, this study also looks into the beliefs teachers hold about the desirability and possibility of using and fostering LLS in the teaching practice.

The vast research in the area makes LLS a suitable selection to create a framework that will grant access to Teachers' Beliefs and consequently to the underlying directives that regulate their teaching practice. The questionnaires used in the research; SILL TB, SILL CD, and TeBILLS are based on the original SILL (Strategy Inventory for Language Learning) by Rebeca Oxford (1990). These questionnaires gathered Teachers' Beliefs on LLS, collected demographic information relevant to the study, were used for research-based recruitment (Hennink, *et al.*, 2011) for the qualitative phases of the research, and present an innovative validated proposal that aims to contribute to the Teachers' Beliefs and the Teacher Development fields.

1.4 Theoretical framework

It has been established that students' learning is greatly influenced by teachers' teaching practice, which is in turn largely shaped by Teachers' Beliefs. It is only through carefully planned and solidly grounded teacher education that teachers may modify their teaching practice by changing the beliefs they hold (Fives and Buehl, 2014). Many researchers have scrutinised Teachers' Beliefs from different angles as well as the way these beliefs shape the teaching practice (Fives *et al.*, 2015; Fives and Gill, 2014; Fives and Buehl, 2012).

The interaction that teachers have with their environment, their learning experience, their relationships with others, and their set of individual characteristics are part of the complexities embedded in how teachers act in the classroom, address students or design their classes (Mahlios *et al.*, 2008). Moreover, research has found the way teachers interpret what goes on in their classrooms to be central to the teaching practice (Borg, 2003; Kumaravadivelu, 2001) and some researchers believe that it is not possible to fully understand neither the teaching process nor the teachers, unless there is an understanding of their beliefs (Díaz and Solar, 2011).

Considering the complex nature of beliefs (Borg, 2009; Fives and Gill, 2014) as well as the imperative need to further the understanding of Teachers' Beliefs (Fives *et al.*, 2015), it was necessary to select a lens that allowed the exploration of such beliefs. The selection of LLS to research Teachers' Beliefs was a threefold purpose choice. First of all, despite the large available body of literature in the area of Teachers' Beliefs, the beliefs teachers hold regarding the learning process have not been extensively researched; especially the importance and possibility to use and foster LLS. In the same line, the extensive research on LLS (Oxford, 1990, 2016; Griffiths, 2018, 2019; Gharbavi and Mousavi, 2012) offered a widely validated instrument that could be used as the basis for the collection of Teachers' Beliefs. Furthermore, it is worth emphasising that the use of LLS as the lens to explore Teachers' Beliefs allowed to propose an instrument can be used to gather explicit and implicit belief so that teacher educators and policymakers create teacher education programmes that are more easily accepted by teachers and which may have a more lasting impact.

To make LLS available to students, strategies have to be used, fostered and taught (O'Malley and Chamot, 1990; Oxford, 1990, 2016; and Wenden and Rubin, 1987), and the SI programmes that have been designed and used to teach strategies have explored the direct and indirect teaching of strategies (Griffiths, 2008; Chamot, 2001, 2005; Jones, 1983) following a series of steps that guide the teacher in the fostering of such strategies. Unfortunately, within the steps to follow or the programmes to complete, there is no clear indication that Teachers' Beliefs are being taken into consideration. The focus of the SI programmes appears to be placed on changing the behaviour of the students and teachers (Chamot *et al.*, 1999) without considering the change in beliefs first. On account of the need to understand the beliefs, this study intends to gather data that contribute to such understanding and propose tools to aid teachers recognise their beliefs and how these impact their teaching practice.

1.5 Aims and objectives

As explained in the previous sections, the aim of this study is to further the understanding of Teachers' Beliefs and the relationship these have with the teaching practice. By taking the proposed ideas by Gay (2014), Fives *et al.* (2015) and Kumaravadivelu (2001), the beliefs teachers hold about LLS were explored in terms of importance, desirability and possibility.

Although not in regards to Language Learning Strategies, the aspects used in this research have been used in the area of Teachers' Beliefs in the past. Studies have, made use of the concepts of importance (Gill and Fives, 2015; Buehl and Beck, 2015; Hoffman and Seidel, 2015), desirability (Skott, 2015; Buehl and Beck, 2015; Hoffman and Seidel, 2015; Watt and Richardson, 2015; Siwatu and Chesnut, 2015), and possibility (Buehl and Beck, 2015; Hoffman and Seidel, 2015; Skott, 2015; Bullough, 2015) in the area of Teachers' Beliefs. However, none of these aspects have been formally defined by any of the cited studies. This research proposes a definition for each of the aspects studied; importance is understood as the aspect of having a great significance or value; desirability as the aspect of being worth reaching or achieving according to pre-conceived set of requirements; and possibility as the aspect of being available or achievable in a particular contextual reality. The exploration of these three aspects in the beliefs teachers hold intends to contribute to the betterment of professional development for teachers and the discernment of the language teaching complexities by mapping out critical aspects of Teachers' Beliefs.

Within the research conducted on Teachers' Beliefs the need to understand the beliefs and practices of teachers around the learning process and its elements -such as LLS- has been identified. Hence this research aims at understanding the beliefs held by teachers and the impact these have on the teaching practice. To achieve such aims, an exploration is made on what Mexican English teachers believe about LLS and whether they foster such strategies in their classrooms to help their students become better learners. To guide such exploration, the following Research Questions were formulated:

RQ1. How important, desirable, and possible do teachers believe LLS to be?

RQ2. In which ways do Teachers' Beliefs shape the teaching practice?

RQ3. What is the impact of importance, desirability and possibility beliefs in teacher agency?

RQ4. Which contextual factors influence the Teachers' Beliefs of no-possibility?

RQ5. Which opportunities for further Teacher development can be proposed?

These research questions aim to further the understanding of teachers' Beliefs and the way such beliefs shape the teaching practice. The observed disparity between explicit and implicit beliefs as well as the lack of awareness about implicit beliefs exposed the need of

a tool to gather teachers' Beliefs. By being able to gather data in an effective and efficient way, teacher educators may have an insight into each and all teachers participating in teacher development programmes. This knowledge may aid in the transformation of implicit beliefs and the awareness raising on the beliefs actually guiding the teaching practice.

1.6 Overview – Organisation of the thesis

Chapter 1 is the Introduction. The text presents the Motivation and professional experience of the researcher, then the Rationale of the Study followed by the Statement of the Problem. The Aims and Objectives section portrays the Research Questions briefly explaining the rationale for the methodological decisions made to answer each question. In the introduction, the theoretical framework presents the main concepts that underpin the research. Finally, an overview of the thesis is presented.

Chapter 2 contains the Literature Review. After the introduction, the concepts of Teachers' Beliefs, Language Learning Strategies and Strategy Instruction are presented and discussed. Studies in each area are analysed to provide a background of what has been researched in the past. This chapter provides the theory that supports the research.

Chapter 3 presents the Methodology used in the research. The introduction section 3.2 explains the Aim and details the Research Questions guiding the research. Section 3.3 presents the paradigm guiding the research as well as the rationale for the use of mixed methods. Section 3.5 presents the research context, which includes among other topics the teaching of the language in Mexico, the changes made by the reform in Mexico and the importance of teacher development. The following sections present the Research Design, the Instruments used, the Data Collection process and the tools to analyse the data collected. Section 3.11 explains the steps taken to increase the validity of the research and section 3.12 outlines the Ethical considerations.

Chapter 4 answers Research Questions 1 and 2. It presents the levels of importance, desirability and possibility teachers assign to the LLS, as well as the analysis of these aspects according to teachers' experience, place of work and educational background. The chapter makes a quantitative content analysis of teachers' narratives to draw the use of LLS in the teaching practice. A comparison is made between the explicit and implicit beliefs teachers

Chapter 1

hold about LLS and inferences are made on the aspects impacting the teaching practice the most.

Chapter 5 answers Research Question 3. It makes a qualitative content analysis to explore how the beliefs about importance, desirability and possibility impact the agency of the teachers at the time of the Strategy Instruction. Five cases are used to exemplify different points in the continuum of importance, desirability and possibility beliefs and these narratives are explored analysing the kind of agency enacted in their experiences with LLS.

Chapter 6 answers Research Question 4. The chapter takes the qualitative content analysis one step further by looking into the teachers' narratives displaying beliefs of no-possibility. The analysis exposed beliefs that can be grouped in four main categories. Teachers do not foster LLS because they hold a) Beliefs of students' limited capabilities, b) Beliefs of contextual constraints, c) Beliefs about socio-affective factors and d) Beliefs of cultural nature.

Chapter 7 answers Research Question 5. This question emerged from the findings of the previous four Research Questions. The disparity found between the implicit and explicit beliefs and the lack of awareness of no-possibility beliefs, led to the creation of an instrument that intends to be a tool in teacher development. The instrument gathers the beliefs of importance and possibility of 16 strategies in such a way that it can help teachers reflect on their beliefs of no-possibility. This chapter presents the construction of the instrument, the rationale behind the choice of each item and the validation process.

Chapter 8 presents the Discussion of the research. The chapter links the findings with the literature reviewed and makes inferences that may help understand the beliefs shared by teachers. This discussion is divided in three parts; a) Teachers' Beliefs and the way these shape the teaching practice, b) The way Teachers' Beliefs of no-possibility and contextual factors hinder the use and fostering of LLS, and c) Opportunities for Teacher development using LLS.

Finally, chapter 9 presents the conclusion of the research along with the implications for teachers, teacher educators and education managers. The chapter also recognises the limitations of the study, and makes suggestions to go further in the research areas of Teachers' Beliefs and Language Learning Strategies.

Chapter 2 Literature Review

2.1 Introduction

The area of teacher development has been researched for some time now but still presents researchers, teacher educators and policy makers with challenges. Regardless of the efforts to create effective teaching education programmes, when teachers are presented with learning opportunities, some teachers engage in the experience and make the most out of it, while others do not. Many are the factors that contribute to such engagement but beliefs are thought to be the factor that influences how teachers receive the message and engage in the learning opportunities (Fives and Buehl, 2014).

Teachers' Beliefs are as complex as they are varied in their functions; they frame, filter, and guide teachers' professional lives (Fives and Buehl, 2015) and can either be an obstacle or an auxiliary in the professionalisation process. Due to the fact that beliefs are the force driving actions, the teacher education process has been recognised as more likely to impact on what teachers do if there is also an impact on their beliefs. Such impact may be aided by experience and reflection (Bastürkmen, 2012), which deepens the necessity to understand Teachers' Beliefs so that the actions taken to make changes to already set beliefs are designed on a well-informed base line. That is why in more recent years researchers advocate for the recognition of the existing beliefs before the introduction of any new programme (Fives *et al.*, 2015).

Research conducted on teacher development has indicated that existing beliefs can represent obstacles to new conceptualisations of teaching or facilitate professional growth and change. Attempts have been made to understand the discrepancies between prescribed theory and teaching practice and the findings suggest the existing beliefs teachers hold conflict with the new beliefs, which has resulted in the lack of lasting cognitive impact.

If the intention is to aid teachers in modifying their beliefs to advance their teaching practice, then it is of the utmost importance to explore which beliefs can be more open to change and which factors may contribute to their beliefs changing (Fives *et al.*, 2015; Fives and Buehl, 2012, 2014; Wilcox-Herzog *et al.*, 2015; Kelchterman, 2009). Potentially, the

barrier to changes in Teachers' Beliefs may be their evaluation of the benefits that such change may bring to their practice; thus, if the education programmes are designed without proper contextualisation, the lack of alignment between the new beliefs and the existing beliefs may create negative effects including the lack of engagement in professional learning experiences.

As explained in the previous chapter the aim of this study is to understand the beliefs teachers hold and how these beliefs shape their teaching practice. To explore these beliefs, a theoretical framework for the research is proposed in this chapter. The chapter commences with a review of Teacher Cognition (TC), an umbrella concept that encompasses Teachers' Beliefs as well as their knowledge (Borg, 2006). Due to the complexity to separate both concepts, the importance of their overlaps and the recurring presence of knowledge and beliefs in the teaching practice, it was deemed necessary to explain and define what knowledge is so that a distinction would be made with the focus of the research; beliefs. The section about beliefs presents the description of the concept, the difficulty and necessity to have a definition, the specificity of beliefs held by teachers, and a review on the identified studies in which Teachers' Beliefs, Strategy Instruction and LLS come together.

The second section of the chapter is dedicated to the concept of LLS. This section presents the long-lasting and complex process of defining, classifying and understanding LLS. A review on studies conducted over the last 40 years on strategies revealed a gap in the research of the area. Finally, the last section of the chapter introduces the concept of Strategy Instruction, it presents some models of SI by different researchers and discusses the role of teachers in the process of designing and teaching strategies.

2.2 Teacher Cognition

Throughout the time there have been different attempts to define Teacher Cognition (TC henceforth). Maxwell (1998:90) defined TC as 'a highly complex set of achievable perceptions which teachers use as the framework for their teaching'; then Freeman (2002) proposed that TC was composed of the teachers' prior knowledge, beliefs, and experiences. Borg (2003) explained that TC encompasses a range of psychological constructs and defined it as 'the unobservable cognitive dimensions of teachers, what teachers know, believe and

think' (ibid:81); while Chi (2008) referred to TC as mental models internally represented which are interrelated and include beliefs as an essential element of the umbrella term.

Although not all definitions agree on the elements that comprise the concept of TC, many of them concur on the idea that TC is formed over time, which allows for the possibility of contribution to change. That is, having the possibility of working with the mental models teachers use to frame their teaching practice opens the prospect of achieving a course of action that lowers the conflicts found in teacher development programmes. The aspect worth emphasising from the definitions is that these mental models see as necessary the inclusion of beliefs and knowledge in TC, concepts that appear to be inextricably connected and at points difficult to differentiate. Consequently, to identify the beliefs that shape the teaching practice the examination of the concept of knowledge is fundamental.

2.3 Knowledge, a brief glimpse

The relationship between beliefs and knowledge has been a recurring issue for a very long time now and there have been attempts to differentiate one from another (Nespor, 1987; Pajares, 1992; Richardson, 1996; Fives and Buehl, 2012). Throughout the years, different kinds of knowledge have been identified in the field of language teaching. Shulman (1986) proposed the existence of propositional, case, strategic, curricular and pedagogical knowledge. He stated that much of the knowledge acquired by teachers is received in the form of propositions and that much of the experience accumulated by teachers is stored in propositions as well, so he saw fit to have the propositional knowledge. When it comes to events that happen during the life of the teachers, case knowledge is constructed according to the cases to which it is related. Regarding strategic knowledge, it is the knowledge teachers use when they face problems of any nature. According to the author, curricular knowledge refers to the knowledge about the curriculum, programmes, and subjects teachers have to teach. Finally, pedagogical knowledge is the mastery of how to teach. While all these kinds of knowledge may certainly be present in the teaching process, Pedagogical Content Knowledge (henceforth PCK) was proposed as the knowledge that goes beyond the knowledge of subject matter and includes the knowledge of teaching in a way that it would help transform teachers' understanding and result in instruction that students could better comprehend (Shulman, 1986). Since then, many scholars have found the notion of PCK to be useful for exploring aspects of teachers' professional development

(Fernández-Balboa and Stiehl, 1995; Gess-Newsome, 1999; Mishra and Koehler, 2006; Loughran, et al. 2008; Hauk *et al.*, 2014). As it can be observed from statements above, PCK is the knowledge used by teachers in their daily practice, and it is inextricably linked to beliefs. However, as it will be presented in detail in chapters 5 and 6, teachers may have the knowledge but still choose not to foster it, and the data showed that those choices are guided by their beliefs.

Despite the variety in the distinctions and kinds of knowledge, a model proposed by Abelson (1979) is still used to differentiate knowledge from beliefs. A knowledge system can be identified based on the fact that knowledge does not have individual differences; it relies on general facts and principles; it usually excludes the Self, and there is no variation depending on who holds the knowledge. Opposite to knowledge, beliefs are personal, they can be changed and they are what largely shape the teaching practice (Borg, 2006, 2009; Fives and Buehl, 2015). All these reasons have led to the study focusing on the concept of beliefs.

2.4 Beliefs

This section provides an analysis of definitions found in the literature for the concept of Beliefs followed by the theoretical background on the concept of beliefs and the elements of beliefs reviewed in different discussions. The chapter also presents a discussion on the concept of Teachers' Beliefs about language learning; their definitions and characteristics. Then, the section explores the beliefs in the teaching practice; and finally, some of the most relevant studies on Teachers' Beliefs about LLS are discussed.

2.4.1 A definition for beliefs

The attempts to define beliefs began long ago across different disciplines. Rokeach (1968) defined beliefs as the inferences people make about what a person does or says and the author proposed that beliefs are inherent to human nature and are therefore personal and affected by the experiences lived by each individual. Abelson (1979) defined beliefs as the way people manipulate the knowledge they already have to suit a specific purpose in determined circumstances, which coincides with Rokeach (1968) in the fact that beliefs are personal and context dependent. Abelson (1979) proposed that beliefs have different characteristics, such as being evaluative; this notion is also included in the definition by

Nisbett and Ross (1980), who thought of beliefs as being the values that people assigned to objects. This evaluative element became a central attribute in the subsequent beliefs' studies such in the case of Brown and Cooney (1982) who considered beliefs to be dispositions that people have to act according to a specific time and context; important qualities when researching beliefs.

Despite the fact that there are many definitions in the literature, it seems there is a particular agreement on the fact that beliefs are individual conceptions and a personal way to understand the world (Richardson, 1996; Pajares, 1992; Nespor, 1987). Contrary to the exclusion of the variability and individuality found in knowledge, beliefs are characterised by the subjectivity of the individual's preferences and acceptance (Fives and Buehl, 2012).

In his seminal article on Teachers' Beliefs, Pajares (1992) stated that if research on Teachers' Beliefs is to be used in educational practices, the concept of beliefs must be defined. In this research the definition of beliefs was taken from the work by Fives and Buehl (2012:476): who state that 'beliefs are individually held conceptions that are in constant relation to the context and teachers' experience'. The definition of Fives and Buehl (2012) brings together the notion mentioned by Brown and Cooney (1982) of the need to see beliefs as context related as well as the aspect of particularity used by Richardson (1996). The definition by Fives and Buehl (2012) also includes the fact that beliefs are different for each individual; and it explains that beliefs are conceptions. Finally, the definition indicates that these individual conceptions are relational to the particular context and experience of each teacher.

To better understand beliefs, researchers have dissected the concept and analysed its characteristics. Several researchers have conducted reviews and meta-analysis that have contributed to the understanding of the concept (Pajares 1992; Calderhead, 1996; Fives and Buehl, 2012); by exploring a) the degree of awareness in beliefs – explicit or implicit, b) the degree of stability in beliefs – stable or dynamic, and c) the degree of specificity in beliefs – general or specific.

Some beliefs may be clear and observable to some extent such as the difficulties of the teaching practice (Bastürkmen, Loewen and Ellis, 2004; Diaz *et al.*, 2012); whereas some other beliefs may be underlying and no clear to the consciousness of the belief holder, such as the preconceived beliefs one has before knowing a working context (Mahlios *et al.*,

2008). The data in the current study followed the lead of Fives and Buehl (2012) and accepted both premises, on the one hand there are some beliefs which are clear and evident for the individual, such is the case of the expressed beliefs about LLS where teachers indicate through questionnaires how important, desirable and possible they believe LLS to be in their teaching practice. On the other, beliefs can also be implicit such as those identified in the practice narratives of the same participants. For instance, some participants declared that they believed certain strategies to be very important, but their narratives signalled to the participants not using or fostering those same strategies they had declared to be important. Sometimes the implicit beliefs found in the teaching narratives aligned with the explicit beliefs, but some others implicit and explicit beliefs were in complete opposition.

Regarding stability, some authors consider beliefs as a stable construct due to the fact that regardless of intervention in different forms, the studied beliefs remained unchanged and resistant to modification (Kagan, 1992; Cabaroglu and Roberts, 2000). In contrast, other authors have identified an element of dynamism in beliefs (Thompson, 1992). Fives and Buehl (2012) argue for the need to have beliefs as something stable enough; because if beliefs had no stability at all, the study of any belief at any given moment would only be useful for that unique moment and it could never be fully comprehended nor transferred or generalised to other situations. However, the authors also advocate for a degree of dynamism; if beliefs were completely stable, then all the research conducted would be fruitless as no intervention would have impact and change would never be achieved. Therefore, the proposal is that beliefs lay in a continuum of stability that allows relatively stable beliefs to be modified through intervention based on previously held beliefs. In this research this premise is supported by a participant's narrative that exposes the change in her beliefs and demonstrated beliefs can change.

Finally, regarding specificity beliefs have been considered to be context-dependent (Verjovsky and Waldegg, 2005) or context-independent (Herman *et al.*, 2009). The former refers to holding the same general beliefs throughout different situations or contexts while the latter argues that a belief held would change on the basis of the specific context or situation the person holding the beliefs is experiencing. The contention in this study is that beliefs can be both general and specific; sometimes even at the same time and about the same topic (Phipps and Borg, 2009). Ignoring the relevance of the particularities that each

teaching context presents may be unwise (Kumaravadivelu, 2001) because different situations may trigger different specific beliefs that impact the understanding of the situation and the actions taken. However, putting all the weight of the persons' beliefs on the context would be to ignore the role of the belief holder and all the history he or she brings along.

Regardless of the awareness, stability, or specificity, beliefs impact the way everything is perceived, understood and performed; that is, beliefs act as filters, frames and guides (Fives and Buehl, 2012)

- a) Beliefs as filters are related to the way humans perceive and interpret the information received. This filtering role is pertinent as it determines which information is valuable enough to take, retain and share.
- b) Beliefs as frames are used to devise and formulate the action and response to a task, activity or problem.
- c) Beliefs as guides define the actions implemented to successfully achieve a goal or accomplish a task.

As can be seen from the above definitions, examples, and characteristics; beliefs are inherent to human thinking and behaviour. These beliefs are particular, changeable, subjective, and individual; they are inherent to each person, and they allow understanding the world around and shaping a great part of the actions performed. Beliefs are particular to each person; they are formed by the experiences lived throughout life. Finally, beliefs are naturally human and held by everybody, including teachers.

Research into Teachers' Beliefs spans more than 50 years. It is worth emphasising that over the last decades the topic of language Teachers' Beliefs has attracted the interest of many researchers who have observed how Teachers' Beliefs largely shape the teaching practice (Pajares, 1992; Borg, 2006; Fives and Buehl, 2012; Rubie-Davies *et al.*, 2012). Teachers' Beliefs can encompass a very wide variety of topics such as teaching a foreign language (Cabaroglu and Roberts, 2000; Mahlios *et al.*, 2008; and Diaz *et al.*, 2012), teaching different subject matters (Fives and Gill, 2014), or looking at the characteristics of learners (Lucas *et al.*, 2014) among many others.

The extensive literature on Teachers' Beliefs has provided ample evidence that Teachers' Beliefs about teaching and learning influence the instructional practices (Crawley and Salyer 1995) and guide the decision-making process (Korthagen 2004; Arnett and Turnbull 2008). Due to the abstract and unobservable nature of beliefs, when researchers in the area of language learning began their quest to reach a better understanding of the beliefs behind the actions of teachers and learners, they found several difficulties on the matter. For this reason, the need to create a way to gather, observe and register those beliefs was contemplated. Alexander (2012) stated that in order to observe and understand beliefs it is necessary to make inferences from what teachers say or how they behave. With a view to research beliefs, the most common techniques are self-reports, semi-structured or stimulated recall interviews, professional practice observations (Borg, 2006) and teacher narratives (Golombek and Johnson, 2004; Sakui and Gaies, 2003). While it is true that a good way of studying beliefs is through observation of the actions, in the case of language learning or teaching, observing the learner and teacher performance may give an inkling of the beliefs held. However, some authors also recognise that Teachers' Beliefs are not always reflected in teachers' actions and that caution must be exercised in the process. Phipps and Borg (2009) contend that the external factors teachers deal with in their everyday teaching practice, namely authorities, curricula, students, etc., may also influence the decisions made by teachers sometimes even over their personal beliefs; therefore, the actions may not be an accurate reflection of the beliefs.

Considering the above, an alternative to obtain information regarding the importance of beliefs about Language Learning is through instruments that elicit Teachers' Beliefs. These are in depth interviews (Talmy, 2010; Hennink, 2011), focus group discussions (Dörnyei 2007; Bell, 2010), and oral stories (Pajares, 1992). Teachers' narratives¹ reflect the personal professional lives and practices, for it is a natural way through which people make sense of the situations they live, so such narratives are strong indicators of the actual performance (Kelchtermans, 2009; Hiver and Dörnyei, 2017). In the field of Language Learning one of the first studies on the matter dates back to the 1980s when Horwitz (1981, 1985) developed two instruments to elicit Teachers' Beliefs; The Foreign Language Survey and the Beliefs about Language Learning Inventory. These instruments set the beginning of a more concise

¹ The concept of narrative is used in this research, following on the example of Oxford *et al.* (2014), to refer to the accounts made by teachers about their practice.

Teachers' Beliefs research and suggested the use of questionnaires as a starting point in the process. This study followed that trend and elicited the explicit beliefs teachers hold by way of a questionnaire. However, attending to the critique that questionnaires alone were not sufficient to reach the understanding sought; teachers' narratives are gathered and analysed to seek a further understanding of the researched phenomena. The rationale behind the use of questionnaires and teachers' narratives in this research was informed by the existent research in the area. In consequence a glance into different studies made on Teachers' Beliefs is presented.

2.4.2 Studies on Teachers' Beliefs

A vast number of researchers have stated that the beliefs teachers hold regarding the teaching and learning process are quite embedded in their cognitive system. It has been suggested that teachers come with a set of preconceived notions even before they start their education (Pankratius, 1997) and that those beliefs are hardly changeable unless there is no satisfaction produced by the belief (Pajares, 1992). However, the idea of beliefs being changeable is what makes researchers aim for the understanding of the phenomena. As explained in section 2.4.1 beliefs can have stability and flexibility at the same time, this makes the concept worthwhile of research because changes can be achieved through informed methods. This study aims to understand the beliefs teachers hold as well as the aspects that impact the most the relationship with the teaching practice. To better understand Teachers' Beliefs and the way they might change; researchers have conducted studies with teachers and students in different parts of the world.

In this section, some studies conducted in the last decades are presented as a sample of the efforts to understand Teachers' Beliefs dealing with different contexts and methodologies. Some studies have tried to understand the interactions between cognition and context in the grammar teaching practices with secondary teachers of English (Sanchez and Borg, 2014) and the beliefs of pre-service teachers about the school environment they would be facing (Mahlios *et al.*, 2008). In the study by Sanchez and Borg (2014), the researchers observed the participants, and through stimulated recall interviews, they gathered the beliefs that informed the teachers' decisions to explain grammar. Whereas in the research by Mahlios *et al.* (2008) the information was collected from 27 student teachers through observation, interviews, a questionnaire, and journal entries. In both

cases, the results showed the influence that the beliefs of the context in which teachers worked had on their pedagogical decisions and the individuality of the beliefs of such contexts.

In contrast, there have been researchers who aim to understand, not the relationship but the contradictions found between beliefs and teaching practice. Phipps and Borg (2009) looked into the tensions between teaching beliefs and practices of three practising teachers of English, specifically when teaching grammar. Their classroom observation and interviews during 18 months showed that 'while at one level teachers' practices in teaching grammar were at odds with specific beliefs about language learning at another level, these same practices were consistent with a more generic set of beliefs about learning' (ibid:380).

Some studies have tried to understand the changes in Teachers' Beliefs after being exposed to teacher education programmes. Cabaroglu and Roberts (2000) worked with 20 student teachers who were in a 36-week training course and the researchers looked into the beliefs and perceptions they had about the process of teaching and learning a foreign language. The information was collected mainly through the use of a written language learning biography, complemented with a questionnaire at the end of the course. In almost all of the cases, participants' beliefs showed a change based on the contents of the course.

Exploratory studies that aim to identify beliefs teachers hold about different topics have been the baseline to continue furthering Teachers' Beliefs understanding. Díaz et al. (2012:72) conducted a study whose objective was to identify the pedagogic cognitions of a group of high school English teachers through the analysis of their discourse. To identify the pedagogic beliefs of the participants a questionnaire and semi-structured interviews were used with each one of the participants to obtain their pedagogic cognition on the English learning and teaching process. The main findings presented by the researchers showed that teachers considered the teaching-learning process as containing many difficulties, but they were incredibly aware of the teaching context and believed this had to be taken more into consideration.

As evidenced, different researchers have been working towards understanding beliefs in different settings. The proliferation of studies on the area of beliefs can attest to the imperative need to reach an understanding that allows creating tools, methods, and techniques that aid in the teaching education development. Something that has been

found is that regardless of the many studies and the advancement of the research, there is no consistency that aids to identify when or why beliefs change (Fives *et al.*, 2015). Therefore, it is necessary to search deeper for underlying reasons, aspects, or characteristics that aid in the understanding of the change in beliefs. In that line what needs to be explored with more detail is the beliefs about the learning process and the aspects comprehended in the process (Fives and Buehl, 2015). In this logic, studies on Teachers' Beliefs about the learner and the learning process need to be conducted to achieve an understanding on Teachers' Beliefs about LLS.

It is worth emphasising that very few researchers have explored the beliefs teachers hold about LLS despite having been suggested that this research is relevant since these beliefs are an 'important instructional factor that has direct bearing on the learning experiences of the students' (Ardasheva and Tretter, 2012:554). The next section presents the studies conducted in the last 20 years where Teachers' Beliefs and LLS have come together.

2.4.3 Bringing together Teachers' Beliefs and LLS

As presented in the previous section, many studies have focused on understanding the difference between beliefs held by teachers and learners in second language teaching and learning, and only a few have tried to analyse the beliefs held regarding LLS. This section presents some of the few studies where both elements have been joined in research.

Ardasheva and Tretter (2012) studied teacher's perception of strategy effectiveness. Their findings indicated that a) the level of strategy effectiveness awareness among teachers in all educational levels was high, and though no significant difference was found according to the different levels, the authors maintained that teachers' beliefs about LLS impact the learning experiences of the students. The authors did not specify how this high level of awareness impacted the teaching practice, but the work exposed the relevance of such awareness in teachers' lives.

Hu and Tian (2012) undertook a study that investigated the beliefs that both teachers and students had about the learning strategies used at the time of teaching and learning Chinese tones. The researchers claim that 'the beliefs the students bring with them to the language learning process have been recognised as important determinants of learning' (ibid:245); and in consequence they set out to determine the beliefs involved in this

process. They found out that teachers and students had different views on the usefulness of learning strategies. This work exposed the limited faith teachers had in their students and while there was no clear indication in the paper that this factor directly affects the teacher's practice, there is an incipient awareness of it.

Busch (2010) conducted a mixed methods study that investigated the effects of an introductory second language acquisition (SLA) course on the beliefs of pre-service teachers. Paired sample t-tests that were run on 23 beliefs statements from a widely used survey revealed significant changes in beliefs in several areas including the efficacy of audiolingual learning strategies. This study is relevant because the findings demonstrated that pre-service teachers' beliefs evolve in the context of a professional education course, opening the door to the possibility of change in Teachers' Beliefs.

Tercanlioglu (2005) performed a study that used BALLI as the survey to gather Teachers' Beliefs. The study was conducted with 118 pre-service teachers taking a teaching course in a Turkish university. The programme had no explicit module on LLS, but strategies were a topic surveyed about. The learning strategies analysed were: the importance of speaking with excellent pronunciation, the accuracy of the grammar, the practice with native speakers, the importance of repeating frequently, the realisation of being afraid to speak and the difficulty of correcting errors in a later learning process. The research by Tercanlioglu (2005) did look into the beliefs pre-service teachers had about some LLS; however, the research only enquired about the level of agreement teachers had with each statement, not the aspects within the beliefs nor any element that may provide an explanation of the choices made by teachers.

Gamage (2003) looked at the perceived effectiveness of strategies to learn kanjis. The author found a clear relationship between what students believed to be effective and the use they made of each strategy. However, when looked under specific characteristics, the beliefs did not match the actions. Moreover, the research did not explore Teachers' Beliefs and the way these shaped the teaching practice.

Griffiths (2007) intended to find the point of intersection between the beliefs held by teachers and students about LLS. SILL by Oxford (1990) was used to examine the students' reported frequency use of the different categories of strategies presented in the questionnaire. At the same time, the instrument collected teachers' beliefs on their

students' frequency use of the same strategies. The results showed that the beliefs held by teachers and students were completely different. The researcher reported that it was difficult for teachers to assess the frequency of use for each of the strategies in their students because it involved a judgement filled with subjectivity and teachers did not feel qualified to perform such a judgement. Griffiths and Parr (2001) had 30 teachers complete a slightly modified version of the SILL by Oxford (1990) to obtain information about which LLS teachers believed their students used the most. Students were given the survey to answer, and the results from both groups were compared showing that teachers and students had very different beliefs of which strategies learners use most frequently. It is possible to see discrepancies in the results between teachers and students were observed; while teachers considered their students stronger in memory and cognitive strategies, the students indicated social, affective, compensation and metacognitive strategies to be used most frequently. The only strategies both groups considered to be used with the same frequency were the ones related to conversation practice, showing the relevance communication carries for both teachers and students. On both occasions, the work in which Griffiths participated focused on how often teachers believed their students used each of the strategies in SILL (Oxford, 1990) and compared those beliefs with the reported frequency by the students. Nevertheless, frequency does not equate to the actual learning of the strategies (Oxford, 2016) and the focus of the research in all the studies presented still fails to explore the rationale behind teachers' decisions in the classroom. That is, why do teachers decide to use and foster certain strategies? What is the rationale behind the absence or presence of a certain strategy in the teaching practice?

Several studies have worked on understanding Teachers' Beliefs, and in doing so, a variety of methods has been used to collect such beliefs. Whether in the area of LLS or otherwise, researchers have made use of questionnaires such as SILL (Oxford, 1990) or BALLI (Horwitz, 1985), classroom observations (Mahlios et al., 2008; Phipps and Borg, 2005), and interviews in different modalities. These methods, though constantly used, have not escaped criticism. In the case of questionnaires, researchers have challenged their effectivity (Phipps and Borgs, 2009) and validity (Ashton, 2015) arguing that the exposure of participants to the set questions may result in an imposition of beliefs. Similarly, the use of classroom observation imposes the presence of the researcher and may prove stressful and problematic for teachers, leading to artificial behaviours that are not a reflection of

Teachers' Beliefs (Lester, 2002; Phipps and Borg, 2009; Hoffman and Seidel, 2015). Finally, interviews, while used to gather beliefs in a way that aims to give teachers the opportunity to freely share their beliefs, demand participants to possess the language to describe their beliefs (Kagan, 1992). Such criticisms should not discourage researchers from studying the beliefs teachers hold and how these beliefs shape the teaching practice. Rather, such studies are to be conducted combining different methods to deal with the individual weaknesses (Busch, 2010) and include the contextual realities that have been neglected in the past (Bullough, 2015).

This study takes the strength of questionnaires to obtain a first layer of delimited beliefs from a large number of teachers, then it makes use of interviews to collect narratives on the common practice of teachers, which do not require specialised language. Furthermore, the inclusion of the aspect of possibility in the questionnaires and the option for teachers to share the context they work in during the interviews, attempt to deal with the lack of attention to the contextual realities in previous studies. These methodological choices aim to make a contribution to the field of teacher education by exploring what is important, desirable, and possible for teachers and how this impacts the choices teachers make when conducting their practice, especially when using and fostering Language Learning Strategies.

2.5 Language Learning Strategies (LLS)

Using recent studies along with some seminal papers, this section provides a discussion on the concept of LLS along with the many attempts to define it and some of the classifications proposed during the last 40 years. With the intention of understanding the concept on which Teachers' Beliefs are researched, the final part of this section will present a small sample of the most relevant studies made in the field of LLS and some of the latest reviews and meta-analyses done in the area.

Language learning is a process that has been extensively researched. During this process, researchers have tried different techniques, methods, or approaches intended to find the best way to learn. At some point on this path, researchers started looking at the characteristics embodied by a 'good learner' (Rubin, 1975; Naiman *et al.*, 1978) with the intention of understanding such characteristics and transferring them to less successful

learners. According to Rubin (1975:46), ‘the good language learner is a willing and accurate guesser, has a strong drive to communicate, is often not inhibited, is constantly looking for patterns in the language, practices, monitors his own and the speech of others, and attends to meaning’. These characteristics were the bases of what is now known as Language Learning Strategies (LLS).

Researchers have found LLS to be of great importance because of the positive correlation of strategy use and language learning success. Research has shown that the best learners make a wider use of learning strategies, which means that they can learn better and faster (Stern, 1983; Oxford, 1985; O’Malley *et al.*, 1985; Macaro, 2001; Yamamori, *et al.*, 2003; Lan and Oxford, 2003; Oxford, 2004, 2016; Macaro, 2006; Chamot, 2005; Griffiths, 2008; Zhang and Wu, 2009; Gharbavi and Mousavi, 2012; Ungureanu and Georgescu, 2012; Del-Angel and Gallardo, 2014). This is due to the fact that it is by using strategies that learners become actively involved in controlling their own learning (O’Malley and Chamot, 1990; Grenfell and Harris, 1999) and ‘become more proficient’ (Oxford, 1990:22). However, despite the usefulness proposed by the literature, the concept of LLS is far from uncontested. Strategies have been researched, studied and tested for over 40 years and still today, researchers have yet to reach an agreement even on their definition.

2.6 Definition of Language Learning Strategies

Swan (2008) states the need for a definition of LLS. She claims that ‘if everything that one does in order to learn a language is brought under the umbrella of strategy then there is nothing that is not strategy, and the concept becomes vacuous’ (ibis, 264). Such an argument seems to be the shared thinking of many researchers in view of the large number of definitions found in the literature.

When it comes to defining LLS there are a variety of words used to explain what strategies are. LLS are defined as techniques (Rubin, 1975; Naiman *et al.*, 1978; Weinstein and Mayer, 1986), operations (Rigney, 1978), steps (Dansereau, 1985, Ehrman and Oxford, 1989), specific actions (Oxford, 1990), processes (Cohen, 1998), mental procedures (Chamot and El-Dinary, 1999), or some specific form of activity (Cohen and Macaro, 2007) that the students enact (appendix A presents some of the definitions proposed during the last 45 years). By observing the change in the concepts used to define LLS over the last 45 years, it

is possible to detect a movement from a way of doing an activity that needs skills to a series of actions that are taken in order to achieve a result.

In the panoramic view of the international landscape of strategies made by Griffiths and Oxford (2014), they recognise that over the history of strategy research, the concept of strategy has been far from uncontroversial. It has been considered as 'elusive' (Wenden and Rubin, 1987:7) and 'fuzzy' (Ellis, 1994:529). When observing the numerous definitions proposed by the researchers, similarities and discrepancies are found. From the analysed studies, three elements seem to encompass the characteristics of LLS: a) the label used to refer to them; b) the consciousness factor; and c) the function of the strategies. The following paragraphs deal with these three elements in detail.

2.6.1 Label

As a starting point, it is important to note that there is little homogeneity in the labelling of the concept. While some authors refer to them only as 'Strategies' (Naiman *et al.*, 1978; Selinger, 1983; Anderson, 1991; Taylor *et al.*, 2006; Swan, 2008), others refer to them as Learning Strategies (Rubin, 1975; Rigney, 1978; Weinstein and Mayer, 1986; O'Malley and Chamot, 1990; Griffiths, 2008), and only few researchers label them as Language Learning Strategies (Macaro, 2001; Cohen, 2003). Additionally, some authors place emphasis on the fact that there are Learning Strategies for learners of second language (L2) (Scarcella and Oxford, 1992; Oxford, 2003; Taylor *et al.*, 2006), while others distinguish between Learning Strategies and Learner Strategies, the latter of which according to Macaro (2001:20) may be employed by the learner in 'the learning of any subject'. Griffith and Oxford (2014) propose that the labelling conflict would be resolved if the main researchers on the topic gathered to deliberate the labels, perhaps then a consensus could be reached.

This study will take the concept of Language Learning Strategies (LLS). While some may argue the learning process cannot occur without the learner when talking about learners' strategies it would appear the focus is on the processes a particular learner follows to improve his/her language learning and can be employed by all learners.

2.6.2 Consciousness factor

The second element to take into consideration is the 'consciousness' factor. Few researchers include the word 'conscious' in their definitions (Anderson, 1991; Cohen, 1998, 2003; Griffiths, 2008), a concept widely discussed as, some would argue, strategies need to be decided consciously (Oxford, 1990) for any decision would require a certain degree of consciousness. Schmidt (1990:131) considers the notion of consciousness useful and proposes three different kinds of consciousness: 'consciousness as awareness, consciousness as intention, and consciousness as knowledge'. The author discusses these three models of consciousness and concludes that, in general, the relation between attention and awareness provides a link to the study of individual differences in language learning.

Anderson (2008) claims that the ability to decide when to use particular strategies indicates that the learner is thinking and making conscious decisions about his or her own learning process. The model of Anderson (1983) included by O'Malley and Chamot (1990) in their book to explain their cognitive approach to LLS, provides bases to state that LLS can be both conscious and unconscious. Anderson (1983) begins describing the three stages of skill acquisition with a cognitive stage where learners are instructed on how to do a task, which is a conscious activity on the part of the learner. This is followed by an associative stage where errors are progressively detected and eliminated so the learner now makes connections among components of the skill and these become stronger. Finally, learners get to the autonomous stage where the execution or performance of the skill becomes virtually automatic, eliminating the 'consciousness' factor. Although not included in the cycle on account of not being part of the formal learning process; when there is no awareness of not having the skill, there is no consciousness factor. Therefore, it is possible to observe that such factors can be present or absent at the time of learning a language, as indicated by O'Malley and Chamot (1990:52) who explain that 'the strategies may be conscious in early stages of learning and later be performed without the learner's awareness'.

2.6.3 Function

The third element analysed in the definition is the function of the LLS, which is what strategies can do. In the function section, there is also a long list of different options. Rubin

(1975) argued LLS were used to acquire knowledge, authors as O'Malley and Chamot (1990) suggested that strategies were used to develop language competence. Some other researchers determined LLS to be used to solve, respond to or cope with problems (Naiman *et al.*, 1978; Cohen and Macaro, 2007, Oxford, 2003; Swan, 2008), while, another line of functionality was to consider LLS useful in enhancing one's learning and taking personal control of such process (Oxford, 2003; Cohen, 2003; O'Malley and Chamot, 1990; Taylor *et al.*, 2006; Scarcella and Oxford, 1992).

There is no defined pattern to identify why some authors would include knowledge in their definitions, while others would focus on problems and some others on information. Nevertheless, it is possible to recognise that some researchers see LLS from a linguistic point of view whereas others consider a cognitive approach more appropriate (O'Malley and Chamot, 1990). However, as O'Malley and Chamot (1990) argue, this linguistic process is viewed as interacting with cognition but with a separate identity, hence the different social, affective, or metacognitive strategies. LLS are not only about knowing, they are also about problem solving, interacting with others, empathising with different cultures and becoming capable of controlling one's learning process.

As previously mentioned, both the concept and the definition of LLS have evolved over the last 45 years. In one of the most recent and comprehensive reviews of LLS, Oxford (2016) presents a revision of the definitions made until 2016. So elusive is the consensus in the definition of LLS, that 45 years after the first definition by Rubin (1975), Oxford (2016) capitalised on 30 years of career to gather all the available definitions to her. Her 1990 work defined LLS as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. In one of her latest works, Oxford (2016) included a section on LLS specific for each language skill – reading, writing, listening and speaking. Nevertheless, this new work is much more focused on analysing the research conducted in those areas rather than in proposing strategies. The author dedicated a section to discussing the different definitions created over the years and she herself proposed to include the aspect of teachability in her definition. Yet, although recognising the role of the teacher in the fostering of the strategies, there is still a gap in the literature as Teachers' Beliefs about LLS are not considered. Furthermore, the work recognises the need to conduct additional research with qualitative and mixed methodology (ibid: 313).

This study draws on the concept of consciousness, the definition by Oxford (2016) and the idea of Swan (2008) that strategies are selected according to what the learner feels comfortable with. Henceforth, in the present project, Language Learning Strategies are understood as thoughts and actions consciously chosen by learners to help them regulate their own language learning according to their personal needs.

The previous section presented a concept that, according to Griffiths (2013), is difficult to define but supported by an eclectic theoretical base and still relevant (Griffiths, 2019). Despite the relevance of the concept, the classification of LLS has not been less complex. The following section presents a selection of the various classifications used for learning strategies within the last decades.

2.7 Classification

Oxford (1990) declared that it is almost impossible to come to an agreement on the number, kind, classification and labelling of all the possible strategies in the learning of languages. The classifications found in the literature follow different criteria. For instance, Ellis (1985) decided to divide strategies into learning, production and communicative strategies; while Cohen (1998) labelled them in terms of functions, such as clustering in retrieval, rehearsal and communication strategies. Zhang and Wu (2009) classified strategies into three categories: global, problem-solving, and support.

Although somewhat different in their organization, the classifications analysed in this study concur in aiming at communication and using strategies such as practice or rehearsal and striving for social interaction. In the models proposed by Rubin (1975) and by O'Malley and Chamot (1990), there is distinction between the strategies for the use of the language and the ones used to manage the learning process. That is, they are divided between direct and indirect strategies (Oxford, 1990). More specifically O'Malley and Chamot (1990) classify them as: (a) Metacognitive, which are considered to be the higher skills as they aid the planning, monitoring, or evaluating of the success of a learning activity; (b) Cognitive, which directly work with information being received, and; (c) Social-affective, which refer to the interaction with others. Long ago Oxford (1990) proposed a classification based on a model of 50 different learning statements divided into six categories. Creating her own classification, the author divided learning strategies into memory, cognitive, compensation,

metacognitive, affective and social strategies. The first three strategy groups are direct strategies which, as indicated above, are directly related to the learning of the language (table 2.1); and the other three strategy groups are indirect strategies (table 2.2), as they are generally related to the management of the learning process.

Memory strategies	Cognitive strategies	Compensation strategies
Creating mental linkages	Practicing	Guessing intelligently
Applying image and sounds	Receiving and sending messages	Overcoming limitations in speaking and writing
Reviewing well	Analysing and reasoning	
Employing action	Creating structure for input and output	

Table 2.1: Direct Strategies

Metacognitive strategies	Affective strategies	Social strategies
Centring your learning	Lowering your anxiety	Asking questions
Arranging and planning your learning	Encouraging yourself	Cooperating with others
Evaluating your learning	Taking your emotional temperature	Empathising with others

Table 2.2: Indirect strategies

The classification proposed by Oxford (1990) is considered to be one of the most complete and useful in the field of LLS (Cohen, 2003; Chamot, 2005; Oxford and Burry-Stock, 1995; Ellis, 1994). Using this classification in the present study supports the research of an incipient line of enquiry; the beliefs teachers hold about the importance, desirability and possibility of using and fostering LLS, along with the relationship these beliefs have with the teaching practice. Tables 2.1 and 2.2 present the direct and indirect strategy system showing 2 classes, 6 groups and 19 sub-strategies supporting the strategies in the instrument (Oxford, 1990:17). Within memory strategies, they have listed: the creation of mental linkages, the application of images and sound, the good retrieval of information and the employment of actions. Practicing, receiving and sending messages, analysing and reasoning, and creating structure for input and output are considered cognitive strategies. The compensation strategy group is formed by: guessing intelligently and overcoming limitations in speaking and writing. The strategies used to manage the learning process, which are known as metacognitive strategies, are centred on arranging and planning one's learning and evaluating personal learning. Affective strategies encompass personal

encouragement, measuring the emotional temperature and lowering the anxiety felt at the time of learning. Finally, asking questions, cooperation with others and empathising with others are considered as social strategies.

Rebecca Oxford (1990) stated that in spite of the apparent impossibility to come to an agreement on the number, kind, classification or labelling of LLS; 'research continues to prove that strategies help learners take control of their learning and become more proficient' (ibid: 22). This is possibly the reason why such a large number of researchers have ventured in the field of LLS. In the following section, a brief selection of studies about LLS is presented and discussed.

2.8 Language Learning Strategy Studies

Chamot (2005:126) claims that learning strategies research is important and should continue in different directions:

'for only through a better understanding of the learning and teaching process can more language learners achieve the level of success that currently characterises only a small proportion of all students studying a foreign or second language around the world'.

The research on LLS conducted in the last 45 years is prolific (a table with the summary of the studies discussed in this section is presented in the appendix B). Although the studies presented in this research conform only a brief sample of the studies conducted in the area of LLS, it is still possible to observe the different focus of the studies. Some researchers have tried to find the relationships between the use of LLS and personality (Ehrman and Oxford, 1989), gender (Green and Oxford, 1995), course level (Griffiths, 2003) or language tasks (O'Malley *et al.*, 1985). Many researchers have opted for studying LLS in regards to a specific language skill using an endless array of participants. For instance, in listening strategies researchers such as Bacon (1992), Carrier (2003) or Lawes and Santos (2007) have aimed at verifying the effectiveness of the use of listening strategies or identifying individual factors influencing such strategies. Anderson (1991), Macaro and Erler (2007) and Sheory and Mokhtari (2001) have made attempts to distinguish reading strategies used according to the language being studied, the personality of the students, and the different levels of proficiency in the language or the gender of the participants.

From the sample of studies used to obtain a definition and understanding of the concept, it can be observed that most of the studies have concentrated on understanding the

usefulness of LLS for learners of languages. This approach is not only logical but it demonstrates that LLS can be useful for learners of all ages and backgrounds. The research about LLS is also highly concentrated in higher education students, while a small percentage of studies aim to understand the use of students in basic education make of LLS. Even though the studies have been conducted in different countries, this tendency of lack of research in basic education has echoed in the research conducted in Mexico.

In the same way, the disparity between the studies whose participants are students or teachers is considerable. It may be argued that this lack of research with teachers may be due to the fact that LLS are processes that the students must develop and use. Nevertheless, it might be worth remembering that these strategies must be taught and fostered by teachers so that students acquire them.

While most findings demonstrate that LLS are a useful tool for students, there is no single method or technique to ensure all students are equally successful at developing and using LLS. The teacher is a key factor helping students acquire and use LLS, and there is an evident lack of research in the LLS field with the teacher as the focus. The understanding of what drives teachers to teach in the way they do it and the results obtained so far, is of the utmost importance to contribute not only to the area of teachers' beliefs but also to the field of LLS.

So vast is the literature in LLS that in the last decade some authors have made compilations and reviews of the existing works on Listening Strategies (Graham, 2003 and Macaro, 2007); Writing strategies (Manchon *et al.*, 2007); Speaking strategies (Nakatani and Goh, 2007); and Vocabulary strategies (Nyikos and Fan, 2007). Researchers have also studied strategies discussing definitions, types, and classifications in reviews and meta-analyses (Plonsky, 2011; Gharbavi and Mousavi, 2012; Hardan, 2013; Del-Ángel and Gallardo, 2014), and have come to the conclusion that strategies are an elusive concept to define, yet useful tools for learners.

Griffiths and Oxford (2014:1) presented 'a panoramic view of the international landscape of strategies' where eight controversial areas were discussed: strategy definition, strategies and proficiency, theoretical underpinnings, categorisation, context, teachability, research methodology, and analysis. This review is relevant not only because of the up to date of the studies, but for its emphasis on the teachability, the recognition that LLS have to be

taught so that learners use them. Many researchers claim Strategy Instruction is beneficial for language learners (Oxford, 1990; Rees-Miller, 1993; Griffiths, 2004, 2008); however, research has also shown that for teachers to foster LLS in their teaching practice, they need to have an effective teaching practice. Such practice can only be achieved by understanding the beliefs that are guiding the decision made by the teacher.

As part of the theoretical framework supporting the present research in this chapter, the concept of LLS has been presented, as well as its many possible definitions, functions and classification along with a small sample of studies made on the subject. A concept that has proven useful for language learning and that in words of Ungureanu and Georgescu (2012:2004) should be familiar to teachers so they can help their students to identify their 'favourite strategy or strategies and the way they manage the learning process' so they can become more efficient learners through strategy instruction. Researchers have stated the need to explain, teach and assess learning strategies (O'Malley and Chamot, 1990; Oxford, 1990; Wenden and Rubin, 1987), a process also known as Strategy Instruction (SI).

2.9 Strategy Instruction

Strategy Instruction (SI henceforth) has become an important issue within the research of language learning due to the relevance and usefulness of LLS over the years (Wenden, 1991; Cohen, 1998; Griffiths, 2008; 2019). This section introduces the concept of Strategy Instruction (SI), the different elements that are taken into consideration when deciding how such instruction should be delivered, the opinion of some researchers and the rationale behind implementing it as well as areas of opportunity in the topic. A brief overview is presented on some of the most important SI methods designed so far, together with some of the critiques to the concept and the need to include the understanding of beliefs to aim for a more successful SI.

2.9.1 The Concept

The purpose of Strategy Instruction is to help students develop their personal knowledge about the way they think and the strategies they can adopt to improve their language and learning process so as to build their proficiency (Griffiths, 2008). Also known as Strategy Intervention, its aim is to present strategies to students, followed by practice and feedback in the training setting (O'Malley and Chamot, 1990).

According to some researchers, there are different elements to be considered when dealing with Strategy Instruction. The first element refers to the method to teach the strategies to the students, it can be directly or indirectly. In direct SI, also known as explicit instruction, students are informed of the purpose of the strategy, how it works and the steps to acquire it. Direct strategy instruction is considered by some researchers as a better option since it raises awareness in students (Wenden, 1991; Graham, 2003; Grenfell and Harris, 1999); Chamot et al., 1999; Chamot, 2001, 2005; and Griffiths, 2008). In addition, it fosters the making of connections by knowing the name, the function, the benefits and the applications for each strategy included in their learning process. In opposition, some researchers (Jones, 1983) believe that the fact that teachers take so much time and effort in being trained to be able to provide a good direct SI is an investment not worthwhile because unless teachers help students use the strategies in context, students will not be able to transfer such strategy to new tasks.

In indirect SI, also known as embedded or intrinsic instruction, students are given activities and materials that are built on the basis of strategy use; however, students are never clearly explained what is the purpose of the activity nor the benefit of the strategy developed with the use of such material or activity. Despite its flaws, an advantage mentioned for indirect strategy training through the materials is that little teacher training is required (Jones, 1983). Besides, as students work on exercises and activities, they learn to use the strategies integrated in the material. Nevertheless, there is the risk that if students are not aware of the strategies they are using, there is no guarantee they will actually acquire and develop such strategies (Wenden, 1987; O'Malley and Chamot, 1990; Griffiths and Oxford, 2014; Oxford, 2016).

In addition to the discussion on the way to present strategy instruction to the students, the language in which this is done, whether in the first language (L1) of the learner or the second or foreign language (L2), has been an issue in the research of the topic. Researchers such as Grenfell and Harris (1999) claim that the purpose of teaching strategies in the process of language learning is actually learning the language; for this reason, the instruction must be done in the target language so that it provides communicative elements that help increase the students' proficiency. Nevertheless, most successful strategy training has been done mostly in the first language (Chamot, 2001); this may be because it presents less difficulty for teachers and students; since all the content and

instructions can be understood. In light of the above debate, some researchers as Chamot (2005) propose adaptability in switching the language in use according to the proficiency level of the students, for it is considered not to be wise to delay strategy instruction until students are proficient enough to understand and follow all the instructions and activities.

Finally, an issue that has been largely discussed is whether strategy instruction should be done as a separate teaching process or integrated in the language classes. Some researchers explain that having students' focus only on the learning and practicing of strategies instead of having them deal with strategy and content at the same time may be beneficial (Derry and Murphy 1986; Jones *et al.*, 1987). Other researchers claim that presenting strategies along with the content being taught is better since students may perceive it useful at the moment of receiving the strategy instead of seeing it as isolated knowledge (Grenfell and Harris, 1999). Despite the lack of agreement on the best way to conduct SI, different models have been proposed over the last three decades, the following section presents some of those models.

2.9.2 Models for Strategy Instruction

In the last 40 years, different proposals for SI have been created to guide teachers in their work. Some researchers have created alternative models or materials for SI in different contexts. Together with other researchers, Jones (1983) and Jones *et al.* (1985) developed strategy training for native English-speaking students to help them work with individual skills in the Chicago Mastery Learning Reading Program with Learning Strategies. Jones *et al.* (1987) proposed the Strategic Teaching Model for instruction in language and other content areas. This is based on the idea that learning is goal oriented, strategic, recursive and influenced by development, at the same time that it requires knowledge organisation so that the new information is linked to the prior knowledge.

O'Malley and Chamot (1990) presented the Cognitive Academic Language Learning Approach (CALLA), which is composed of a variety of subjects, and it places a great emphasis on developing academic language skills and learning strategies through instruction with a direct approach. The CALLA system was designed to work under the scheme of cognitive, metacognitive and social-affective strategies; and it is based on the theoretical assumption that language is composed of cognitive skills developed through different stages and which include extensive practice and explain the need of feedback to

help students become autonomous. O'Malley and Chamot (1990) explain that materials, tools, activities and constructive feedback must be equally provided for all students to have the elements to respond to the challenges presented in class. The model is based on the premise that the most important element is the identification of the current strategies for each student so they can build from there by adopting and adapting what teachers include into their own repertoire through the constant practice and assessment of the use of the strategy.

Ellis and Sinclair (1994) proposed a strategy instruction model, which guides students into identifying the factors that affect their learning as well as discovering the strategies that best adapt to their personal situation. That is why Learning to Learn English is a systematic course that 'enables students to become more effective learners and take on greater responsibility for their own learning' (ibis, v). The programme was designed to take place in two different stages. In the first stage students are encouraged to discover their own expectations, the kind of learners they are, their study habits along with the motivation and the reasons behind such motivation. In the second stage, students work with their feelings, the ways in which they recognise and work with such feelings and emotions, their personal preferences to study, the way in which they build their self-confidence and many other metacognitive processes that allow them identify the exact place they are within their learning process. Once they have mapped out their learning landscape, together with the teacher, students design a personalised learning path in which they decide the strategies that are necessary for them, and how they can learn, use, practice and assess such strategies.

In 1998 Cohen introduced a model, Strategies-based instruction (SBI), which in its beginning presented only strategies in a systematic approach to SI. The first step was to assess strategies students already have. The second step was to help students realise all the possibilities they had to use the strategies already in their learning repertoire. The third step was to give students some new strategies and have them actually use the new and old strategies. Finally, the last step was to have students assess their own performance and reflect about the usefulness of each of the strategies used in the previous steps. In later years, the authors decided to integrate the recognition of learning styles so that SBI became The Styles - and strategies - based instruction (SSBI); a form of learner-focused language

teaching that explicitly combines styles and strategy training activities with everyday classroom language instruction' (CARLA,2018).

In 2002, Joyce and Showers proposed a model to train teachers to develop the necessary tools to instruct students in the use of strategies. This model is divided in four stages that are recursive in nature and can be revisited at any time according to the personal process of each teacher. The first stage is when the new information is presented to teachers, they explain the rationale behind the model, as well as its application in the classrooms. The second stage is the time when teachers practice the strategies and assess, by themselves or along with their peers, the functionality, benefits and usefulness of the strategy. The third stage consists of the consolidation of the new information through the observation of the different personal approaches used to apply the strategies. Finally, the last stage deals with reflection on the whole process and revisiting the different stages as needed. This last stage is of great importance as teachers are the ones who can provide the strategy instruction that empowers and strengthens their students (Oxford and Lee, 2008).

On the analysis of the models presented before, different approaches, themes and creators can be identified. Nevertheless, it is possible to observe a similar structure in all of them. They all begin with the teacher either identifying or helping students identify strategies already in the students' minds. Then, they continue with the explanation of the strategy to use along with the reasons and benefits of using such strategy. The next stage includes the practice through materials, activities and diverse opportunities to use the new strategy. Finally, teachers encourage and perform collaborative and personal evaluation in the use of such strategies. Two decades later, and in line with the observed elements in this review, Griffiths (2013) makes a review of the programmes, materials and approaches related to SI and she concludes that there are four main elements that have to be present for SI to be effective:

1. Awareness of the strategies that students already have and which students can use to make informed choices to suit their own personal characteristics, situations or learning goals.
2. Explicit teaching of strategies so that students can transfer the new strategies they are learning to different tasks in the future.

3. Strategies implicitly embedded in the content so that students do not get distracted from what they are learning by having to pay special attention to either the strategy or the content.
4. As many opportunities as possible to practice the strategies so that they can actually internalise them.

Whether following a certain model or approach, deciding for the instruction to be integrated or separated, or varying the underlying assumptions behind the decisions; it is important to realise that the participation of the teachers is a common factor among all the SI Models. If SI is to be conducted, teachers need to actively participate in the process (Ardasheva and Tretter, 2012; Griffiths, 2013).

Kiely (2013) and Kayi-Aydar (2015) have explained that if change is to be made in the teaching, the teacher needs to be the agent of such change. Moreover, Biesta *et al.* (2015) declare agency as an important dimension of teachers' professionalism and which impacts the desired change. The interviews and FG discussions in this research provided the teachers the opportunity to communicate their beliefs in the form of a verbal report that could be analysed more in detail and which shed light on the agency participants transmit in their teaching practice, which in turn led to a further understanding of the rationale behind Teachers' Beliefs about LLS.

Agency has been defined as 'the power to act (Vähäsantanen, 2015:1), 'some control over [our] own behaviour' (Duranti, 2004:459), or 'the capacity or willingness to act' (Kayi-Aydar, 2015:125). From these definitions, teacher agency is understood as the willingness to conduct their actions in the classroom while positioning themselves as an active agent in class. In section 5.1 possibility is defined as the aspect of being available or achievable in a particular situation. The identification of what teachers consider important and possible, represents the choice of something of great value that is available to them in their teaching context. Having the power to make that choice and choosing to make it is the agency they enact and which guides their teaching and influences the learning of their students.

If the intention is that LLS reach students and become part of their learning process, such strategies need to be fostered by those conducting the teaching practice (Oxford, 2016). Teachers are the ones who can actually help students raise their awareness regarding their own learning and provide the material and opportunities to reach a higher awareness level. In the SI models found in the literature to this day, no evidence was found that the creators

of such models considered the beliefs teachers hold about LLS, nor the agency shown by teachers when fostering LLS in the classroom.

2.9.3 The teacher within Strategy Instruction

There are two different ways in which teachers are involved with Language Learning Strategies. The first one is when teachers use strategies themselves in order to enhance their own learning and teaching practice, and the second one is when teachers present strategies to their students and guide them in the use and acquisition of such strategies (McDonough, 1995).

As previously mentioned, in the past years research has concentrated on transforming the thinking of students through the change in teachers' behaviour. Nevertheless, to reach that change in behaviour it is paramount to seek first a change in beliefs (Hunter and Kiely, 2016; Bremner, 2015; and Borg, 2006, 2009). Because beliefs are the filters of experiences that frame and guide the actions that the belief holder performs, in order to change the action or behaviour the guiding beliefs must be modified before, otherwise the change in action with lasting impact may not be reached. In chapter 5 this study presents a teacher who for a time believed her kindergarten students were not capable of using social strategies due to their short age; consequently, she did not foster these strategies. It was only when the teacher realised a different possibility that the action was done differently and she started pairing her students in her classes.

Strategy Instruction is in need of beliefs' contribution. Plonsky (2011) proposes that one of the reasons why SI has not been as effective as predicted may be because strategy use and SI are context dependent. That is, too many factors are involved in the learning and use of strategies, such as the method of teaching, the kind of strategies, the time to teach them, and the beliefs teachers hold about LLS. Furthermore, the fact that researchers have conducted most of the SI in non-realistic situations over short periods of time, has not allowed the researchers to consider all the elements involved in the students' personal learning contexts (O'Malley and Chamot, 1990; Grenfell and Harris, 1999). Since every teaching practice has its own particular settings, and the teachers leading such practice are the only ones who know the particularity of their classrooms, researchers do not have all the elements to thoughtfully select the strategies to foster.

More than a decade apart between the SI proposals has passed, and while different in some aspects, they concur in the fact that not much attention has been placed in the teachers' necessary qualifications, thoughtfulness and selectivity (Chamot *et al.*, 1999; Griffiths, 2008; Darling-Hammond, 2000:2). That is, teachers need to be better prepared to select the method, time, manner and strategies to teach according to the needs and context. In order for teachers to reach the level of proficiency needed, the new SI models need to take into consideration the existing beliefs teachers hold regarding LLS. However, most of the tradition in SI focuses on programmes or initiatives made not by teachers but for teachers. Programmes are created and these are observed or measured before and after the Strategy Intervention. Nevertheless, there is hardly any involvement of teachers as designers or creators.

According to experts, strategies should be taught regardless of the way they are presented. In reality they are taught based on what teachers believe to be the best way (Bastürkmen, 2012; Borg, 2011; Calderhead, 1996; Kagan, 1992; Pajares, 1992; Richardson, 1996). SI is largely shaped by the system of beliefs teachers hold while conducting their practice. Consequently, if SI is to be successfully implemented by teachers, teachers cannot continue to be ignored since the change in instruction must be in practice and the way to change teachers' behaviours is to change their beliefs (Grenfell and Harris, 1999; Griffiths, 2013).

2.10 Conclusion

Chapter 2 introduced the umbrella concept of Teacher Cognition which includes Teachers' Beliefs and teachers' knowledge. The concept of knowledge was briefly explained so that the distinctions between the overlapping concepts were identified and a distinction could be made with the concept of beliefs. In the following section of the chapter the concept of beliefs was explained as well as the characteristics of the concept and the notion that many studies have been conducted in order to understand the beliefs underlying the teaching practice. This chapter established that Teachers' Beliefs impact the learning process, and the learners. Research has established that much of the students' achievement and educational programmes success is due to the teachers' characteristics and that not enough research has been conducted on the beliefs held by teachers regarding the learning process, particularly on Language Learning Strategies. Although some research in this area

has been conducted in the last decades, very few studies have tried to analyse the beliefs teachers hold regarding LLS (Hu and Tian, 2012).

Section 2.4.3 in this chapter made a revision of the research where Teachers' Beliefs and Language Learning Strategies have been included together. This revision showed that the research conducted has focused mainly on the beliefs teachers hold about the frequency use of LLS. This section also evidenced the lack of consistency in the findings as well as the need to identify the aspects included in the beliefs teachers hold and which impact the teaching practice. The next section in the chapter presented the concept used as the lens to research the beliefs teachers hold, Language Learning Strategies. The many definitions of the concept were analysed in terms of label, consciousness, and function; and a definition was established for this research. The different classifications and some of the most relevant studies conducted on LLS were presented to provide evidence of the validity of the concept selected as the lens to analyse how the beliefs impact the practice.

Finally, this chapter presented the concept of Strategy Instruction, which is the way to teach LLS. These models have indicated the role of the teachers to be one of the integral aspects of successful SI. Since instruction or teaching practice is shaped by the Teachers' Beliefs, it is paramount to explore in-depth the aspects in Teachers' Beliefs about LLS.

Teachers' Beliefs, Strategy Instruction and Language Learning Strategies (LLS) constitute the theoretical foundation for this project. This research is an exploratory inquiry into Teachers' Beliefs, and it aims to study how their beliefs about Language Learning Strategies (LLS) shape their teaching practice and whether they help or hinder the fostering of such strategies in the classroom. The study aims to reveal the level of importance, desirability and possibility assigned to strategies used by teachers and, through narratives, gather the implicit beliefs about the same aspects with the objective of analysing the way these influence the teaching practice. The complete process as well as the rationale for each decision is presented in the next chapter, Methodology.

Chapter 3 Methodology

3.1 Introduction

In this chapter the methodological proceedings of this study are displayed. Section 3.2 presents the aims of the research and the five research questions. Section 3.3 of the methodology offers a discussion on the paradigms guiding the research; subsequently, the use of a mixed methodology is introduced and justified (section 3.4). Section 3.5 presents the research context, where the participants are inserted. Section 3.6 deals with the research design, which includes the instruments designed for Stages I, II, III and the detailed description of each instrument. The rationale for using questionnaires, semi-structured interviews and Focus Group discussions (FG discussions henceforth) as data collection methods is presented in sections 3.7 and 3.8.

Section 3.9 presents the data collection process, the selection of participants, the challenges faced during the data collections, and the strategies employed to overcome those challenges. The kinds of analyses that are used to understand the collected data are explained in section 3.10 and the strategies employed to enhance the reliability and validity of this study are presented in section 3.11. The final section of the chapter concentrates on the ethical considerations of the study, which are outlined in section 3.12.

3.2 Aim and Research Questions

The aim of this study is to further the understanding of Teachers' Beliefs about Language Learning Strategies and the relationship these beliefs have with the teaching practice. The beliefs teachers hold about LLS are explored in terms of some key aspects such as importance (Gay, 2014), desirability (Fives *et al.*, 2015) and possibility (Kumaravadivelu, 2001). By mapping out critical aspects of Teachers' Beliefs, this exploration intends to contribute to the discernment of the language teaching complexities and thus to the betterment of teacher education.

As explained in section 1.5, in this research an important strategy is understood as attainable and useful; a desirable strategy is one aiming for and which matches an established target or objective; and lastly, a possible strategy is the one that is available in

a particular time and context. These three aspects are taken as the basis for the exploration, to have a deeper understanding of the beliefs that Mexican English teachers have and how these beliefs shape their teaching practice. In order to do so, the study proposes five research questions.

RQ1. How important, desirable, and possible do teachers believe LLS to be?

In order to answer RQ 1, the first step was to gather, through questionnaires, the explicit beliefs teachers hold regarding the importance, desirability and possibility of LLS in their teaching practice. To gather the explicit beliefs three questionnaires were created based on the SILL by Oxford (1990); SILL TB (Teachers' Beliefs), SILL CD (Teachers' Beliefs in Spanish), and TeBILLS (Teachers' Beliefs Inventory about Language Learning Strategies). The data provided by these questionnaires revealed which strategies teachers favour and which strategies are not deemed desirable or possible in the learning process of their students. The findings show that indirect strategies are indicated to be more important but not equally possible.

RQ2. In which ways do Teachers' Beliefs shape the teaching practice?

For the qualitative phases teachers volunteered for interviews and FG discussions designed to elicit the implicit Teachers' Beliefs about the use and fostering of LLS. The narratives of 41 teachers were analysed to identify the implicit beliefs they show in their teaching practice. The explicit beliefs were contrasted with the implicit beliefs to identify how the latter shape the teaching practice. Patterns were analysed to identify which aspect; importance, desirability or possibility, indicates to have a stronger influence on the practice. The findings show that the aspect of possibility impacts the most on the decisions teachers made in their practice.

RQ3. What is the impact of importance, desirability and possibility beliefs in teacher agency?

To better understand the impact the studied aspects in beliefs have on the way the teaching practice is shaped, a more in-depth analysis was done to the narratives of 5 participants. The selection aimed to cover the larger variation of positive and negative aspects (beliefs of LLS being important but not possible, important and desirable, not important but desirable, etc.) Through this qualitative content analysis an exploration was

made regarding how the beliefs teachers hold about desirability, importance and possibility impact the agency teachers show when using and fostering LLS with their students. The analysis suggested that beliefs of no-possibility impacted teachers' agency. The findings showed that when teachers believed a strategy to be not possible, the action was absent, regardless of whether the teacher believed such strategy to be important.

RQ4. Which contextual factors influence the Teachers' Beliefs of no-possibility?

To identify the contextual factors that contribute to the belief of no-possibility, a qualitative content analysis was done to the narratives of 41 teachers. Four main categories of reasons why teachers believe LLS are not viable to use or foster in their classroom were identified. The first category was the belief that students are not capable of; either doing, learning, or following instructions. The second category includes contextual constraints teachers have to deal with in their particular situations; such as not adequate facilities, or groups too large among others. The third category is composed of socio-affective factors; for instance, teachers believe it too stressful for students to practice strategies or that students feel too demotivated or afraid to put the strategies into practice. Finally, the fourth category includes the beliefs that students cannot learn and teachers cannot teach strategies because that is the way things have always been; students in this country do not read, teachers in this country do not make any effort, and the people in the country do not have a learning culture.

RQ5. Which opportunities for teacher development can be proposed?

The last Research Question derives from the findings in the qualitative and quantitative analyses of teachers' implicit and explicit beliefs. The disparity between explicit and implicit beliefs as well as the lack of awareness about implicit beliefs, suggested the need of a tool that could aid in teachers' development. Since it is teacher educators who should promote movement through professional development (Wilcox-Herzog *et al.*, 2015) and it has been observed that teachers who undergo teaching education or training programmes are more prone to viewing their contextual realities under a more favourable light (Lucas *et al.*, 2015), understanding Teachers' Beliefs and their relationship to the teaching practice is the way to influence the teaching classroom (Fives *et al.*, 2015).

To that end, after a careful analysis of the qualitative and quantitative data of Sill TB and SILL CD, as well as the original SILL (Oxford, 1990); a questionnaire that can gather explicit

and implicit beliefs about the importance and possibility of using and fostering LLS was introduced. The questionnaire TeBILLS, was sent to teachers in Mexico where through a random display of strategy items collected the implicit beliefs teachers hold regarding the importance assigned to LLS and whether teachers believe it possible to use and foster such strategies. These data were used to validate the instrument, a process explained in detail in chapter 7.

The answers to these five Research Questions provided data to further the understanding about how Teachers' Beliefs shape the teaching practice and the way to work with such guiding beliefs so that teacher development can be done on solid grounds consequently leading to more long-lasting results. The contribution of this research to the area of Teachers' Beliefs as well as to the Strategy Instruction field, was guided by different paradigms and a methodology explained in the following section.

3.3 The Paradigm

In the past, much of the research conducted in the area of language teaching and learning has been done under the positivistic paradigm, which involves a quantitative methodology and uses experimental methods (Horwitz, 1987). However, the positivist paradigm privileges a deductive and analytic logic, and it does not provide rich explanations as to the rationale behind the studied phenomena (Hennink *et al.*, 2011). For this reason, the need to create a different paradigm gave way to post-positivism (Dörnyei, 2007), which follows the same principles as the positivistic paradigm, but allows exploring the underlying reasons and making proposals of what guides teachers' practice. The present research takes on the post-positivist paradigm to explore the phenomena of Teachers' Beliefs and the way such beliefs shape the teaching practice. Such exploration in this research project, presented in detail in the following chapters, was made through interaction with the teachers and by interpreting data to understand the participants' beliefs in their particular context.

Research on Teachers' Beliefs, SI, and LLS has changed and evolved along the years, moving from a positivistic paradigm to a less constricting guide. For instance, the long search to understand Teachers' Beliefs and how these beliefs influence, relate or shape the teaching practice has made use of different tools. In its early stages the research of Teachers' Beliefs

began with a widespread use of Likert-scale based questionnaires (Horwitz, 1987) but then it moved to a variety of methods such as stimulated recall (Sanchez and Borg, 2014), classroom observation (Graden, 1996; Phipps and Borg, 2009); language biographies (Cabaroğlu and Roberts, 2000); and interviews combined with questionnaires (Mahlios *et al.*, 2008; Diaz *et al.*, 2012). This shift reveals the need to understand the phenomena in-depth; while the quantitative methods used allowed to get the panorama of Teachers' Beliefs, understanding the underlying reason of the observed results demanded different methods of approaching and exploring the phenomena. In a similar fashion, in the area of Language Learning Strategies, much of the research done has been conducted under the positivist paradigm, dominated mainly by quantitative methods and the use of questionnaires which have formed the foundation of strategy research methodology (Ehrman and Oxford, 1989; Green and Oxford, 1995; Sheorey and Mokhtari, 2001; Griffiths, 2003; Lan and Oxford, 2003; Lawes and Santos, 2007; Ungureanu and Georgescu, 2012). The quantitative methods in the reviewed studies proved quite useful in terms of observing and obtaining frequencies, patterns or interrelations. As the research field progressed, the understanding of the phenomena required a more in-depth analysis. So, the area of LLS also made use of interviews and classroom observation (McDonough, 1995; Chamot, 2001; Griffiths, 2008).

While quantitative research is based on a positivist paradigm, qualitative research finds its guide in the interpretive paradigm which focuses on aiming for a deeper understanding of behaviour, experiences and beliefs (Hennink *et al.*, 2011). That is why in this research the interpretive paradigm has been used to understand the Teachers' Beliefs from the perspective of the researcher and view them through the interpretation given by an LLS framework established beforehand. This kind of research leads to a broader interpretation of the behaviour, origin or impact of the Teachers' Beliefs. The flexibility the interpretive paradigm offers, allowed using every stage, instrument, and analysis of the research to norm the following steps in the process (Dörnyei, 2007). The instruments in stage II were informed and guided by the analysis and results in stage I, while the proposed instrument TeBILLS originated from the needs exposed through the findings in the data analysed in Stage I and Stage II.

In the studies on Teachers' Beliefs and LLS, very little research conducted exclusively with qualitative methodology can be found. As mentioned before the majority of the research

in Teachers' Beliefs and LLS has been done through questionnaires and self-report instruments. Maybe this is due to the imperative need to provide a framework that can aid in the comparison to previous research (Phipps and Borg, 2009). As a result, in order to have well-structured research that aims for both; in-depth understanding and strength in the research design, it was decided that qualitative no quantitative methods alone are enough. While qualitative methodology provides the tools to study a phenomenon in depth, the quantitative methodology allows setting the criteria that help classify and compare the studied phenomena (Carson and Longhini, 2002; Hesse-Biber and Leavy, 2010). Since the focal point of the research is to explore implicit and explicit beliefs of importance, desirability and possibility and how these relate to the teaching practice, it was decided to gather teachers' implicit beliefs from teachers' narratives, the explicit beliefs through questionnaires, which makes a mixed methodology.

3.4 Mixed methods

A mixed methodology aims to combine the strengths of two paradigms and deal with the weaknesses inherent to each paradigm. Because no context is exclusively quantitative or qualitative (Cohen *et al.*, 2011), a mixed methods design combines the elements of paradigms as well as their advantages and resources. This combination lowers the weaknesses of each method and presents advantages such as providing a more profound and more complex portrait of the phenomena being studied, and enhancing the kind of information gathered during the research project (Hesse-Biber and Leavy, 2010; Cohen *et al.*, 2011; Hennink *et al.*, 2011; Coffey and Atkinson, 1996). By using a mixed methodology to look at Teachers' Beliefs about LLS, the strength of a highly validated instrument was combined with the in-depth exploration of the beliefs expressed in teachers' narratives

In the area of LLS, the use of mixed methods provides the researcher with the opportunity to perform the analysis in different levels, thus having a more in-depth understanding with more robust results (Griffiths, 2003; Lan and Oxford, 2003). In this research the use of FG discussions and interviews that prompted the narratives of the teaching practice, opened a window into the implicit Teachers' Beliefs guiding the use and fostering of LLS in the teaching practice, providing the in-depth perspective that may shed light on the complexities of the beliefs held by teachers. At the same time the use of a preconceived

set of categories allowed for a framework that favoured the identification of Teachers' Beliefs and facilitated comparing the obtained results to previous findings in the area.

The research of beliefs has been an evolving research area. Some of the first instruments used to collect beliefs were the Belief Inventory (Rokeach, 1968) and BALLI (Horwitz, 1987). The use of questionnaires since has been a major tendency; however, it has also been recognised that in order to understand the reasons guiding Teachers' Beliefs, it is required to go deeper with the use of combined research tools. Mixed methods have been used in the exploration of Teachers' Beliefs in the last years (Phipps and Borg, 2009; Kissau *et al.*, 2012; Nishino, 2012; Rubie-Davies *et al.*, 2012). As mentioned in the previous sections, researchers have stated the need to have a deeper understanding with qualitative methods in researching both Teachers' Beliefs and LLS; while also suggesting the need to have a framework, which allows for comparisons in the obtained data (Carson and Longhini, 2002).

In sum, the present study relies on the use of a mixed methodology integrating questionnaires, interviews and FG discussions. This combination aims for a deeper understanding of the beliefs Mexican teachers hold about LLS by exploring such beliefs in detail through the aspects of importance, desirability, and possibility.

3.5 Research Context

Mexican teachers working in the area of English language, provided the context for the study. To better understand such context, the following section describes the current state of English teaching in the country.

In Mexico, there are 259,145 schools and 50,000 English teachers. Due to the size of the population of English teachers in the country, taking a representative sample provides information that can be transferable to populations with similar characteristics (Bryman, 2008). The State of Mexico (henceforth Edomex) is a fast-growing state that contains about 14% of the country's population and it is one of the most densely populated with almost five million students attending about 15,000 schools. This demographic fact makes Edomex an ideal context given that it allows this study to set the grounds for further research in the remaining states in Mexico.

By law, Mexico's basic education is compulsory. This includes one-year pre-school, six years in primary school and three years in secondary. Also compulsory are three more years in

preparatory school, which can have different modalities; general, technical and with an open system. After basic education students can obtain a university degree, which can be done in four to six years depending on the area and institution (EDOMEX, 2018). Higher education institutions consider English as a requirement to graduate, but the number of hours taught, materials used or assessment methods vary across the country.

Regardless of the level, the practice of teaching English has been included in the curricula of some sectors within public education for some time now (Arredondo, 2007). However, English teaching in the basic education system is still incipient, irregular and in progress since it is not yet compulsory in all institutions. Within basic education, only secondary schools have the teaching of English as part of the subjects with credits. Regarding pre-school and primary schools, English has been included in some states in the country in different times and modalities during the last years (Ramirez *et al.*, 2012). The Mexican government decided to integrate English as a subject in the study programmes in the whole country, therefore a national programme '*Programa Nacional de Inglés en la Educación Básica*' (PNIEB) was created to design, regulate, and assess the teaching of English in all the levels of basic education. A pilot programme started in 2009 only in pre-school and the first two years of primary school, moving progressively with expansion and revision stages, until the year 2013, including all the levels in primary school. From 2014 to 2016, the focus was to assess the results and expand the programme to more states and schools. In the context of this study, Edomex, this programme has been running since 2013 (PNIEB, 2014; EDOMEX, 2019).

English teaching in Mexico is also moving forward in relation to teachers and their development. For the first time the Presidency of the country has recognised that teachers are one of the main elements that contribute to education. It has been established that education must have the teacher as a central axis. However, one of the challenges found in the continuous education programmes is the fact that they do not attend to the contextual needs of the teachers as there is no system, instrument or plan to gather data about contextual needs before the education programmes are created and implemented (Ruiz-Cuellar, 2012). This reality, as previous studies have pointed out, calls for a deep revision of the formative programmes (Cisternas and Ugarte, 2017) that differ from the education reforms which 'appear to have had little or no impact on results' (Davies, 2009: 12). Hence the need to research and understand the particularities teachers experience,

the beliefs they hold and the impact these beliefs have on their teaching practice and development. To contribute to the understanding of such particularities, this research followed a mixed methods design described in the following section.

3.6 Research Design

As previously stated, the main objective of this project is to reach a better understanding of how the beliefs Mexican English teachers hold regarding the importance, desirability and possibility to use and foster Language Learning Strategies shape the teaching practice. The research design used in this project consists of two data collection stages and the validation process of the proposed questionnaire TeBILLS. Table 3.1 presents the detailed information for each stage, the main objectives and the specifications of each instrument, the kind of data gathered, the analysis conducted, the language used in the instruments and the population participating in each research stage.

As can be seen from table 3.1, the whole research was integrated in two stages. The first stage explored how important and desirable LLS are for teachers working in different educational levels in Edomex. The explicit beliefs were collected through the use of the questionnaire SILL TB, while the implicit beliefs were obtained from the narratives of teachers' practices. In the first stage the quantitative instrument was administered in English, but the qualitative phase was conducted in the native language of the participants, Spanish. The experience of more participation in Spanish and the findings of relatively low relationship between explicit and implicit beliefs guided the design and application of Stage II. This time with both phases; quantitative and qualitative, done in Spanish. The questionnaire used SILL CD enquired about the importance and possibility of using and fostering LLS in the teaching practice. For this second stage the population was delimited to teachers in basic education, all working in Edomex

One of the advantages of using online questionnaires is the possibility to follow up on the response rate as the answers go straight into an online database to which the researcher has access at all times. The data collection of the second stage in the research was done concentrating the process on teachers working in the BES because it is an area that has not been widely researched (Diaz *et al.*, 2012) and the impact on young learners is outlasting and has great importance (Gunning and Oxford, 2014). Using questionnaires to reach a

large number of teachers in an area that has not been widely researched proves to be part of the justification of the research methods selected for this study.

	Stage I	Stage II	TeBILLS Validation
Population	Edomex		Mexico (National)
Instrument 1	SILL TB: Teachers' Beliefs (appendix C)	SILL CD: <i>Creencias Docentes</i> (appendix D)	TeBILLS: Teachers' Beliefs Inventory about Language Learning Strategies. (appendix E)
Language	English	Spanish	Spanish
Data	Likert-scale answers		Likert-scale answers
Analysis	Descriptive statistics		Descriptive statistics
Main objectives	Explore teachers' explicit beliefs of importance and desirability teachers assign to different LLS. Invite volunteers for the qualitative phase.	Explore teachers' explicit beliefs of importance , and possibility teachers assign to different LLS. Invite volunteers for the qualitative phase.	Propose and validate a tool for teachers' development that contributes to reflective teacher development.
Instrument 2	FG discussion guide 1 (appendix F)	FG discussion guide 2 (appendix G)	
Language	Spanish		
Data	Narratives		
Analysis	Quantitative and Qualitative Content analysis		
Main objective	Identify LLS in teachers' narratives and allow for emergent themes to contribute to the exploratory report of Teachers' Beliefs regarding LLS.		
Instrument 3	Interview guide1 (appendix H)	Interview guide 2 (appendix I)	
Language	Spanish		
Data	Narratives		
Analysis	Quantitative and Qualitative Content analysis		
Main objective	Identify LLS in teachers' narratives and allow for emergent themes to contribute to the exploratory report of Teachers' Beliefs regarding LLS.		

Table 3.1: Research design scheme

The last part of the research was the validation of TeBILLS. The questionnaire TeBILLS gathered, through a randomised design, on the one hand explicit beliefs on the importance of using and fostering LLS and on the other implicit beliefs of possibility. The questionnaire TeBILLS is a proposal to aid teacher development through the reflection and understanding of explicit and implicit beliefs about LLS.

To fully understand the ways Teachers' Beliefs shape the way they act in their classrooms is a complex process. In order to further such understanding, in this research the first step was to gather the teachers' beliefs; stages I and II in their quantitative phases gathered and quantified such beliefs. The qualitative phases of these two first research-stages permitted gathering data representative of the teaching practice, so that the relationship between beliefs and practice could be explored. The need to collect Teachers' Beliefs and the lack of

awareness of implicit beliefs found in the narratives, originated the creation of an easy-to-use and efficient instrument to collect beliefs at large scale. The first two stages of this research aimed to clarify how the pedagogic beliefs of teachers position LLS. Then there was a validation stage which concentrated on the development and validation of an instrument which can be used more widely in teacher development.

This section has explained a viable route to gather data regarding what teachers believe about LLS as well as data that allow a detailed view of Teachers' Beliefs and their teaching practice. The following section will describe the instruments used in the research to gather such data.

3.7 Stages I and II

In Stage I there was an exploration done to identify the kind of access the researcher would have to teachers and to identify the best population to conduct the research. Based on the results obtained in Stage I, the next Stage was conducted in a similar manner; with very similar instruments -to allow for comparison between the data of the two collections – and with a similar population, which would allow to make inferences with considerable sized samples sharing most characteristics. The following section presents the instruments used in these two research stages as well as the rationale for their design and application of such instruments.

3.7.1 Questionnaires

In the area of beliefs (section 2.4.1) one of the first instruments was the Beliefs about Language Learning Inventory or BALLI (Hortwitz, 1987). Once BALLI was created, researchers began using it to research language learning beliefs from students in different parts of the world studying different languages (Park, 1995; Kuntz, 1996; Smith, 1989; Kern, 1995; Bacon and Finneman, 1990; Mori, 1999). A BALLI version for teachers was also developed to aid in the research of Teachers' Beliefs regarding the process of language learning. In this version the inventory enquires about the perceptions, attitudes, and preconceived notions of the learning, language teachers hold. However, the field of Teachers' Beliefs may include information, attitudes, values, expectations, theories, assumptions or methodologies about teaching (Richards, 1998) as well as interactions in

grammar teaching (Sanchez and Borg, 2014), behaviours in class (Mahlios *et al.*, 2008), and strategies (Hu and Tiang, 2012) among other topics.

The use of the proposed instruments along the years has evidenced the usefulness of having questionnaires to gather the beliefs teachers hold. Accordingly, in order to gather the explicit beliefs teachers hold regarding the importance, desirability and possibility of LLS, this study makes use of a self-report instrument that presents participants with identifiable strategies so they can indicate the level of importance and whether they believe such strategies to be desirable and possible to use and foster with their students.

Similarly, in the case of LLS research, the creation of self-report instruments has been quite abundant. Many instruments have been created to research the topic. For instance, Schiefele (1999) created the Study Interest Questionnaire (SIQ) whose focus is mainly on the interest students show towards learning with 18 questions that enquire regarding feelings, value valence and orientation. MARS is a questionnaire to research Reading Strategies, designed by Sheorey and Mokhtari (2001), which later became SORS and it is composed of 30 questions that deal with the metacognitive awareness in the reading strategy use. Languages Strategy Survey by Cohen, Oxford and Chi (2002) is a 90-items instrument divided into six sections with subsections; it includes language skills and translation. Another instrument is the Culture Learning Strategies Inventory created by Paige *et al.* (2004), and it focuses on the cultural aspects of the learning process. Finally, known as MALQ, the Metacognitive Awareness Listening Questionnaire by Vandergrift *et al.* (2006) contains 21 questions that draw information regarding listening skills. The variety of learning topics researched with questionnaires signal to their usefulness and practicality.

The questionnaires used in this study are based on an instrument created originally to research use frequency of LLS. SILL (Oxford, 1990) has been used for the last 30 years; it is an instrument that shows validity and reliability as it has been used across countries, populations, and languages. Many researchers have used this instrument as the centre of their research projects and have made use of such a tool to either measure or diagnose their students' use of LLS (Oxford, 1990; Carson and Longhini, 2002; Griffiths, 2003). It is an instrument that has undergone several validation processes, and researchers as Oxford and Burry-Stock (1995) and Park (2011) consider it a consistent instrument that measures LLS frequency use within a substantial degree of consistency. SILL was selected as the basis to create this research instruments because having such a contested and validated instrument

as the basis of an incipient line of enquiry, allows for a more solid beginning. While in its original conception SILL is a self-report instrument that allows students to perform an assessment on their development at the time of learning a new language (Oxford, 1990), its flexible nature allowed to modify the instrument to offer teachers questions that enquired about how important, desirable, and possible they believe LLS to be for their students' learning process.

3.7.1.1 SILL TB

The instrument SILL TB created for the first data collection stage is divided in three sections: Section 1 gathers demographic information such as experience, workplace and gender. Section 2 contains 50 strategies that describe specific cognitive, memory, social, affective, compensation and metacognitive LLS. The strategies in SILL TB (appendix C) register two different aspects per each strategy; how important teachers believe the presented strategy to be in the learning of their students and whether they believe it to be desirable.

Figure 3.1 shows a screenshot of one of the strategies teachers answered in the questionnaire SILL TB during the first research stage. Strategy 16 is exemplified for SILL TB, in the original SILL (Oxford, 1990) the cognitive strategy 16 reads; 'I read for pleasure in English', and respondents must indicate how often they read for pleasure. In SILL TB teachers are asked to indicate how important they believe that 'Students read for pleasure in English' thus making it clear that this instrument enquires about the beliefs teachers have regarding their students' learning process. For every strategy five possible answers can be observed: a) Very important, b) Important, c) Not important, d) Desirable to promote e) Not desirable to promote. Through the design in the online questionnaire, participants are guided into answering both aspects for each one of the 50 strategies in the questionnaire. By asking teachers how important the strategy is, the study aims to assess the value teachers assign to that strategy. In parallel, by asking teachers to indicate whether they believe the strategy to be desirable to promote, the study gathers data that indicate perhaps how related the strategy is to the aims and objectives of the teachers.

16.- To read for pleasure in English.

- ☐ Very important
- ☐ Important
- ☐ Not important
- ☐ Desirable to promote
- ☐ Not desirable to promote

Figure 3.1: Sample of SILL TB strategy.

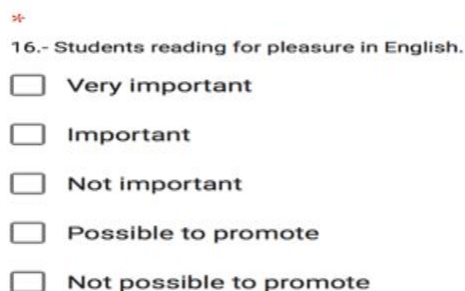
Finally, the third section of the questionnaire explained to the participants that there would be a qualitative phase with interviews and FG discussions and they were asked to volunteer for this second phase of the research. Teachers who decided to volunteer could do so by writing their email address in the space provided. Although many researchers have made use of a mixed methodology combining mainly questionnaires and interviews (Kissau *et al.*, 2012; Nishino, 2012; Phipps and Borg 2009; Lan and Oxford, 2003; Cross, 2009; Griffiths, 2003; Chamot and El-Dinary, 1999); the use of questionnaires, interviews and FG discussions has not been found to explore the implicit and explicit beliefs hold about LLS and the way these beliefs shape their teaching practice. This particular combination of instruments aimed to bring to light aspects of the phenomena that had not been explored before.

3.7.1.2 SILL CD

Starting from the already modified version of SILL TB and taking into consideration the comments and responses from the participants in Stage I, a second online questionnaire was used. SILL CD (appendix D) is a questionnaire also divided in three sections; the first section of the questionnaire asks for demographic information; gender, experience, and educational background. Since all the participants in the second research stage work under the same organisation, they all must belong to one of the 13 regional sections in which the basic Education system is divided in Edomex; in consequence, the question about workplace was now limited to selecting one of those 13 regional sections (appendix J).

In the second section, the questionnaire contains 50 strategies so that teachers would indicate how important strategies are for them, using the same options presented in SILL

TB. SILL CD enquired whether teachers believed it possible to promote such strategies in their classroom.



*
16.- Students reading for pleasure in English.

☐ Very important

☐ Important

☐ Not important

☐ Possible to promote

☐ Not possible to promote

Figure 3.2: Sample of SILL CD strategy.

Figure 3.2 shows a screenshot of one of the strategies teachers evaluated in the questionnaire SILL CD during the second research stage. Teachers are asked to register their explicit beliefs about the level of importance of social, affective, cognitive, memory, metacognitive and social strategies. The questionnaire SILL CD also gathered data about the explicit beliefs teachers hold about whether their particular context allows them to use and foster the strategies they have deemed as important. In the same way as in Stage I, at the end of the questionnaire teachers were explained that the study required participants to volunteer for interviews or FG discussions.

Putting together all the questions from both instruments, these questions collected the explicit beliefs about the importance, desirability, and possibility of the same 50 strategies. Then the implicit beliefs teachers hold regarding the importance, desirability and possibility of LLS were captured in the qualitative phases. The interviews and FG discussions employed to collect such beliefs are discussed in detail in the following section.

3.7.2 Interviews

In-depth interviews are typically used to seek information on individual or personal experiences regarding a certain topic, and they can be used to research people's perceptions, beliefs or the way they make decisions (Hennink, *et al.*, 2011). In this study interviews allowed gaining a deeper insight into the Teachers' Beliefs using a semi-structured interview guide and giving the participant just the prompts for a personal

narrative². By following these dynamics, the participants were free to share their own experience regarding the way they conduct their teaching practice, sharing their beliefs about LLS.

According to authors such as Talmy (2010) and Hennink, *et al.* (2011) in-depth interviews can be used to capture the voice of individuals and their stories. In the last years, especially in the area of linguistics, this kind of research tool has been used to probe into the identities, ideas, experiences, and beliefs of the participants (Macaro, 2001; Chamot and Keatley, 2003; Cross, 2009; and Griffiths, 2003).

During the interviews, following a guide (appendixes H and I) teachers were initially asked to describe their working environment, the students they had, the material and technology they had at hand for their classes, as well as the general characteristics of their institutions. This part of the interview intended to prompt and register the contextual characteristics of the teaching practice. As the central part of the interview, teachers were invited to describe their daily teaching practice and explain the main problems they faced with their students.

In the previous chapters, it has been explained that the teaching practice as well as Teachers' Beliefs, are phenomena full of complexities. The design of the instruments acknowledges such complexity and recognises the likelihood that Teachers' Beliefs are embedded in the complicated narratives of the teaching practice. In consequence, teachers were asked to share their favourite activities for the different language skills (reading, writing, listening and speaking). The narrative of their practice when teaching the different language skills provided data that could be examined for LLS presence. As previously stated, LLS are the tools that learners need to acquire in order to deal with the language learning problems they face, so particular emphasis was made on knowing how they dealt with the problems they faced and the response they got from their students. If teachers employ those LLS either to deal with their own challenges or guide students into using LLS to deal with their learning challenges, an inference can be made that they implicitly believe those LLS to be important, desirable and/or possible. Also, favourite activities may include LLS that are deemed as having value and being possible in class.

² It is worth reminding that, following the example of Oxford et al. (2014), the concept of narrative in this research is used to refer to the accounts made by teachers about their practice.

Finally, the closing section included questions about the ideal working environment. When teachers were asked about their ideal practice, the data gathered aimed to show the desirable aspect that had not been mentioned during the main narratives. To give teachers the opportunity to make further personal contributions to the already gathered data, at the end of the interviews, participants were directly asked if they had ever had any contact with LLS. In case they answered positively, they had the option to elaborate on their experience if they wished to do so.

3.7.3 Focus Group discussions

Teachers who volunteered for the qualitative phase also had the option to participate in a FG discussion. Focus groups are a 'non-directive interviewing where the purpose is to move away from interviewer-dominated data collection towards promoting a dynamic discussion between the participants' (Hennink *et al.* 2011:147). Using a FG discussion guide (appendixes F and G) the participants were invited to share their teaching experiences in a group discussion that revealed subtle details that could not be obtained in an individual interview. The FG discussions in this research were designed to collect information on a wide range of opinions given by the participants and they provided the space for different ideas to emerge. By having teachers sharing the different activities they do with their students, there was a memory activation process about activities performed by each teacher. Moreover, listening to new activities invited the participants to have an opinion on strategies they may have never used in their classes, which allowed access to Teachers' Beliefs on the new strategy.

When conducting the FG discussions, it is very important to be a facilitator not aiming at controlling (Bloor, 2001), as well as to make the experience as comfortable as possible to the participants. Considering all the necessary characteristics for successful FG discussions, the venue for the interactions was located in a school with easy access and convenient location for the participants. The researcher aimed to make all teachers comfortable, and it was made clear that they could withdraw from the research project at any point of the process. The participants were explained that the researcher would be just listening and only prompt with brief questions from the FG discussion guide.

Since the aims of the research were the same regardless of the collection method used, similarly to the interview guide, the focus group guide contained three sections. The first

section incorporated questions where the participants were asked about their working environment, the kind of students they worked with, the level of language their students had and the general characteristics of their institutions. Contextual particularities were of great importance in the FG discussions as they allowed the participants to find similarities that would help them feel more confident and identified when sharing their own teaching practice.

The second section of the FG discussion guide introduced the main questions, which included prompts to help teachers discuss their daily teaching practice, the material they used, how they included technology in their classes, the kind of activities they prefer to use with their students and the reaction they got from students to such activities. All these questions intended to prompt narratives that would help identify occurrences of LLS in the daily teaching practice, as well as implicit beliefs surrounding the use and fostering of the strategies. Furthermore, by asking about the different favourite activities teachers had, the intention was to explore what they see as possible as these activities may be successful because they are probably contextualised to the needs of their students (Bastürkmen, 2012). In the same way as in the interviews, teachers were asked to share the main problems they faced with their students and the kind of solutions they had implemented when dealing with such complications. The purpose of asking teachers to describe the activities they do to help their students develop the four skills was to learn about the cognitive, affective, social, and compensations strategies they use since such strategies can be found in reading, writing and speaking. When teachers were asked about the problems they face in their classrooms, a window was opened into what they believe to be possible and what may hinder the use and fostering of LLS in their teaching practice. The third section of the FG discussion guide contained the closing questions. Teachers were asked to discuss the ideal teaching setting, one that allowed them to continue further in their teacher development as well as to succeed in their teaching objectives. The question about the ideal teaching settings aimed to get what teachers believe is desirable in their teaching practice.

While the guides for interviews and FG discussions contain very similar prompts, the interaction was unique in each data collection method and stage. For instance, the FG discussion held with two teachers in the north of Edomex provided rich data as Gabriel had been Omar's teaching instructor and many of the contributions of each of the participants

were prompted by the ideas of the other teacher. Also, the FG discussion in which Orlando participated, provided data that showed Orlando's beliefs about LLS he had never used but heard of when participating in the discussion.

The first two data collection stages were very similar in instruments and processes, and the analysis of all the collected data in these first stages led to the proposed instrument used in Stage III of the research project. The following section in this chapter presents the instrument used in the last research stage as well as the rationale behind the final version of the instrument.

3.8 Validation Stage

From the literature review conducted in chapter 2, it is evident that in the last years many studies have explored Teachers' Beliefs about different topics such as grammar, reading, and vocabulary among others. In the same way, there have been many studies over the years that expose the usefulness of LLS and SI. However, it is worth emphasising that there has been no study exploring the aspects of importance and possibility in Teachers' Beliefs about Language Learning Strategies. Considering the relevance of having access to what teachers believe to be important and possible, a proposal was made using LLS to have an instrument that permitted gathering such beliefs in an efficient and rapid manner.

3.8.1 TeBILLS (Teachers' Beliefs Inventory about Language Learning Strategies)

The final version of the questionnaire TeBILLS (appendix E) is a 5-point Likert scale instrument that gathered Teachers' Beliefs about the importance and possibility of fostering LLS. TeBILLS is a questionnaire consisting of 32 items³ grouped in five categories and the full rationale of the selection and writing of the items is explained in chapter 7.

For each one of the 32 items in the questionnaire participants were given a choice to select from 1 to 5 with the values as follows: 1= strongly disagree, 2= disagree, 3= nor agree nor disagree, 4= agree, and 5=strongly agree. The instrument was divided in two main sections; the first section enquired about the participants' demographic information such as the

³ To enable the differentiation between the strategy statements evaluated in the SILL questionnaires and the ones in TeBILLS, the word **strategy(ies)** has been used for stages I and II and the word **item(s)** for TeBILLS.

years of experience, the educational background, as well as working place and level they teach in. The second section is strategy-based and it contains two sets of items; the first set enquires the level of importance teachers assign to each item, and the second one tries to find out the level of agency the teacher considers possible for each one of the analogous learning strategies.

The two sets of items are constructed with a specific wording to prompt Teachers' Beliefs. The items investigating the importance teachers assign to each LLS are worded for example as item 1: It is important that students relate new words with visual representations. Whereas the items that inquire about whether teachers consider possible to use and foster LLS in their teaching practice use specific verbs that denote agency. For instance, item 17 reads: The learning of students can improve if teachers promote the use of pictures, posters, images and flashcards in the classroom. Figure 3.3 presents a screenshot of item 1 in TeBILLS while figure 3.4 presents a screenshot of item 17, which is the corresponding item asking for the level of possibility teachers assign to the explicit beliefs of the strategies mentioned in item 1 (Since the instrument was done in Spanish, on the right side of both images the English translation has been included for clarification).

<p>Es importante que los alumnos relacionen las nuevas palabras que aprenden con referencias visuales</p> <p><input type="radio"/> Completamente de acuerdo</p> <p><input type="radio"/> De acuerdo</p> <p><input type="radio"/> Ni de acuerdo ni en desacuerdo</p> <p><input type="radio"/> En desacuerdo</p> <p><input type="radio"/> Completamente en desacuerdo</p>	<p><i>Translation:</i> It is important that the student relate the new words they learn to visual references</p> <p>Strongly agree</p> <p>Agree</p> <p>Neither agree nor disagree</p> <p>Disagree</p> <p>Strongly disagree</p>
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Figure 3.3: Item 1 in TeBILLS and translation.

<p>El aprendizaje del alumno puede mejorar si el docente promueve el uso de fotos, posters, imágenes y/o flashcards en el aula</p> <p><input type="radio"/> Completamente de acuerdo</p> <p><input type="radio"/> De acuerdo</p> <p><input type="radio"/> Ni de acuerdo ni en desacuerdo</p> <p><input type="radio"/> En desacuerdo</p> <p><input type="radio"/> Completamente en desacuerdo</p>	<p><i>Translation:</i> The learning of students can improve if teachers use pictures, posters, images and flashcards in the classroom</p> <p>Strongly agree</p> <p>Agree</p> <p>Neither agree nor disagree</p> <p>Disagree</p> <p>Strongly disagree</p>
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Figure 3.4: Item 17 in TeBILLS and translation.

N	TeBILLS (items)	Sub-strategies supporting the items in TeBILLS and SILL	SILL Strategies	Category ⁴
1	It is important that students relate new words with visual representations	Creating mental linkages and associating new words and knowledge to images	1, 2, 3, 4, 5, 6, 7, 8, 9	Memory
2	It is important that students act the new words in English physically	Reviewing, employing action and sound integration, use of mime and gestures	8, 7, 10, 25	
3	It is important that students use the new English vocabulary in a sentence that applies to their context so they can remember them	Applying images and sound to contextual information, taking notes, formally practicing with sound and writing	2, 12, 17	
4	It is important that students practice the sounds of English	Repeating and practising naturalistically	12, 10, 13	Cognitive
5	It is important that students start conversations in English	Sending and receiving messages	11, 14, 13	
6	It is important that students watch series, movies, documentaries and videos in English	Getting the idea quickly, recognising and practising sounds, reasoning deductively, analysing contrastively	15, 18, 20, 21, 22	
7	It is important that students receive a reward when they successfully perform a communicative task in English	Rewarding yourself Lowering anxiety, encouraging yourself	41	Affective
8	It is important that students speak in English even when are afraid of doing it.	Taking risks wisely, listening to your body	39, 40, 42, 44	
9	It is important that students look for different ways to talk to their classmates	Cooperating with peers and more proficient user of the language, asking for clarification	45, 46, 47, 48, 49	Social
10	It is important that students learn about the culture of English-speaking countries	Developing cultural understanding	50	
11	It is important that students notice their mistakes and use the information to improve their language	Self-monitoring	31, 33	Metacognitive
12	It is important that students have clear goals for improving English skills	Setting goals and objectives	38, 37	
13	It is important that students think about their progress in learning English	Self-evaluating, peer assessment	31, 33	
14	It is important that students find as many ways as possible to use English	Seeking practice opportunities	30, 33, 34, 35, 36	
15	It is important that students look for opportunities to read in English	Seeking opportunities to practice reading*	16, 34, 36, 37, 38	
16	It is important that students look for ways to become better learners	Monitoring, evaluating, setting goals, organising	30, 31, 32, 33, 34, 35, 36, 37, 38	

Table 3.2: TeBILLS items, their sub-strategies and their corresponding SILL strategies.

⁴ Throughout the thesis the use of colours intends to enable the identification of the category each strategy item belongs to. Memory strategies are represented in green, cognitive in red, compensation in navy blue, metacognitive in orange, affective in light blue, and social in pink.

While the detailed rationale for the instrument construction is presented in chapter 7, table 3.2 summarises the information that explains the modifications made to go from SILL (Oxford, 1990) to TeBILLS. Only 16 items are presented because the other 16 are analogous items enquiring about the possibility instead of the importance assigned to each strategy. In the table the first column shows the items in TeBILLS and the second column shows the sub-strategies supporting each item in TeBILLS. The third column contains the item number belonging to SILL (Oxford, 1990) that is supported by the same sub-strategies; and finally, the fourth column shows the category to which the items and strategies belong.

For instance, TeBILLS item 3, which belongs to the memory items in TeBILLS, enquires about the level of importance teachers assign to students using new English vocabulary in a sentence contextualised to the students' reality. This item was written considering 3 strategies from the original SILL by Oxford (1990) indicated by the numbers in the fourth column:

- Strategy 2, which refers to studying using words in a sentence,
- Strategy 12, which refers to practicing the sound of English, and
- Strategy 17, which refers to writing in English.

All the strategy statements, either in SILL (Oxford, 1990) or TeBILLS, are supported by the sub-strategies indicated in the second column of table 3.2; applying images and sound to contextual information, taking notes, and formally practicing with sound and writing.

Unlike the original SILL, the modified instrument only has items belonging to five categories. Seeing the low level of importance more than 650 teachers assigned to the compensation group, the almost non-existence of such strategies in the teachers' narratives and the fact that most of the compensation strategies tap into processes that are fostered by other strategy groups, it was decided to eliminate the compensation category and include only memory, cognitive, affective, social and metacognitive strategies. Once the data were collected, the analysis was conducted to validate the instrument. The next section of the chapter presents the data collection process.

3.9 Data collection

The first data collection stage began once the questionnaire SILL TB was approved by the ethics committee. The search for ways to distribute the link began; the first step was to send emails with the link of the questionnaire to teachers whose mail was accessible to the researcher. Then the second step was to visit directors, coordinators and teachers who had contact with other teachers in Edomex. More than 600 emails with the link to the online questionnaire were sent to teachers, most of whom were working in higher education.

Since there was a very low response rate, a different educational sector was considered. One of the main sectors where teachers can influence students' learning process is basic education. As mentioned in the context section (3.5), in Mexico basic education is regulated by the government in the figure of the *Secretaría de Educación Pública* – SEP (Public Education Department). This department manages and regulates public education in the whole country.

After following official channels to ask for their support, the researcher was authorised to contact teachers and ask them to participate in the research. Informative presentations were given to teachers belonging to the public Basic Education System (BES henceforth). The presentation for kindergarten teachers was conducted in English; nevertheless, primary and secondary teachers seemed somehow conflicted with the use of the language, so the decision was taken to make those presentations in Spanish. After the presentations, the coordinator of the English department in BES, reported he had sent mails to 450 teachers in the system with the link to the online questionnaire SILL TB.

After the visits, meetings and presentations, there was a substantial database with 433 responses. A total of 362 teachers volunteered their email addresses to be contacted. Many of the teachers who volunteered reside in or nearby the capital, but some others live in cities rather far from the capital. Due to time constraints the decision was to focus on those volunteer teachers living in the capital and some of the nearest locations to the capital. The number of teachers with the necessary characteristics to participate in the next stage was 71 participants.

The next step was to contact each one of the 71 teachers contained in the viable sample, so they were all sent a personalised mail to invite them to participate in either a FG

discussion or an individual interview according to the personal choice indicated in the questionnaire. They were given a time frame in which the researcher would be in the country conducting such discussions and interviews and were asked to indicate three dates and times suitable to their timetables. All of the volunteers were given the option of meeting the researcher before their interview or FG discussion so they could formulate any questions regarding the project, the university or the researcher herself. Only one of the volunteers asked to meet before the interview, and the participant did not show up to the appointment. Three out of the 71 teachers responded after the first mail, so two more emails were sent to every teacher. After the third mail, a total of 18 teachers had responded, allowing the organisation of three discussion groups and one individual interview. Out of the 18 teachers who responded, 16 agreed to participate in the proposed schedule, but only 10 showed up the day of the appointment. From those ten teachers only two belonged to the BES, the other eight were teachers working in higher education.

3.9.1 Participants

Before conducting interviews and FG discussion, all participants were given a participant information sheet (appendix K), and they were asked to sign a consent form (appendix L). In the first interview, although the participant was known to have a high proficiency in English, she requested to have the interview in Spanish and the same thing happened with the first FG discussion.

Interaction	Name	Gender	Work Place	Experience
Int 1	Xime	F	Public university.	>20 yrs
FG1	Heidy	F	Public university. Language Centre.	6-10yrs
FG1	Daisy	F	Public university. Language Centre.	11-15 yrs
FG1	Ker	F	Private primary.	1-5 yrs
FG2	Alan	M	Language Centre	>20 yrs
FG2	Bob	M	Public high school and university. Language Centre	>20 yrs
FG2	Piste	F	Public university. Language Centre.	11-15 yrs
FG3	Betty	F	Private university. Language Centre.	6-10yrs
FG3	Elsa	F	Private primary.	6-10yrs
FG3	Angie	F	Public primary.	1-5 yrs

Table 3.3: Participants' characteristics interview and focus groups Stage I.

To reduce the possible discomfort caused to the participants, it was decided to conduct the whole qualitative data collection process in Spanish. All the FG discussions were held in a classroom of a school, and the three focus groups were composed by three participants each. The information of the participants in stage I is presented on table 3.3. The sample in

the first research stage has a subsample of teachers working in BES large enough to contrast the beliefs teachers hold about the desirability and possibility of using and fostering LLS in the same context. The information of the teachers participating in Stage II is presented on table 3.4.

Interaction	Name	Gender	Work place	Experience
Interview 2	Paulina	F	High school	5 – 10 yrs
Interview 3	Vincent	M	Primary	5 – 10 yrs
FG4	Alejandra	F	Secondary	< 1 year
FG4	Mary	F	Secondary	5 – 10 yrs
FG5	Lidia	F	Teacher educator	15-20 yrs
FG5	Teofi	F	Teacher educator	10-15 yrs
FG5	Dinora	F	Secondary	5-10 yrs
FG5	Jessie	F	Secondary	1-5 yrs
FG6	Julian	M	Primary / coordinator / Academic Leader	5-10 yrs
FG6	Orlando	M	Primary	5-10
FG6	Karina	F	Primary	1-5 yrs
FG6	Xochitl	F	Kinder	1-5 yrs
FG6	Galia	F	Secondary	10-15yrs
FG6	Tappy	F	Secondary	>20 yrs
FG7	Carmen	F	Secondary	5-10yrs
FG7	Korry	F	Secondary	5-10yrs
FG7	Vania	F	Secondary	5-10yrs
FG7	Joly	F	Secondary	5-10yrs
FG7	Richard	M	Coordinator	10-15 yrs
FG8	Omar	M	Secondary	1-5 yrs
FG8	Gabriel	M	Coordinator / Academic Leader	10-15 yrs
FG9	Kristy	F	Primary / kinder	1-5 yrs
FG9	Gaby	F	Kinder / Academic Leader	1-5 yrs
FG9	Arturo	M	Coordinator / Academic Leader	11-15 yrs
FG10	Federico	M	Primary / Coordinator / Academic Leader	5-10 yrs
FG10	Angel	M	Secondary	1-5 yrs
FG11	Luz	F	Secondary	5-10 yrs
FG11	Olivia	F	Primary	1-5 yrs
FG11	Armand	M	Secondary	5-10 yrs
FG11	Yamileth	F	Kinder / Academic Leader	5-10 yrs
FG11	Carolina	F	Coordinator	5-10 yrs

Table 3.4: Participants' characteristics interviews and focus groups Stage II.

The beginning of the second data collection process, on July 2nd 2015, was marked by the opening of the blog Making English Teaching Easier (a detailed description of the blog is presented in section 3.9.2.1). For this stage it was possible to have the support of the Coordinator of Second language teaching in BES. As soon as the blog was running an invitation was sent to the coordinator with the link to the blog so he would pass it along to Mexican English teachers in Edomex in BES. The main purpose of the blog was to encourage teachers to participate in the project by offering in return activities, ideas and a way to

know about the research and the researcher. Two months later, the first mail was sent with the link to the online questionnaire SILL CD (appendix D). The response was very low; after one month of having sent the link to the questionnaire, only 40 teachers had answered. A second mail was sent to the coordinator to ask him to forward it to teachers one more time. New material was included in the blog to invite teachers to be more in contact and answer the questionnaire. Finally, a link of the online questionnaire was included in a section of the blog.

3.9.2 Challenges and actions

In the first stage of the research, countless hours of mails and appointments resulted in a substantial database for the questionnaires. However, for the phase of interviews and focus FG discussion, the willing participation was extremely low. In light of the complications and possibilities of having a low participation, different strategies were used. As mentioned in the instruments section, the first strategy was to change the instruments and conduct all the research in Spanish so that participants would feel more comfortable with the process. A second strategy that aimed at getting closer to the potential participants so they would feel more motivated was to create a blog that would bring the researcher closer to the participants and would give them something in return for their time and participation.

Making Teaching English Easier was a blog that provided Mexican English teachers with videos, activities, games, articles, ideas and innovative alternatives for their teaching practice. Although the materials and articles shared were in English so teachers could use them, the whole blog was written in Spanish to make it more accessible to teachers whose native language is not English.

Making Teaching English Easier was divided into 6 sections:

- *Inicio* (Home): This section showed all the posts in chronological order.
- *Bienvenido* (Welcome): This section had information regarding the contents of the blog, instructions on how to browse through the blog.
- *Tu información* (Your personal information): In this section it was clearly stated that all the information posted through comments was public in nature and it could be used for the purpose of this research.
- *Contacto* (Contact): This section only contained a way to contact the researcher.

- *Acerca de la autora del blog* (About the blog writer): This section included a summary of the researcher's experience, as well as pictures and recounts of academic events' participation during the research project.
- *Reto del mes* (Monthly challenge): This section was the most important part of the blog; every month it explored challenges that teachers in Mexico have at the time of teaching English, and asked teachers to share their experience and proposals to deal with such challenges. At the end of the month, the researcher posted a "*Reto-propuesta*", a proposal to deal with the challenge based on articles, books and literature reviewed as well as personal experience as a Mexican English teacher.

The blog was running for eight months and it had over 4000 page-views, and although the comments were limited, the statistics of visitors, pages views and the comments showed that the topics researched were of interest for Mexican teachers. Furthermore, the blog allowed the researcher to share articles, didactic material and innovative ideas that gave the participants the way to know the researcher better, thus creating trust and opening opportunities to meet. The activities that were included in the blog had the intention of attracting participants to the qualitative phases of the research, but also to invite teachers to answer the questionnaire. For instance, one of the *reto-propuesta* was an activity based on the three levels of reading proposed by Griffiths (2008). This activity suggested three different kinds of texts – The Greek Interpreter, The Monkey's Paw, and The Happy prince. Then it suggested guiding a reading activity that would allow students to research about the book, predict what the story was about, read the story, learn vocabulary, write a different ending, draw the characters, and discuss all their activities with classmates. Although in the questionnaire the participants did not have to indicate how they found out about the research, the highest number of individual visits to the blog were concentrated in this reading *reto-propuesta* followed by the page where the link to the questionnaire was included. In the last month before closing the blog, the monthly statistics showed that 84 visitors accessed the page with the link to SILL CD, and although there is no guarantee that all the visits directly resulted in the same number of teachers answering the questionnaire, the 4000 views to the blog in total show its usefulness in supporting the project of gathering Teachers' Beliefs.

The difficulty of being able to follow a logical pre-planned procedure when researching teachers has been acknowledged in the last decades (Hobbs and Kubanyiova, 2008; Dornyei, 2007; Mackey and Gass, 2005) and this difficulty was fully lived because the data collection in Stage II coincided with an assessment process for teachers that the government had launched. Many teachers were against such a process and a large number

of them were on strike. The animosity between the teachers and the official system made teachers reluctant to volunteer for the research project. So, in an attempt to increase participation, it was decided to work with the BES authorities to look for a strategy to have more teachers participate in the project. With the intention of persuading more teachers to participate in the research, while conducting the FG discussion and interviews, the researcher continued sending emails to the BES system coordinators, asking them and those teachers met in the process to answer and share the link to the online questionnaire SILL CD. After all the challenges and changes to the initially planned data collection process, the participation of close to 250 questionnaires and 31 participants sharing their narratives in two individual interviews and eight FG discussions, provided rich information that allowed to explore Teachers' Beliefs about the importance and possibility of using and fostering LLS.

Considering all the data obtained in the first two research stages close to 650 questionnaires were answered and more than 100,000 words of transcripts were captured. The following section of the chapter presents a detailed description of the way the data were analysed as well as the usefulness of the different data sets in contributing to the Research Questions.

3.10 Data analysis

The data analyses are guided by the conceptual framework, the research questions and the chosen and designed instruments. Since different paradigms guided the instruments used in this research project, it is only fair that they are analysed by different techniques (Hesse-Biber and Leavy, 2010; Hennink *et al.*, 2011). The following section will present the kinds of analyses used as well as the rationale for their selection.

3.10.1 Statistical analysis

Quantitative data collection methods have often been used to research Teachers' Beliefs and LLS for some time. Within the social sciences, SPSS (Statistical Package for the Social Sciences) allowed a closer view of the trend the collected data followed; it allowed describing the tendency, rate and variability of the Teachers' Beliefs (Conolly, 2007). Also used to conduct a variety of statistical analysis (Field *et al.*, 2012) and as a platform for the

object-oriented statistical analysis, R is software that was used to identify the values for importance and possibility to use and foster LLS in Mexico.

These software packages aided the analyses to find, according to the expressed explicit beliefs, which LLS were most important, desirable and possible to use and foster. Also, through the use of the statistical packages an exploration was made looking for significantly different relationships between the beliefs' aspects and the experience, work place, teaching level or working context of the teachers. This information contributed to the criteria for the last instrument.

For the data collected in the first two research stages descriptive statistics were performed to identify the levels of importance, desirability and possibility teachers' Beliefs assigned to the strategies presented in the questionnaires SILL TB and SILL CD, and in doing so, answer the first research questions. Then ANOVAS were run on these strategies as a statistical technique used to explore if the independent variables – gender, experience, educational background – had any significant effect on the importance assigned by the teachers. This analysis was done to answer the second research questions by looking for ways to understand how the beliefs teachers held and expressed in their questionnaires' answers were impacted by external factors. For the instrument used in the validation stage, the statistical packages allowed to create a correlation matrix (figure 7.1) to show that TeBILLS was a valid instrument by ensuring the corresponding items were valid, reliable, and actually enquiring about the same strategy though with different aspects – importance and possibility. The statistical methods of analysis were useful to explore the explicit beliefs gathered through questionnaires, but the implicit beliefs found in teachers' narratives required different analysis methods; the selected methodology was the use of content analysis.

3.10.2 Content analysis

Content analysis is an exploratory method that has the intention to infer knowledge and focuses on the analysis of the content, it begins with the identification of key themes and patterns that can later be either analysed more in-depth or transformed into quantitative data (Neuendorf, 2002). The quantitative content analysis used a coding scheme previously designed for the analysis; this allowed for more accurate comparisons with data coded under the same scheme. Employing quantitative content analysis as the first encounter

with the collected narratives and using the classification of strategies proposed by Oxford (1990) to code the narratives, allowed having a framework that facilitated the identification of all the LLS in the teachers' narratives as well as the comparison of the findings in this research to previous studies.

Once the interviews and focus groups were recorded and transcribed verbatim, the first step was to perform a quantitative content analysis that allowed identifying all the occurrences of each LLS included in the questionnaires given to the teachers in the first phases of each data collection stage. Every time a strategy was located in the teachers' narratives, it was assigned two codes, one for the strategy and one for the participant. This process allowed recording the frequency of each strategy in the teaching practice of the participants.

It is important to bear in mind that the structuring of quantitative content analysis 'seeks to filter out particular aspects of the material and to make a cross-section of the material under ordering criteria strictly determined in advance' (Mayring, 2004:268). However, qualitative content analysis (Schreier, 2012) starts by defining research questions for the project, followed by the selection of the material or the production and recording of the same. This means the use of qualitative content analysis allows one to make a more in-depth exploration of the rationale behind the choices of the participants according to their own context. This qualitative content analysis allowed identifying the contextual factors that hinder the use and fostering of LLS (chapter 6) as well as the agency in teachers' actions while working with the strategies (chapter 5).

3.11 Validity and reliability

The quality criteria for qualitative research have been the subject of much debate, and there is still a lack of consensus on what these should be. Some researchers adopt the same set of criteria for the reliability and validity of quantitative research, which emphasise consistent results, replication and the generalisability of results. This has been done extensively especially in the area of LLS, where instruments have been validated by researchers (Park, 2011) in different environments. When studies in teacher cognition and LLS research involve assessing some attributes of a large number of participants, validity

and reliability need to be considered (Cramer, 1994). In order to do so, statistical analysis is required to carry out along with the necessary tests that ensure the instrument is valid.

Many researchers who have worked with LLS have used SILL (Oxford, 1990) as the tool to gather information about use frequency. Despite the concerns surrounding SILL (Oxford, 1990), for the last three decades, Oxford's taxonomy has been the most comprehensive one (Griffiths, 2013), and it is considered as the most widely used (Macaro, 2006; Griffiths, 2008; Gharbavi and Mousavi, 2012; Griffiths and Oxford, 2014). As explained in sections 3.7 and 3.8 in this study SILL was used as the basis to shape the instruments that were used to gather Teachers' Beliefs about LLS in this research. Most of the studies using SILL report results on a 5-point Likert scale (Hong-Nam and Leavell, 2006; Yang, 1999; Yilmaz, 2010; Tragant, *et al.*, 2013; Oxford and Burry-Stock, 1995). So, the three questionnaires used to collect Teachers' Beliefs are analysed on the same scale, this allowed to have a perspective comparable to previous related studies.

Some of these studies have concentrated on the reliability of SILL (Oxford, 1990) and they have reported reliability coefficients for the SILL ranging from .85 to .98 making it a trusted measure to collect information regarding language learning strategy use (Oxford and Burry-Stock, 1995; Sheorey, 1999; Wharton, 2000). The changes to the original SILL, made the questionnaires used in this research; SILL TB and SILL CD, viable instruments to collect the beliefs teachers hold about the importance, desirability and possibility of using and fostering LLS. To verify the reliability of the modified instruments the same test used by Oxford and Burry-Stock, 1995; Sheorey, 1999; and Wharton, 2000 was used to report the reliability of SILL TB and SILL CD (table 3.5). A high instrument reliability across all teachers was reported. The alpha coefficient for reliability of the instruments across all teachers was .938 (SILL TB) and .942 (SILL CD). When working with translated questionnaires Behling and Law (2000) suggest validating the translated strategies by translating the questionnaire strategies into the target language; Spanish, and then back translating it. After doing so, the questionnaire SILL CD was sent to four ELT teachers who hold international certifications for a high language proficiency so they would review the strategies to lower the possible obstacles in translating the research questionnaire.

Even though SILL CD was translated to Spanish, the alpha coefficient for all the subgroups, except Memory strategies, is higher than the original SILL by Oxford (1990) and the modified SILL TB, which is in English. (Table 3.5). Reliability over the entire SILL TB across all

teachers proved to be very high ($\alpha = .938$). This is well above the standard reliability threshold of .70 (Lowie, 2013) and in the range described as “very respectable” by Oxford and Burry-Stock (1995:7). Reliabilities for the sub-groups show the compensation strategies with a low reliability ($\alpha = .694$), and a moderate reliability for affective ($\alpha = .704$) and social strategies ($\alpha = .728$).

Cronbach alpha	SILL	SILL TB	SILL CD
Memory	0.690	0.768	0.758
Cognitive	0.750	0.804	0.839
Compensation	0.430	0.694	0.752
Metacognitive	0.780	0.814	0.885
Affective	0.450	0.704	0.756
Social	0.700	0.728	0.808
DIRECT	0.820	0.898	0.901
INDIRECT	0.830	0.887	0.908
TOTAL	0.900	0.938	0.942

Table 3.5: Cronbach alpha coefficient values for reliability. SILL values from Park (2011).

Very similarly, reliability over the entire SILL CD across all teachers proved to be even higher ($\alpha = .942$); this may be due to the fact that teachers felt more at ease answering the questionnaire in their native language. This is well above the standard reliability threshold of .70 (Lowie, 2013) and also in the range described as “very respectable” by Oxford and Burry-Stock (1995:7). Reliabilities for SILL CD for the sub-groups, show closer values on one hand for memory ($\alpha = .758$), affective ($\alpha = .756$) and compensation ($\alpha = .752$) strategies, and on the other for the metacognitive ($\alpha = .885$), cognitive ($\alpha = .839$) and social ($\alpha = .808$) strategies.

Some researchers reject outright quality criteria for qualitative research, and propose alternative terminology to judge the quality of qualitative studies (Rolfe, 2006). Lincoln and Guba (1985) argue that the terms reliability and validity are not necessarily the most appropriate for qualitative inquiry, and so they argue for the concept of trustworthiness. Trustworthiness is defined as ‘that quality of an investigation (and its findings) that made it noteworthy to audiences’ (Schwandt, 2001:258). Having examined the concepts of validity and reliability for quantitative research, as well as trustworthiness for qualitative research, the following strategies designed to eliminate threats to credibility as well as transferability and to ensure trustworthiness were used in this research: A significant method exploited to establish the credibility of this study was that of triangulation. Triangulation refers to the use of different sources of data to enhance the rigour of the

research (Bryman, 2008; Robson, 2011). The credibility of this study was achieved by collecting data from different sources, namely FG discussion, semi-structured interviews and questionnaires. Having an instrument that elicits explicit beliefs and two that prompt the implicit beliefs from narratives aids in the attainment of a clearer picture of the phenomenon and in the observation of different aspects of reality. The limitations of the study are acknowledged in the amount of data sources but the sample size in the study strengthens the reliability of the findings. It was not possible to conduct double coding in the analysis of the qualitative data and it is seen as a limitation of the study as in qualitative research the desirability of double coding is acknowledged. That said, the use of a predefined coding scheme is expected to improve the degree of consistency to which text segments are assigned to the predefined codes (Burla, et al., 2018). Although the size of the samples in the study strengthens the reliability of the findings, the limitations of the amount of data sources are acknowledged in section 9.5 in the collusion chapter.

3.12 Ethical considerations

No research can be conducted without ethical conduct as the wellbeing of the participants must be secured at all times. To establish a good rapport with the participants and obtain reliable information, it is necessary to nurture and take care of the relationship between the researcher and the participants by reassuring their anonymity and the importance of their role (Hennink *et al.*, 2011). In order to conduct a study guided by the due ethics, all procedures were conducted as instructed by ERGO (13423, 15569, 24662): participant information sheets (appendix K) and consent forms (appendix L) were distributed to make sure the participants had all the information they needed before answering any instrument. Teachers were also invited to ask, either personally or via online mail, any questions they may have had before participating in the study and they were informed of the possibility to withdraw from the project at any stage, even if they had already concluded their participation. Finally, it is imperative to recognise that all qualitative research carries some degree of bias from the researcher. This bias is fully acknowledged and the use of a fixed predetermined framework to analyse the data is expected to contribute in the lowering of such bias.

3.13 Conclusion

This chapter has presented the aim of the research project as well as the Research Questions. Sections 3.3 and 3.4 explained the paradigm under which the research design was created, as well as the kinds of the methodology used to research Teachers' Beliefs about LLS and the rationale for the methodology selected. The section made a case for the use of a mixed methodology that allowed gathering data from diverse sources and that could be interpreted through the interpretive paradigm. Then the chapter introduced the Research Context and provided a glimpse into education in Mexico and the working environment of the teachers participating in the research.

The research design has been explained in detail and the instruments used to collect data as well as the rationale for the selection of such instruments has been presented. Stage I gathered the beliefs of importance and desirability; then, Stage II collected the beliefs of importance and possibility. This methodology chapter explained how the changes made to instruments for the second research stage were informed by the results obtained in the first research stage; and how the proposal of TeBILLS originated from the first and second research stages.

An account of the data collection process in Stages I and II was presented and the participants in each research stage were introduced. Section 3.9.2 mentioned the challenges found in the collection processes and the main strategies to reach out to the participants were detailed. Section 3.10 presented the selection of descriptive statistics to analyse the explicit beliefs and use of quantitative and qualitative content analysis to draw the implicit beliefs from teachers' narratives. Finally, the last sections of the chapter explained the steps taken to increase the validity and reliability of the research, as well as the ethical considerations of the research project.

Through these data collection processes, rich data, which served to answer the research questions were obtained. The following chapters present the analysis and discussion of the five Research Questions leading to a better understanding of how Teachers' Beliefs shape the teaching practice and to the search of further opportunities for teacher development through LLS.

Chapter 4 Importance, desirability and possibility

Teachers' Beliefs shaping the teaching practice

4.1 Introduction

As established in chapter 1, in this research a strategy that is believed to be important is one that can be useful and achieved; to that end, importance can be seen as the combined values of attainment and utility. A desirable strategy is one that aligns with the ultimate goal teachers aim to reach in their teaching practice, either because they have decided so or because they are instructed to aim for it. Finally, a strategy is believed to be possible when that particular strategy is available to be chosen in a particular context, in this study specifically within their classroom. Furthering the understanding of how important, desirable and possible teachers believe LLS to be in their teaching practice may aid in the depiction of the complexities found in the teaching practice.

This chapter explores which strategies are believed to be more important, desirable or possible and in which way these beliefs shape the teaching practice. The beginning of the chapter presents the demographic information of the participants as this was observed to be relevant to explain the Teachers' Beliefs in the subsequent sections. Then the following sections answer the first two research questions. The first section presents information obtained from 645 questionnaires that gathered teachers' explicit beliefs about using and fostering LLS in the classroom. The quantitative analysis of these data answers Research Question 1: How important, desirable and possible do teachers believe LLS to be? The second section concentrates on Research Question 2: In which ways do Teachers' Beliefs shape the teaching practice? A quantitative content analysis on the teaching narratives gathered from 41 teachers is performed and LLS are identified in their teaching practice.

Once organised, the beliefs teachers shared in their questionnaires and narratives were compared and the aspects of importance, desirability and importance were analysed for the most impact.

4.2 Demographics of teachers in Stage I (SILL TB)

During the first stage 433 teachers from different educational levels answered the online questionnaire SILL TB. Throughout the thesis, the sample of participants in this stage is referred to as the VAr sample as it contains teachers from various levels. To provide a general context the next section presents the demographics of the participants.

4.2.1 Teachers' distribution according to Experience (SILL TB)

Teachers' Beliefs have been observed to change as teachers become more experienced; consequently, teachers were asked to indicate their experience in years. Figure 4.1 presents the distribution of the 433 teachers who participated in the first research stage. At the time of the data collection, more than half of the participants had been teaching less than 10 years (58%) while the other half was distributed between teachers who had been working from 11 to 20 years (25%) and teachers with more than 20 years of experience (19%).

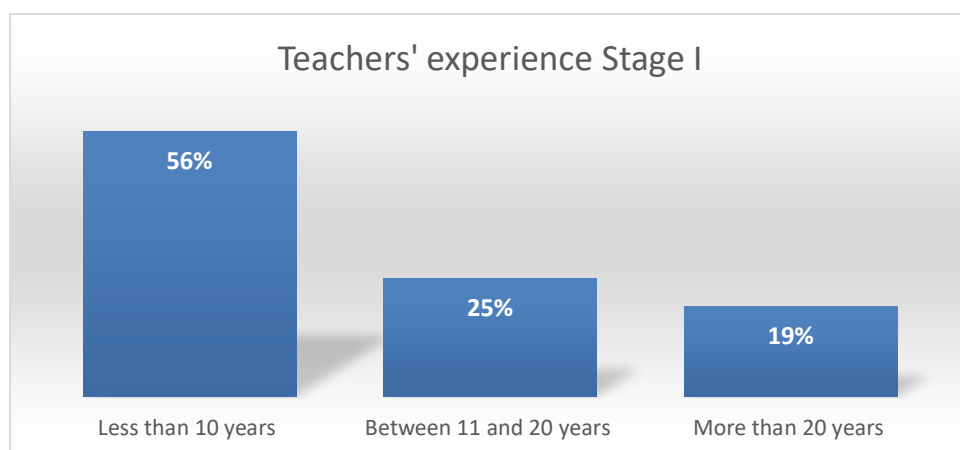


Figure 4.1: Stage I, Distribution of participants according to Experience (in years).

4.2.2 Teachers' distribution according to Workplace (SILL TB)

The majority of the participants belong to Secondary (53%) and primary school (14%), both of which are part of the basic education system. These are followed by teachers in preparatory representing 8% and teachers working in higher education, who account for 19% of the total. Finally, teachers working in a language centre account for 5% of the sample and only 1% of the teachers in the first stage indicated working in Teacher Education.

Most of the research conducted in the area of language teaching, especially in Mexico has been conducted in higher education settings and very little research has been done in the basic levels (Ramirez, 2013). As it can be observed in figure 4.2 a large number of teachers working in basic education participated in the first research stage. Having teachers from the same educational level answering about different aspects; desirability in stage I and possibility in stage II, opened a window to explore which aspects carried more weight in shaping the teachers' practice. At the time of designing the second stage of the research, it was decided to focus only on teachers working in basic education due to the considerable number of participants working in that sector that participated in the first data collection stage.

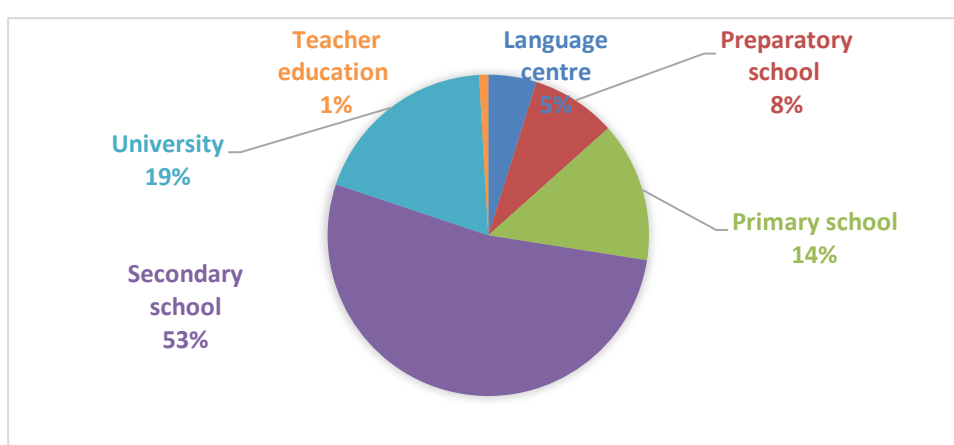


Figure 4.2: Stage I, Distribution of participants according to Workplace.

4.3 Demographics of teachers in Stage II (SILL CD)

During the second research stage 212 teachers answered the online questionnaire SILL CD. These teachers, who will be referred as sample BEd since they work in Basic Education, shared their beliefs about the importance and possibility of using and fostering LLS in their classrooms. These 212 questionnaires were used to obtain the demographic data relevant to the research and perform statistical analysis.

4.3.1 Teachers' distribution according to Experience (SILL CD)

Teachers were asked to indicate their experience in years. The largest portion of the sample of teachers had worked less than 10 years at the time of collecting the data (65%). Teachers who had been working from 11 to 20 years account for 19% of the sample and teachers with more than 20 years of experience represent 16% of the whole sample (Figure 4.3).

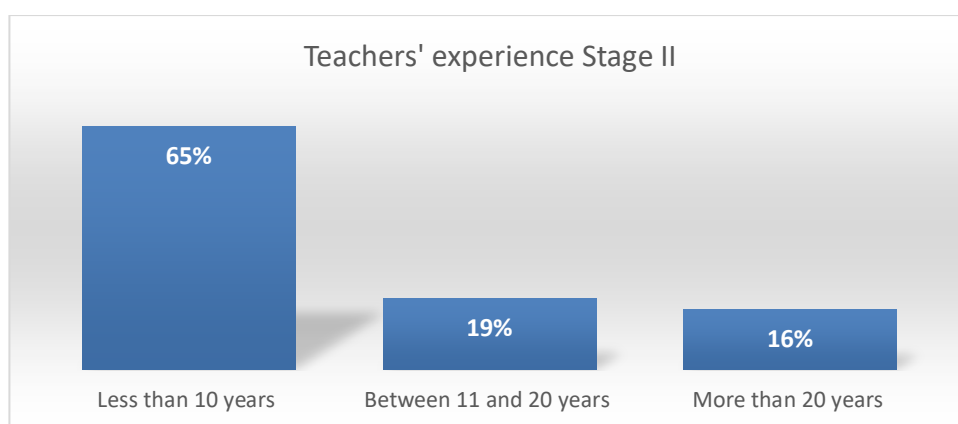


Figure 4.3: Stage II, Distribution of participants according to Experience (in years).

Although the percentages in both samples (VAr and BEd) are not identical, in both stages the largest subset is composed by teachers who have been working less than 10 years; and this is followed by teachers who have been working between 11 and 20 years. Also, teachers who have been working for more than 20 years account for quite similar percentages in both stages; 19% in Stage I and 16% in Stage II. These percentages reflect the impact that the PNIEB programme is having in schools in the country, as the majority of the participants teaching English in basic education have been hired within the past ten years. This is relevant as novice teachers are beginning their continuous professional development, a process when beliefs as in-service teachers are being created and a time when teachers' education can have a more meaningful impact.

4.3.2 Teachers' distribution according to Educational Background (SILL CD)

The variable of Educational Background was included in the questionnaire SILL CD. In the second research stage 27.4% of the population indicated having graduated from university, 28.8% hold a pedagogy degree, 34.0% hold an English pedagogy degree and 9.8% did not fit any of the possible criteria (Figure 4.4). As mentioned in the context for English teaching in Mexico (section 3.5), at the time the data collection began, it had been less than 1 year since the government had begun the project of having English taught in all levels in basic education. The teachers who have been hired under this new scheme must comply with certain requirements such as having a professional profile specific for teaching the language. This characteristic was not necessarily found in teachers who began teaching the language 15 or 20 years before this research was conducted, therefore this impact can also be seen in the teachers' profile

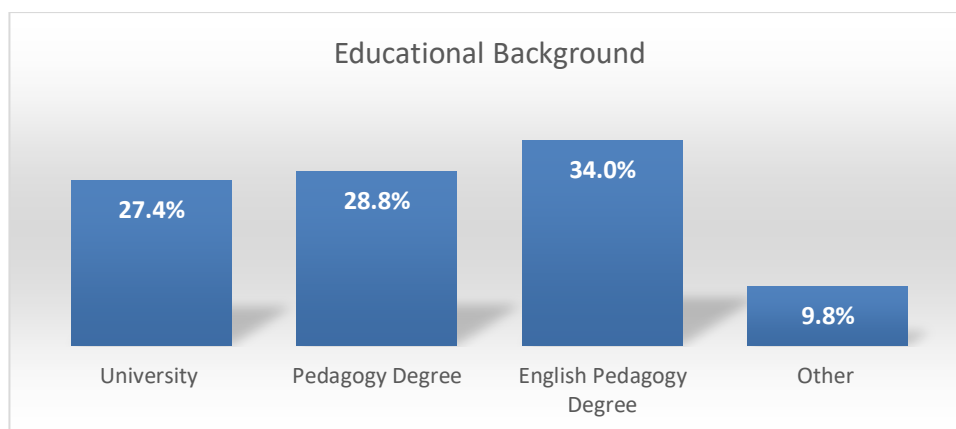


Figure 4.4: Stage II, Distribution of participants according to Educational Background.

The demographic information from Stages I and II show that the samples analysed in this project are representative of teachers working in different places and for different educational levels. Thus, the findings can be potentially useful for all the independent variables encompassed in the teachers' characteristics. In both stages, once the demographic information was obtained, the next step was to perform analysis to identify the Teachers' Beliefs about the importance, desirability and possibility of using and fostering LLS in their teaching practice. The findings are described in the following section of this chapter.

4.4 Teachers' Beliefs about LLS importance.

This section presents the quantitative data from the questionnaires SILL TB and SILL CD, which report how important, desirable and possible LLS are for teachers in their teaching practice. Beliefs are presented and means are compared across participants according to their experience and the level they teach. The data presented in this chapter go further than all the reviewed literature in Teachers' Beliefs about the importance, desirability and possibility of using and fostering LLS. It is worth emphasising that no study had enquired before about these three aspects within Teachers' Beliefs.

The first point presented is the levels of importance teachers in Stage I and Stage II assign to the LLS. Then, because as explained in chapter 2 in the literature review (section 2.4), what is desirable and possible in a classroom are different (Kiely, 2013) the levels of desirability and possibility are contrasted.

4.4.1 Reported importance of LLS in Stage I (SILL TB)

Figure 4.5 shows 433 teachers' responses to SILL TB that reflect the level of importance teachers in Edomex assign to LLS. Teachers in sample VAr indicated metacognitive strategies to be the most important group followed by memory and social strategies. This seems to indicate that teachers believe it is very important that their students have the strategies to monitor and take control of their own learning, which is believed to be closely related to students being autonomous (Biesta *et al.*, 2015). Compensation and affective strategies exhibit a low level of importance. These values may address the fact that compensation strategies are used mainly to facilitate the communication and language classes in Mexico, especially for most teachers working in basic education, cannot follow a communicative approach since the level of proficiency most teachers have is mainly equivalent to A2 from the CEFR (O'Donoghue and Del Campo, 2015).

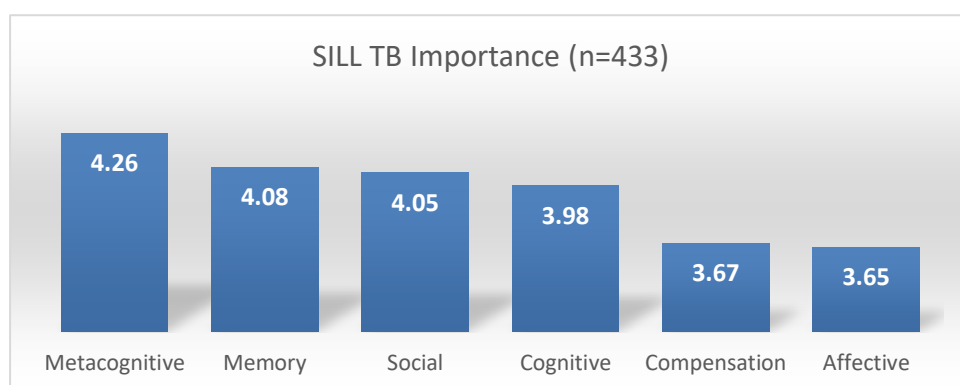


Figure 4.5: Reported importance of LLS across all teachers in Stage I (SILL TB).

After obtaining the descriptive statistics in the data, analyses of variance (ANOVA) were performed to analyse the data to search for significant differences according to the workplace and the experience of teachers. The analysis reported that only the Compensation group of strategies is affected by the work place ($p = 0.015$); however, no other strategy group was found to be different for either the workplace or the experience of the teachers (appendix Y). Following these results, it was decided to examine the strategy means individually across the different groups of the place they work in and the experience teachers reported. All figures displaying the most important strategies for teachers working in the different educational levels show on the left column the number of the strategy according to SILL (Oxford, 1990), followed by a paraphrased strategy for brevity and the strategy category (the instruments used with the complete strategies can be found in appendix C).

Reported Importance according to Workplace (SILL TB)

Since the number of strategies in the instruments used to collect Teachers' Beliefs is considerable, it was decided to concentrate the detailed analysis on the strategies indicated as the most important in each educational level. Figure 4.6 presents the LLS that report a value higher than $M=4.10$ across all the different working places (complete table in appendix N) which is equivalent to the top 20%.

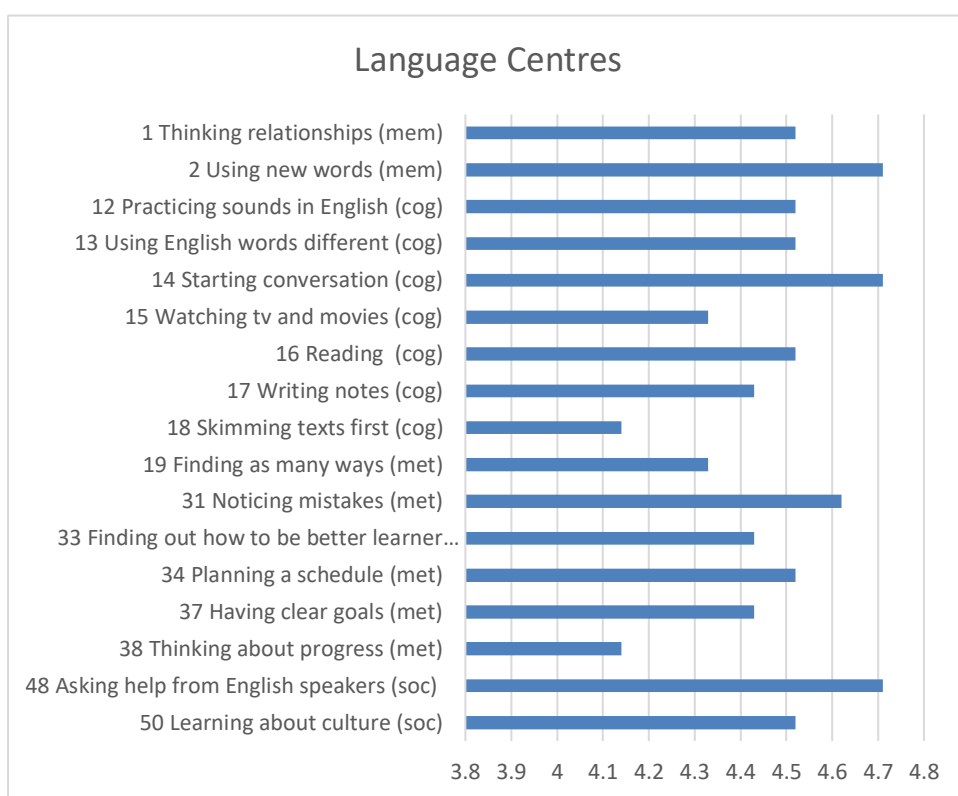


Figure 4.6: Reported importance of LLS in Language Centres (SILL TB).

For teachers working in language centres **USING THE NEWLY LEARNT WORDS IN SENTENCES**⁵, **STARTING CONVERSATIONS**⁶, and **ASKING HELP FROM ENGLISH SPEAKERS** are the most important strategies followed by two metacognitive strategies: **NOTICING MISTAKES** and **PLANNING A SCHEDULE TO STUDY ENGLISH**. As explained in section 3.5, the Language Centre in Edomex offers a series of different languages and international certifications, which require the applicants to develop their abilities to communicate as well as their knowledge of the culture from the countries where the studied language is spoken. So, the strategies

⁵ The strategies displayed in capitals represent the STRATEGY ITEMS taken from SILL (Oxford, 1990) to help the differentiation with the sub-strategies that constitute each STRATEGY.

⁶ Colours in the strategies are used to identify the category of each strategy more easily.

indicated as most important by teachers working in this space aid in fulfilling these requirements.

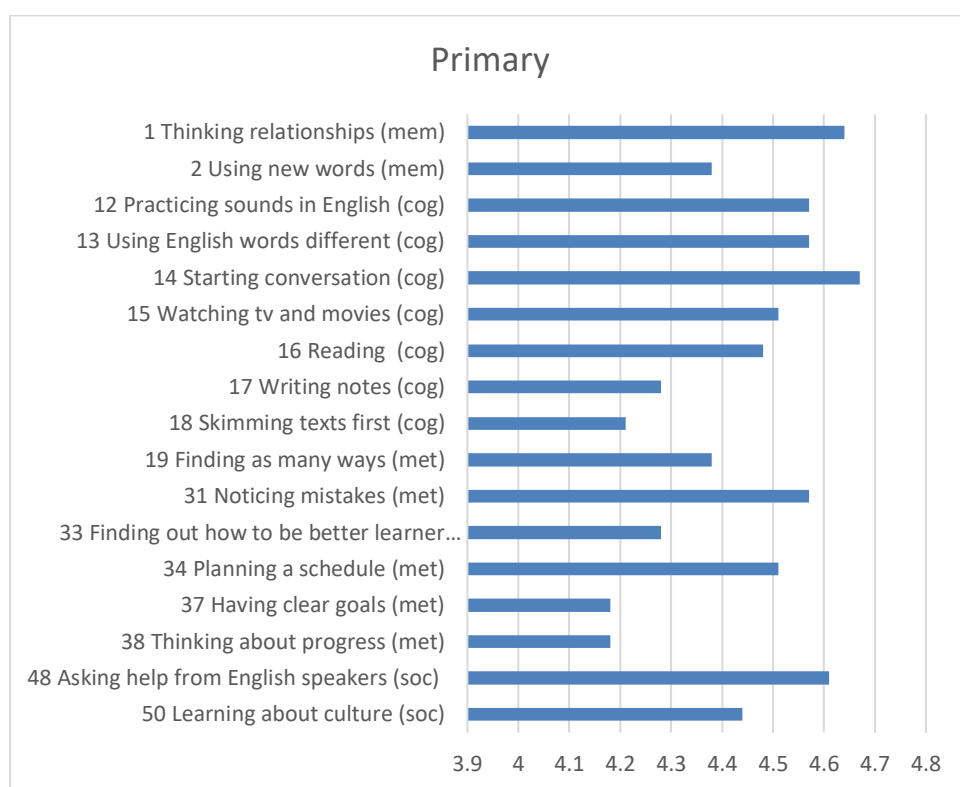


Figure 4.7: Reported importance of LLS in Primary School (SILL TB).

Teachers in primary school indicated they believed **STARTING CONVERSATIONS** as the most important strategy (figure 4.7). This reflects the desirable aspect of the curriculum; whose main aim is for students to be able to communicate in the language they are learning⁷. Then the second and third most important strategy refer to **STUDENTS CREATING RELATIONSHIPS BETWEEN WHAT THEY ALREADY KNOW AND THE NEW KNOWLEDGE**. Finally, a strategy observed in many levels, strategy 48 (**ASKING HELP FROM ENGLISH SPEAKERS**) reflects how teachers believe it is important students seek help from a more knowledgeable person, which in this case could be the teachers themselves. Teachers in this level have indicated three strategies related to sound practicing among the most important strategies (12, 13 and 48); students in the first year of primary school are learning to read and write in their native language consequently, their proficiency in the written skills is quite low, this may favour the oral production strategies.

⁷ https://www.planyprogramasdestudio.sep.gob.mx/descargables/biblioteca/basica-ingles/1LpM-Ingles_Digital.pdf

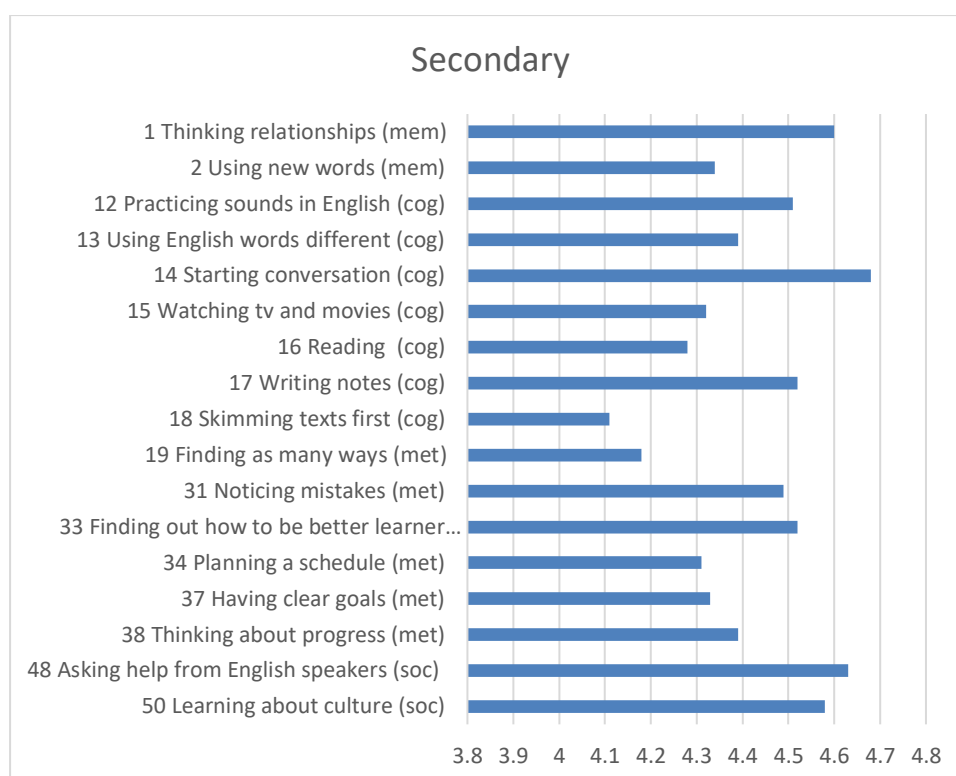


Figure 4.8: Reported importance of LLS in Secondary school (SILL TB).

Teachers working with students aged 12-15 teach in secondary, which in spite of being officially apart from primary schools, is still considered basic education. This seems to be supported by the levels of importance teachers assign to strategies that promote communication and the practice of sounds in English (figure 4.8). The three top positions are taken by the same strategies selected by teachers working in primary schools; while they are not exactly in the same order, strategies 48 (**ASKING HELP FROM ENGLISH SPEAKERS**), 14 (**STARTING CONVERSATIONS**) and 1 (**THINKING RELATIONSHIPS**) are the most important strategies in secondary as well.

Preparatory school is the period where students are equipped for their years in university. Teachers working in this level chose strategies 50 (**LEARNING ABOUT THE CULTURE OF COUNTRIES WHERE ENGLISH IS SPOKEN**), 48 (**ASKING HELP FROM ENGLISH SPEAKERS**), 14 (**STARTING CONVERSATIONS**), and 1 (**THINKING RELATIONSHIPS**) among the top five most important strategies. Nevertheless, the addition of strategy 18 (**SKIMMING TEXTS**) signals the contextual need of students in preparatory to have more interaction with texts than in basic education.

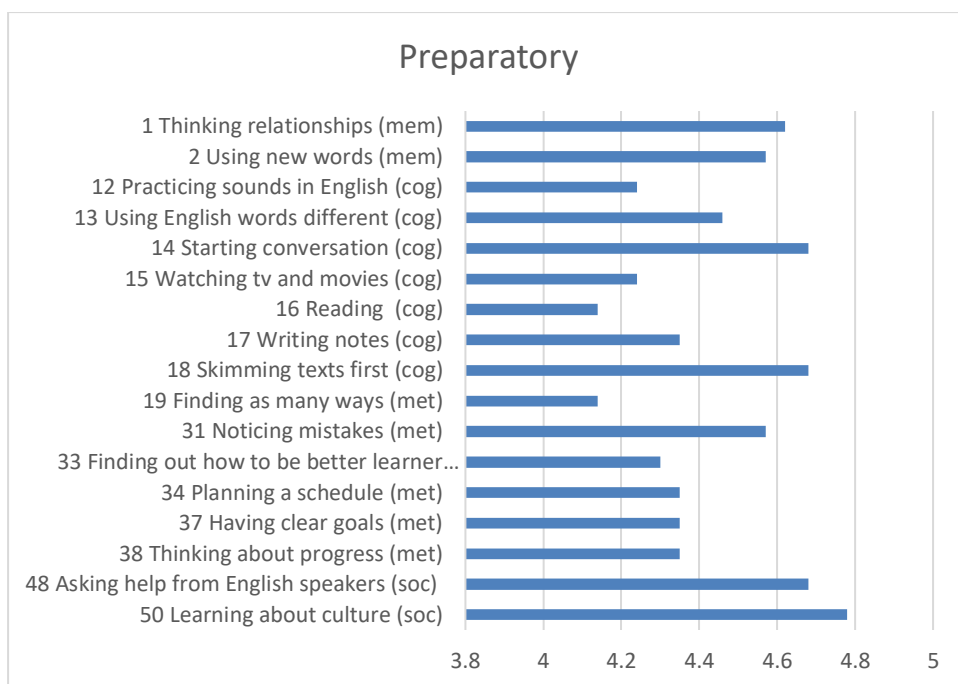


Figure 4.9: Reported importance of LLS in Preparatory School (SILL TB).

It is relevant to note that the inclusion of LLS that belong to the social group on the top position signals a clear change in the beliefs of teachers according to the age of the students they teach.

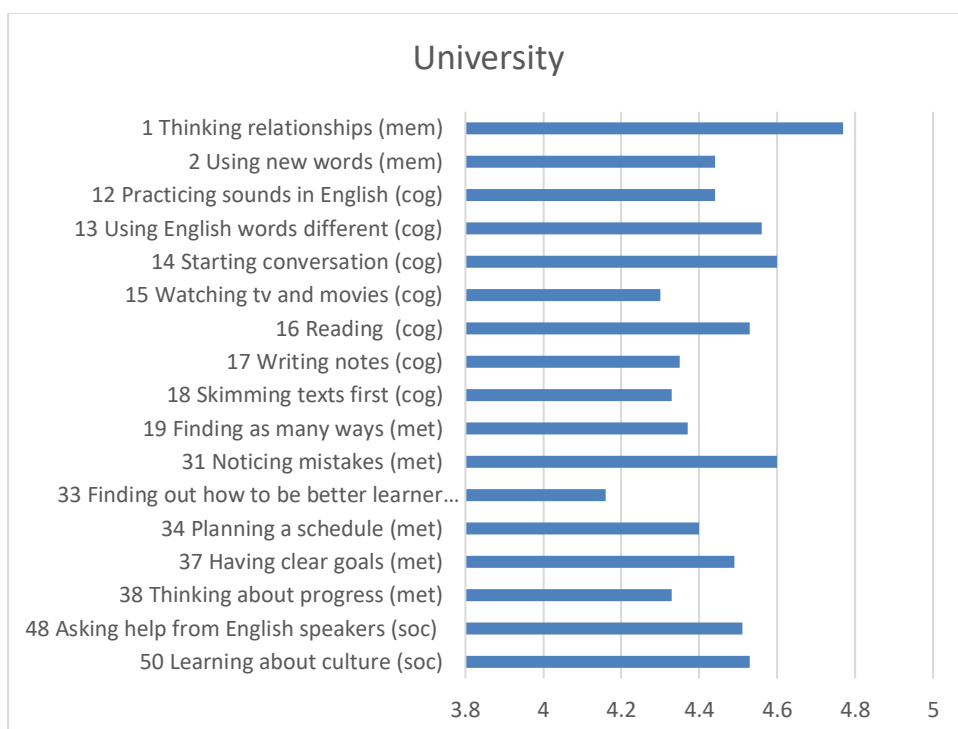


Figure 4.10: Reported importance of LLS in University (SILL TB).

Teachers working with university students indicated strategy 1 (**THINKING RELATIONSHIPS**) as the most important strategy. Followed by strategy 14 (**STARTING CONVERSATIONS**) and

strategy 3 (**NOTICING THEIR OWN MISTAKES AND USING THEM TO IMPROVE**). The inclusion of a metacognitive strategy is worth acknowledging because when strategies are looked at as a category, metacognitive strategies are indicated to be the most important group (figure 4.5); however, when looking at the individual strategies these metacognitive strategies are not among the top five strategies in the other educational levels.

Throughout all educational levels of formal education strategies 1 (**THINKING RELATIONSHIPS**) and 14 (**STARTING CONVERSATIONS**) are a constant for all teachers in terms of importance. Shared in all the levels taken before university, strategy 48 (**ASKING HELP FROM ENGLISH SPEAKERS**) shows that teachers believe it very important that students seek the help of a more knowledgeable person, which in the Mexican context would be the teacher in the classroom. These explicit beliefs are corroborated by the narrative of some teachers who share that sometimes they are the only knowledge source for students and that students expect teachers to provide all the knowledge (section 5.2.2, Heidi [147]⁸).

Reported importance of LLS according to Experience (SILL TB)

Chapter 2 has explained that Teachers' Beliefs are known to be influenced by the experiences they have along their life, starting with their experiences as learners (Lortie, 1975; Plonsky, 2011). However, the data gathered in this research suggest that there are other factors that may have a greater impact on Teachers' Beliefs.

SILL TB Strategy Group	Between 0 and 10 years	Between 11 and 20 years	More than 20 years
Memory	4.10	4.08	4.06
Cognitive	3.98	3.97	3.99
Compensation	3.69	3.62	3.64
Metacognitive	4.28	4.23	4.25
Affective	3.68	3.60	3.63
Social	3.68	3.60	3.63

Table 4.1: SILL TB reported importance according to years of experience.

Table 4.1 presents the importance beliefs teachers shared in the first stage of the research. All teachers, regardless of the time they have been teaching, believe metacognitive strategies to be the most important group. This is also seen in the general overview where this strategy group is considered as the most important one. The importance can also be

⁸ When a reference is made to an extract used in any chapter of the thesis, this will be indicated in the following format: (section X, Name of the participant [number of the extract referenced])

identified in the narratives of teachers where they state that students taking over their learning process is something they consider very important and desirable (section 5.2.1, Betty [212]).

4.4.2 Reported importance of LLS in Stage II (SILL CD)

Figure 4.11 shows 212 teachers' responses to SILL CD. They report metacognitive, memory, social, cognitive, affective and compensation strategies in order of importance. Once again, teachers indicated that the most important strategy group is metacognitive strategies, then memory strategies followed by social and cognitive strategies. The order of the strategy groups is quite similar to the one indicated by teachers in the first research stage who answered SILL TB (figure 4.5).

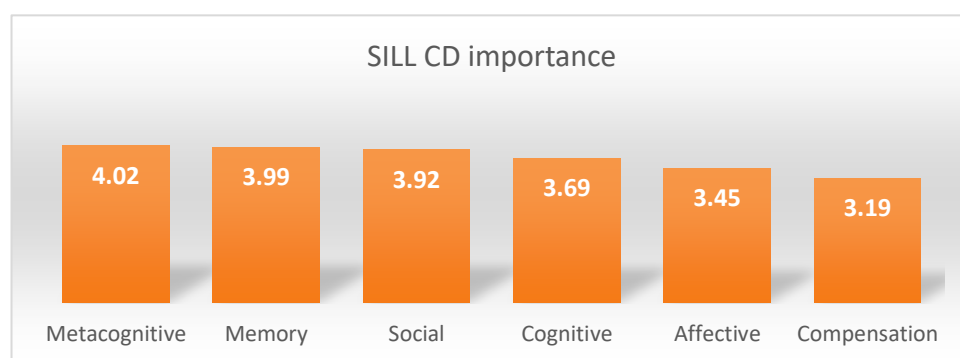


Figure 4.11: Reported importance of LLS across all teachers in Stage II (SILL CD).

To explore any possible relationship between explicit Teachers' Beliefs and any of the demographic variables, an analysis per strategy was conducted with the data gathered through SILL CD.

The inclusion of English teaching meant the opportunity for English teachers graduated from Autonomous universities to work within the basic education system. Consequently, in the last 10 years teachers with a different education background have come to a system where English teaching has been seen as less than successful (O'Donoghue and Del Campo, 2015). The following figures are analysed in search of any visible differences according to the teachers' educational background.

Reported importance of LLS according to Background Education (SILL CD)

It has been suggested that teachers with the same education level tend to hold similar beliefs regarding the effectiveness of LLS (Ardasheva and Tretter, 2012). Therefore, this next section presents an analysis at strategy level according to teachers' Background

education (The complete SILL CD table for importance according to Educational background can be seen in appendix O).

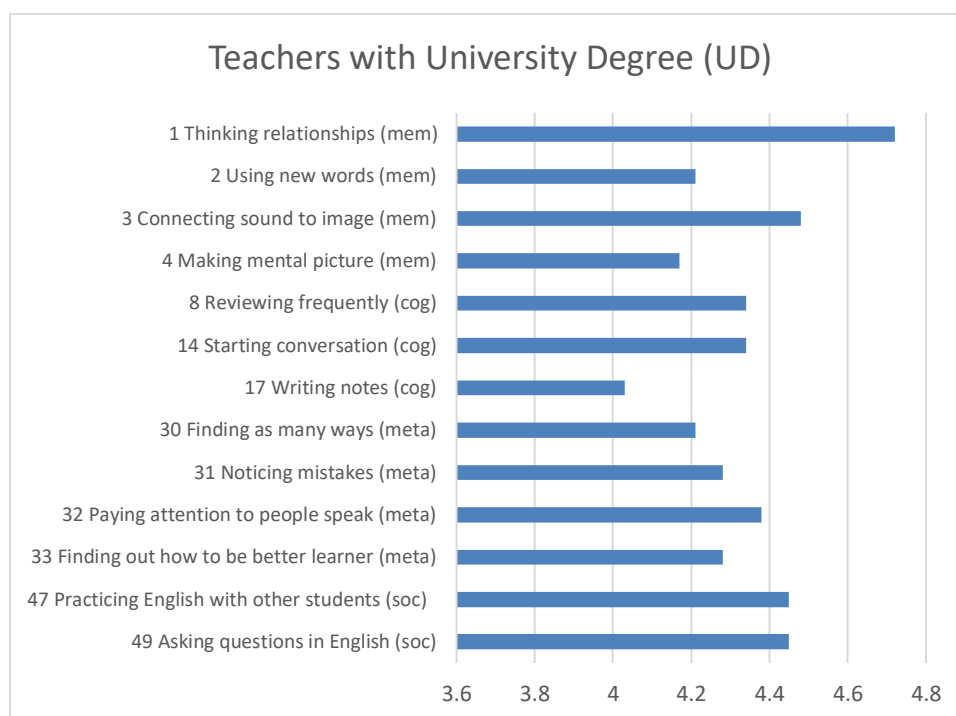


Figure 4.12: Reported importance of LLS by teachers graduated from University (SILL CD).

Teachers who graduated from Autonomous universities believe it important that students manage to connect sound and image as well as to practice the language with other students. The curricula in the universities favour the sociocultural approach (Wertsch *et al.*, 1993) in many of their classes. So, if beliefs teachers hold are also influenced by their experience as learners, the level of importance these teachers assign to strategy 47 (**PRACTICING ENGLISH WITH OTHER STUDENTS**) would be derived from their learners' experience (Plonsky, 2011). Another strategy that stands out in this group of teachers is metacognitive strategy 33 (**FINDING OUT HOW TO BE A BETTER LEARNER**). The structure followed in the studies in Autonomous universities has a flexible programme that allows students to choose from a variety of offered classes. This flexibility develops a sense of autonomy and responsibility over the students own learning process, unlike pedagogic universities systems which have their students in fixed groups following a rigid programme.

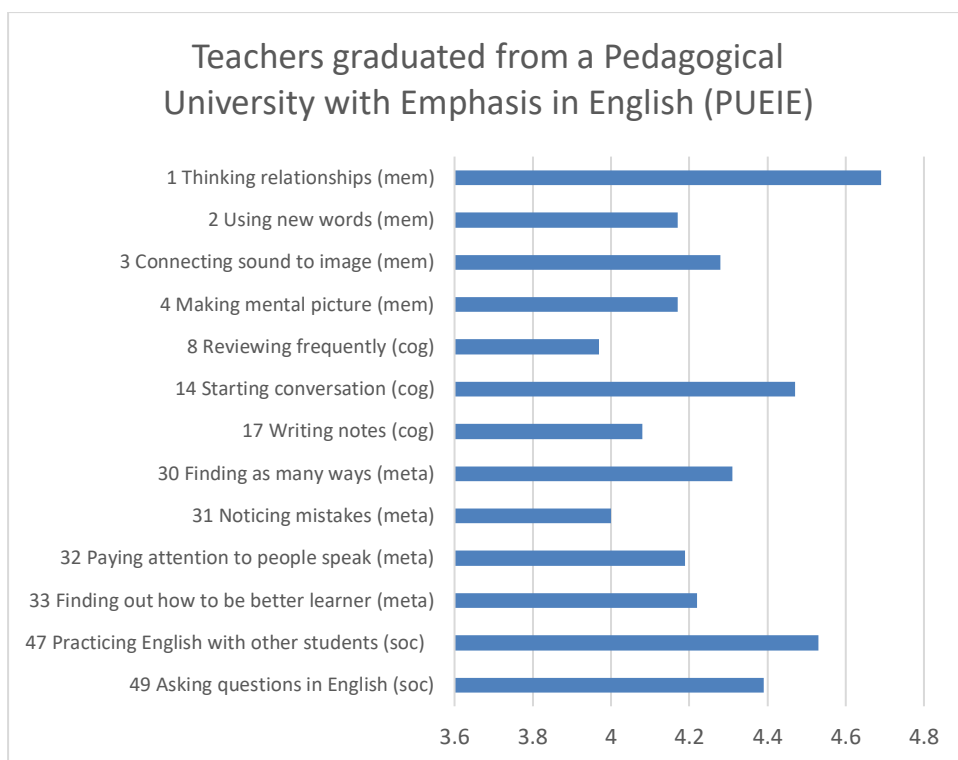


Figure 4.13: Reported importance of LLS by graduates from a PU with Emphasis in English (SILL CD).

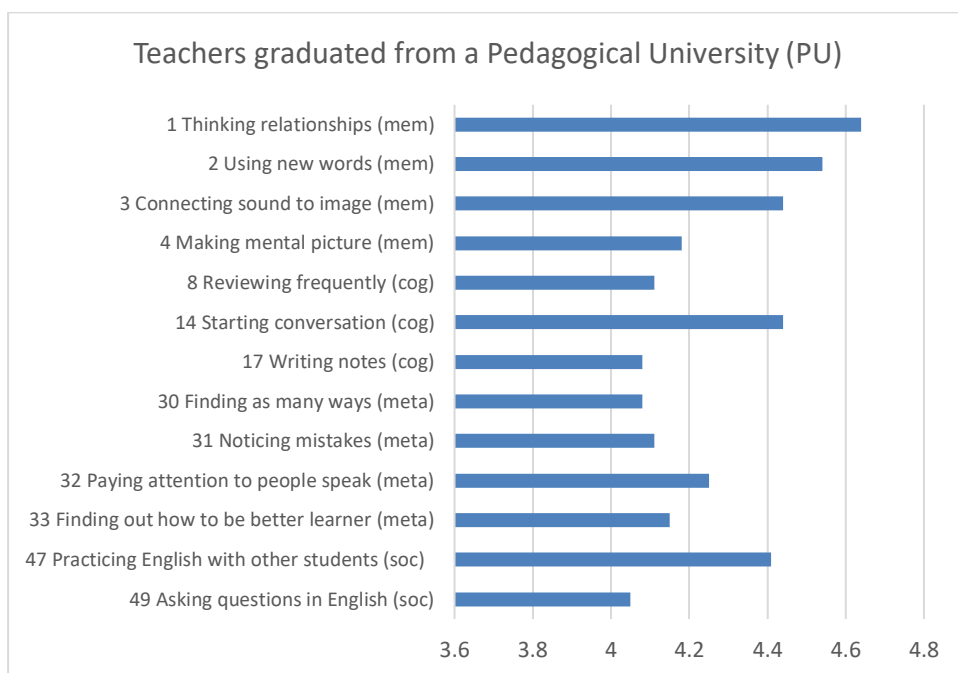


Figure 4.14: Reported importance of LLS by graduates from a Pedagogic University (SILL CD).

All teachers graduated from the pedagogical universities (figures 4.13 and 4.14) placed strategies 47 (**PRACTICING WITH OTHER STUDENTS**), 1 (**THINKING RELATIONSHIPS**), 3 (**CONNECTING SOUND TO IMAGE**), and 14 (**STARTING CONVERSATIONS**) among the 5 top strategies. These teachers seem to favour a process of sound recognition, linking and

practicing. The only difference in the top 5 LLS, is the inclusion of strategy 49 for teachers whose emphasis is English teaching, which seems a natural inclusion since the strategy is to **ASK QUESTIONS IN ENGLISH** (49).

The teaching of a language is different from any other subject due to the variety of skills the students must develop. This idea can be linked to learning the language through as many means as possible. This difference may be the underlying reason for the emergence of Strategy 30 (**FINDING AS MANY WAYS TO LEARN**), which is only included by teachers graduated from Pedagogic Universities with emphasis in English teaching.

The educational system in which the teachers graduated from Pedagogic Universities seem to impact their beliefs of which strategies are more important for their teaching practice. However, it has been established that the beliefs teachers hold are also influenced by the experience they obtain once they begin their teaching practice. So, the next step was to examine the LLS that are indicated to be the most important across all levels of experience. Table 4.2 shows, with the numbers in bold, the highest value assigned to the strategies in SILL CD in each experience group.

Reported importance of LLS according to Experience (SILL CD)

Strategy Group	Between 0 and 10 years	Between 11 and 20 years	More than 20 years
Memory	3.92	3.97	4.03
Cognitive	3.72	3.66	3.77
Compensation	3.31	3.14	3.21
Metacognitive	4.15	3.99	4.03
Affective	3.41	3.46	3.32
Social	3.97	3.96	3.66

Table 4.2: SILL CD reported importance according to years of experience.

Teachers in the second stage also indicated across all levels the most important group to be metacognitive strategies and the least important, compensation strategies. Nevertheless, there is a perceptible change in the order of importance with teachers who have been working more than 20 years. Those teachers assign the same level of importance to metacognitive and to memory strategies. Looking at the sub-strategies Oxford (1990) proposes, making mental linkages, applying images to sound and employing memorisation actions seem to have the same importance as the strategies used to take control of the learning process. Teachers who have been teaching this long in the basic education system were trained with learning objectives aimed at students reading, understanding and

translating the language instead of having a more communicative goal⁹. Hence, their beliefs seem to have been influenced by what was desirable at the time they started working. Teachers with less experience, who have been working for less than 10 years, have indicated social strategies as the second most important strategy group, which reflects the change in curricula.

4.5 Reported desirability vs possibility

As presented in chapter 2, the tradition of strategy research has centred on observing those who are more successful in the learning process and make more use of the strategies (Rubin, 1975; Oxford, 1990; Griffiths, 2008; Gharbavi and Mousavi, 2012), and the tradition in Teachers' Beliefs has been to research about the teaching practice instead of the underlying aspect of their beliefs (Pajares, 1992; Borg, 2003, 2006, 2009). Nevertheless, the literature has emphasised the need to further the understanding of the beliefs teachers hold regarding the learning process (Fives and Buehl, 2015), especially the underlying aspects regarding the beliefs of LLS (Ardasheva and Tretter, 2012). With the intention of filling this gap in research in Teachers' Beliefs and LLS, it is necessary to explore in-depth not only what teachers believe important but also what it is that they believe to be desirable and possible.

As mentioned in chapter 2 (section 2.9), many of the initiatives to teach strategies have neglected to factor in the role of teachers and their beliefs into the creation of such Strategy Instruction programmes. Moreover, Teachers' Beliefs about what is possible in their own teaching context and their teaching practice have not yet been included in the parameters when trying to promote a change in the way LLS are fostered. In the first questionnaire SILL TB, teachers were asked to indicate if each of the strategies included in the questionnaire was desirable to promote in their classes; while in the second questionnaire SILL CD, teachers were asked if the same LLS were possible to promote in their classes. The following section of the chapter presents the explicit Teachers' Beliefs regarding the desirability and possibility of the LLS researched in this project. The data presented in this section come from teachers working in public basic education (table 4.15).

⁹ <https://www.ensj.edu.mx/wp-content/uploads/2018/12/Licenciatura-en-Enseñanza-y-Aprendizaje-del-Inglés-en-Educación-Secundaria.pdf>

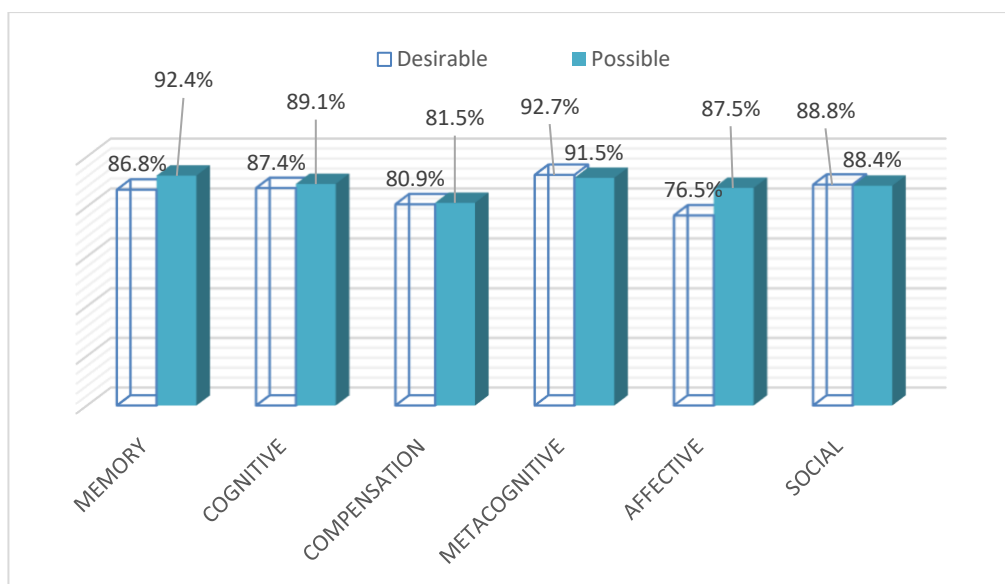


Figure 4.15: Overall reported desirability and possibility of LLS (SILL TB and SILL CD).

The values assigned to the explicit beliefs about desirability and possibility are presented in percentages because in both questionnaires, SILL TB and SILL CD, the questions regarding these aspects were dichotomic. Teachers were asked whether the strategy item rated was believed to be desirable or not in Stage I, and possible or not in Stage II. For instance, memory strategies as a group are considered to be desirable by 86.8% of teachers working in basic education, while 92.4% of those teachers believe this group of strategies is possible, indicating that possibility beliefs are higher than those of desirability.

Other strategy groups showed a different tendency; for instance, metacognitive strategies which are believed to be desirable by 92.7% of the teachers, but possible by only 91.5%. It is relevant to notice that this may mean that teachers do not believe these strategies are possible to foster as they believe them to be desirable. In this research the data has shown that the aspect that has a stronger relationship with the teaching practice is possibility; when teachers believe a strategy to be possible these explicit beliefs correspond to the implicit beliefs found in their teaching practice narratives. Kiely (2013) indicates the change in teaching is making the desirable possible; consequently, it seems relevant to analyse in this section the two strategy groups where the value of possibility is lower than the value of desirability.

To better understand what teachers believe to be possible and desirable in these two groups of strategies, the analysis draws on the proposal by Oxford (1990) that each strategy used to create the questionnaires SILL TB and SILL CD is composed by a series of processes

or sub-strategies (the complete table of strategies and sub-strategies proposed by Oxford can be found in appendix P).

The next section explores in detail the descriptive statistics of reported desirability and possibility by teachers working in basic education for metacognitive and social strategies. In both tables, 4.3 for metacognitive strategies and 4.4 for social strategies, the values for desirability and possibility are presented in percentages, and for each strategy the highest value has been indicated in **bolds**. Next to the percentages the tables present the sub-strategies that are the underlying processes when using these strategies.

4.5.1 Desirable vs possible in metacognitive strategies

The **bolds** in table 4.3 indicate the metacognitive strategies to which teachers assigned a lower value for possibility. Out of the nine strategies, three are considered to be desirable and possible as well (30, 32, 36) these strategies refer to seeking opportunities to learn and paying attention. However, six other strategies have been rated as more desirable than possible. **FINDING OUT HOW TO BE A BETTER LEARNER** (33), **PLANNING A SCHEDULE** (34), and **LOOKING FOR PEOPLE TO TALK** (35) share the sub-strategy seeking practice opportunities while the strategies of **NOTICING MISTAKES AND USING THEM TO IMPROVE** (31) and **THINKING ABOUT LEARNING PROCESS** (38) are supported by the sub-strategy of self-evaluating and monitoring. These strategies were assigned a low level of possibility, which indicates teachers do not believe their students are capable of being proactive and critical in their learning process. The shared narratives reinforce this notion, exposing the fact that because teachers do not believe their students are capable of taking control of their learning, they do not foster metacognitive strategies (section 6.3.1).

Strategy 31 (**NOTICING MISTAKES AND USING THEM TO IMPROVE**) is constituted by self-evaluating and paying attention. It is worth specifying that according to Oxford (1990: 154) there are two different kinds of attention: a) Direct attention: that is when the student decides to actually pay attention to the task and avoid distractors; and b) Selective attention: that is when the student decides to notice certain details before performing any task. Jones (1987) states an autonomous effective learner is aware of the processes embedded in his or her own learning and finds the strategies to match the set goals and selective attention requires the student to plan and organise beforehand, which can be considered as an autonomous process.

METACOGNITIVE	SILL TB Desirable	SILL CD Possible	Sub-strategies
30 FINDING AS MANY WAYS	93.9%	94.3%	<i>Seeking practice opportunities</i>
31 NOTICING MISTAKES	95.7%	94.3%	<i>Paying attention (selective attention) Self-evaluating /monitoring</i>
32 PAYING ATTENTION TO PEOPLE SPEAK	90.8%	96.2%	<i>Paying attention (directed attention)</i>
33 FINDING OUT HOW TO BE BETTER LEARNER	93.6%	92.5%	<i>Finding out about language learning Self-evaluating /monitoring Organising Seeking practice opportunities</i>
34 PLANNING A SCHEDULE	92.6%	85.4%	<i>Seeking practice opportunities</i>
35 LOOKING FOR PEOPLE TO TALK	89.3%	83.5%	<i>Seeking practice opportunities</i>
36 LOOKING FOR OPPORTUNITIES TO READ	89.9%	92.9%	<i>Seeking practice opportunities</i>
37 HAVING CLEAR GOALS	94.5%	92.9%	<i>Setting goals and objective Finding out about language learning Planning for a language task Organising</i>
38 THINKING ABOUT PROGRESS	94.2%	91.5%	<i>Self-evaluating /monitoring Setting goals and objective Organising</i>

Table 4.3: Overall reported desirability and possibility for Metacognitive Strategies.

This seems to coincide with the constituent sub-strategies of the strategies rated with the lower levels of possibility, self-evaluation and organisation, which are processes conducive to autonomy and learning independence. In the narratives teachers shared, a big constant was the fact that they expressed their students are incapable of monitoring their own learning process (chapter 6). Even teachers working in higher education, questioned the autonomy and engagement of the students, as the cases of Heidy and Daisy who mentioned autonomy but did so in the realm of what is desirable for them but not what is possible.

4.5.2 Desirable vs possible in social strategies

The case of social strategies, although with a smaller difference between desirable and possible, also reported a higher total value in desirability (88.8%) than in possibility (88.4%). **ASKING NATIVE SPEAKERS FOR CORRECTION** (46), **SPEAKING WITH CLASSMATES** (47), **ASKING QUESTIONS IN ENGLISH** (49), and **LEARNING ABOUT THE CULTURE OF OTHER COUNTRIES** (50) present a higher level of possibility, which indicates that teachers consider these strategies desirable and possible to foster in their classrooms. However, strategy 45 (**ASKING OTHER**

PEOPLE TO SLOW DOWN) and strategy 47 (ASKING HELP FROM ENGLISH SPEAKERS) are indicated not to be as possible as desirable. These strategies are constituted by sub-strategies getting help, asking for clarification and cooperating with more proficient users of the new language. The main difference in these strategies that are believed to be less possible is the idea of cooperating with more proficient users of the language and getting help. While cooperating with classmates or asking for correction is seen by teachers as possible for their students; teachers do not believe it possible that their students actually cooperate with a person who has a higher proficiency in the language.

SOCIAL STRATEGIES	SILL TB Desirable	SILL CD Possible	Sub-strategies
45 ASKING OTHER PEOPLE TO SLOW DOWN WHEN SPEAKING	74.9%	71.7%	Asking for clarification or verification Getting help
46 ASKING NATIVE SPEAKERS TO CORRECT	89.3%	92.5%	Asking for correction
47 PRACTICING ENGLISH WITH OTHER STUDENTS	85.6%	98.6%	Cooperating with peers
48 ASKING HELP FROM ENGLISH SPEAKERS	95.7%	74.1%	Cooperating with proficient users of new language / Getting help
49 ASKING QUESTIONS IN ENGLISH	91.4%	97.2%	Cooperating with peers
50 LEARNING ABOUT CULTURE	96.0%	96.2%	Developing cultural understanding Becoming aware of others' thoughts and feelings

Table 4.4: Overall reported desirability and possibility for Social Strategies.

The reported beliefs in both questionnaires provided a general view on which strategies teachers in Edomex believe to be important as well as desirable or possible. This information answered the first research question: How important, desirable and possible are LLS for teachers in their teaching practice? The second part of this chapter aims to answer Research Question 2. To better understand the way these implicit beliefs shape the teaching practice of the participants, the data collected in 3 interviews and 11 focus groups were analysed through a quantitative content analysis and contrasted with the explicit beliefs gathered through the questionnaires SILL TB and SILL CD.

4.6 Implicit and explicit Teachers' Beliefs.

As explained in chapter 2 (section 2.4), the degree of awareness one has on beliefs can help distinguish between explicit beliefs, those consciously held by the teachers; and implicit beliefs, those of which there is no awareness. In this research the explicit beliefs are found

in the questionnaires while the implicit beliefs are drawn from the teachers' narratives. To answer the second research question and find out the ways in which LLS Teachers' Beliefs shape the teaching practice, teachers' narratives were analysed.

4.6.1 Beliefs about LLS identified in teachers' narratives.

As established in chapter 2, beliefs are the unobservable dimension of teachers' cognition nurtured by the teachers' experiences as teachers and as learners (Freeman, 2002: Plonsky, 2011). Since beliefs are part of the narrative teachers produce (Priestly et al. 2013) and due to the difficulty of directly observing the beliefs this research explored Teachers' Beliefs by analysing teachers' own narratives of their classes.

Stage I - Sample VAr (Various educational levels)			
Date	Type	#	Information
9/04/15	Int 1	1	University
12/4/15	FG 1	3	University, Language centre, primary
13/04/15	FG 2	3	University, high school, language centre
16/04/15	FG 3	3	University, language centre, high school, primary, kindergarten
Stage II - Sample BEd (Basic Education)			
Date	Type	#	Information
3/12/15	Int 2	1	Secondary / learning centre coordinator
4/12/15	FG 4	3	Kinder, primary, LC coordinator, regional leader
7/12/15	FG 5	5	Kinder, primary, secondary, LC coordinator, regional leader
9/12/15	FG 6	2	secondary, learning centre coordinator, regional leader
10/12/15	FG 7	4	primary, secondary, secondary with emphasis in English
11/12/15	FG 8	2	primary, secondary, learning centre coordinator, regional leader
14/12/15	FG 9	6	Kinder, primary, secondary, learning centre coordinator, regional leader
14/12/15	FG10	2	Secondary
19/12/15	FG11	5	Secondary / learning centre coordinator, regional leader
6/1/16	Int 3	1	Secondary, high school

Table 4.5: Summary of the teachers' participation in the qualitative data collection phases.

The data collected in the first two stages report the teaching narratives of 41 teachers working in Edomex across different educational levels and teaching contexts. Table 4.5 presents the summary of all the interactions with the participants; the first column presents the date of the encounter with the teachers; the second column specifies the type of participation referring to interviews or FG discussions and the third column lists the number

of participants in that interaction. The last column provides information about the teachers' position and role in their workplace.

Once the interviews and FG Discussions were recorded and transcribed verbatim, the first step was to perform a quantitative content analysis that allowed identifying all the occurrences of each strategy included in the surveys given to the teachers. Some strategies could be directly identified; for example, Gaby shared about the activities she used to practice listening.

Gaby

[58] *well/ with listening i/ what is songs and the book exercises/ (...) i am about to finish unit 1 with the social practice that are rhymes, so now i play the audios with the rhymes and they identify for example the words cat, mat, hat, yes then i practice with them and i play the audio "which word do you identify?"*ⁱ

She said she employed songs as well as the textbook, and she explained that in the unit she was studying the social practice was about rhymes: *I play the audios with the rhymes and they [the students] identify for example the words cat, mat, hat*¹⁰ (Gaby-BEd-058-05-memo¹¹). In this extract, it is clearly identifiable that Gaby, a teacher in Sample BEd, mentions the **USE RHYMES TO REMEMBER NEW WORDS IN ENGLISH**, which is strategy 5 in SILL and it belongs to the memory strategy group.

Some other times the strategy was not expressed in the exact same words in which the SILL strategy is written, though that did not make it less evident. For instance, Piste, a teacher working with university students narrated how she worked with students who are in the most advanced courses, and she shared that she normally reflects with her students (Piste-VAr-027-38-meta).

Piste

[27] *well i am lucky to have the first / eh / a1 and the advanced, the most advanced students are assigned to me / (...) / it is quite a challenge because i {...} mmm i reflect with them that they have already taken, english classes, {...} several years / at least three years in secondary and three in high school*ⁱⁱ

¹⁰ The conventions used to present the narratives of the participants can be consulted in appendix X

¹¹ The excerpt ID code consists of five parts connected by hyphens: 1) The teachers' pseudonym; 2) A three-letter indicator that identifies the sample they belong to; 3) A three-digit number that indicates the transcription excerpt referred to the endnotes; 4) A two-digit number referring to each SILL item contained in the presented excerpt (should there be any); and 5) A four letter code that indicates the strategy subgroup the item belongs to (memo = memory; cogn = cognitive; comp = compensation; meta = metacognitive; affe = affective; and soci = social.)

The excerpt above shows that even though Piste did not use the exact same words as strategy 38 (**STUDENTS THINKING ABOUT THEIR PROGRESS IN LEARNING ENGLISH**), she got her students to reflect and think about what they had learnt so far; thus, the students were reflecting about their progress in the learning. Seeing that the strategy was identifiable, the excerpt was coded for strategy 38.

Every time a strategy was located in the teachers' narratives it was assigned two codes, one for the strategy and one for the participant. This process produced a matrix with the number of occurrences per strategy for each participant, this data concentration allowed to see which strategies were present in the teaching narratives per participant, but also in general across all teachers' narratives (the complete matrices can be consulted in appendixes Q and R).

4.6.2 Beliefs and Teaching Practice

In section 4.4, the data from the questionnaires indicated that teachers working in basic education in general terms report LLS as less important than their counterparts working across all educational levels. However, the data gathered from teachers' narratives indicate that teachers in both samples believe it important to foster LLS at an early age.

From the data obtained through the quantitative content analysis, table 4.6 presents the reported means for importance for both samples next to the number of times the same strategies were identified in teachers' narratives. The importance means presented for each strategy group have a maximum value of five and a minimum value of one. So, the closer the value to five, the more important the strategy group is for the teachers who answered the questionnaires. The column of 'FG and Interviews' presents the number of times a strategy belonging to each strategy group was located in the narratives of the participants. They are all listed in descending order starting with the strategy group that teachers indicated to be the most important in the survey columns and with the strategy group mentioned the most in the FG and Interviews column.

The findings report that metacognitive strategies are the most important strategy group in both surveys as well the strategy group with the highest number of occurrences in the teachers' narratives. It is relevant to clarify that even though there are more occurrences in Sample BEd because there are more participants, metacognitive strategies appear many

more times in Sample VAr in the first research stage. The rationale behind this difference in the number of metacognitive strategies occurrences may be that almost half of the teachers participating in stage I work in higher education where autonomy is necessary. The beliefs teachers working in basic education shared in the second stage clearly stated that they do not believe their students capable of the sub-strategies that compose the strategies comprehended in the metacognitive group (section 4.5.1), a belief that is corroborated by the lower occurrence of these strategies in the teaching narratives shared.

	Stage I- Sample VAr		Stage II - Sample BEd	
	Survey SILL TB	FG and Interviews	Survey SILL CD	FG and Interviews
1	metacognitive (4.26)	metacognitive (58)	metacognitive (4.02)	cognitive (53)
2	memory (4.08)	affective (49)	memory (3.99)	metacognitive (49)
3	social (4.05)	cognitive (39)	social (3.92)	memory (42)
4	cognitive (3.98)	social (16)	cognitive (3.69)	social (34)
5	compensation (3.67)	memory (12)	affective (3.45)	affective (29)
6	affective (3.65)	compensation (4)	compensation (3.19)	compensation (5)
	N=433	N=10	N=212	N=31

Table 4.6: SILL TB and SILL CD reported importance and LLS identified in teachers' narratives.

The strategies with the highest means of importance were found to be mentioned the most in the interviews and FG discussion. In a similar fashion but on the opposite side of the continuum, the lowest importance reported strategy group was compensation strategies which coincides with these strategies being mentioned the least in all narratives of teaching practice (table 4.6). Based on the number of times each strategy was found in the teachers' narratives it may be presumed there is a relation between the explicit Teachers' Beliefs regarding the importance assigned to strategies in the questionnaires and the implicit beliefs identified in the narratives they shared of their teaching practice.

Evidence of teachers believing metacognitive strategies are important is found across teachers' narratives. For instance, in the narratives of Alejandra, Ker and Xime; who advise their students to use a variety of resources to learn and practice the language, which is strategy 30 in the group of metacognitive strategies. They report explaining their students that *the classroom is not the only place where they can learn* (Alejandra-BEd-022-30-meta), advising their students to use resources such as internet to *look for the answer to any question they may have* (Ker-VAr-154-30-meta) or *finding different tools to learn and practice the language* (Xime-VAr-203-30-meta). In the same way teachers working higher education explain they use activities where their students **NOTICE THEIR MISTAKES AND USE THEM TO IMPROVE** and, in their narratives, they encourage their students to use their own

mistakes (Betty-VAr-146-31-meta and Lidia-BEd-022-31-meta) or even their classmates' mistakes to learn (Bob-VAr-188-31-meta).

When the results of the content analysis were reported by the strategy group, those results show a relation between the teaching narrative (implicit beliefs) and teachers' explicit beliefs. However, in section 4.4 it was observed that the relationship using the complete groups did not guarantee a relationship at strategy level, so the next step was to look at the individual strategies and their reported importance. Table 4.9 presents the strategies (indicated by the corresponding number in SILL) ranked as the most important in each strategy group next to the strategy that was found the most times in the teachers' narratives. The only instance the implicit beliefs in teachers' narratives coincided with the explicit beliefs in the answers from questionnaires is for social strategies in Sample BEd. Strategy 47 refers to **STUDENTS PRACTICING ENGLISH WITH OTHER STUDENTS**; this strategy is reported as the most important strategy for teachers working in basic education and the same strategy was identified as the one voiced the most times across the whole sample.

	Most important	Mentioned the most	Most important	Mentioned the most
Strategy group	Sample VAr questionnaires	Sample VAr interviews and FG	Sample BEd questionnaires	Sample BEd interviews and FG
Memory	1	7	1	6
Cognitive	14	15	14	12 and 15
Compensation	28	27	29	24
Metacognitive	31	30	32	30 and 31
Affective	39	40	39	40
Social	48	47	47	47

Table 4.7: Comparative - most important and the most mentioned strategy in each group.

The data presented in table 4.7 show that in individual strategy comparison, the most important strategies were not the strategies mentioned the most in the narratives of the participants. In both questionnaires, SILL TB and SILL CD, teachers chose strategy 1: **STUDENTS THINKING OF RELATIONSHIPS BETWEEN WHAT THEY ALREADY KNOW AND NEW THINGS THEY LEARN IN ENGLISH** as the most important strategy in the memory group. However, teachers in Stage I mentioned strategy 7: **STUDENTS ACTING OUT NEW WORDS** the most when narrating their teaching. In a similar fashion, teachers in Stage II mentioned **USING FLASHCARDS** (strategy 6) the most in their narratives. Strategies 1, 6 and 7 are all about associating; however, when these strategies are broken down into the sub-strategies

(appendix P) proposed by Oxford (1990), it can be observed that while strategy 1 includes semantic mapping and grouping the new words to overview the association; strategy 6 uses imagery and strategy 7 is constituted by physical response to create the association. Taking these associative differences into consideration, these importance Teachers' Beliefs suggest that working with images and having activities that promote a physical response may be more evident for teachers than creating associations, which is a mental process that fosters memorisation.

In the case of cognitive and affective strategies, the data collected from both questionnaires indicate teachers believe their **STUDENTS STARTING CONVERSATIONS** to be the most important strategy in the cognitive group (14); but the narratives they shared indicated they foster the most strategy 15 (**STUDENTS WATCHING TV SHOWS AND MOVIES IN ENGLISH**). Starting and having conversations involve both, receptive and productive skills, as it deals with sending and receiving messages (appendix P). Teachers believe this very important but in their narratives, it is much more common to find strategies where students are only receiving the messages, such as in the case of strategy 15.

Likewise, in the affective group, strategy 39: **STUDENTS RELAXING IF THEY FEEL AFRAID OF USING ENGLISH**, was indicated to be the most important strategy. Nevertheless, it was strategy 40: **STUDENTS SPEAKING ENGLISH EVEN WHEN THEY ARE AFRAID OF DOING IT**, the one mentioned the most in the teacher's narratives. Although these two strategies may seem similar, the focus is quite different. While strategy 39 focuses on the relaxation of the student and the elimination of the anxiety; strategy 40 is not about eliminating the stress, but overcoming it so that the student can communicate. Relaxing includes using progressive relaxation with the aid of music or laughter to eliminate the anxiety; and while teachers may believe this is an important strategy, what they actually share in their narratives is that they encourage their students to take risks wisely to produce the language while overcoming their anxiety. In the gathered narratives, teachers described different situations in which they have encouraged their students to deal with their concerns or anxiety (section 5.3.1, Omar [46] and section 5.2.1, Betty [150]).

Based on all the above, the comparison done by strategy groups suggests the aspect of importance to be closely related to the teaching practice (table 4.6); making the implicit beliefs of importance a relevant aspect as indicated by Gay (2014). However, when the comparison analysis is done at a strategy level, the relation does not appear to be straight

forward (table 4.7). This suggests the aspect of importance is not the only key aspect when trying to understand how beliefs shape the teaching practice. Hence the need to analyse other aspects such as desirability and possibility in the beliefs teachers hold about LLS.

4.6.3 Desirability and possibility beliefs in teachers' narratives

Some may argue that what teachers believe to be desirable may be a key aspect of what they do in their teaching practice. The design of SI models by different researchers (O'Malley and Chamot, 1990; Cohen, 1998) attest to it as they aim for the ideal, the desirable. Nevertheless, according to the data collected in this research, the desirable does not present a straightforward relationship with the decisions made by teachers in the classroom (table 4.8). To aim for a deeper understanding in this research the level of desirability and possibility teachers assign to LLS is examined and compared to the occurrence values.

In table 4.8 the percentages obtained for desirability and possibility of each strategy group are presented next to the number of times the strategies belonging to that particular strategy group were identified in the teachers' narratives. The table presents in the left side, the explicit beliefs in Stage I collected through SILL TB in the form of desirability percentages next to the number of occurrences for each strategy group identified in the teachers' narratives. The right side shows the explicit beliefs in Stage II in the form of possibility percentages next to the number of occurrences for each strategy group identified in the teachers' narratives.

The narratives collected in both stages are presented in decreasing order according to the number of times the strategies of that particular group were identified in the teachers' narratives. The strategy group reported to be the most desirable by teachers in the first data collection was metacognitive strategies, followed by social and cognitive strategies. According to the number of occurrences in teachers' narratives metacognitive strategies are followed by affective strategies and then by the cognitive strategy group. The fact that only two out of the six strategy groups show a relationship between the explicit beliefs shared in SILL TB and teachers' implicit beliefs found in their teaching narratives, indicates the aspect of desirability not to be a key aspect to define what occurs in teachers' practice, contrary to what Fives *et al.* (2015) claim. This may instead align with the reflection of Kiely

(2013) that what is desirable in a classroom is distanced from what teachers can actually do with their students, that is what is really possible in their practice.

	Stage I (Sample VAr)		Stage II (Sample Bed)	
	Survey SILL TB Desirable	FG and Interviews	Survey SILL CD Possible	FG and Interviews
1	metacognitive (92.7)	metacognitive (58)	memory (92.4)	cognitive (53)
2	social (88.8)	affective (49)	metacognitive (91.5)	metacognitive (49)
3	cognitive (87.4)	cognitive (39)	cognitive (89.1)	memory (42)
4	memory (86.8)	social (16)	social (88.4)	social (34)
5	compensation (80.9)	memory (12)	affective (87.5)	affective (29)
6	affective (76.5)	compensation (4)	compensation (81.5)	compensation (5)
	N = 433	N = 10	N = 212	N = 31

Table 4.8: Reported desirability (SILL TB), possibility (SILL CD) vs LLS in teachers' narratives.

When observing the possibility aspect, memory strategies are assigned the highest value followed by metacognitive and cognitive strategies. Although it is not a straightforward relationship, there seems to be a closer relationship between what teachers consider possible and the frequency of such strategies identified in the teachers' narratives. The narratives teachers shared are representative of their actions in their particular contexts (Duranti, 2004; Biesta *et al.*, 2015); by indicating what teachers believe possible about LLS they indicate which are the choices available in their teaching practice.

From the literature review conducted in Chapter 2, it was identified that no research had inquired about the aspect of importance in exploring the beliefs teachers held about LLS. Moreover, no research on LLS and Teachers' Beliefs had included the aspect of possibility, even though as explained in chapter 2 section 2.4.3. Kumaravadivelu (2001) exposes the need to understand what is possible in the classroom to aim for a more effective teaching and learning process.

4.7 Incorporating the desirable and possible to the important

Following on the premise that in a post-method pedagogy it is necessary to consider the aspect of possibility (Kumaravadivelu, 2001), this project examines this aspect in the beliefs about LLS held by Mexican teachers. Possibility in this project is understood as the choices teachers can make in their own teaching practice according to their contextual realities. That is, a belief of possibility in the teaching practice is that choice that teachers believe is available for them according to their context. Researchers such as Kiely (2013) and

Vähäsantanen (2015) have stated that it is quite relevant to know what teachers believe they can actually do to understand which opportunities they have to influence their own work. Therefore, the next section proposes a different perspective to explore the aspect of possibility in Teachers' Beliefs about LLS.

The questionnaires SILL TB and SILL CD sought to compile information about which strategies teachers believe to be desirable and possible as well as important. The data collected through questionnaires and teachers' narratives suggested that analysing what is important, desirable and possible in isolation does not provide a straightforward indication as to the way beliefs teachers hold regarding the use and fostering of LLS shape their practice. The idea was then to combine the two aspects teachers were asked about in Stage I and Stage II.

SILL TB	Important	Desirable
Set A	+	+
Set B	-	-
Set C	-	+
Set D	+	-

Table 4.9: Sets for re-coded variables in questionnaire SILL TB.

Section 4.4 explains that stage I explored two aspects of Teachers' Beliefs; importance and desirability. Those aspects were combined to recode the data gathered and search for a stronger relationship between explicit and implicit beliefs. If a strategy was indicated to be important and desirable, that strategy was re-coded as set A. If the strategy was indicated to be not important and not desirable, then it was grouped under the B set. Set C includes all the strategies that were marked as not important but desirable; and finally, when the strategy was indicated to be important but not desirable, the new coding included it in the D set. Table 4.9 presents the proposal to combine the aspects enquired about in Stage I through questionnaire SILL TB.

In a similar fashion, the data collected in Stage II through the questionnaire SILL CD was recoded. The aspects this questionnaire enquired about were the importance and possibility in Teachers' Beliefs about LLS. When looking at the relationship between explicit and implicit Teachers' Beliefs, the aspect of possibility provided the strongest relationship. The assumption of this research is that the aspects of possibility and importance may have a stronger relationship to the teaching practice if they are combined. So, when a strategy

was marked as important and possible, that strategy was re-coded as set E. Any strategy indicated to be not important nor possible, was grouped under the F set. Set G included all the strategies that were marked as not important but possible. Finally, when the strategy was rated important but not possible, the new coding included this strategy in the H set. Table 4.10 presents the recoding of the answers to questionnaire SILL CD.

SILL CD	Important	Possible
Set E	+	+
Set F	-	-
Set G	-	+
Set H	+	-

Table 4.10: Sets for re-coded variables in questionnaire SILL CD.

Combining two aspects of beliefs; importance and desirability or importance and possibility may provide further understanding on how Teachers' Beliefs shape the actual teaching practice. As indicated in chapter 3 in section 3.9, out of the 645 participants who answered the online questionnaires in the first and second Stages of the research, 41 agreed to participate in the interviews and focus groups discussions. Although all the questionnaires were answered anonymously, through the tracking of mails, names, dates and locations, it was possible to match the questionnaires' responses to the teaching narratives of 25 participants. This matching allowed the comparison of their teaching narratives to their explicit beliefs shared in the questionnaires. With the set criteria as guide (tables 4.9 and 4.10), the answers given by the participants were recoded and new tables with alphanumeric values were obtained (tables 4.11 and 4.12). These new values allowed to group the positive and negative beliefs teachers hold regarding the importance, desirability and possibility of using and fostering strategies in their classes (complete tables in appendixes S and T). The new values were then grouped into the corresponding sets and then contrasted with the number of occurrences of LLS found in each participant's teaching narrative.

Table 4.11 shows the 10 participants in stage I with the number of strategies they had for each set next to the number of times such strategies were found in their teaching narratives. After recoding the answers, different relationships between the explicit recoded beliefs and the implicit beliefs can be observed. For example, Betty, who indicated 42 strategies to be important and desirable, mentioned in her teaching narrative some of the strategies in set A, a total of 30 times. She also reported five strategies as not important

nor desirable, but she mentioned some of such strategies on five occasions. Finally, she rated three strategies as important but not desirable, yet evidence of these strategies in her teaching narrative was found in three occurrences. The similarity between the concepts of important and desirable may be big (addressed in section 9.5) but the difference observed in the narratives is the reality of the belief. While both aspects refer to something with great value, the desirable LLS were placed more within the expected and not what is actually being used.

	Betty		Heidy		Xime		Alan		Bob		Elsa		Piste		Angy		Ker		Daisy	
A++	42	30	31	25	46	20	45	14	45	12	38	10	48	9	49	4	39	10	37	4
B--	5	5	11	5	3	2	4	2	3	4	7		1		1		7		13	1
C+			5				1		1		3	1	1							
D+-	3	3	3		1				1		2	1					4			

Table 4.11: SILL TB answers recoded into sets and LLS identified in teachers' narratives; Stage I.

By looking at the tendency of the data collected in Stage I where the beliefs aspects analysed are importance and desirability, it can be inferred that the strategies that occur with greater frequency are those which are considered important and desirable, which seems logical. However, even though some strategies were considered as not important and not desirable, these LLS were still present in the teachers practice narrative, which may indicate another aspect in beliefs may carry more weight.

Table 4.12 presents the 15 teachers working in basic education who participated in Stage II, along with a set summary of how important and possible they rated the strategies in the questionnaire SILL CD and the occurrences found in their teaching narratives.

	Omar		Vincent		Federico		Lidia		Julian		Dinorah		Letty		Arturo	
E ++	49	22	50	16	38	14	44	9	38	6	45	6	45	5	45	5
F --					1				4		1				1	
G -+					9	1			1				5		1	
H +-	1				2		6		7		4				3	
	Orlando		Kristy		Karina		Luz		Gaby		Julie		Armand			
E ++	20	2	23	1	41	6	29	2	47	5	44	2	43	1		
F --			6	1	1		4		2							
G -+	30	6	3	1	1		1		1		2		6			
H +-			18		7		16				4		1			

Table 4.12: SILL CD answers recoded into sets and LLS identified in teachers' narratives; Stage II.

With this new coding scheme, the relationships observed became clearer. For instance, Kristy indicated 23 strategies to be important and possible; six not important nor possible; and three not important but possible. These can be contrasted with the LLS occurrence of her teaching narrative in which one occurrence for each one of the sets E to F was

identified. Set H strategies are completely absent from her teaching narrative. This is relevant as she rated 18 strategies in H set, important but not possible. The fact that strategies which were believed to be important but not possible are completely absent in almost all teachers' narratives, shows a strong relationship between implicit beliefs in narratives and explicit beliefs in the questionnaires.

The tendency of the data of all 25 participants in Stages I and II evidenced that when teachers indicated strategies to be not important, or not desirable, there were still occurrences of those strategies in their narratives. Nevertheless, in the case of strategies indicated as not possible, no evidence of such strategies was found in the narratives.

4.8 Conclusion

This chapter presented the quantitative content analysis of 41 teachers' narratives and contrasted it with responses to questionnaires regarding the importance, desirability and possibility of using and fostering LLS. The sections presenting the Teachers' Beliefs about LLS introduced the demographics of the participants in each research stage followed by the values or importance assigned to LLS. Chapter 4 also presented the comparison of what teachers believe to be desirable to what they believe to be possible. The last sections of the chapter presented the results of the quantitative content analysis. The occurrences of LLS found in narratives were contrasted with the beliefs expressed in the questionnaires and the data indicated that the combination of the beliefs of importance and possibility (table 4.12) are the ones bearing a heavier impact on the teaching practice. The data analysis suggested that when only one aspect of teachers' belief was taken into consideration, the relationship between the beliefs and the practice was lower than when the aspects were combined. A recodification of the Teachers' Beliefs values yielded a very strong relationship with the LLS found in the teaching narratives analysed.

According to Kalaja *et al.* (2015:8) 'beliefs need to be looked at in relation to other issues that play a role in learning and teaching' languages, such as the agency in teaching'. So, in order to achieve an in-depth understanding the aspects of language learning that are encoded in the strategies and in the strategy instruction, the next chapter analyses in more detail the narrative of five teachers with different expressed beliefs regarding the importance, desirability and possibility of fostering LLS.

Chapter 5 Teachers' Beliefs about Language Learning Strategies and the impact on teachers' agency

5.1 Introduction

This chapter focuses on Research Question 3: What is the impact of importance, desirability and possibility beliefs on teacher agency? The answer is given by performing a Qualitative Content analysis of five participants' narratives who represent different points in the continuum of beliefs about importance, desirability and possibility of using and fostering LLS in their teaching practice. The five cases are analysed by looking into the way the participants' shared beliefs shape the choices they make in their teaching. The literature review chapter exposed the need to recognise the role of the teacher within the fostering of LLS. Therefore, an attempt is made to find a connection between what teachers believe to be important, desirable and possible. and the agency they express in their narratives.

The need to analyse in detail the enacted agency of teachers can be fulfilled by examining the narrative of teachers. Rogers and Wetzel (2013) state that narrative enquiry is one way to explore how teachers develop and express agency, that is the focusing on teachers talking about their teaching might provide with insight into the lexical choices teachers make and how these reflect the beliefs of the five teachers selected (Buttery and McCarthy, 2001).

As explained in section 3.9, the first data collection stage gathered the narratives of teachers to explore their beliefs of importance and desirability. From this sample two teachers were selected to analyse their narratives and explore their agency. The first teacher is Betty, she reported most strategies as important and desirable, beliefs that seem supported by the large number of occurrences of such strategies in her narrative. However, her teaching narrative also contains strategies that she rated as not important nor desirable. The second teacher selected in this sample is Heidy. She rated a considerable number of strategies as not important nor desirable and yet, evidence of such strategies was found in her narrative. From the second data collection stage, where the narratives were analysed in terms of importance and possibility, Omar reported all but one strategy important and possible, and it can be observed that he made constant mention of LLS in

his teaching narrative. On the opposite side of the continuum, Orlando, who designated 60% of the strategies as not important but possible, shared a narrative where there were more occurrences of the LLS he indicated as not important but possible, than those rated as important and possible. Finally, Kristy marked a large number of strategies as important but not possible, and while these strategies are almost completely absent, her narrative provided a unique case study in both samples as her narrative clearly exemplifies how the contextual reality may influence Teachers' Beliefs about whether LLS are used and fostered in that particular teaching practice. The expressed beliefs of the teachers chosen occupy different points in the continuum of importance, desirability and possibility and these may provide a better understanding into the way Teachers' Beliefs about LLS shape how they use and foster such strategies.

5.2 Importance and desirability

In this section, two teachers who were asked to indicate how important and desirable LLS were for them are introduced. Their narratives are analysed and contrasted with their explicit beliefs, which were gathered through their answers to SILL TB.

5.2.1 Betty

Betty is a teacher working in a language centre and a private school where she teaches high school and university students. Her teaching in the latter school provided the experiences that she shared in her narrative. Betty explained that she likes working with high school students because they do everything they are told (Betty-VAr-042), unlike her students in university. She shared that many times, as her university students are more focused on the subjects related to their degrees, English is the module regarded as the least important module, and she commented this is the main challenge she faces with them.

When the participants in her focus group shared the different ways in which they dealt with the challenges they encountered in their teaching practice, Betty declared that she believed that in her school the main role of teachers was to approach the students and make them understand that they need to speak English, that it is not an option (Betty-VAr-126).

Betty

[126] *i think that **the main role of the teacher is to approach them [the students] so that they understand** that they have to speak english and that it is not optional / they see the school and the working world as two completely different universes, teachers do not know anything, those who know everything are those who work in the real world because the school is not the real world/ then **what we have to do** a lot with the students is to look for a link between what we are doing in the classroom and what happens outsideⁱⁱⁱ*

In this excerpt, Betty explained that in her view, students consider the school and the working world as two parallel universes so teachers have to prove the link between classrooms and what is outside the school. She explained that it was only after her students learnt that she also works as an interpreter and translator that they started respecting her. She narrated that fortunately, she has some acquaintances in companies and she had invited them to talk to her students in English via skype, so they would explain the usefulness of speaking English in the working environment (Betty-VAr-128-37-meta). Betty can be seen as a teacher who believes it is her responsibility to make her students understand the importance of the language, she looks for the way to show her students how their language proficiency will be indispensable in the working world, helping them in this way to **SET LEARNING GOALS¹²**.

Later in the discussion, the teachers shared some of the activities they use to help their students learn. Betty was the first one to tell the group how she used the example of a prominent politician who had been recently criticized for his pronunciation in English. She explained she told her students: *if you do not want to sound like him, **then we need to practice¹³*** (Betty-VAr-146-12-cogn). In the questionnaire, Betty indicated that practicing sounds in English, strategy 12 is important and desirable. This seems to be supported by her narrative when she urged her students to practice. She then described an activity where first, every student read a paragraph with a classmate (Betty-VAr-146-47-soci), then they corrected each other and once they had practiced a couple of times, they had to record themselves in their mobile.

Betty

[146] *once they [the students] have practiced it for two or three weeks, one of the tasks is that they record themselves with their phone/ i don't know, **i pronounce** the same paragraph for everybody, all of them record themselves with their mobile^{iv}*

¹² Items from the original SILL TB and SILL CD are presented in CAPITALS throughout the thesis to help their identification.

¹³ Bolds in text are used to signal part of the narrative where elements pointing to their agency are identified.

The next step was to listen to the recordings in the class and reflect on them. She recalled that when her students were listening to the recordings some students realised they had actually improved (Betty-VAr-148-38-meta). Moreover, she commented that her students liked to realise they had improved, or they liked listening to their classmates who were more or less proficient to try to improve and build their self-confidence (Betty-VAr-150-39-affe, 40-affe). While depicting this activity, Betty made emphasis on creating a safe environment for her students to learn.

Betty

[150] ¹⁴*something i foster a lot in my classes is mutual respect / i mean i tell them yes yes he speaks horribly but **we all love each other and we are not going to criticise him**/ so, because they are already at a level where feedback is a bit more objective they help each other a lot”^v*

Betty said she fosters respect in her classes, and this seems to resonate in the way her students practice peer correction. In Betty’s words her students’ feedback is objective and they help each other quite a lot. In this safe environment, Betty played all her students’ spoken production and she chronicled how her students really liked listening to how much they had improved, that is **THINKING ABOUT THEIR PROGRESS**, which is strategy 38.

In the answers Betty provided in the questionnaire, strategies 38 (**THINKING ABOUT THEIR PROGRESS**), 39 (**RELAXING WHEN AFRAID OF SPEAKING ENGLISH**) and 40 (**SPEAKING EVEN WHEN AFRAID**) are reported as important and desirable. These appear supported in her teaching narrative on different occasions, as presented in the lines above. Nevertheless, strategy 47 (**STUDENTS PRACTICING ENGLISH WITH OTHER STUDENTS**) while rated as important though not desirable; is found quite often in her teaching narrative. This may be because as Kiely (2013) indicates the desirable is the ideal, the ultimate goal; and Betty’s fostering of the strategy is quite often embedded in most of her activities. Therefore, she may not see it as a goal but as the means to achieve a different objective, such as **PRACTICING PRONUNCIATION** (12) or **NOTICING THEIR MISTAKES AND USING THEM TO IMPROVE** (31).

Later in the discussion, Betty mentioned that something that worked for her younger students was to challenge them. She exemplified: *we were watching a film and then I told them they had to do an essay about racism, I told them to cite three articles with advantages and disadvantages in 350 words* (Betty-VAr-188-15-cogni, 17-cogn). Then she

¹⁴ The translation style of all the excerpts was done to make the English version as clear as possible but still maintaining the intentions of the original discourse.

mentioned that a student said it was a difficult task and Betty responded that it was difficult indeed, but that they were capable of doing it (Betty-VAr-188-40-affe). In the case of Betty, the most important strategies according to her answers are affective and social strategies. This seems identifiable in her teaching narrative as many of the activities she shared promote pair or teamwork. Moreover, she places emphasis on the creation of a safe learning environment where mutual respect and confidence are fostered, this is evidenced when she accepts the difficulty of the task but gives clear indication that she is confident her students are capable of successfully performing the task.

The last activity that Betty shared was a day when guests from companies and government organisations went to her school and interviewed her students as if the latter were applying for a job in such companies (Betty-VAr-256-32-meta, 40-affe). Betty commented that this was a very successful activity as most of her student identified their areas of opportunity (Betty-VAr-156-31-meta) and were very motivated towards improving in their studies (Betty-VAr-156-37-meta) as well as working more consistently (Betty-VAr-156-33-meta). Metacognitive strategies were the second highest strategy group in Betty's questionnaire. These beliefs are supported by her teaching narrative as **NOTICING MISTAKES** (31), **FINDING OUT HOW TO BE BETTER LEARNERS** (33), **HAVING CLEAR GOALS** (37), and **THINKING ABOUT THEIR LEARNING PROGRESS** (38) are metacognitive strategies found in Betty's narrative of an activity that she described as successful and useful for her students. At the end of the discussion when making general comments about LLS, she explained that her undergraduate thesis was related to LLS.

Betty

[212]my thesis was on lls so **i think there are some good/ what i learnt** is that there are some strategies that depend only on the students and what they want to do, these are motivational strategies and there are others that the students have no idea that exist **and that you as a teacher are responsible for telling them**: "see you can do this or that, you can make a list of the words you do not know and do another one of the words you already know and then compare them / many times you will find out that there are more you know than those that you do not and (...)" / **i think there are some [strategies] which is our responsibility to teach to them** [students] and there are others that come from the students^{vi}

In the previous excerpt it can be observed that Betty has worked with strategies for some time now, and she openly expresses that while teachers have no part in fostering some strategies, there are others whose teaching is the responsibility of the teacher because students do not know these strategies exist.

Betty indicated social and affective strategies to be the most important groups (appendix U), but she indicated metacognitive strategies to be the most desirable group. In her narrative affective strategies are mentioned the most by a large margin followed by the metacognitive group; however, social strategies are found only four times in her narrative. Besides, the social occurrences found correspond mostly to strategy 47, a strategy she indicated to be important but not desirable. Betty also states it is the responsibility of the teachers to let students know what strategies are available to them and her narrative shows that she uses and fosters strategies in her classes.

Betty expressed that she, as a teacher, is responsible for helping her students understand the importance of learning the language. She says so categorically and this belief is supported by her activity organisation. Betty's agency can be observed when she created a space where her students apply for a job or when she invited people already working so they would explain the usefulness of the language to her students. Kumaradivelu (2001:544) indicates that taking charge has mostly meant teachers giving learners a set of cognitive, metacognitive and affective techniques they can use for successful learning' and Betty's narrative is a clear example of teachers fostering LLS in their teaching practice.

5.2.2 Heidi

Heidi is a teacher working mainly in two educational sectors, a language-learning centre and a public university. Her teaching narrative focuses on her university students who study an undergraduate programme in Modern Languages, which means they are studying to become translators, interpreters or language teachers. At the time of the data collection, she had been working for more than 10 years in the teaching of languages. In the focus group she shared she generally works with students over 18 years old, and that both institutions are specialised in language teaching. (Heidi-VAr-012). She also emphasised that the institutions where she works allow teachers to teach freely, and this allows her to make choices regarding her teaching practice based on the context and needs of her students, rather than having to follow a strict class plan.

After the teachers introduced themselves to the other participants, they shared general information about their classes. The first thing Heidi mentioned is that she has a textbook, but then she commented she does not use the book all the time.

Heidy

[26] *there are many things that **i do not do** and that substitute for other things (...) **i always start** the class by asking my students about them about their life/ **from there i begin** to get **the expressions that i want to teach and i write them** on the board^{vii}*

Heidy seems to be a teacher concerned with contextualising the lesson for her students, she uses her students' real-life situations to draw examples that allow her to explain the topic she wants to teach. Later in the discussion she commented she does not make much use of technology and she admitted feeling ashamed of that (Heidy-VAr-019). Heidy narrated that in her classes, when she makes use of technology, she mainly uses videos and she brings her own projector to play videos for her students (Heidy-VAr-033-15-cogn). Even though Heidy admitted she does not make wide use of technology, she mentioned that her class is not exclusively focused on the textbook, but complemented with activities that are centred on her students. She shared that in her classes she likes to use poker cards to help her students review the class while playing (Heidy-VAr-012-08-memo) and shared her students like the activity as they can draw a card which gives them an extra reward (Heidy-VAr-044-41-affe) or a card that makes them dance or act out what they are learning (Heidy-VAr-042-07-memo).

The discussion then progressed towards the notion that with time teachers create activities and build their own resources for their classes. In a later intervention of Heidy that evidences the stimulating interaction among the participants in the FG Discussions; she told Ker, a much less experienced teacher, that she had the resource pack from the textbook and another one created by herself (Heidy-VAr-085) but she normally uses the latter one because it contains material that has already proved to work for her students (Heidy-VAr-087). Heidy prefers material that has been successfully using with her students instead of using the one designed by the publishing house, a resource pack that aims for the ideal. Although her SILL TB responses were only about importance and desirability, her narrative evidences that her teaching practice may be strongly influenced not only by what she considers important, but also by what she perceives as possible in her teaching practice.

In a later stage of the discussion, Heidy commented that she finds it problematic when students approach her to ask for advice on how to practice English because she believes they do it before reflecting about what they do or do not do in their learning process (Heidy-VAr-141-38-meta). She portrayed her students as not being involved in the learning process

and leaving most of the work to the teacher. Heidy commented that because she wanted her students to be more involved in their learning, she decided to implement a self-assessment instrument (Heidy-VAr-147-38-meta) where she tried to include elements that would help her students reflect about the actions they make while studying a language.

Heidy

[147] *this instrument of self-evaluation and in it i tried to put aspects that make them reflect on what actions they take when they are studying a language/ it is a very big commitment to me that if you do not commit you will not succeed / then(...) i have noticed that they lack that introjection /yes / i mean if i am giving my 100, how much am i contributing? because i'm a bit sad to say it but students nowadays want you to give them everything^{viii}*

In the excerpt above Heidy declared she likes her students to be free and reflective about their own learning process at the same time, so she implemented a self-assessment instrument that gave her students the opportunity to become thoughtful and involved in their own learning process. This excerpt shows that she perceives the lack of responsibility from her students as a challenge in her teaching practice.

When asked to elaborate about the challenges she faces in her teaching practice, Heidy shared that she believes her students are much better than what they believe to be and she considers that this may be due to the lack of self-confidence students have. Then she enquired: *I don't know if it is that we have made them believe that they have to do or say everything perfectly* (Heidy-VAr-149). In this extract, Heidy begins to reflect the impact of her actions on her students' self-confidence. She explained that she tells them that *everybody makes mistakes and that even the smartest people make mistakes*, and she encourages them to be creative and build their own knowledge and express themselves in class in spite of their concerns (Heidy-VAr-141-31-meta, 40-affe).

Heidy's narrative supports her explicit beliefs on the importance and desirability about LLS. Her teaching narrative shows she has activities that help her students **REVIEW PREVIOUS CLASSES** (8), **USE VIDEOS OR TV SERIES TO LEARN THE LANGUAGE** (15), **REFLECT ABOUT THEIR OWN LEARNING** (31, 38); and encourage the production of the language even when the students do not feel so confident (41).

All the previous strategies were rated as important and desirable (appendix U); therefore, finding them in her teaching narrative, supports such beliefs. In Heidy's narrative the strategies she mentioned the most are metacognitive strategies. Such strategies help students become responsible for their own learning and be more autonomous, which

agrees with the notion previously expressed by her of wanting her students to be more involved in their learning process.

Something worthwhile analysing are her explicit beliefs that some strategies are not important nor desirable but still present in her narrative. Towards the end of the discussion when she was asked if she wanted to add anything further about strategies, she recalled that in the past she did not believe in affective strategies but she claims she has changed (Heidy-VAr-323_329-43-affe).

Heidy

[323] *i made a translation of an instrument, I (...) **the affective strategies seemed too nerdy and corny to me***

[325] *actually this is wrong / but **who is going to keep a diary about their feeling in class?***^{ix}

This extract evidences that in the past she heard about affective strategies and thought them to be foolish. Although she expressed that thinking about affective strategies as foolish is wrong, she immediately asks: *who is going to keep a diary about their feelings in class?* (Heidy-VAr-325-43-affe). By asking the question, she challenges the idea of anybody keeping a diary about his or her feelings when learning a language. But she immediately reflects on the importance of students talking about the way they feel when learning a language.

Heidy

[327] *but now that you mention it, **i pay a lot of attention to how they feel / actually every day i ask them how they feel i always pay a lot of attention to their feelings. and the truth i care deeply whether they like it [the class] or not***

[329] *for me it is really important, maybe because that is the way i work, if i don't like something, i don't do it.*

Regardless, she maintains she pays a lot of attention to how her students feel. She reflects that maybe she is interested in what her students like because she does not do anything she does not like. Heidy worries her students may act the same way, so every day she asks her students how they feel.

Heidy expresses the need for a change in order to make the teaching practice more context related so that it is easier for her students to learn. She also emphasises in different parts of her narrative the need for students to become more involved in their learning process, more responsible for their own learning, more autonomous. On Heidy's questionnaire answers (appendix U), the highest values for importance and desirability correspond to metacognitive strategies. Throughout her narrative her implicit beliefs that students need

to be more autonomous can be identified; this supports her explicit beliefs gathered through her answers to SILL TB.

5.3 Importance and possibility

In this section, the narratives of three teachers who shared their beliefs regarding the importance and possibility to use and foster LLS are introduced. These narratives as well as the explicit beliefs gathered through SILL CD are analysed, compared, and discussed.

5.3.1 Omar

Omar is a teacher working in a secondary school in a semirural location and at the time of the interview he had been a teacher for over 10 years in secondary level. However, he had only been teaching English for four years; he explained that he had been transferred from a different school where he had been teaching Spanish.

Omar

*[10] i had a change of school (...) and well/ in the other school i taught only spanish, so for me, my first year of experience was like /i said "**and now what am i going to do?**" but you always go back to your past, when you were in high school, right? **what would you have liked your teachers to have been working on?**"*

He narrated that he read some books in English while studying at the university, but this was the first time he ever had to teach the language. The case of Omar presents an interesting perspective not only because he considers almost all strategies important and possible, but also because of his sudden appointment as an English teacher. In his narrative, he described his teaching practice as a process parallel to his own learning endeavour. Omar shared that his first reaction was of surprise, but right then he thought about his learner experience and the way he would have liked to be taught. This echoes the ideas of Plonsky (2011) who proposes that many of the choices made in teaching are influenced not only by the mind-set of the teacher education but by the experience of teachers as learners.

He shared how he attended the first class and he introduced himself to the students. Then, as soon as he finished the class, he went home and looked for the alphabet pronunciation on the internet. He recalled he thought about his linguistic background and decided he had to work with phonetics (Omar-BEd-010-12-cogn). He continued narrating his experience by sharing that at the end of that first year, he had the opportunity to start taking training

sessions in his regional subsection. He explained the training was English Teaching Methodology and it contained material and tools on how to work with the students and how to encourage them to participate. Omar shared that every week he learnt something new and as soon as the next week started, he would use what he had learnt in the training. He reflected, *I thought, if this activity worked for the trainer here, it must also work with my students* (Omar-BEd-024), and he added that he liked attending the training sessions because he had never had any formal courses before.

Omar

[24] *i really like [the courses] because i had never taken any formal course and that is one of the things that concerned me, i used to say: "how **am i going to work** with my students? fine, i do not know, but **how can i face my students like this?** at least i have to make use of phonetics or some grammar rule"*^{xi}

The previous excerpt shows that Omar felt concerned about facing his students and not having the knowledge to appear competent. He used the resources he learnt during his studies, focusing on the practice of English sounds, a cognitive strategy that appears repeatedly in his narrative. Moreover, he used his situation to encourage his students to do their best. He told them that he had been assigned to teach English four years before but had not sat down to cry and complain about it, he had done his best and even if he fell along the way, he would stand up and try one more time (Omar-BEd-073-31-meta). In his narrative it is evident that even in his own learning experience he considers **IDENTIFYING HIS MISTAKES AND USING THEM TO IMPROVE** (31) as a strategy he can apply to become a better learner.

He continued narrating his first weeks teaching English: *the first thing **you have to do** is that when students listen to you, they get impressed, **that you look like a teacher*** (Omar-BEd-010). His narrative evidenced how the teacher as the role model is important for him and the attitude of being a guide for his students can be perceived throughout his narrative. For example, when he said that in order to learn English it is important to work everything in the second language and that he would advise his students to listen to music in English. He also mentioned that to teach vocabulary he would make his own flashcards (Omar-BEd-010-06-memo), so he used to tell his students: *but do not just look at the cards, read the word, pronounce the word* (Omar-BEd-010-30-meta), that is seeking practice opportunities. For Omar, metacognitive strategies seem to be the most important strategy group followed by social strategies. The continuous emphasis on encouraging his students to talk to others,

make conversation, ask questions while noticing their mistakes and using them to improve, appears to coincide with the answers in his questionnaire.

Following the comments in the discussion, the participants elaborated more on the issue of students' confidence and Omar explained that perhaps it was not about the students' confidence but the confidence he as a teacher would give his students (Omar-BEd-035). He shared an anecdote from the previous year when he had some students who came to Mexico after living in an English-speaking country for some years. He said they were both fluent in the language but had some difficulties when dealing with grammar. His decision was to make them his teacher assistants so the students would work with classmates who were struggling in pronunciation and they would help each other (Omar-BEd-035-47-soci).

Omar believes his students can help each other and indicated that sometimes it may be easier for his students to ask each other instead of asking the teacher. He believes this interaction, representing strategy 47, is important for his students and his decision of having teacher assistants shows the way he uses the strategy by making his **STUDENTS PRACTICE ENGLISH WITH OTHER STUDENTS**. This decision corroborates his indication that this strategy is important and possible to use and foster in his teaching practice. On a different matter, Omar also reported that when working with teenagers he likes to talk to them and create a rapport.

Omar

[37] *actually, if they are participating and practicing **i like to smile and approach them** “very good, very good, excellent” (...) / because that is motivation (...) with the students in secondary it is necessary to go into those emotional issues* ^{xii}

In the previous excerpt Omar shared that if his students are participating and practicing, he likes to smile at them, approach them and let them know they are doing well (Omar-BEd-036-41-affe). He expressed that he believes that secondary students need the teacher to consider emotions because they are in a complex process in their lives and by rewarding their success, he encourages his students to keep participating in the activities he has in class. Later in the discussion, the participants shared some of the activities they use in their classes. Omar recalled that for listening, in the past they had a textbook with the audios and he would play them to his students.

Omar

[46] ***i used to tell them*** “let’s learn to listen, imagine that we were listening in spanish, it is the same when they say complete the question, complete is the same, there is only a change in pronunciation”^{xiii}

In this excerpt, three strategies can be identified; **USE PREVIOUS KNOWLEDGE TO CONNECT TO NEW KNOWLEDGE** (1), **PRACTICE ENGLISH SOUNDS** (12), and **USE COGNATES** (19); strategies that Omar believes to be important and possible and thus fosters in his classes. Moreover, Omar explained that he suggests his students to label common objects that can be found in their house, such as windows, chairs, etc. so that they become familiarised with the word and the object (Omar-BEd-061-04-memo), this helps students remember new words by relating the word to an object, picture or mental image. This strategy seems to be favoured in his teaching practice and he tried to implement this strategy in this teaching and his learning. He narrated that he had tried to persuade his fellow teachers to create an all-English-speaking experience with the students during lunch. That is everything could be in English, from buying food to talking to teachers (Omar-BEd-061-04-memo, 30-meta, 47-soci). Unfortunately, according to Omar, his efforts were not productive as he narrated that he encountered some resistance from students as well as from teachers.

Omar

[30] ***and here i come very motivated to talk to my fellow english teachers, to speak in english and then it turns out that the teacher next to me prefers to speak in spanish (...) then i have to keep my inner dialog to myself and to keep the rhythm, what do i do? well, i start listening music in english all day long so i can learn how things are pronounced***

This excerpt suggests that Omar looks for **AS MANY WAYS AS POSSIBLE TO USE ENGLISH** (30), a strategy that he uses as a learner. Unfortunately, he encountered little response from his colleagues and he narrated how he kept looking for other alternatives to practice the language such as listening to music and practicing by himself. The previous paragraphs presented how Omar encourages his students to use metacognitive strategy 30, and this excerpt shows how he uses the strategy in his own learning process. This reinforces the idea that the way teachers teach is largely shaped by the beliefs constructed as learners (Plonsky, 2011) even when the learning and the teaching processes are conducted almost at the same time.

Towards the end of the interview, Omar announced that he had just acquired two books that mentioned the strategies. He said he knew a couple of strategies from the training

courses he had taken and mentioned the use of some games like bingo, sentence making, and flashcards (Omar-BEd-114-06-memo). He declared that he believed strategies are always present and that they just require the teacher to look for them, investigate them, work with them, and imagine which strategies to use. Coinciding with the beliefs expressed in his questionnaire answers, Omar's narrative indicates he believes that are LLS important and possible to use and foster, all it takes is the teachers to look for the strategies and imagine how to use and foster them in class.

5.3.2 Orlando

Orlando is a teacher who works in a secondary school in a small rural community and in the discussion, he began by saying that he felt a bit frustrated in his job due to the new educational changes in the public educational system. He expressed he believes the curriculum is too ambitious for the place he works in because it demands the students to have a higher proficiency of English than the one they actually have. At the time of the data collection, he was teaching English and Spanish in the same school to the same students. He added that sometimes he had to attend English courses, which he described as boring and insufficient.

Orlando

[7] sometimes **they send us** to a 3 or 4-hour course, which is so boring by the way, and then **they** [the authorities] **want us to come back wow super knowledgeable**, right? "the teacher already speaks english" wow, **the magic wand in the course**^{xiv}

The excerpt shows that Orlando believes the courses he had to attend were not enough to learn what he needed for his classes. When he used the phrase **the magic wand in the course**, it shows that he believes the expectations of the authorities are impossible to fulfil. His narrative suggests that his learning process is somewhat imposed. When looking at his explicit beliefs, metacognitive strategies 33, 34, 37, and 38 which refer to planning and organising to find learning opportunities, are indicated to be not important. This seems supported by the way he positions himself when describing that **he has to take** the courses.

As mentioned in chapter 4 (table 4.12), Orlando marked 30 strategies as not important though he considers them possible to use and foster in his classes. Despite there not being much evidence of strategies in his narrative, when he was asked to describe the activities that his students enjoy in his classes, he declared that he likes to teach including the ludic factor all the time. To exemplify this, he then referred to an English class where he asked

his students if they wanted to have a Christmas carol or a pantomime. When his students opted for the Christmas carol, he reminded them that it had to be in English, and then he commented that his students then chose the pantomime instead (Orlando-BEd-199). In his narration his comment denotes his belief that his students are not capable of singing in English. Maybe this is because of their proficiency level, which he had indicated to be lower than required. Next, he narrated that he tries to give his students materials in English (Orlando-BEd-201-16-cogn, 17-cogn).

Orlando

[201] ***i try to give them** phrases, verses, poems, reading in english too/ i also teach spanish/ every friday i have a permanent activity for reading and writing. i have an activity for reading and one for writing and **when i teach english/ i do the same thing/** that page that the teacher gave us, *la mansion del inglés*, right? and **from there i get some readings, and analyse them and we work cognates**^{xv}*

In the excerpt, it can be seen that Orlando refers to activities he does in his Spanish class and comments that he sometimes transfers activities from the Spanish class into the English class. For example, he gets some readings from a webpage and has his students analyse them and work with cognates (Orlando-BEd-201-19-cogn). **LOOKING FOR WORDS IN SPANISH THAT ARE SIMILAR TO WORDS IN ENGLISH** (19) is one of the few strategies Orlando indicated to be important and possible. Perhaps the knowledge he imparts in his Spanish class allows him to use this strategy with more frequency. In addition, he mentioned he still uses flashcards because those are indispensable (Orlando-BEd-201-06-memo). Orlando's description mentions memory and metacognitive strategies though most of them are rated as not important and not possible. **READING FOR PLEASURE** (16) and **WRITING NOTES IN ENGLISH** (17) are strategies he reveals he tries to give to his students, but makes no further reference to them in this teaching narrative. Regarding the use of flashcards, though Orlando mentioned those are indispensable, he attributes this strategy to another teacher.

He continued explaining that at the moment of the data collection he was working jointly with the science teacher in his school and their students presented experiments in English (Orlando-BEd-201-04-memo) referring in this way to memory strategy 4; **STUDENTS MAKING A MENTAL PICTURE OF A SITUATION IN WHICH THE NEW VOCABULARY MAY BE USED**. Then he immediately clarified that all this work was being done without leaving the grammar aside: *because I cannot teach english without using grammar (...) **how am I going to answer my students' questions if I do not know grammar?*** Although the learning of contextualised vocabulary (4) is a strategy Orlando indicated to be important and possible, he immediately

dismisses the strategy and focuses on the teaching of English grammar. This may indicate his selected approach to grammar teaching and as Borg (2003) indicates, the beliefs teachers hold regarding the importance of language teaching may largely contribute to their teaching choices. Furthermore, Orlando emphasised that his way of working vocabulary is by using diverse methods: ***then you prepare the vocabulary or even a role-play activity, you play then a song and they try to memorise it*** (Orlando-BEd-214-07-memo). Nevertheless, his final remark makes emphasis on the memorisation rather than the internalisation or contextualisation of the vocabulary. He finished this intervention by saying that he tries to teach English in a way that it is accessible so that his students do not get bored, and to exemplify this he shared that sometimes he uses mimic to review the learning of words and that he uses his students to reinforce for example fat, short, dark skinned, etc. (Orlando-BEd-201-03-memo).

In a later intervention, he joined the discussion about different strategies that teachers can use to teach their students. He told the group that he encourages his students to dress up for example for Halloween, and that this is useful to practice vocabulary by **CREATING A LINK BETWEEN A VISUAL IMAGE AND THE NEW WORDS IN ENGLISH** (3). Towards the end of the discussion, he explained that one of the objectives of the new curriculum is to create autonomous students and that he has that in mind all the time. Besides, a couple of turns later he said that he makes his students reflect a lot (Orlando-BEd-327-38-meta). However, in his questionnaire metacognitive strategies are in third place of importance and in no place in his teaching narrative, evidence that supports his autonomy fostering can be found. Instead, evidence of memory strategies, which he rated as the highest strategy group, is found across his teaching narrative. Even though only 40% of the strategies in Orlando's questionnaire are reported as important and desirable, his teaching narrative provides evidence of some of those strategies being mentioned. For example, **LOOKING FOR WORDS IN SPANISH THAT ARE SIMILAR TO WORDS IN ENGLISH** (19) is found repeatedly in his narrative; and this could show a relationship between his implicit beliefs in the narratives and these explicit beliefs found in his answers in the questionnaire. Similarly, strategies he marked as not important, such as using **FLASHCARDS TO REMEMBER NEW WORDS** (6), are also found in this narrative.

5.3.3 Kristy

Kristy is a teacher working in primary school and kindergarten. At the time of the data collection, she had been working in these schools for almost three years. As a way to introduce herself, Kristy described the primary school as a small but good institution. She commented that before her arrival, parents had paid a private English teacher for the previous four years and according to Kristy's words, the previous teacher mainly used translation in her classes, so she was facing some resistance from her students to have their English classes with a communicative approach.

When teachers in the discussion shared a regular day in their jobs, some of them started describing their interactions with students and how they faced some of the challenges they encountered, for instance the reticence of their students to accept the language. Kristy contributed to the discussion by explaining that in primary, she faced the same situation, but that in kindergarten she had to deal with a different problem and this is where she focused her narrative:

Kristy

[32] *in kindergarten it is thought that all you teach is vocabulary and for example the teachers working now with me, it is the same situation, why? because **they only know vocabulary** / the teachers who are working right now with me / i realised (...) **they only have vocabulary**, so what **i am trying in the class** / i do everything in english and give them the complete sentence / (...) **i was working with "do you like" but she does not know how to say "do you like" she asked them? "te gusta apple? te gusta pinnapple?**^{xvi}*

In this excerpt Kristy narrates how she was teaching the expression *Do you like?* with fruit vocabulary, and while she was trying to teach the complete sentence, the teacher working with her would ask the students the question in Spanish and only leave the name of the fruit in English. Kristy would ask: *do you like apple?* Then the teacher would ask: **te gusta apple?* Though Kristy indicates that avoiding translation is important for her (22), she also rated this strategy as not possible. This can be explained by Kristy's work situation; classes in public primary and kindergarten are taught only a couple of times per week and each group has a lead teacher responsible for the students. Kristy explained that she is not allowed to be in the classroom without the lead teacher being in the room. The teachers in the Focus Group corroborated that according to the education plan, the lead teachers will be the ones imparting the English classes once they have taken the necessary training. Therefore, the lead teacher is allowed to contribute to the English class even when lacking the necessary language proficiency. This may be the main reason for Kristy having marked

a high number of strategies important but not possible. One of the few strategies Kristy considers important and possible is social strategy 47.

Kristy

[59] i was actually surprised because i had never used it, to tell you the truth the first year i did not use it. i had heard that they said work in pairs, but honestly i though; do you really think you will make them work in pairs if they are so young?^{xvii}

Since she is working with kindergarten students, she did not consider her students capable of **PRACTICING WITH OTHER STUDENTS** (47). She admitted she did not use the strategy for a whole year even though she knew about it. Then she explained what made her change her mind. With the question *what's your name?* At the beginning she started by asking her students directly, then when she saw that they could answer, she would instruct them to ask their classmates or a puppet she uses in class (Kristy-BEd-061-47-soci). A transformation of her beliefs can be observed through her narrative.

A large part of the strategies Kristy believed to be important but not possible are located among metacognitive and affective strategies (appendix U). It was evident in her narrative that she does not consider her students capable of monitoring or controlling their own learning because they are too young. Nevertheless, such beliefs are not fixed; her own narrative shows how a social strategy she believed not to be possible due to her students' age is indicated now to be important and possible; a change she reported after seeing her students succeed.

Later in the discussion she shared another example that reflects her students learning better than she thought. She commented that she normally greets her students by saying: *good morning*, then one day a visiting teacher said "*hello*" and her students did not know what to say. She realised she had only taught them one way to greet, so she started using other ways to greet like: *hi, hello, good morning* or, *how are you?* As a result, her students started using all the different greetings. Moreover, days later a student approached her and asked how to say **estoy enfermo** and when she explained he could say *I'm sick* (Kristy-BEd-061-04-memo), and his student started using the phrase with his classmates, she realised her students learnt how to say *I am sick* as well. She admitted: *I was surprised, and I told myself, yes they can [learn]*. Kristy closed her participation by saying she realised her students could learn anything she taught them, and if they did not know how to respond or what vocabulary to use it was because she had not taught them to do so.

In her questionnaire, Kristy indicated less than 50% of the strategies to be important and possible, strategy 47 (**STUDENTS PRACTICING ENGLISH WITH OTHER STUDENTS**) is one of them. As previously explained, although at the beginning Kristy did not believe her students could talk to each other, when she tried it and saw that it actually worked, her beliefs changed and she saw working in pairs a less challenging activity for her kindergarten students (Kristy-BEd-061-47-soci). they have.

Further in the discussion Kristy shared some activities she uses to teach the different skills in the language. For instance, in listening she uses the audios that come with her textbook, but she clarified she has to repeat what the audio says because her students cannot understand (Kristy-BEd-091). Finally, in writing she mentioned that she only asks them to write very short tasks:

Kristy

[94] *honestly i've never asked them [her students] anything too large because i know that in spanish, that is the problem, they do not write*^{xviii}

In this case strategy 17 (**STUDENTS WRITING NOTES, MESSAGES, LETTERS OR REPORTS IN ENGLISH**) is rated by Kristy as important but not possible. This seems to be reflected in the fact that according to her knowledge, her students do not write even in Spanish, therefore, she does not ask her students to write texts in English. This is a clear example of how the beliefs of no-possibility guide the teacher into not fostering that strategy. Finally, when she explained what she does to practice reading with her students in primary school, Kristy maintained the texts are too difficult for her students, so she helps them by translating the content or explaining the reading. She mentioned that she believes she lacks the strategies to teach reading so she just follows the instructions given by the book and that is it (Kristy-BEd-096-18-cogn).

Towards the end of the discussion, Kristy declared that because the way of education is in Mexico, in general terms, the students are used to having the teacher do everything, so they hardly develop any strategy. Then she conceded that even as a person, she does not use strategies in her learning process (Kristy-BEd-171).

Kristy

[171] *in general terms because of the way education is in mexico, the students are used to having the teacher do everything, so they hardly ever develop any strategy/ even me as a person, i admit it, right? i don't really use many learning strategies*^{xix}

In this part of her narrative, the idea that she does not believe her students are capable of autonomy is evident once again. She claimed the students are dependent of what the teacher does and they expect to be spoon-fed, which results in a lack of autonomy or use of metacognitive and affective strategies (Samaie *et al.*, 2015). This seems to support the answers provided in her questionnaire. Even though these strategies are important, since they are not possible for her, these were not found in her narrative; and the absence of strategies in her narrative may be a strong indication that she does not use nor foster LLS in her classes.

5.4 Agency in importance and desirability

Although the absence of strategies in the narratives of teachers is not guarantee of the absence in the actual teaching practice, Duranti (2004) indicates that the narratives teachers provide can be representative of their actual teaching practice. Consequently, this may indicate that the beliefs teachers hold about the strategies being not possible outweighs their beliefs of the same LLS being important.

In the first section this chapter analysed the narratives of two teachers to explore how the aspects of importance and desirability impacted the teachers' agency when using or fostering LLS. Priestley *et al.* (2013) indicates that teachers who wish to do the best for their students and talk in general in terms of maximising student potential, show a great sense of agency. One which, according to Aro (2015) is viewed from a dialogically informed perspective because it refers to how the participants describe their teaching activities in an interaction with other teachers.

a) Important and desirable

When Heidy mentioned **SPEAKING EVEN WHEN AFRAID** (39); **REWARDED WHEN BEING SUCCESSFUL** (41); or **NOTICING WHEN ONE IS NERVOUS WHILE STUDYING** (42); she used a consistent construction.

Heidy:

strategy 40.- **i always tell them** that **i have made** a thousand mistakes, that **we will all make** mistakes, so **i need them** to be creative.

strategy 41.- because if they take a wild card, they get an extra signature or some biscuits. **i use** it because **i need to keep myself** interested.

strategy 42.- actually every day **i ask them** how they feel (...) because **i am really interested** in knowing how they feel

The choices Heidy makes (**signalled in bold**) while constructing her narrative, indicates a degree of agency (Korobov, 2001). The way she expresses all the strategies is based on the use of the first person. Ahearn (2001) states that there are universal patterns that are likely to appear when the speaker positions him or herself in the agent position; for instance, the use of the first person in singular or plural as in the case of Heidy and Betty.

Betty: *if you do not want to sound like him, then **we need to practice***

Kayi-Aydar (2015) explains that positioning is a dynamic aspect of selfhood, which can be represented through images, metaphors, story lines and other features of the language such as pronoun grammar' (95). This can be observed in Betty when she makes use of the first person to position herself as an active agent in most of the activities she shared.

b) Not important or desirable

In the case of strategies being not important or not desirable, a different construction can be identified. As previously seen in the case of Betty the strategy **STUDENTS PRACTICING WITH OTHER STUDENTS** (47) is seen as not desirable but found in her narrative three times. However, even though she mentions it three times in her narrative, this is never done with her as the subject of the action: [146] *once **they** [the students] have practiced it for two or three weeks, one of the tasks is that **they** record themselves with their phone.*

The case of Heidy provides a similar situation: when she talks about a strategy that she believes to be neither important nor desirable, she does not position herself as the agent of the action. Talking about affective strategy 43, Heidy asks '***who is going to keep a diary about their feelings?***' Duranti (2004) indicates there is evidence of the use of impersonal construction as a means of mitigation of the intent or distancing from the action, when Heidy mentions the use of a diary to register student feelings in the form of a question; this may indicate she does so to distance herself from the idea and at the same time lowering the agency in her fostering of the affective strategy (Duranti, 2004; Selinger, 1983).

5.5 Agency in importance and possibility

The second section of the chapter analysed the narratives of three teachers to explore the aspects of importance and possibility within Teachers' Beliefs. The cases of the three teachers show different contextual challenges for teachers in Mexico in the basic educational system; and the relationship of these challenges with their beliefs and agency.

a) Important and possible

As presented in section 5.3.1 for Omar most LLS are important and possible, his narrative was full of LLS occurrences and it was evident how he uses the strategies as a teacher and as a learner. He positions himself as the agent to most of his utterances and his narrative evidenced that he believes he can influence his students, for instance by telling them about his own learning experience.

Omar

[37] *the other boys are motivated "teacher, and where did you study? you must have been to the united states "no boys **i did not go** to the united states, **i have taken** a few courses here in the training centre / and they say " no teacher because you do seem to know" / "ah thank you"/ because **i think** they have to know you always have to have a way to help them, if they ask anything, **you had to have** an easy and simple answer to help them^{xx}*

Omar explained he has made sure to be prepared and have always a way to help his students. The use of the first person indicating an agentic positioning in the discourse presents him as responsible for his decisions and actions.

b) Not important or possible

Section 5.3.2 presented the case of Orlando, his narrative evidenced that in spite of explaining that he tries to do many ludic activities, which involve LLS, these are not important though possible. This positioning denotes distance from the agentic role; it is clear he does not believe his students are capable of learning and using LLS. Therefore, even though he considers all strategies possible, some do not appear to be fostered in his teaching practice and some of the strategies' occurrences are uttered in such a way that they denote a lack of agentic positioning.

*Orlando: then **you prepare** the vocabulary or **even** a role play activity, **you play** then a song and **they** [the students] **try to memorise it**^{xxi}*

In this comment he makes use of the second person, positioning himself not as the agent of the action. Moreover, he makes use of the verb **try**, which by definition is to attempt to do something¹⁵ but without the guarantee of success.

¹⁵ Cambridge online dictionary: <https://dictionary.cambridge.org/dictionary/english/try>

c) Important but not possible

Section 5.3.3 presented the case of a teacher working in primary and kindergarten. Kristy who endures a constraining teaching environment indicated many LLS to be important but not possible to foster with her students. Perhaps her working conditions prevent her from positioning herself as an agent of change. Her narrative indicates she has realised she can make changes in her students and when discovering what students could actually learn, she began to use more LLS in her classes. However, she repeatedly used the verb **try**, which similarly to Orlando's case, signals that she does not use the strategy with the conviction that her students will succeed.

The narratives of five Mexican teachers have shed light on the degree of agency teachers show in their teaching practice and how this relates to their beliefs on the importance, desirability, and possibility of using and fostering LLS in the teaching practice. The analysed data indicate that possibility beliefs have a greater impact on the choices they make in their teaching practice than those beliefs of what is important or desirable.

5.6 Conclusion

Chapter 5 presented the qualitative content analysis of five teachers' narratives. The analysis explored the way in which each of the aspects in Teachers' Beliefs included in the research impacts on the agency teachers displayed when fostering LLS. Two cases were analysed to examine the combined aspects of importance and desirability. The narratives of Betty and Heidy manifested the relevance of importance beliefs when observing the agency of teachers. In the case of importance and possibility, the three cases of Omar, Orlando and Kristy demonstrated that when teachers believe LLS to be important and possible to foster such strategies; their positive agency was evident. However, it was also evident that when teachers believe LLS to be not possible, there is no fostering of the strategies and a lack of agency was identified.

Teachers who presented active agency, focused a lot on fostering LLS in their students' learning process such in the case of Betty, Heidy, and Omar, creating in this way students capable of monitoring and controlling their own learning process (Oxford, 1990). By fostering metacognitive strategies, not only do the teachers become agents of change, but also empower their students to develop their own agency creating possibilities for

students' active agency as well (Ruothie and Moate, 2015). The analysis also suggests that this positive or negative agency is closely linked to the teachers' particular contexts.

Kissau *et al.* (2013) speaks of the need to tailor training to meet the needs of different teachers and to include contextual factors that help understand Teachers' Beliefs so as to tailor their education programmes. It is only by acknowledging the beliefs on importance and possibility teachers hold, that a real change can be achieved (Hunter and Kiely, 2016). Such is the case of the teachers' practice analysed in this chapter through the exploration of their narratives. In the last three cases it was evident that teachers in the basic educational system face many challenges in their daily teaching practice, such challenges seem to lower the agency of the teachers as they do not have available resources to use and foster the LLS in their personal context. To have a clearer perspective on this lack of availability and the way it impacts Teachers' Beliefs and practice, it is pertinent to delve into which are the hindering factors that teachers encounter in their teaching practice. Therefore, chapter 6 focuses on a detailed analysis of all the challenges identified in teachers' narratives specifically to foster strategies with a lower level of possibility.

Chapter 6 Contextual factors that impact on Teacher's Beliefs

6.1 Introduction

This chapter aims to answer Research Question 4: Which contextual factors influence the Teachers' Beliefs of no-possibility? The analysed material comprises the transcribed narratives of 41 Mexican teachers working in Edomex. The in-depth analysis led to the identification of concrete factors that in Teachers' Beliefs hinder the use and fostering of LLS in their teaching practice. The findings show that for the teachers in Edomex there are four main beliefs that hinder the use and fostering of LLS.

1. Beliefs about the students' capacities
2. Beliefs about contextual constraints
3. Beliefs about socio-affective factors
4. Beliefs about the lack of a learning culture in the country

Earlier chapters in this study have shown that the teaching practice is largely shaped by Teachers' Beliefs; more specifically by what teachers believe to be important and possible. Therefore, it can be assumed that the exploration of the factors identified in the beliefs of no-possibility may further the understanding of Teachers' Beliefs and the options to work on a long-lasting effective professional development approach for teachers.

Once all the teachers' narratives were transcribed verbatim, a qualitative content analysis was conducted to explore the underlying factors by which teachers' use and fostering of LLS may be hindered. Oxford (2016:315) explains that 'strategy assessment and research might begin to rely more heavily on narrative approaches'. And so, this project uses narrative inquiry to explore how teachers develop and express agency (chapter 5) as well as the aspects that hinder strategies. Through the use of qualitative content analysis (Drisko and Maschi, 2015) this chapter portrays the process of identifying which contextual factors are included in the narratives of teachers with a hindering connotation.

6.2 The setting and methods

As mentioned before, the material for this chapter comes from the teaching narratives of 41 teachers working in Edomex. All the participants were teaching English at the time of the data collection, though not all had the required profile. This chapter exemplifies the process by presenting excerpts from 13 teachers' narratives because these selected teachers cover all teaching levels and are representative of research stages I and II (Table 6.1). The full details of all the participants can be seen in chapter 3 in section 3.9.1.

Participant	Working level	Research stage
Heidy	University and language centre	I
Paulina	Preparatory	I
Bob	University and Preparatory	I
Karina	Kindergarten	II
Olivia	Primary	II
Vincent	Primary	II
Julian	Primary	II
Omar	Secondary	II
Angel	Secondary	II
Alejandra	Secondary	II
Dinorah	Secondary	II
Federico	Secondary	II
Gabriel	Teacher education	II

Table 6.1: Participants' information for the exemplifying excerpts.

6.3 Process to identify the factors that hinder the fostering of LLS

As explained in Chapter 4, once all the narratives were transcribed, a qualitative content analysis was performed, the first analysis in the research process consisted in identifying all the times teachers mentioned a specific strategy that could be matched to the strategies in the questionnaires used to collect explicit beliefs. Parallely to working with a preconceived set of categories, the narratives were also coded for emergent themes. These themes were assigned a label and then grouped into broader categories.

- **CHALLENGES:** Challenges teachers expressed together with the context, parents' unwillingness, programmes, material, and educational system constraints.
- **AGENCY:** Agency, change, impact, role of the teacher, responsibility of the teacher, the impact of teacher, I teach the way I learn, and motivation in teaching.

- AUTONOMY: Autonomy, responsibility of the students for their own learning and learning of the teachers.
- RESOURCES: Play and songs.

From these emergent themes, the category of challenges presented excerpts where teachers would talk about LLS but would turn their attention to the contextual factors that seemed to hinder their agency in using and fostering such strategies in their classrooms. From these occurrences a selection of excerpts was done establishing the metacognitive and social strategies presence as a requirement. In chapter 5 it was established that, as a group, metacognitive and social strategies indicated a higher level of beliefs of no-possibility. The detailed analysis at strategy level showed that certain strategies carry a stronger belief of no-possibility. Consequently, to understand why these particular strategies are believed to be not possible, in this analysis the focus is on them.

6.3.1 Metacognitive strategies

The first group of strategies that were considered to be less possible than desirable and therefore may not be fostered in the teaching practice are metacognitive strategies. In this section a sample of some strategies found in the teachers' narratives is presented and analysed to identify which are the factors that may influence those beliefs. The first belief found to contribute to the hindering of metacognitive strategies is the lack of time teachers have in their practice. As presented in chapter 5, Heidy is a teacher working in the language centre and the language faculty of a public university. In this particular participation the teachers in her focus group had been talking about the way they each taught in their classes. In this regard Heidy shared:

Heidy

[33] ¹⁶well, yes i take my projector and i play the video and we do whatever i have planned for that / that is what i use the most video / i mean / **time ago i once tried using ah a platform or a blog or something like that but honestly having to update it all the time at the same time that i have to teach my class / i don't know what you think / i do not have enough time and honestly it did not work for me / perhaps i did not manage time properly i'm not saying it is not useful it is useful and for many i've seen it work but for me it is just video, audio**^{xxii}

¹⁶ In all the excerpts presented in chapter 6 underlined words show positive beliefs about LLS, whereas **words in bold show the contextual factors that teachers see hindering the use and fostering of LLS**.

In her extract it can be observed that Heidy shares using a projector to include video in her classes, providing the students with an alternate way to learn English. Moreover, she recognises that using other ways of learning the language such as the use of platforms and blogs is useful, when she says that she has seen it work. The lexical analysis of her case presented in chapter 5 evidenced that she believed that **FINDING AS MANY WAYS AS POSSIBLE TO USE ENGLISH** (strategy 30) is important. Nevertheless, she admitted that when she tried using a platform or blog it did not work for her. The use of the verb **try** makes the fostering of the strategy only an attempt, besides when she expresses **'honestly, having to update it all the time at the same time that I have to teach'**¹⁷. Her narrative points to an excessive amount of work for her. Thus, this excerpt suggests that the lack of time hinders the use and fostering of diverse ways to learn.

Later in the discussion the participants were asked to share some of the most common problems they could observe in the learning of their students and the actions they took to help those students deal with their problems. To this regard Heidy commented:

Heidy

[141] *what daisy is mentioning that they [the students] come to tell you "what do i do"? it is because they have never made a reflection right? they have never /like / they have never thought and self-assessed about what they do or don't do when they study a language (...)*

[145] *i researched in internet and based on several sources i generated one with my own ideas*

[147] *a self-assessment instrument / i took an ethics course in the spring break and i thought it would be a good idea to test them / to test the students regarding their ethics, right? that they may have er (...) and i tried to include aspects that would make them reflect towards the actions that they take when they are studying a language / it is a very big commitment for me i believe that if you do not commit you are not going to succeed / then for me it happens to me that i have noticed that they are missing that introjection / that saying "yes i am giving 100% how much am i giving? how much am i contributing?" / because i am a bit ashamed to say it buy the students today want you to do everything for them* ^{xxiii}

In the excerpt it is clear that Heidy is convinced her students never reflect in or self-assess their learning progress, which is strategy 38. Besides, when she shares that she was using now a self-assessment instrument in her class, the fact that Heidy uses the expression **'test the students regarding their ethics'** points to a belief that she holds in which the students

¹⁷ The bolds in the text throughout chapter 6, signal the parts of teachers' narratives where LLS are identified in a hindering context.

may not have the ethics Heidy thinks are necessary to conduct self-assessment and the reflection of the progress her students have had.

Even though she believes it is important that the students commit to the learning process and reflect on the actions they take when studying the language, at the end of this participation she somewhat reluctantly shared that she believes students want to be spoon-fed by the teacher and are not willing to organise and self-evaluate.

Another participant who shared some lack challenges in his teaching practice is Omar. As explained in detail in chapter 5, at the beginning of the discussion Omar shared that he had been teaching English only for four years even though he had been a teacher for many years. In section 5.3.1 Omar's story is presented in detail, especially the way his process as a teacher was accompanied by his process as a learner of English, and how his experience as a learner shaped the way he decided to teach his students. He explained how going to training courses helped him in his teaching practice and in these courses, he saw that inviting his students to participate in classes through a variety of methods and with a variety of tools was an option.

The researcher asked the teachers to share which were the most common problems they faced within the teaching practice and what actions had been taken to deal with such problems. Omar mentioned that in the group where he taught English, he went to great lengths to help his students learn

Omar

*[61] now to the students i teach english and i tell you one of the problems well i see that one of the problems is that i believe they in the families there is no interest for the second language (...) / er i believe the main part is at home (...) "well your house is filled with many objects, right? / well in the house i have lots of objects and instead of saying *ventana* you can say open the window, right? *abre la ventana* open de door *abre la puerta*" right? / i need them to have it i need them to familiarize with the word i need them to familiarize with the object they have there / these are really simple little things that one tells them they can work with at home well but what happens? well it turns out that they do nothing, right? / er another thing is that i see the problem i see it with my students that if they have to do an activity at home for example if we did not finish an activity in reading and there were three little questions left "guys we will finish them at home" well exactly the way they took the notebook home they take it back and when they come to class they just open [the notebook] for english class and i wonder what is the problem? one the family two i believe our education has not been like that in second language it has not been the most appropriate^{xxiv}*

Omar is a very enthusiastic teacher, throughout his narratives different strategies can be identified in his teaching as well as in his learning process. Unfortunately, the challenges he faces are mostly related to the context where he works. It would seem that when fostering strategy 30 (finding as many ways to use the language) he faces a barrier with the students. In this case Omar's narrative indicates that even though he suggests his students to do different things to practice their language, such as labelling items at home or using set phrases to communicate, in the end he prefers to do all the activities he needs with his students in the classroom because, as he clearly states, students do not do any work at home. Furthermore, immediately after sharing the problem, he explains that for him one of the underlying problems is the family and the lack of interest parents show for the learning of their children.

Gabriel participated in the same focus group discussion as Omar. Gabriel is a teacher who at the time of the data collection was working in the language centre in a city in Edomex. He was responsible for providing the teacher training that Omar took and found so useful. When the participants in the discussion were asked to share some of the problems they faced in their teaching practice and the actions they took to deal with such problems, Gabriel shared:

Gabriel

[65] (...) for example i have teachers who teach in the *telesecundaria* system who for reasons inherent to the system were placed there but who know very little or never imagined they were going to teach english then comes a teacher who is struggling right? and the classmate in the next chair who has had the opportunity to learn a bit starts making fun of her / then what happened with the teacher? well she simply stopped attending the course

[67] because one of her classmates demotivated her / because it was not only one class / in spite of what one tells them "no teachers i earnestly urge you to support each other because in the second language one learns from making mistakes" and one sets the example of a dad correcting the child etc etc **but it is logical it goes in at one ear and out at the other because we are still at a very basic level right?**^{xxv}

Gabriel's narrative tells of the learning process of teachers. In his narrative it is clear that Gabriel believes that learning from mistakes (strategy 31), is an important strategy; however, his narrative also shows he does not believe the teachers training with him listened to what he had to say. Gabriel exemplified this situation by sharing that, the social pressure that a particular teacher had in his course resulted in the teacher leaving the course.

Also for metacognitive strategies, the participation of Angel sheds light on how teachers see the lack of a learning context as a challenge in their teaching practice. Angel is a teacher who at the time of the data collection was working in two secondary schools. Despite the notable differences in both schools, the commonality is that they belong to the public system and the facilities are the same, in this regard is that Angel mentioned strategies 30 (FINDING AS MANY WAYS AS POSSIBLE TO LEARN THE LANGUAGE) and 35 (LOOKING FOR PEOPLE TO TALK). The prompt that was used when Angel shared about the lack of family support and an appropriate learning context, ways to ask participants to share how the ideal classroom would be for them. Angel commented that for him the classroom was very important as a tool to support the learning of his students and as a way to compensate for the small number of hours assigned to the learning of English.

Angel

*[61] the importance of having a classroom exclusively for english because in that way one can have everything set so they [the students] since the moment they come in they are reviewing or seeing or learning, right? ah (...) i believe the inclusion of technology in the english classroom is very important right? actually (...) i was invited just this july to the university in wales and one of the requirements was to present a project and mine is precisely the inclusion of a tablet the technology in the english classroom using a kind of tutor or mentor a more advanced kid paired with one who is struggling and through the use of technology help him to catch up perhaps not to the level of the more advanced student but at least to the right level so that the student is not that behind / **from my point of view the classroom would have to be contextualised**^{xxvi}*

Angel's narrative shows that he believes it is important to have a learning space so that students can somewhat live the language by creating an English context where they can learn from the minute they step in the classroom. Nevertheless, and in spite of the importance beliefs, it is understood that for Angel this is not a possibility since the mention of such a contextualised place was done only when he was asked about what would be desirable for him. Furthermore, the last phrase of this intervention '**from my point of view the classroom would have to be contextualised**' explicitly states, through the use of the modal would, that this is not a reality for him or his teaching practice. This non-possibility seems to apply also to the fostering of the strategy 35 (LOOKING FOR PEOPLE TO TALK), when he described his project and how this got him in a course abroad, but does not make mention of the project being used in his teaching practice anywhere in the narrative. The absence of a project that clearly had enormous importance for him strengthens the notion that the lack of contextualised learning spaces is one of the factors that hinder the use and fostering of these metacognitive strategies in his teaching practice.

Also within the basic education system but at a different level, the contextual factors of the students' learning process points to a belief of lack of confidence that seems to impact the way teachers conduct their practice. Olivia is a primary teacher working in groups with up to 55 students. The discussion group Olivia participated in was joined by teachers working in different educational levels, and one of the aspects that was evidenced in their discussion was how students' participation decreases over time in the language classes. While students in kindergarten and low primary school are more daring and self-confident, the students in higher primary and secondary tend to be more self-conscious about their actions and as a result, students participate in a second language class less willingly. At this point in the discussion the participants were asked to share the actions they took to help their students with their self-confidence. To this regard Olivia shared:

Olivia [47] *bullying is something i have had to deal with in this school specially starting in fifth grade well 4th, 5th and 6th the kids are always seeing who makes a mistake and there they find the joke of the month then it is very complicated for me to get [students] to dare [participating] / i have tried to make it very cordial "come on do this" it does not work because the kid is always like "er they are looking at me and they are going to say something" it is a big problem and i / regrettably for god or bad it sounds wrong for other countries specially because it sounds as if we bribed the kid / i use a lot the conditioning it is not very good but it works very well / for a lack of strategies one has to use whatever works/ then you do not try to do it like "hey kid your mark is" no no it's not about that but er you use more things like a marking stamp, a card, er then the kids have another motivation because they say "hey i want the card if anybody laughs at me i do not care " and to try to find a way for them [the students] to participate^{xxvii}*

Olivia's narrative begins by presenting the challenge she has been facing in her teaching practice and how this bullying prevents her students from paying attention when somebody is speaking English as a language learning strategy (35). Not only is the attention paid to the person speaking far from a learning strategy but this attention resulted in students being laughed at and this caused the inhibition of the students' confidence to produce the language. Olivia shared that she has **tried** to invite her students to produce in a cordial way but then she stated that this does not work. Moreover, when she described the successful alternatives she uses in her teaching practice to encourage her students to be respectful and speak English, even before describing these alternatives she disqualified them by saying that what she is doing may sound wrong in other countries because it may be considered as bribing the students, disqualifying her teaching strategies and assigning a negative value to the alternatives. Then she said "**you do not try to do it like, hey kid your mark is**", implying that what she offers as incentive in her class is not about giving away points to the students. Moreover, once again the use of the verb **try** in her narrative implies

that even though she aims for her students to participate, the lack of respect and self-confidence in her students hinders the way she uses and fosters the strategies identified.

It is relevant to remember that all these contextual factors are shared from the perspective of the teachers and illustrate the challenges they face and how these contribute to a belief of no-possibility. These beliefs impact directly on the decisions teachers make at the time of using and fostering a certain strategy in the classrooms. A clear example is the belief that students do not have the necessary knowledge or skills, and this belief can be seen in Alejandra's narrative. Alejandra is a teacher working at a secondary school and some of her students consider secondary school as the last level of education they must obtain before dedicating their lives to local commerce or agricultural activities in their home town. In this part of the discussion Alejandra mentioned that the role of teachers was to be monitors and guides making students more autonomous, a quality that has been related to the use of metacognitive strategies (Biesta *et al.*, 2015). However, when the researcher asked the participants their opinion about students being responsible for their own learning, Alejandra's opinion reflected a different belief:

Alejandra

[20] because of the age it is difficult [letting the students be responsible for their own learning] you guide them you walk with them / for example me in the first bimester er i left homework in internet i created a page i would upload the pages they had to visit i would explain what they had to do and the evidence they had to give me so that it would be valid as a mark / only 45% could do it the rest gave up easily they do not know how to research as soon as they encounter a problem they give up they do not try only very few kids really have (...) tolerance to failure?^{xxviii}

In her narrative Alejandra shared that she had used different resources to help her students in their learning process (strategy 30), but unfortunately not even half of her students succeeded in the activities. Her explanation to this low percentage of students doing the different activities, is that her students are not capable of learning from their own mistakes (strategy 31) because they do not have tolerance to failure. In her narrative she shared that her students gave up easily even though she did everything to provide them with the necessary resources.

Another excerpt that presents a similar case, is the narrative of Vincent whose agency in fostering LLS seems hindered by his belief that in Mexico people do not read as a fixed and general characteristic of all Mexican people. Vincent is a teacher who at the time of the data collection was working in a village in Edomex. Vincent shared that he was working

with students in the primary school of the village twice a week, where he would teach each group for about 40 minutes each time. When Vincent was asked to share some of the activities he did with his students to practice the language skills, he explained:

Vincent

[18] well yes moving on to reading for example mainly in fifth and sixth grade where they see different texts like legends er the fairy tales er among other informative texts also reports / here well what i have seen mainly with the kids / well as mexican culture we are not used to reading and they [the students] struggle a lot if in spanish they struggle understanding a text in english they struggle a bit more / however something that has worked a bit in the sense that they can read i have always told them that they should not aim at understanding each word in a text but we always begin by reading the text in a general manner^{xxix}

In his narrative Vincent shares that to develop the reading skill in the language, there are different texts that he works with. However, there is a clearly stated belief that students struggle to understand texts because reading is not part of the Mexican culture which impedes their understanding of the texts. Vincent expresses his beliefs that his students struggle to read in their native language and naturally they struggle more to read in English, making his beliefs about the Mexican culture not reading a hindering factor to foster strategy 36 (LOOK FOR OPPORTUNITIES TO READ IN ENGLISH). Even though the narrative also shows that he guides his students in the reading process, the emphasis is placed on the lack of a reading habit and its consequent difficulty to have reading as a constant strategy to promote metacognition.

Finally, the case of Dinorah exemplifies challenges teachers encounter in the working context such as not having enough time to use and foster LLS in their teaching practice. Dinorah is a teacher working in an urban zone in a secondary school with close to 600 students. She works in the first two grades and her students' proficiency goes from completely basic to intermediate. When the participants were asked to share the challenges they found in their teaching practice, Dinorah commented:

Dinorah

[15] the biggest challenge for me is the part of designing the classes and the assessment when i design the classes well it is taking me from 3 to 10 hours the design of a sequence for a week / (...) / to lead the [the students] towards an autonomous learning there is the part of the instruction then they come and do their practice their exercise and they are doing the self-assessment after the self-assessment if i have time well there is feedback otherwise well they are just left with what they did in the self-assessment and since they already have the part of the instruction well they can look for and find the mistake and if not we move to another topic^{xxx}

For Dinorah the main challenge is the amount of work teachers are asked to do in the time frame they have. In her narrative the use of self-assessment (strategies 31 ad 38) is clearly related to an autonomous learning, but it can be observed that she guides such self-assessment only if there is enough time. The excess of administrative work as well as the lack of time are decisive factors that hinder the use and fostering of metacognitive strategies in her teaching practice. There is a clear indication that she is aware of the importance of metacognitive strategies into autonomy fostering; however, it is also evident that in spite of the importance aspect she does not foster the strategy all the time because of her contextual constraints.

As exemplified in the previous excerpts from the teachers' narratives, the hindering factors for metacognitive strategies identified in the teachers' narratives were: Lack of time, students not reflecting, lack of family support, lack of contextualised learning spaces, lack of confidence of the students, lack of respect in classes, students not having the knowledge and the belief that Mexican people do not read as part of the culture.

6.3.2 Social Strategies

The second group of strategies that was found to be more desirable than possible were social strategies. The following excerpts show samples of strategies found in the teachers' narratives where contextual factors that hinder the use or fostering of this group of strategies were identified.

The first beliefs that seem to hinder the use and fostering of LLS in the teaching practice deal with the capacity and willingness of students. The first excerpt comes from Olivia in her experience as an English teacher in primary school. Towards the end of the discussion in her focus group the participants were asked to share the activities they do with their students to help them develop the language skills. Some teachers mentioned the use of games, reading material and songs. As a response to these comments is that Olivia shared her experience:

Olivia

[71] i am a bit old school because i have lost a bit the part of team work leaving them a bit individually because many times it has happened to me that they are not doing the things they start doing any other thing and a lot of the class is lost and to get their attention back is to waste time so then i try to make group activities perhaps i better guide the activity but they perhaps participate by rows or participate / if it is by team half and half or girls vs boys or i select who participates (...) but all of them at the same time

or in the same side because if i ask them by to do something themselves suddenly they leave they get lost and we do not complete the part of the class or the activity^{xxxix}

When talking about strategy 47 (practicing English with other students), Olivia shared that she likes to control the interaction of the students; instead of asking them to be in pairs or in groups she prefers to guide the activity. She explained that she prefers to work this way because if she let the students work individually, students would stop doing what she asked them do and start doing other things and wasting their time. This indicates that the unwillingness of her students to work as instructed leads Olivia to avoid pairing or teaming them so they can practice their English with their peers.

On a similar note, the narrative of Paulina evidenced how she believes her students do not have the expected knowledge nor are they willing to work at home to improve the knowledge they have. Paulina is a teacher working in a preparatory school considered to be a big school since it has students in two shifts but she clarifies that the morning shift is favoured and the students in the afternoon shift are at a disadvantage because they have been stigmatised as the students nobody wants to work with. When asked what she does to help her students develop the language skills in spite of all these difficulties, she shared:

Paulina

[20] (...) i took some readings for them like 5 legends and i grouped them [the students] in teams and er i gave them dictionaries because their vocabulary is poor poor poor, then i grouped them in teams "let's see i am not our walking dictionary and identify the main ideas the secondary ideas because you will be making a mind map and er be careful where you get your main ideas from /well because you are going to kind of explain it to me" i mean i do not demand too much but well yes right? then they start to work on their mind map and at the end i tell them "let's see according to your capabilities (...) bring it as you have it here we are going to analyse it ok? because i already know that at home you are not going to do it"^{xxxix}

Paulina's narrative presents one of the activities she does when working with reading, she gives texts to her students, then groups them and asks for a mind map to identify the ideas in the text. It is relevant to notice that the first thing Paulina mentioned is that her students' vocabulary is extremely poor, this can be observed in the repetition of the adjective used to describe it; '**their vocabulary is poor poor poor**'. Paulina uses the phrase '**i am not your walking dictionary**' which may indicate that her students tend to often ask her the meaning of the words they do not understand instead of looking for the words in a dictionary themselves. When it is time to review the results Paulina uses the phrase '**according to your capabilities**' which indicates she believes her students are not all very proficient or

capable of performing the assignment. Finally, she openly tells the students that the analysis of the work will be done in the classroom because they are not going to do it outside the classroom. When she uses the phrase ***“I know that at home you are not going to do it”*** she is clearly expressing that she believes it is not possible for her students to practice the language (strategy 47) or ask questions in English (strategy 49) to people at home. Paulina’s students talking to each other in groups and asking questions to each other, strategies 47 and 49, may not be fostered because of the beliefs that students do not want to work outside the classroom or they do not have the capacity to do it. It has been observed in the literature that when teachers believe their students are not capable of doing something, they tend to not teach or foster that element (Gay 2014).

Another kind of factor that was identified in the narratives of teachers when looking at social strategies were also contextual constraints. The first constraint was found in Bob’s narrative. Bob is a teacher working in the faculty of languages at the public university in Edomex as well as in a preparatory school belonging to the same system. It is the narrative about the latter that Bob shared in this case:

Bob

[166] *to have them all participating because at any time i take out [a card with the name of the student] right? “mayra it is our turn please come over and write this on the board”*
 [168] (...) *for me i have had good results because i keep them [the students] paying attention and i have seen / it is it difficult for them to speak english / suddenly they do not want to be talking among themselves but [this activity] somehow lowers this*
 [170] *this mess of 45 / i cannot make activities i cannot group them to do activities or role play / i simply / if i want them to talk about something i simply get their card and ask him / her to tell the whole group*
 [172] (...) *i don’t do that [pairing students] because that does not work in my my my my teaching environment / so what do i do? er / lilia please tell us what do you what’s your favourite kind of music and why? right? then she tells the whole group, because i cannot move their chairs all the time it is complicated*^{xxxiii}

In this extract Bob shared how he uses cards with the names of the students to make them participate. He explained that this technique has worked for him because that way all the students have the same probability of being called to participate and practice the language. However, his narrative shows that Bob has chosen to foster his students’ participation only and exclusively in this way due to the large number of students in his class. He explains that he cannot group them so that they talk to each other (strategy 47) because it is a mess. The number of students he has presents a complication for him and therefore his fostering of the strategy is hindered. His belief of no-possibility is clearly expressed when he repeats,

he **“cannot group them to do activities or role play”**. He believes the grouping to be an activity that according to him cannot be performed in his high school groups.

In the same topic of contextual constraints, the narrative of Omar evidenced how the amount of administrative work leaves very little time for teachers to foster the interaction of students in the classroom. After sharing the many things he does to support his students' learning process, Omar moved to sharing the problems he observed in his context. In repeated moments he mentioned that he believes one of the problems is the lack of interest of the students as well as the lack of support students have at home because no matter how hard he tries; his students don't make any effort in the school and then at home it is the same thing. Omar shared that he looks for ways to compensate that lack of possibilities his students have to practice the language in their own contexts:

Omar

[61] perhaps in their homes they cannot see it but “let's do here let's make a stand where i sell sports stuff and you x” so they that they start to communicate in english and they can ask for things to each other / once we did it miss yes yes well the whole school we went out of the classroom like to a recess and i mean everybody “you have to be speaking in english minimum you have to make a survey to 10 people minimum but they have to be studying in different grades” right it was successful but sometimes for us the problem is the administrative workload it is too much they tell us “for tomorrow i want your evaluations” even when the reform tells us that the submission of marks is for a certain date but that is only what is written on paper but here my supervisor tells me “for tomorrow i want this and i that was for yesterday” for us then what can we do? the administrative workload pulls and pushes and sometimes to do an activity with the kids / besides they are so many that you say “i better postpone it [the activity] and we are going to do this let's repeat” and there's no further progress we leave it for later^{xxxiv}

Once again Omar's narrative evidences his enthusiasm for teaching and his use of strategies in the teaching practice. On this occasion he shared how he organised the whole school to have all his students talking to other students and he commented that it was successful. However, the amount of administrative work that he deals with limits the time he can dedicate to organising activities even though he recognises that this leads to no progress in the use of the strategy 47. He admitted that in the aim of finishing his administrative work he ends up postponing or simply not doing activities that allow his students practice the language.

Another challenge identified in the narratives of teachers is the interference of another teacher. This challenge is very particular to the situation teachers in Edomex are experiencing as part of the process of introducing English teaching in the public basic

education. Kristy is a teacher who at the time of the data collection was working in two different primary schools. The first comment she made was that on paper she is a teacher but in reality, she is considered a promoter. As explained in chapter 2, in the pilot programme in Edomex the inclusion of English teachers in kindergarten and primary schools was done under circumstances where it was not possible to assign a teacher with the necessary profile to each classroom so the students could all have regular classes with a professional with the required language proficiency. In the schools, English teachers are known as promoters since they will not necessarily be teaching but mainly promoting a close encounter between the students and the language. Consequently, these promoters are not responsible for the students in the group and they are not allowed to be in the classroom if the lead teacher is not in the classroom.

Most of the teachers participating in the discussion group expressed criticisms towards the design and implementation of the pilot English programme. They commented about the disparity between the proficiency level indicated as desirable in the programmes and the real level students had, sometimes due to the lack of opportunities to practice the language outside the classroom and the very limited amount of time in English classes. In this regard Kristy commented:

Kristy

[124] (...) i tell them they must take advantage of their 30 minutes that we have here because i also have to be fighting all the time with the kids because i give them the speaking task and they go and / an interview that has to have certain information and there i am monitoring and i catch them speaking spanish and i stop the activity (...) / i mean "if you do not speak english now that you can when are you going to speak english?" and the next time they talk to me in english and then i restart the activity and that's it but (...)/ it is every class that they do the same i mean that you have to talk to them in spanish and the lead teacher is the first one to begin, i mean that *pregúntale* (ask him) and he [one student] is going to ask [to another student] "but he is not going to understand like that, ask him properly" once the student was about to ask what is your favourite colour? for example right? "no the thing is that he does not understand ask him properly"^{xxxv}

Kristy shared the experience of having to deal not only with the reluctance of the children to speak English but the interference of the teacher responsible for the group. She explained that when she asks her students to work in teams or pairs, she “**catches**” them speaking Spanish and then she added that when this happens, she stops the activity and helps the students reflect, but then she commented that she is faced with this situation every class. Her narrative shares the reluctance of students to practice the language with

their classmates as they go back to their native language as soon as they can. Perhaps this reluctance is reinforced by interference of the teacher responsible for the group. As mentioned before, the lead teacher must be in the classroom as part of the training these teachers are receiving so that in the future, they are the ones who teach the English classes. The narrative evidences that even though she believes the use of strategy 47 is advantageous, when she is working with her students the Spanish teacher asks her to “**ask properly**” (that is in Spanish) so that students can actually understand. This attitude may be perceived by the students as an affirmation that it is not necessary to practice English with their classmates and therefore hinders the fostering of the strategy in the classroom.

Finally, cultural factors are also expressed as challenges in social strategies. Such is the case of Julian’s narrative which suggests that learning a foreign language is somewhat a betrayal to Mexican culture. Julian is a teacher working in primary schools, he mentioned that he had to teach all the six grades in the school which comprises a very extensive context. Julian participated in the same discussion group as Kristy and one of the criticisms they made was the occasional labelling and stigmatization of students to which Julian responded:

Julian

*[337] yes that it is necessary to be a bit more empathic with the students right? since we are dealing not only with numbers but with individual and as individuals they deal with many circumstances needs even traditions / **one needs to be careful at the time of teaching ...** [339] **other traditions i have even been told “you are *malinchista¹⁸ you are imposing the americans as traditions”** [341] (...) **a teacher in the school told me “is just that you are teaching halloween instead of *día de muertos¹⁹ and you are teaching christmas”** and i told him “yes you do what you must / you teach about our traditions that is your part
[343] me as an english teacher i must teach how those festivities are celebrated in other countries / just being blunt (...) you have to take a new identity^{xxxvi}*

Julian shared that for him it is important to see the students as individuals and teach them in an integral way including the traditions of the country where the language is spoken, which is strategy 50 (**LEARNING ABOUT THE CULTURE OF ENGLISH SPEAKERS**). However, he faces criticism from his peers because he is considered as *malinchista* which is historically seen as a betrayal to Mexican culture. He shared that he has explained that his fellow teachers that he **must** teach how other festivities are celebrated in other countries and he added he has to take a new identity. It is relevant noticing that he expresses those ideas in

¹⁸ A person who favours foreign products, language, people, over the national ones.

¹⁹ Day of the Death, a Mexican tradition to remember the loved ones who have departed already.

an impersonal use of the second person, which may indicate that he sees this obligation somewhat as a betrayal as well.

As exemplified in the previous extracts from the teachers' narratives, the themes identified for social strategies were: Students not willing to work, students not having the capacity or the vocabulary, students not working at home, groups too large, too much administrative workload, social pressure, students not willing to produce the language, interference from the teacher in the classroom, Mexico does not accept betrayals.

Many of the themes were identified in both group strategies. These are some examples of contextual factors that evidently hinder the fostering of LLS by shaping Teachers' Beliefs that these are not possible to use in their context. These contextual factors were grouped under the following final categories (the full table can be found in appendix V).

- a) Beliefs of students' capabilities
- b) Beliefs of contextual constraints
- c) Beliefs about socio-affective factors
- d) Beliefs of cultural nature

6.4 Conclusion

Chapter 6 followed on the qualitative content analysis made to the narratives of 41 teachers. The analysis revealed a series of contextual factors that influenced the Teachers' Beliefs of no-possibility. The coding of the data as a contextual factor on every strategy found in the narratives was done when such strategy was surrounded by a clear demonstration that despite believing the strategy to be important, this was not fostered positively. As a result, four main categories of contextual factors were identified; students not being capable or willing, contextual constraints, socio-affective factors, and beliefs about people in Mexico not being able to learn. This chapter evidenced the way in which beliefs about no-possibility hinder the fostering of LLS. Regardless of whether there is a belief of importance or perhaps desirability, the beliefs of no-possibility mostly led the teachers to not foster the strategy. In the narratives it may be perceptible that these teachers are not fully aware of how these beliefs of no-possibility impact their teaching practice or that they even hold these beliefs of no-possibility. The need for a deep reflexivity within the teaching practice is strengthened by the findings in this project. It is

urgent to find a way to raise awareness in teachers regarding their implicit beliefs and the way these impact their decisions in their teaching practice. In response to this need, the next chapter presents a proposal to gather Teachers' Beliefs about importance and possibility to use and foster LLS in their teaching practice which allows for this reflexive awareness of the implicit beliefs about LLS

Chapter 7 Opportunities for further development of teachers' practice through Language Learning Strategies

7.1 Introduction

This chapter answers Research Question 5: Which opportunities for further development of teachers' practice can be proposed? It presents a proposal that aims to contribute to the understanding of Teachers' Beliefs and the way these impact their agency. The proposal is an instrument that gathers Teachers' Beliefs about the importance as well as the possibility of using and fostering LLS in the teaching practice.

The research data analysed in the previous chapters show that strategies are important for teachers across all educational sectors regardless of their experience, educational background, or gender. However, the fostering of such strategies does not rest solely on whether teachers believe LLS are important or not. There may be many external factors hindering the fostering of LLS as in the case of Kristy who struggles with the interventions of the lead teacher in her group; or Omar who looks for ways to practice the language with his colleagues but receives no encouraging responses (Chapter 6). Moreover, teachers' current beliefs not only shape the way they use and foster LLS in their teaching practice, but also the willingness to accept any new idea regarding how to foster such strategies. The narratives teachers shared show that at times even though they received information about LLS and their usefulness, the beliefs previously held hindered the implementation of LLS in the teaching practice (section 5.3.3, Kristy [59]).

Karavas-Dukas (1996:194) indicates that the identification of disparities between teachers' classroom behaviour and their expressed attitudes more often than not is due to teachers' existing beliefs being largely neglected prior to the introduction of the new initiative. As observed in the data collected in this project, unless a teacher believes a particular strategy is important and possible to foster, it is very likely such a teacher will not include it in his / her teaching practice. These findings support Kissau *et al.* (2013) claim that it is imperative to incorporate the needs and contextual factors of different groups of teachers to the research in Teachers' Beliefs. Therefore, an area of opportunity for teacher development

is having an effective way to know what is important and possible in teachers' minds before introducing any training. Taking into consideration the implicit identified beliefs in the narratives of 41 teachers and the explicit beliefs shared by 645 teachers in the surveys SILL CD and SILL TB in Edomex, this research proposes an instrument that may serve a twofold purpose. On the one hand it can be used as a reflection tool where teachers can examine their answers and compare what they believe to be important and what is possible. On the other hand, it serves as a way to gather data that can be used as the base line for teacher development design.

7.2 Teachers' Beliefs Inventory about Language Learning Strategies (TeBILLS): Instrument construction

The following section explains in detail, based on the results from SILL TB, SILL CD as well as the teachers' narratives, the selection, elimination and merge of the original SILL strategies to construct the items that compose Teachers' Beliefs Inventory for Language Learning Strategies (TeBILLS henceforth). Each of the strategy groups and the rationale behind the selection and wording of each of the included items is explained after every strategy group. This rationale draws on the results of the quantitative analysis of 645 teachers and the qualitative analysis of the narratives shared by 41 teachers. Originated on the instruments used in Stages I and II, the process that was followed to modify the instrument in the validation Stage, was divided in four steps:

- a) The values of importance, desirability and possibility for each strategy in SILL TB and SILL CD were taken into account to include those LLS with higher values²⁰.
- b) The data collected through narratives and analysed through quantitative content analysis was considered to identify and verify the strategies implicitly believed to be the most important for teachers.
- c) An analysis was made on the sub-strategies that compose each of the strategies. (The original chart with strategies and sub-strategies proposed by Oxford (1990) can be found in appendix P). Strategies that shared sub-strategies were merged or combined to eliminate those strategies that were repetitive.
- d) The decision to focus on the importance and possibility beliefs come from the realisation that no-possibility beliefs hinder the fostering of LLS. The selection of the final items in TeBILLS draws on SILL TB and SILL CD strategies with the highest levels

²⁰ As explained in the methodology chapter, to enable the differentiation between the strategy statements evaluated in the SILL questionnaires and the ones in TeBILLS, the word **strategy(ies)** has been used for stages I and II and the word **item(s)** for TeBILLS.

of importance but not being fostered at some point because of no-possibility beliefs.

According to the explicit beliefs of teachers in Edomex reported in chapter 4, compensation strategies are considered the least important strategies (table 4.5 and table 4.11) and the quantitative content analysis performed to the narratives of 41 teachers suggested that compensation strategies are not deemed important and therefore not promoted in the teaching practice of the participants. This appears to align with the findings of Božinović and Sindik (2017), who decided to eliminate compensation strategies from their study after the analysis using SILL as well. Moreover, as explained in chapter 3 (section 3.8) compensation strategies proposed by Oxford (1990) concentrate mainly on overcoming limitations in speaking and writing. According to the subdivision of strategies in appendix (P) proposed by Oxford (1990), **GUESSING UNFAMILIAR WORDS**²¹ (24), **READING WITHOUT LOOKING FOR EVERY WORD IN THE DICTIONARY** (27), and **PREDICTING WHAT A PERSON WILL SAY IN A CONVERSATION** (28), are strategies that require the learner to ^use deductive reasoning^. Reasoning deductively is also developed by using cognitive strategies (20) **TRYING TO FIND PATTERNS** and (21) **FINDING MEANING OF A WORD BY DIVIDING IT INTO PARTS THAT ARE UNDERSTANDABLE**. In a similar way, compensation strategy 24 also makes use of translation and such a process is also fostered in cognitive strategy 19; **STUDENTS LOOKING FOR WORDS IN SPANISH THAT ARE SIMILAR TO NEW WORDS IN ENGLISH**. Finally, strategy 25 **USING GESTURE**, deals with the ^use of mime^, a sub-strategy that can be identified in strategy 7 in the memory category; **ACT OUT WORDS** (2). Considering the low level of importance teachers assigned to this group in both samples, the almost non-existence of such strategies in the teachers' narratives and the fact that most of the compensation strategies tap into processes that are fostered by other strategy groups, this category was eliminated and only memory, cognitive, affective, social and metacognitive strategies were included. The items enquiring about importance and possibility are explained after an excerpt showing beliefs of no-possibility, and they are included in each strategy group in the following section.

²¹ STRATEGIES IN CAPITALS represent strategies from SILL, SILL TB & SILL CD. ^Strategies between caracts^ indicate sub-strategies guiding the construction of items in TeBILLS.

7.2.1 Memory strategies items in TeBILLS

For the group of memory strategies both samples indicated THINKING ABOUT RELATIONSHIPS (1), USING NEW WORDS IN SENTENCES SO STUDENTS CAN REMEMBER (2), STUDENTS CONNECTING THE SOUND OF A NEW ENGLISH WORD AND IMAGE OR PICTURE TO HELP MEMORISATION (3), REVIEWING FREQUENTLY (8) are strategies placed among the most important LLS. Table 7.1 displays 6 items for memory strategies. Omar narrates that he tells his students to label the objects at home so they can link the new words to the objects they have at home. But he also shares that unfortunately there is not support from parents and the strategy cannot be fostered (section 6.3.1, Omar [61]). Item 1 enquires how important it is for teachers ^the creation of mental linkages^[3] and the ^association of new words to previous knowledge and visual prompts^. Item 17, then asks the teacher if he or she believes in the use of such visual prompts to help their students' memorisation process.

No.	Item	Strategy	Category
1	It is important that students relate new words with visual representations	Creating mental linkages & associating new words and knowledge to images	Memory
17	The learning of students can improve if teachers promote the use of pictures, posters, images and flashcards in the classroom		
2	It is important that students act physically the new words in English	Reviewing, employing action & sound integration, use of mime and gestures	
18	The learning of students can improve if teachers include projects that integrate the language skills		
3	It is important that students use the new English vocabulary in sentences that use their context so they can remember them	Applying images and sound to contextual information	
19	The learning of students can improve if teachers include context related material in class		

Table 7.1 TeBILLS items corresponding to memory strategies.

When Kristy shares the way she teaches vocabulary to her students, there is evidence that she believes it is important to teach them in an integral way. However, there is also evidence that she believes this is not possible due to the intervention of another teacher in her classroom (section 5.3.3, Kristy [32]). Item 2 deals with the use of mime and gestures, that is to ^employ action and elaborate associations^. Since project-based learning provides opportunities for the natural integration of language skills and helps employ action to create associations (Fragoulis, 2009:114), item 18 asks teachers if they believe

their students' learning can improve if teachers include projects in which the language skills are integrated.

Several participants shared in their narratives the importance of contextualised learning, although most of them did so only when asked what would be ideal and not when they shared what they actually do in their teaching practice (section 6.3.1 Angel [61], Omar, section 5.3.1 [30]). Oxford (2016) makes emphasis on the need to consider the context in the teaching of LLS and the comments found in the teachers' narratives evidence the need to have a more contextualized teaching. Combining these ideas, item 3 asks teachers how important they believe their students to use the new words in context related sentences, at the time that item 19 enquires if teachers believe their students' learning would improve from context related material in their classes (table 7.1).

7.2.2. Cognitive strategies items in TeBILLS

Table 7.2 displays 6 items enquiring about cognitive strategies. Orlando shared that once he asked his students what they wanted to do for Christmas, a Christmas carol or a pantomime. When his students opted for the Christmas carol, he reminded them it had to be in English and he indicated they then chose the pantomime. His beliefs indicate that for him it was not possible for his students to practice English sounds naturalistically. (Section 5.3.2, Orlando [139]). Based on the importance teachers assigned ^practicing sounds^ (17) in English in the questionnaires (appendix N and O), as well as in the content analysis to the teachers' narratives which indicate to be among the most important ones item 4 asks about the importance given to practicing sounds in English. This is paired with item 20, which seeks to find out how possible teachers believe it is to include music and ludic activities in their teaching practice.

Sending and receiving messages is part of item 14, **STARTING CONVERSATIONS** and it is found among the most important strategies in the questionnaires SILL TB and SILL CD. However, in the narratives it was found that teachers sometimes only demand of their students what teachers believe students can deliver (section 6.3.2 Paulina [20], section 6.3.2 Kristy [124]). Therefore, item 5 in TeBILLS asks how important teachers consider their students to start conversations in English. Then item 21 asks teachers if they consider the learning of their students to be benefited by teachers providing opportunities for their students to practice

the sounds of the language while speaking, singing, discussing, debating or making presentations in English.

No.	Item	Strategy	Category
4	It is important that students practice the sounds of English	Repeating & practicing naturalistically	Cognitive
20	The learning of students can improve if teachers use music and ludic activities in the learning possibilities		
5	It is important that students start conversations in English	Sending and receiving messages	
21	The learning of students can improve if teachers stimulate their students to speak, sing, discuss, debate and make presentations in English		
6	It is important that students watch series, movies, documentaries and videos in English	Getting the idea quickly, recognising and practicing sounds	
22	The learning of students can improve if teachers use movies, videos, documentaries and TV series in class		

Table 7.2 TeBILLS items corresponding to cognitive strategies.

Armand is a teacher who believes his students benefit from watching series, movies or documentaries. He shares that he had to buy a portable screen so he can offer his students this opportunity, but he also remarks that he had to be indebted. While this strategy is believed to be important, it is also regarded as not possible due to the lack of teachers' resources (Armand [20])^{xxxvii}. Strategy 15 in SILL **STUDENTS WATCHING ENGLISH LANGUAGE TV SHOWS AND MOVIES** was identified as one of the strategies mentioned the most (appendix R). Therefore, item 6 in TeBILLS seeks to find out how important it is for teachers that their students watch series, movies, documentaries, and videos in English. This is paired with item 22, which asks teachers how much they agree with the statement "the learning of students can improve if teachers use movies, videos, documentaries and TV series in class". Both items have as their target information to obtain the importance and possibility to ^get the idea quickly by recognising and practicing sounds^.

7.2.3 Affective strategies items in TeBILLS

Table 7.3 displays 4 items enquiring about affective strategies. The content analysis conducted on the teachers' narratives places 3 of the 6 affective strategies among the 11 strategies with more than 10 occurrences. Strategy 40 in SILL; **STUDENTS SPEAKING ENGLISH EVEN WHEN THEY ARE AFRAID OF DOING IT**, is the strategy mentioned in 3rd place among all 50 strategies. Therefore, two affective strategies were included in the final version of

TeBILLS: ^rewarding yourself^ and ^taking risks wisely^. Rewarding students for a good performance is believed to be important, however, teachers also believe rewarding may be a kind of bribe and as a consequence they do not foster the strategy (section 6.3.1, Olivia [47]). Item 7 enquires how important teachers believe that their students receive a reward when successfully performing an assigned task in English and in correspondence, item 23 explores how much teachers agree with the fact that their students can improve if teachers reward their students when performing English tasks successfully

No.	Item	Strategy	Category
7	It is important that students receive a reward when they successfully perform a communicative task in English	Rewarding yourself	Affective
23	The learning of students can improve if teachers reward students when they perform their tasks successfully		
8	It is important that students speak in English even when they are afraid of doing it.	Taking risks wisely	
24	The learning of students can improve if teachers create a trusting and respectful learning environment		

Table 7.3 TeBILLS items corresponding to affective strategies.

Gabriel shares how in his teaching training sessions he explains to his trainees the importance of having a safe environment for participation but he clearly states he believes this is not possible as the teachers working with him do not foster a respectful environment for other teachers, resulting in one of his trainees dropping out (section 6.3.1, Gabriel [67]). Item 8 asks about the importance assigned to students speaking when they are afraid of doing it. While it would be ideal that students could relax when they felt afraid of using English as indicated in strategy item 39 in SILL TB & SILL CD, what is evidenced from the teachers' narratives is that they encourage their students not only to eliminate their anxiety but to overcome the fear and take risks wisely. As observed in the narratives of Betty (section 5.2.1), Heidi (section 5.2.2), and Omar (section 5.3.1), they encourage their students to take risks by letting them know that it is ok to make mistakes and that nobody will make fun of them as respect is fostered in their learning areas. Therefore, item 24 in TeBILLS asks teachers to what extent they agree that the learning of students can improve if teachers create a trusting and respectful learning environment (table 7.3).

7.2.4 Social strategies items in TeBILLS

Table 7.4 displays 4 items enquiring about social strategies. Teachers who participated in the first data collection, teaching in different educational levels, indicated strategies 48 (ASKING HELP FROM ENGLISH SPEAKERS), and 50 in SILL (STUDENTS LEARNING ABOUT THE CULTURE OF ENGLISH SPEAKERS) to be among the top 10 strategies. While teachers working in basic education indicated strategy 47 (STUDENTS PRACTICING ENGLISH WITH OTHER STUDENTS) and strategy 49 (ASKING QUESTIONS IN ENGLISH) to be ranked among the top 10 strategies (appendix O) of SILL CD. Although they may appear to differ from each other, strategies 47, 48 and 49 are all about cooperating with peers and more proficient users of the language, as well as getting help (appendix P). Practicing English with other students is a strategy teachers indicate is important throughout the research. However, there were some instances where this strategy was hindered because of no-possibility beliefs (section 6.3.2, Olivia [71], Paulina [20], Bob [166], Kristy [124]). Therefore, item 9 in TeBILLS asks teachers how important they consider their students to look for different ways to talk to their classmates, which fosters ^cooperating with peers^ and using the language to ^ask for clarification^ fosters the strategy. Item 25 correspondingly asks teachers how much they agree that students can improve if teachers use pair and teamwork in their classes.

No.	Item	Strategy	Category
9	It is important that students look for different ways to talk to their classmates	Cooperating with peers and more proficient users of the language, asking for clarification	Social
25	The learning of students can improve if teachers promote working in pairs and teams		
10	It is important that students learn about the culture of English speaking countries	Developing cultural understanding	
26	The learning of students can improve if teachers include in their classes cultural information about English speaking countries		

Table 7.4 TeBILLS items corresponding to social strategies.

Although teachers believe it is important to teach students about the cultural aspects of the language they are learning, the narratives showed that teachers' beliefs hinder the fostering of the strategy (section 6.3.2, Julian [337]) because it may be seen as a betrayal to Mexican culture. Due to the repeated mention of the need to take into account the context of the students, the teachers, the teaching and the taught language, ítem 26 in

TeBILLS asks teachers if they believe their students' cultural understanding can improve if teachers include information about the culture of the countries where the language is spoken in their classes. Then TeBILLS item 10 enquires if teachers believe it is important that students learn about English speaking countries' culture.

7.2.5 Metacognitive strategies items in TeBILLS

Metacognitive strategies were indicated to be the most important strategy group in both research stages (appendix N and O). In the analysed answers from SILL TB and SILL CD, five out of the nine strategies contained in this group were found to include more than 10 occurrences in the teachers' narratives including the strategy mentioned the most in both SILLs: **STUDENTS FINDING AS MANY WAYS AS POSSIBLE TO USE ENGLISH** (30). However, in the narratives these strategies were found to be less possible than important and these no-possibility beliefs hindered the fostering of LLS. Therefore, TeBILLS includes a larger number of metacognitive strategies, table 7.5 displays 12 items that enquire about metacognitive strategies.

In the metacognitive strategies, noticing English mistakes and using the information to improve their language (31), as well as students thinking about their progress in the learning of English, involve self-evaluating and monitoring. At the same time ^finding out about the language learning process^ (appendix P) is present as well in item 34, **STUDENTS PLANNING A SCHEDULE TO HAVE ENOUGH TIME TO LEARN ENGLISH** and strategy 39 in SILL, **STUDENTS HAVING CLEAR GOALS FOR IMPROVING ENGLISH SKILLS**. Moreover, most of the metacognitive strategies selected as important and found in the teachers' practice narratives, foster the idea of students seeking for opportunities to learn and practice the language, in this way to become more autonomous and better learners which is one of the main goals of LLS (Samaie et al., 2015; Oxford, 2016).

Despite believing it is important to use one's own mistakes to learn, the fostering of such a strategy is hindered by beliefs of no-possibility (section 6.3.1, Gabriel [65], Alejandra [20]). TeBILLS item 11 seeks to explore how important it is for teachers that students ^self-monitor their learning process and use that information to become better learners^. In correspondence, item 27 also inquires about self-monitoring but from the aspect of teachers' involvement. It explores whether teachers believe students can improve when guided into noticing their mistakes and using them to become better learners.

As seen in chapter 5, Heidy is an enthusiastic teacher who fosters strategies in her teaching practice. Nevertheless, when she talks about students being autonomous and having learning goals, she shares that she believes her students do not reflect about their learning process. And though she includes a self-assessment instrument in her classes, in the end her narrative exposes she does not believe her students are capable of conducting the process with ethics (section 6.3.1, Heidy [147]). Item 28 asks teachers if they believe that by helping students to create a personal learning plan with clear goals, students can develop ^setting learning goals and objectives^, while item 12 asks about the importance of having a clear goal of what they learn in English.

No.	Item	Strategy	Category
11	It is important that students notice their mistakes and use the information to improve their language	Self monitoring	Metacognitive
27	The learning of students can improve if teachers help students notice their mistakes and use the information to improve their language		
12	It is important that students have clear goals for improving English skills	Setting goals and objectives	
28	The learning of students can improve if teachers aid students in creating a personal learning plan with clear goals		
13	It is important that students think about their progress in learning English	Self-evaluating, peer assessment	
29	The learning of students can improve if teachers promote the use of self and peer assessment in class		
14	It is important that students find as many ways as possible to use English	Seeking practice opportunities	
30	The learning of students can improve if teachers create different practice opportunities for students in class		
15	It is important that students look for opportunities to read in English	Seeking opportunities to practice reading*	
31	The learning of students can improve if teachers provide readings of a variety of topics		
16	It is important that students look for ways to become better learners	Monitoring, evaluating, setting goals, organising	
32	The learning of students can improve if teachers foster the use of Language Learning Strategies		

Table 7.5 TeBILLS items corresponding to metacognitive strategies.

When Dinorah described her teaching practice, it was evident she believes self and peer assessment is important. However, the contextual constraints she faces in her work impact her beliefs when she decides not to foster this strategy (section 6.3.1, Dinorah [15]). The third strategies in the metacognitive group for TeBILLS are ^self-evaluation and peer assessment^. In item 13, teachers are asked to indicate how important it is for them that their students reflect about their progress. Correspondingly, item 29 asks teachers to what extent they believe promoting the use of self and peer assessment in class can improve their students' learning process.

Heidy does not foster learning in as many possible ways because she believes it is not possible due to time constraints (section 6.3.1, Heidy [33]). Item 30 reports the level of importance teachers assign to seeking practice opportunities through the creation of different practice opportunities for students in class. In this particular item the use of the word create for practice opportunities places the teachers as the agents of the action, which aims to learn how much they indicate being willing to provide their students with the scaffolding to seek practice opportunities. Item 14 correspondingly enquires about the importance of students finding as many ways as possible to use English.

Reading is recognised as an important strategy in the learning of a new language, unfortunately teachers believe that the lack of reading is a cultural issue and not much can be done about it (section 6.3.1, Vincent [18]) which hinders the fostering of the strategy. Item 15 in TeBILLS puts together two strategies from the questionnaires SILL TB and SILL CD. Metacognitive strategy 36: **STUDENTS LOOKING FOR OPPORTUNITIES TO READ AS MUCH AS POSSIBLE IN ENGLISH**, and cognitive strategy 16; **STUDENTS READING FOR PLEASURE IN ENGLISH**. Although both of them refer to using resources to receive a message, the strategy was placed in the metacognitive group as the emphasis is on the students seeking for ways to learn and practice the language. Therefore, item 31 in TeBILLS asks teachers if they agree with the idea that their students can improve if teachers provide them with a variety of materials to be read in class as well as outside the classroom, at the time that item 15 asks about the importance of students looking for opportunities to read.

Kristy clearly states that even though she believes strategies are important, students do not develop them because that is the way of the education in Mexico, and she includes that she does not use LLS (section 5.3.3, Kristy [171]). Item 16 in TeBILLS inquires how important teachers believe their students to become better learners, which in this research is

equivalent to being able to develop monitoring, self-evaluating, organising setting goals, seeking for practice opportunities and finding out about the language learning process. Correspondingly, item 32 asks teachers directly to what extent they agree with the notion that students can improve if teachers foster the use of Language Learning Strategies

Once TeBILLS was finished it was sent to teachers in Mexico to collect data so the instrument was validated. The following section of the chapter describes the process of data collection through the use of TeBILLS as well as the validation process

7.3 TeBILLS, Data Collection and Validation

TeBILLS was originally written in Spanish, which is the language of instruction in schools in Mexico. The first section of TeBILLS (appendix E) explains the purpose of the questionnaire and in the written instructions provided at the beginning of the questionnaires, teachers are explained that their participation is voluntary, their information will be treated anonymously and that there are not correct or incorrect answers. As in the previous questionnaires, all the ethical considerations were taken into account and the ERGO process was done so the committee approved the instrument. Based on the analysis of the data collected in the first two stages, it was decided to send the online questionnaire presenting the items in a random array different to every participant to increase the reliability of the collected data from the teachers.

Making use of social networks and snowball sampling, different individual teachers, universities, groups in social media and organisations dedicated to the teaching of English in Mexico were contacted. The link to the online questionnaire was open for three months. At the end of this period, 861 teachers from all over the country had answered the questionnaire providing enough data to conduct the validation of the instrument (Gu, 2018). TeBILLS enquires about the importance and possibility of teachers fostering memory, cognitive, affective, social and metacognitive strategies.

The final version of the questionnaire Teachers' Beliefs Inventory about Language Learning Strategies (TeBILLS) is based on a 5-point Likert scale to gather teachers' reported beliefs about importance and possibility of fostering of LLS. Participants were given the choice to select from 1 to 5 with the values as follows: 1= strongly disagree, 2= disagree, 3= neither agree nor disagreed, 4= agree, and 5=strongly agree.

Once collected, the data from the questionnaire were transferred to databases (Excel, SPSS and R) to be analysed. As explained in the previous section, TeBILLS explores the beliefs teachers in Mexico hold regarding two different qualities, importance and possibility. This was done by pairing questions with different wording that intend to enquire about the same strategies. Therefore, the first step was to conduct a correlation test to verify that both questions were actually exploring related topics.

Correlation values for TeBILLS		
Question 1: Importance of relating new words to visual representations	r= (0.51)	Question 17: Possibility of relating new words to visual representations
Question 3: Importance using contextualized vocabulary	r= (0.41)	Question 19: Possibility of using contextualized vocabulary
Question 5: Importance of starting conversations in English	r= (0.44)	Question 21: Possibility of starting conversations in English
Question 6: Importance of watching English spoken production	r= (0.48)	Question 22: Possibility of watching English spoken production
Question 7: Importance of receiving a reward when succeeding	r= (0.34)	Question 23: Possibility of receiving a reward when succeeding
Question 10: Importance of learning the culture of English-speaking countries	r= (0.56)	Question 26: Possibility of learning the culture of English-speaking countries
Question 11: Importance of using mistakes to improve learning	r= (0.57)	Question 27: Possibility of using mistakes to improve learning
Question 12: Importance of having clear goals to improve the learning process	r= (0.43)	Question 28: Possibility of having clear goals to improve the learning process
Question 13: Importance of thinking personal progress	r= (0.41)	Question 29: Possibility of thinking personal progress
Question 14: Importance of finding as many ways as possible to learn English	r= (0.48)	Question 30: Possibility of finding as many ways as possible to learn English
Question 15: Importance of looking for opportunities to read in English	r= (0.44)	Question 31: Possibility of looking for opportunities to read in English

Figure 7.1: Correlation values for importance and possibility questions in TeBILLS,

A correlation matrix (appendix M) was calculated by using Kendall measure of rank correlation (Field, 2012) as the data present non-uniform distribution (as an example, item 3 distribution plot can be seen in appendix Z). The positive correlation between the question enquiring about importance and the question enquiring about possibility of the same strategies, indicate that the questionnaire has been tested for validity. The factor correlation matrix in appendix M shows good discriminant validity of TeBILLS as all correlation r values were between $r=0.22$ and $r=0.57$, $p=.05$ (Field 2013). Figure 7.1 shows a table containing the values bigger than $r=0.30$, for the questions that show a bigger correlation in measuring importance and possibility on the same strategy. For example question 1 and question 17 ($r=0.51$) explore teachers' beliefs about ^creating mental linkages and associations^. While question 1 asks about importance, question 17 explores if teachers see possible ^creating mental linkages and making associations^ in their teaching practice.

Validation is a process of making sure an instrument is good enough for its intended purpose. Construct validation demands a large-enough sample so as to be sure that the theoretical construct matches the patterns that emerge from the data. With the data from 861 teachers, a source of evidence for the construct validity of TeBILLS was to examine the inter-factor correlations. These correlations among the items that enquire about the same strategy show convergent validity (Gu, 2018).

7.4 TeBILLS, pairing importance and possibility

TeBILLS is a questionnaire consisting of 32 strategy items. The questionnaire covers two aspects; the first one investigates the level of importance teachers assign to each strategy item, and the second one explores the level of agency teachers believe is possible for each one of the same LLS. All the items in the second section of TeBILLS are worded with verbs that denote agency from teachers. In these items, teachers are asked to indicate the extent to which they agree, for instance with the fact that the learning of students can improve if they:

- a) Use visual prompts, audio resources or audio-visual input.
- b) Create a trusting and respectful learning environment and different practice opportunities.
- c) Stimulate or promote speaking, singing, discussing, working with peers along with self and peer-assessment.
- d) Help students to notice their mistakes and use those mistakes to improve their learning,
- e) Create a personal plan with clear goals.
- f) Foster the use of Language Learning Strategies.

Use, include, increase, stimulate, help, create and foster are all verbs with strong agentic positioning as the social actor in every action is seen as a dynamic force, so teachers are seen as the ones who perform the actions and foster the use of LLS (Machin and Mayr, 2012). Since ‘agency will always result from the interplay of individual efforts, available resources and contextual structural factors’ (Biesta and Tedder, 2007:137); in the case of TeBILLS, by using verbs that require agency from teachers, the beliefs teachers hold regarding the contextual factors particular to their practice are identified, suggesting the possibility teachers may perceive to conduct their efforts in class to foster those strategies. As previously explained in section 4.7, possibility is understood as the choice teachers can make in their teaching context. By asking them to what extent they agree with

the fact that having willingness to make the presented choices, denotes what teachers believe to be possible. In this way, TeBILLS aims to gather the beliefs teachers have regarding the influence their actions in the classroom may have over the learning of their students.

7.5 TeBILLS, Discussion

From the literature review conducted in the first chapter of the thesis, it is evident that there have been many studies over the years which emphasise the usefulness of LLS as well as many studies that have looked at Teachers' Beliefs. The instruments that can be found are either to enquire about the use and frequency learners and teachers make of language learning strategies, or about the beliefs teachers hold regarding the age of the learners, the usefulness of native speakers, the capacity to acquire the language, or the best way to learn the language (Griffiths & Parr, 2001; Oxford, 1990; Bacon & Finneman, 1990; Horwitz, 1987). Nevertheless, it is worth emphasising that very few studies have joined LLS and Teachers' Beliefs (section 2.4.3) and no study has focused on the beliefs English teachers hold regarding the importance and possibility of fostering LLS in their classes. This is an instrument that seeks to help the reflective practice by offering teachers a window into their explicit and implicit beliefs. No instrument is ever perfect (Gu, 2018) or complete as the variation of context will always play an important role. Nevertheless, the principle of being able to confront what teachers believe is important and what they believe is possible, may help raise awareness of the hindering beliefs. Moreover, having concrete information on the beliefs held by teachers may help design better informed teacher education.

In chapters 5 and 6, it was evident that teachers may not be aware that the strategies that carry a high value of importance are not fostered because they are also believed to be not possible. As Karavas-Dukas (1996) explains, this may be the innovation that helps the new teaching education programmes actually reach the classroom and the students, since there is the need to include Language Learning Strategy Instruction (LLSI) in education programmes because teachers need to develop expertise to be able to deliver effectively the strategies (Chamot, 2008). The mechanism through which teachers make use of the theory in their own practice is not completely clear. Being able to map Teachers' Beliefs and how these beliefs shape their teaching practice is of the utmost importance. Studies in teacher learning show that teachers do learn from input-based programmes (Hunter and Kiely, 2016), therefore a proposal to create a baseline that helps design new LLSI

programmes as well as to raise awareness among teachers and teacher educators may contribute to move forward in the area of Language Learning Strategies and Teachers' Beliefs. Although the basis for the first instruments was SILL from Oxford (1990), the modifications resulted in a questionnaire that enquires about Teachers' Beliefs and includes only 32 items belonging to five strategy groups. These characteristics make TeBILLS an instrument quite different from the original SILL (ibid)

The literature shows that existing beliefs can represent obstacles to new conceptualisations of teaching or can facilitate professional growth if these beliefs are articulated as tools of reflection (Fives *et al.*, 2015: 262). By using TeBILLS as a reflection tool, an opportunity for teachers to understand and contrast what they see as important and possible in their teaching practice is created; helping to raise awareness on how the implicit beliefs teachers hold impact their decisions and teaching practice. Change in Teachers' Beliefs about what is possible and what is important in their teaching practice may produce changes in the willingness to accept new ideas.

7.6 Conclusion

Chapter 7 offered a new proposal to gather Teachers' Beliefs of importance and possibility. TeBILLS is a low-cost, effective and easy to administer instrument, which allows gathering the beliefs of teachers about LLS in a quick and reliable manner.

The chapter presented the instrument, its construction process, the rationale behind the strategy items selected and two sets of strategy items inquiring about importance and possibility. A section was dedicated to explaining how the first 16 strategy items, which enquired about LLS importance, have 16 corresponding items gathering the Teachers' Beliefs of possibility. The data collection and the correlation test made were explained to provide validity and reliability to this proposal to further teaching development.

Chapter 8 Discussion

8.1 Introduction

The primary aim of this study is to understand and propose ways to develop teachers' practice through the incorporation of Language Learning Strategies in their classroom practice. This research explored Teachers' Beliefs and their impact on teachers' practice by looking at three specific aspects; importance, desirability and possibility. The lens used to examine the beliefs were Language Learning Strategies; a learning concept widely studied and validated (section 2.5). To strengthen the study, the basis for the instruments used in this research was an instrument created by Oxford (1990), which despite having been created years ago (section 2.6.3), was the best option to provide a solid foundation to combine the areas of LLS and Teachers' Beliefs.

The findings in the research show that the teachers' practice has a close relationship to the Teachers' Beliefs only when the aspects of importance and possibility are combined (section 4.6). On the same tenor, it was identified that when beliefs of no-possibility emerged, a lack of agency in the Strategy Instruction was identified (section 5.5). Moreover, the analysis of the teachers' narratives evidenced contextual factors that influenced the no-possibility beliefs (chapter 6). While the research yielded findings relevant to teacher education, it is clear that a process this long cannot be performed every time a teacher training is intended. Therefore, the need to have a way to gather and identify Teachers' Beliefs of no-possibility to contribute to the teachers' development, gave way to a proposal to aid in the identification and reflection of no-possibility beliefs (section 7.2).

The discussion chapter explores each research question by revisiting the previous literature in chapter 2 and providing crucial links with the findings in chapters 4, 5, 6 and 7. The chapter is divided into three themes: 1) Teachers' Beliefs and the way these shape the teaching practice, 2) The contextual factors that influence the beliefs of no-possibility, and 3) Opportunities for Teacher development through the use of LLS. Links to teachers' answers are used to further clarify the discussion.

8.2 Teachers' Beliefs and the way these shape the teaching practice

In chapter 4 the explicit beliefs of 645 teachers were explored to identify those LLS believed to be more important, desirable and possible. The first section of the chapter answered Research Question 1: How important, desirable and possible do teachers believe LLS to be? An analysis at a strategy level signalled to relevant differences the importance assigned to LLS according to different external variables.

The first variable used to seek differences in Teachers' Beliefs was the place teachers were working at the time of the data collection. Firstly, teachers working in language centres (figure 4.6) favoured metacognitive strategies. Although Ardasheva and Tretter (2012) found in their study that the top-ranking strategy categories varied by educational level, they did not include teachers working in language centres. Taking classes in language centres in Edomex is done voluntarily and a fee must be paid. Moreover, in order to be accepted the students must take an admission test. These requirements may demand a student profile with motivation and a certain degree of autonomy. Besides, the language classes are normally one or two hours a day for three to five days a week, which means students have to fit the language class in their working schedule. Therefore, identifying Teachers' Beliefs about strategies that help the students organise their learning seems understandable.

Secondly, teachers working in primary (figure 4.7) and secondary schools (figure 4.8) placed the same 3 strategies at the top. While they are not exactly in the same order, strategies 48 (**ASKING HELP FROM ENGLISH SPEAKERS**), 14 (**STARTING CONVERSATIONS**) and 1 (**THINKING RELATIONSHIPS**) are the most important strategies for all teachers working in basic education. This similarity may be caused by the educational background of teachers, something that as presented in section 2.4 impacts the beliefs they hold. For a teacher working in Mexican public basic education, it is preferable to hold a degree from a Pedagogical University known in Mexico as *Escuelas Normales*. Teachers working in primary and secondary, while being teacher-students, follow the same curriculum designed by the government. Their level of knowledge while being student-teachers along with the curricula they must follow when teaching may influence the level of importance they assign to these strategies. These beliefs of importance identified in teachers working in basic education align with the premise of Plonsky (2011) that Teachers' Beliefs are also

influenced by their experiences as learners. However, it has also been argued that the beliefs are impacted by the contextual needs (Phipps and Borg, 2009) and this can be seen in the beliefs shared by teachers working in secondary where the last strategy to be in the five top positions was learning about the culture of the places where the language is spoken as a native language. Perhaps this is influenced by the variety of topics students in secondary school have to study and the need to prepare students to face a more globalised world.

Thirdly, teachers working in preparatory school (figure 4.9) and university (figure 4.10) believe social and metacognitive strategies to bear a higher level of importance. On the one hand, the addition of strategies 18 (**SKIMMING TEXTS**), 48 (**ASKING HELP FROM ENGLISH SPEAKERS**) and 50 (**LEARNING ABOUT THE CULTURE**) points to the contextual needs of students in this level who have more interaction with texts than in basic education. On the other hand, it is likely that teachers in this education level believe it is important to develop better interaction with the culture and the practice of the language students are learning. The need for students to be ready for university could be motivating teachers to believe students learning to read better and expand their cultural knowledge is so important. Finally, students in university require a bigger level of autonomy which section 4.4.1 explains is closely linked to metacognitive strategies. Moreover, working with young adults who need to be responsible for their own learning and who need to make more use of metacognitive strategies, may be behind the inclusion of strategy item 31 (**NOTICING MISTAKES AND USING THEM TO IMPROVE**). The higher values in metacognitive strategies found in the beliefs of teachers working in higher education seem to support the findings of Hong-Nam and Leavell (2006), who identified that in order to advance in their learning process, students in university need to become strategy users. In this research it was observed that the age the teachers work with appears to impact which strategies are believed to be more important. Beliefs are also impacted by the experience teachers had as learners (section 2.4).

As explained in section 4.4.2.1 the educational background may be also a variable that impacts the beliefs teachers hold about LLS. All teachers who participated in the second research stage worked in the basic education system in Edomex and were scattered across the whole state representing all the 13 regional subsections in which the basic education system in Edomex is divided. For these teachers, the first demographic value used to look

at their beliefs was their educational background. It is necessary to emphasise that until the new government project of having English in basic education started less than 10 years ago, mainly teachers who had graduated from Pedagogical Universities were teaching English in public secondary schools. The teachers graduated in Pedagogic Universities follow a curriculum that favours pedagogical knowledge and skills but, even today, lack linguistic knowledge. Autonomous or private universities focus on providing their student teachers with linguistic and language knowledge, adding the pedagogical knowledge as an option for their students.

For instance, teachers who graduated from a Pedagogical University but had an emphasis on English teaching included strategy item 49 (**ASKING QUESTIONS IN ENGLISH**). Teachers graduated from pedagogical universities with emphasis in English were also focused on pedagogy and content knowledge proficiency; however, experiencing the learning of a language themselves, may have led teachers who were studying to teach English to favour social strategies over memory ones. The difference found when taking into consideration the educational background also supports Plonsky (2011) premise of the learner stage making a difference. Moreover, the inclusion of more metacognitive strategies by teachers who have graduated from autonomous universities indicates that their learning process, which required bigger autonomy, has led them to believe metacognition to hold an important role in the learning process.

Finally, section 4.4.2.2 dealt with the beliefs of importance teachers shared and these were analysed according to the experience they had. Regardless of the experience they have, teachers believe metacognitive strategies to be the most important group and compensation strategies to be the least important group. After exploring the relationship between importance beliefs, the research looked into desirability beliefs (chapter 4). The one difference worth noticing is that teachers with less experience, who have been working for less than 10 years, have indicated social strategies as the second most important strategy group, perhaps influenced by the goals of the most recent curricula or by the easier access to the language and culture being learnt. That is what is desirable and what is possible for them now.

This particular set of data may initially have supported the idea proposed by Fives *et al.* (2015) that the aspect of desirability in Teachers' Beliefs may be a key one. However, this would only be used to try to understand the explicit preference of social strategies. It has

been known that in research when participants are asked about a particular topic some may answer what they believe is expected of them, being the desirable goal to achieve.

The second section of the chapter answered research Question 2: In which ways do Teachers' Beliefs shape the teaching practice? In the first stage, metacognitive strategies were ranked as the most important group and the occurrences in teachers' narratives corresponded by being the group with the highest number of strategy occurrences. In the second Stage, teachers in basic education also indicated metacognitive strategies among the most important groups and ranked affective and social strategies in 5th and 6th place of importance. Teachers' explicit beliefs gathered with SILL CD seemed supported by the high number of metacognitive strategies and the low number of affective and social strategies found in teachers' narratives. However, the remaining strategy groups did not present any evident relationship between the indicated importance and the number of occurrences in the teachers' narratives. Furthermore, when the analysis was done by individual strategy (table 4.7), the apparent relationship seemed to dissipate even more. When the possibility and desirability were incorporated to analyse what teachers believed about LLS, a pattern seemed to emerge. Strategies that were believed to be important and possible had a higher presence in the teachers' narratives, whereas strategies that were believed to be not possible whether important or not, were rarely found in the teaching narratives. The data clearly showed that the aspect of possibility highly impacted the decisions teachers made in their practice. The data showed that the aspects of desirability in beliefs was very close to that of importance, but the aspect of possibility followed a different pattern, making it necessary to look for the relationship between explicit beliefs and the teaching practice choices. The literature revision made in the area of LLS and Teachers' Beliefs showed that teachers' beliefs of possibility have not been included in LLS instruction (section 2.5) even though Kumaravadivelu (2001) has suggested the relevance of the possibility aspect because the possibilities of teachers' environment shape the pedagogic practice. It is the contention of this research that the beliefs teachers hold of what is possible in their environment shape the teaching practice. Such a contention is grounded on evidence of no-possibility beliefs hindering the fostering of LLS found in the narratives shared by teachers (sections 5.3.3 and 6.3.1).

Sanchez and Borg (2014) proposed that the context is not an objective entity extended to teachers, but that the elements that compose the context are filtered through teachers'

beliefs. This research has evidenced that it is not the real possibility that their environment provides but the beliefs of possibility, what teachers believe about their contextual factors, what actually shapes the teaching practice. The case of Kristy (section 5.3.3) exemplifies the claim; she explained she did not use strategy item 47 (**STUDENTS PRACTICING WITH OTHER STUDENTS**) because she believed her students were too young. A year later, she discovered it was possible and she started using and fostering the strategy.

8.3 The way Teachers' Beliefs of no-possibility and contextual factors hinder the use and fostering of LLS.

It is worth remembering that the contextual factors that Mexican teachers experience are evidenced to influence their beliefs on what is possible for their students and these beliefs shape the decisions teachers make in the teaching practice. Chapters 5 and 6 explore how possibility beliefs lowered the agency of teachers and point to the contextual factors that influenced such beliefs of no-possibility. Chapter 5 answered Research Question 3: What is the impact of importance, desirability and possibility beliefs in teachers' agency? The findings in this research suggest that the beliefs teachers hold regarding the possibility to use and foster LLS have a greater impact on their teaching practice than the beliefs they hold regarding the importance or desirability of the same strategies. These findings contest the affirmations that the aspects of importance (Gay, 2014) and desirability (Fives *et al.*, 2015) are the key aspects when understanding the relationship between the Teachers' Beliefs and their practice. The relevance of these findings lies in the great emphasis institutions place on the aspects of desirability. Teachers are officially guided by programmes based on proposed goals and objectives and hardly ever do these desirable goals take into consideration what teachers believe possible. Furthermore, more often than not these desirable goals may signify a burden for teachers. Throughout the narratives of teachers, the general mood was of dissatisfaction, worrisome and need of support.

Biesta *et al.* (2015) argue that 'teachers' discourses are to a large extent as they are because of the teachers' positioning within their professional environment' (ibid 629). The qualitative content analysis conducted on the teachers' narratives evidenced that not all the beliefs about strategies identified could be seen in the same light; some were clearly expressing a willingness to act, pointing to their agency (Kayi-Afar, 2015), but some others were not. Analysing the importance, desirability or possibility of fostering LLS in isolation

did not appear to evidence the relation between Teachers' Beliefs and teachers' choices in the teaching practice. However, when combining the important with the possible, the narratives depicting the teaching practice evidenced a close relationship between the implicit beliefs in the teaching practice and the explicit beliefs in the questionnaires. This relationship can be seen as 'the relation between what one believes one has or lacks a right to perform and what one does in the light of that belief' (Kayi-Aydar, 2015: 95), showing in this way the agency that teachers enact in their classes.

Priestley *et al.* (2013) stated that teachers who show agency tend to be willing to make a change in their students. This idea could be taken also in the opposite direction; teachers whose beliefs of no-possibility overpower them, restrict their agency when using and fostering LLS in their classes. When examining the occurrences of LLS where the narratives of teachers suggested the teachers not being an agent of change; it was evident that beliefs of not possibility were influenced by contextual factors. The work by Kayi-Adar (2015) and Kiely (2013) proposes that if change is to be made in the teaching, the teacher needs to be the agent of such change. The data analysed in this research showed that as long as teachers hold beliefs of no-possibility, the desired change cannot be achieved. Therefore, this research saw fit to explore deeper to understand what influenced such no-possibility beliefs. The analysis conducted in chapter 6 answered Research Question 4: Which contextual factors influence teachers' beliefs of no-possibility? This chapter presented a qualitative content analysis that aimed to identify the contextual factors that influenced the Teachers' Beliefs of no-possibility when using or fostering LLS in their teaching practice. The analysis produced four main categories of contextual factors hindering the use or fostering of LLS; a) Beliefs about the students' capabilities, b) Beliefs about contextual constraints, c) Beliefs about socio-affective factors, and d) Beliefs about the lack of a learning culture in the country.

a) Beliefs about contextual constraints

The category of contextual constraints takes almost half of all the contextual factors that were identified in the teachers' narratives with a hindering connotation. Either the lack of contextualised learning spaces, their contextual constraints in terms of the amount of work, the limited time, the large numbers of students in the classrooms or the lack of support either from families or other colleagues; has led teachers to believe they cannot foster certain strategies in their teaching practice (chapter 6).

The excerpts selected in chapter 6 to exemplify these contextual constraints show that teachers believe these strategies to be important, necessary or useful; however, their beliefs of no-possibility are stronger and their narratives show they do not foster the strategy. From Heidi who admits using different ways to learn the language is useful (strategy 30) or Omar who is pro-fostering LLS in his process as teacher and as learner; to Angel who explicitly states the importance of having a contextualised classroom to improve the learning experience. They all, in the end, admit that due to their contextual constraints they do not foster metacognitive strategies. These observations support the claim of Kumaravadivelu (2001) who states the need to consider what is possible in each particular teaching practice. Chapter 4 corroborated the beliefs of possibility to carry the most weight when relating implicit and explicit beliefs. A finding that was corroborated in chapter 5, since only when the belief of possibility was positive, agency was observed in the teachers' narratives. This finding coincides with the most significant finding of the work conducted by Mahlios *et al.* (2015), which states that the interaction of an individual's perceptions of the work context results in 'unique, understandable and adaptive patterns of behaviour' (ibid, 1).

b) Beliefs about the students' capacities

The second category covers beliefs about students not being capable of learning, doing or working; together with beliefs about students being unwilling to make the necessary effort to learn. They account for more than one third of the contextual factors hindering the fostering of LLS found in teachers' narratives.

It has been established that the beliefs teachers hold about the capacity and willingness of students to learn directly determine the choices made by teachers in their practice. In the excerpts used in chapter 6 to exemplify how these beliefs hinder the fostering of strategies it is clearly evidenced in the case of Olivia that because she is convinced her students will not successfully practice the language with their peers if left in pairs, she does not foster strategy 47 (**STUDENTS PRACTICING THE LANGUAGE WITH OTHER STUDENTS**). Moreover, the case of Paulina reveals she inadvertently may be discouraging her students in their learning process when they correct the work they have done in teams as she uses the phrase '**according to your capabilities**' or when she directly tells them that she knows her students are not going to do the assigned work at home. With this message students may not feel the obligation to do the work or to offer a good product from their teamwork, since Paulina

is already establishing low expectations for them. These messages may not only hinder the fostering of the social strategy item, but also demotivate students in their learning process. Hu and Tian (2012) had also observed that the limited faith teachers had in their students influenced the way these teachers conducted their practice, but no specific aspect was signalled as the one responsible for this kind of behaviour in teachers. Griffiths (2013) in her analysis of the Strategy Instruction programmes recognised the role of the teachers to be paramount and the need to include 4 elements to make a successful teaching of strategies (section 2.9.2). Therefore, any programme ignoring the context of the teachers in any SI goes against the teaching of embedded strategies in the context. Moreover, if teachers are not aware of the way they are using and fostering LLS, they do not have the tools to conduct effective Strategy Instruction.

c) Beliefs about socio-affective circumstances

Even though social and affective strategies are placed on different levels of importance according to the explicit beliefs gathered, the narratives of teachers in chapter 4 evidenced the presence of these strategies in numerous occasions (table 4.8). Teachers like Heidy make great emphasis on the need to look after the affective stability of the students and teachers like Omar and Betty make a great effort to lead their students into a safe learning environment where their students are not afraid to use the language among themselves.

Unfortunately, the narratives also evidenced how the lack of positive results to the attempt to foster affective strategies influenced Gabriel's belief that teachers do not listen to his words and therefore do not create a sense of respect and empathy towards their colleagues. The data showed teachers believe it is important to use their own mistakes to learn, however, it also reveals that beliefs of no-possibility result in not fostering the strategy (section 6.3.1). The experience shared in the narratives contrasts with studies that claim there is an incredible awareness of the teaching context (Diaz et al., 2012) in the learning process of teachers. The fact that teachers do not believe their students are capable or willing to learn has had a severe impact on the way the teaching practice is conducted, impacting in turn the learning of the students. For some time now, researchers have observed differences in the teaching situations and the way teachers act according to what they believe about each student (Gay, 2014). These actions are perpetuating unequal opportunities for students by conducting a teaching that makes a difference.

d) Beliefs about the lack of a learning culture in the country

Finally, the last category includes beliefs about Mexican people not being used to reading, learning, changing or plainly willing to learn. Although this category contains only 8% of the beliefs identified in the teacher's narratives, it is of great relevance. The belief that a person has the ability, the knowledge or the willingness to develop a learning process just for the mere fact of having been born in a certain geographical place seems to be a limited view of the capacities and individualities of every person. Furthermore, these beliefs are sometimes shared informally through socialisation and by not being questioned but accepted at face value, they are perpetuated in all areas, normalising them and making these beliefs part of every student and teacher's life.

The excerpts used to exemplify these beliefs show how Vincent is convinced that Mexican people do not read, and in spite of having a wide variety of strategies to foster their students' learning process, he expects them to struggle because in Mexico people do not read and that's it. The narrative about his courses showed that he believes there is a lack of such awareness, which supports the claim of Ardasheva and Tretter (2012) that the beliefs teachers hold have a direct bearing in the process students live while learning a language.

8.4 Opportunities for Teacher development through the use of LLS.

As explained in the chapter of methodology, section 3.2 the last RQ derives from the findings of the first four Research Questions. The relevance of the beliefs of no-possibility, the lack of awareness found in the teachers' narratives, and the need to really understand Teachers' Beliefs when working in Teacher development (Fives, et al., 2015) originated the proposal presented in chapter 7.

There has been advancement in the research into Teachers' Beliefs in the last two decades, and it has provided 'insights into teachers' mental lives and into the complex ways in which they relate to teachers' classroom practice' (Borg, 2009:163). However, there is still much more to research about the effects that Teachers' Beliefs have over possible opportunities for further development in the teaching process as well. Yang (1999:148) suggested the relationship between beliefs and strategy use is not unidirectional; she explains it is not only beliefs that guide behaviour and affect LLS choice, but learning 'strategies can cause

beliefs as well' influencing learners' beliefs about language learning. However, according to Ardasheva and Tretter (2012), Teachers' Beliefs on the effectiveness of LLS may not necessarily translate into spontaneous classroom practice, indicating a lack of knowledge of and experience with strategy training techniques. As teacher educators, it is imperative to take into consideration 'the cognitive and contextual realities of teachers' work' (Orafi and Borg 2009:243). While LLS are a very important tool in the cognitive process (section 2.5), beliefs shape whether these strategies are used and fostered and in which ways (section 2.4). Because teachers' practices are greatly influenced by teachers' experience and 'the specific contexts in which they do or learn to do their work' (Kubanyiova and Feryok, 2015:435), there is the need to conduct research that aims at understanding Teachers' Beliefs regarding the use and fostering of Language Learning Strategies. There is acceptance of the leadership role of teachers in instructed learning settings, and in relation to LLS, this means that the benefits of LLS for learners are likely to be accessed if the teachers incorporate LLS into their practice.

The narratives teachers shared provided not only data to further the understanding of what shapes the teaching practice, but also evidence that beliefs are open to change as long as they are made explicit. Kristy (section 5.3.3) shared how her beliefs changed and in consequence her teaching practice changed as well. This change after identification resonates with the work made by Wilcox-Herzog et al. (2015) in the past, which has indicated that it is necessary to recognise the existing teachers' beliefs before the instruction of any new programme (Fives *et al.*, 2015). Taking the above into consideration and following the assertion of Bastürkmen (2012) that a change in beliefs can be achieved through reflection, the proposal of TeBILLS seems quite relevant.

The modified instrument (TeBILLS) presents an efficient way to gather beliefs of importance and possibility on only 16 strategy items categorised in 5 groups. Although the basis for this instrument was also SILL (Oxford, 1990) which has 50 items belonging to 6 groups; the beliefs shared by teachers and a careful analysis of the supporting sub-strategies of the original SILL, gave way to the inclusion of different strategy items (table 3.2).

In TeBILLS only five categories are included because according to the expressed beliefs of teachers in Edomex collected through the use of SILL TB and SILL CD, compensation strategies are believed to be the least important strategy group. Moreover, the quantitative content analysis performed to the narratives of 41 teachers coincided with the

notion that compensation strategies are not deemed important and consequently not fostered in the teaching practice of the participants. This appears to align with the findings of Božinović and Sindik (2017), who made a statistical analysis on SILL and decided to exclude compensation strategies from their instrument, as compensation strategies concentrate mainly on overcoming limitations in speaking and writing. The instrument was made concentrating on those strategies that are believed to be more important but also those which carry beliefs of no-possibility.

Jones (1983) claimed that explicit strategy instruction was not worth the effort because it took too much time to train teachers. The other option may be less useful, teachers may take longer to realise on their own what is shaping their teaching practice. TeBILLS then may be the way to help those teachers achieve the awareness needed to conduct a successful contextualised teaching practice and Strategy Instruction.

Chapter 9 Conclusion

9.1 Introduction

The conclusion chapter sets out to outline the aims of the thesis and the researching findings. This chapter also reflects on the limitations of the study, the implications for teachers and teacher educators, and provides suggestions for future research. The literature in the area of Teachers' Beliefs (section 2.4) has established that beliefs have the potential to shape the teaching practice. This research has revealed that what teachers believe to be possible in their particular contexts has a major impact on the teaching practice. Furthermore, the analysis on teaching narratives evidenced that teachers conducted their classes greatly influenced not only by what is actually possible, but by what they believe to be possible. The implications for these findings reach the teaching practice and the area of teacher development. This research provides relevant information and an innovative proposal to contribute to both areas. To aim for further teacher development, these beliefs can be changed, but only if they can be identified.

9.2 Aims of the study

This thesis sought to explore Teachers' Beliefs through the lens of LLS, understand how beliefs shaped the teaching practice, and identify what hindered the fostering of LLS in the classroom. By using a mixed methodology research design, the beliefs Mexican English teachers hold regarding the importance, desirability and possibility to use and foster LLS were collected through questionnaires, interviews, and focus group discussions. Taking as basis the six-group strategy classification proposed by Oxford (1990) the study explored which strategies are the most important, which strategies are believed to be desirable and which ones are believed to be possible. Furthering the analysis, the research analysed how those Teachers' Beliefs impacted teachers' agency and which contextual factors were believed to hinder the use and fostering of Language Learning Strategies.

9.3 Research findings

The data showed high levels of importance for strategies that are believed to be not possible. These beliefs impact the decisions teachers make in a way that they shape a

teaching practice that does not enable students to develop LLS. For instance, the detailed analysis of teaching narratives suggested that teachers do not believe their students are capable of taking control of their own learning, so teachers do not foster metacognitive strategies in their classes (chapter 4). This means that students are not taught how to use the strategies that can help them take control of their learning process and become autonomous, therefore these students are not capable of taking control of their own learning, proving teachers right and perpetuating a cycle of autonomy absence.

Going further in the analysis of Teachers' Beliefs (chapter 5) the teaching narratives of five participants indicated that when teachers believe it possible to foster a strategy it is more likely that the teacher will do so from an agentic position. Whereas if teachers believe the strategy is not possible to foster, regardless of whether such strategy is believed to be important or not, there is less agency. The identification of agency was extremely relevant because the only way to positively influence the teaching conditions is when teachers position themselves as agents (Kayi-Aydar, 2015) and the research evidenced this happens only when teachers believed it is possible to foster LLS. The data also revealed that these beliefs can be changed to improve the teaching practice, even if that change takes a long time (section 5.3.3).

Many researchers (Zappa-Hollman, 2007; Haser and Star, 2009) have concluded that the way to promote belief change is the extent to which training courses are grounded in the contextual realities of the participants. This project has already seen that the strategy focus can capture a portion of the complexity of Teachers' Beliefs and the contextual constraints teachers deal with. However, no instrument had ever considered enquiring about those contextual constraints, that is what teachers see as possible in their teaching practice.

So, in an attempt to find opportunities for further development in teachers' practice, an instrument was proposed (chapter 7). In the form of a questionnaire, this proposed instrument allowed large amounts of data to be collected efficiently, economically, and in standardised manner. TeBILLS was built taken the original SILL (Oxford, 1990), merging the repeated strategies (table 3.7), prioritising the strategies with higher levels of importance (chapter 4), and focusing on those strategies that were found not to be fostered due to beliefs of no-possibility (chapter 6). The mapping of cognitions related to strategies is central to understanding what teachers believe and therefore how they teach. Hence, the relevance of having an instrument like TeBILLS; a short, practical, and reliable questionnaire

that permits collecting the beliefs teachers hold about how important it is that their students use strategies and how possible it is for them to foster such strategies in their teaching practice. An instrument that by its construction presents teachers, teacher educators and education managers with useful data.

9.4 Contributions and implications

A number of contributions can be recognised in this research. Besides the proposal of TeBILLS, which has relevant implications for different actors in the education area – implications discussed further ahead – the study has been conducted as action-oriented research which aims to further the knowledge in the area of teacher development. The focus is not understanding Language Learning Strategies, but understating how teachers can develop professionally through integrating better LLS instruction and exploring the way their beliefs impact the teaching practice. This furthers the understanding of the link between strategies and teacher cognition and improves the needs analysis that contribute to the design of teacher development initiatives; because as it is known, to change the practice first a change in Teachers' Beliefs must be achieved.

Within the teaching practice there is a continuous learning process, from the moment teachers begin their education to the moment they leave the classrooms. The confirmation that the beliefs teachers hold shape in great part their decisions in the teaching practice helps to invest their efforts in a more efficient form. Moreover, the identification of the relevance of possibility beliefs in the teaching practice opens a window into a better designed learning path.

a) Implications for teachers

TeBILLS is a proposal that may help teachers identify those beliefs of no-possibility and transform the implicit beliefs into explicit belief; making them accessible to identification, scrutiny and change. TeBILLS can be used as a self-reflection tool, by helping teachers realise what they believe to be important and possible and how this affects their teaching practice.

b) Implications for teacher educators

The practical design of TeBILLS allows for a fast belief gathering in large groups of teachers, information that may be the basis for the decisions teacher educators, Strategy Instruction designers and policy makers need to make. The research showed the complexity of Teachers' Beliefs, but, the use of LLS and the construction TeBILLS illustrates the way a strategy focus can capture some of the complexities of those beliefs. The second aspect of TeBILLS that can be useful for teacher educators, is its efficient and cost-effective way to collect the beliefs of importance and possibility any group of teachers, regardless of the size of it, has on the topic that will be presented to them. Having this knowledge will help minimize the conflict between the pre-existing beliefs and the expected new beliefs. Having the kind of information that TeBILLS gathers allows teacher educators to add a touch of tailor making to the offered knowledge, making it this way more accessible and meaningful to teachers. Perhaps in this way, the learning teachers achieve will actually reach the students when necessary.

c) Implications for education managers

The implications of education managers are seen as more directly related to the contextual constraints teachers believe hinder their agency in the teaching practice (chapter 6). The information gathered through teachers' narratives signalled the relevance of identifying what teachers see as obstacles in their practice. The design of TeBILLS allows education managers to access potential no-possibility beliefs so that measures are taken towards supporting teachers and lowering those hindering beliefs.

9.5 Limitations of the study

There were a number of positives in this project:

- The large number of teachers participating in each stage allowed for representative samples.
- The mixed methodology allowed the contrasting of findings to produce a more informed discussion.
- The consecutive stages allowed a strong and well-informed research process.
- The content analysis allowed a more in-depth understanding of Teachers' Beliefs.

Having said that, it must be acknowledged there are limitations in the research. Firstly, since all the research was done with volunteers, the samples, though large, may not be evenly representative from teachers working in each educational level. Secondly, the aspects of importance and desirability are very close in definition and understanding. Nevertheless, the interviews and FG discussion guides were created in such a way that the use of the closing questions enquiring about what teachers could ask for to improve in their teaching practice opened a space to speak specifically about the desirable.

Thirdly, due to space and time constraints, the narrative analysis that led to the analysis of the enacted agency of teachers was performed only with five teachers. In the same way the comparison between the implicit beliefs in narratives and the explicit beliefs in questionnaires were taken from only 25 participants. Even though the patterns observed in 25 participants cannot be generalised, the fact that these teachers are representative of all the possible work positions and educational levels in the samples, allows researchers to explore similar patterns in the complete sample.

Finally, the section of the instrument used as the basis of the research, is explained in chapter 4, following the premise of aiming for a solid base for an incipient line of research. However, the use of a qualitative content analysis following a rigid framework limits the scope of the research and with this the impact of the findings. Some actions could have been done differently to achieve a better understanding of Teachers' Beliefs and the way these beliefs shape the teaching practice. Also, as part of the limitations, the analysis of the qualitative data could not be done with two coders and the desirability of such a process is recognised in section (3.11). Because no research is perfect, in the next section some recommendations for further research are suggested.

9.6 Suggestions for further research

This research merely scratched the surface of the aspects and contextual factors that influence the beliefs teachers hold regarding LLS. The proposal of TeBILLS to gather Teachers' Beliefs regarding importance and possibility using LLS may be widened by using the same format to enquiry about Teachers' Beliefs in other areas, or continue the research about the importance and possibility of LLS in other contexts.

The first recommendation would be to conduct research with TeBILLS with a random sampling to increase the validity of the findings. The second suggestion would be to perform qualitative content analysis on a larger number of teachers to build on the findings of this research and identify further agentic roles of teachers. The third recommendation would be to conduct research with TeBILLS to try, adapt, use or contest the instrument.

One additional recommendation would be to take TeBILLS as the basis for new instruments that enquiry about the diverse variables involved in the teaching process. Having information about the importance and possibility beliefs teachers hold on teaching matters, methods, techniques, material, etc., would be very useful in the continuous search for better and more efficient ways to teach.

Appendix A Language Learning Strategies definitions

table

YEAR	AUTHOR	DEFINITION
1975	Rubin	Learning Strategies: techniques or devices which a learner may use to acquire knowledge
1978	Naiman, et al.	Strategies: more or less deliberate approaches and more specific techniques employed to cope with problems in observable forms of language learning behaviour
1978	Rigney	Learning Strategies: operations that the learner uses to have a better acquisition, storage, retrieval and use of information.
1984	Seliger	Strategies: fragments of the interlanguage resulting from the selected approach to the learning
1985	Dansereau	Strategies: set of processes or steps that can facilitate the acquisition, storage, and / or utilization of information
1986	Weinstein and Mayer	Learning Strategies: were methods or techniques that individuals use to improve their comprehension, learning and retention of information
1987	Wenden	Learning Strategies: the various operations that learners use in order to make sense of their language
1989	Ehrman and Oxford	Strategies: steps taken to facilitate acquisition, storage, retrieval and use of information
1990	O'Malley and Chamot	Learning Strategies: complex procedures that individuals apply to tasks, special ways of processing information that enhance comprehension, learning, or retention of the information
1990	O'Malley and Chamot	Learning Strategies for a second language (L2): techniques and devices used by second language learners for remembering and organizing samples of the second language
1990	Oxford	Learning Strategies: specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations
1991	Anderson	Strategies: deliberate, cognitive steps that learners can take to assist in acquiring, storing, and retrieving new information and thus can be accessed for a conscious report
1992	Scarcella and Oxford	L2 Learning Strategies: aid for learners in improving their own perception, reception, storage, retention, and retrieval of language information
1998	Cohen	Learning Strategies: processes that are consciously selected by the student
1998	Cohen	L2 Use Strategies: conscious techniques employed after L2 learning has occurred, when the material is accessible for communicative use
1999	Chamot and El-Dinary	Strategies: mental procedures that assist learning and that occasionally can be accompanied by overt activities

2000	Taylor et al.	Strategies: techniques explicitly taught to L2 learners with the goal to enhance L2 reading comprehension
2001	Macaro	LLS refer more specifically to the process of language learning whereas Learner Strategies might be interpreted as techniques in the learning of any subject
2003	Cohen	Language Learning Strategies: conscious or semi-conscious thoughts and behaviours used by learners with the explicit goal of improving their knowledge and understanding of a target language
2003	Oxford	L2 Learning Strategies: specific actions, behaviours, steps, techniques [or thoughts] – such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task – used by students to enhance their own learning
2007	Cohen and Macaro	Learning Strategies: some form of activity that is used in response to problems when and where they arise
2008	Griffiths	Learning Strategies: activities consciously chosen by learners for the purpose of regulating their own language learning
2008	Swan	Strategy: one of several possible ways of solving a problem; the way that you think will work best, or that you are more comfortable with
2011	Cohen	Learner strategies: thoughts and actions, consciously chosen and operationalised by language learners, to assist them in carrying out a multiplicity of tasks from the very onset of learning to the most advanced levels of target-language performance
2011	Plonsky	L2 strategies: specific practices or technique that can be employed autonomously to improve one's L2 learning and/or use
2013	Horwitz	Learning strategies: activities or techniques that learners can use to improve or enhance their target language ability
2015	William, et al.	Strategies: conscious actions that learners use to help them learn or use a language
2017	Griffiths	Learning strategies: actions chosen by learners (either deliberately or automatically) for the purpose of learning or regulating the learning of language

Appendix B Summary of LLS studies

REFERENCE	OBJECTIVE / RESULTS	METHODS	PARTICIPANTS
O'Malley, Chamot, Stewner-Manzanares, Kupper, and Russo (1985).	This study was designed to (a) identify the range, type, and frequency of learning strategy use by beginning and intermediate level ESL students and (b) determine the types of language tasks with which the strategies tend to be associated.	Group and individual Interviews	Students at beginning and intermediate levels and teachers
Ehrman, and Oxford (1989).	This research studies the use of strategies according to personality	Questionnaire	79 foreign language learners in US
Anderson (1991).	This paper examines individual differences in strategy use engaged in reading tasks.	Standardized reading test and Recall when reading texts	28 ESL university students
Bacon (1992).	This study gathers Individual factors influence L2 listening strategies	Interviews and reports after listening 2 radio broadcast	40 men and women
Beaton, Gruneberg and Ellis (1995).	This study assesses one individual's level of recall for foreign vocabulary learned ten years previously using the keyword method	Vocabulary test	One participant
Green and Oxford (1995).	This research relates strategy use to gender as well as to L2 proficiency level and includes analysis of variation in the use of individual strategies on the SILL	SILL	374 students at a the University of Puerto Rico
Leki (1995).	This study examines the academic literacy and strategies they brought with them to their first academic experience in the U.S.	Narratives	5 ESL visa students in their first semester of study at a U.S. university
Chamot and El-Dinary (1999).	This research presents LLS applications in elementary French, Japanese, Spanish immersion classroom / effective learners which strategies use in reading and writing?	T paired test Think aloud Questionnaires and interviews with teachers	72 3 rd and 4 th grade students 14 immersion teachers
Sheorey and Mokhtari (2001).	This research examines differences in the reported use of reading strategies of native and non-native English speakers when reading academic materials	A survey of reading strategies	302 college students
Olivares-Cuhat (2002).	This article investigates the effect of learning strategies on writing achievement, and examines the influence of the student's native language and textbook on these strategies	SILL and two composition grades	20 students in an advanced college-level Spanish writing course
Fan (2003).	This study explored the use of strategies when perceived as useful.	Vocabulary test with a word-definition matching format	Hong Kong students of English
Carrier (2003).	This study tested the hypothesis that targeted listening strategy instruction in the ESL classroom results in improved listening comprehension	Written test Pre-test and post-test	7 ESL high school students

Appendix B

Griffiths (2003).	This research proves relation between LLS and course level and adds other variables	Questionnaire Interviews	348 students in New Zealand One year
Lan and Oxford (2003).	This research provides LLS profiles of students learning English in elementary schools in Taiwan	A strategy questionnaire	379 sixth-grade students FL learners
Yamamori, Isoda, Hiromori and Oxford (2003).	This study describes transitions over time in the learning strategies by EFL students in relation to the will to learn and English achievement.	A personalised strategy inventory	81 Japanese seventh-grade students
Lawes and Santos (2007).	The objective was to test the effectiveness of listening and writing strategies.	Questionnaire and interviews	150 French students and 9 teachers
Griffiths (2007).	This study aimed to investigate the point of intersection of teachers' and learners' perceptions regarding language learning strategies.	ELLSI Questionnaire based on SILL	131 students. Students from 14 different nations
Macaro and Erler (2007)	This article reports on an intervention study of reading comprehension among young-beginner learners of French as a foreign language (L2) in England.	Measures were taken of French reading comprehension and reading strategy use	62, 11–12 young-beginner learners of French (L2)
Ungureanu and Georgescu (2012)	This study aims at encouraging students to develop the communicative competence in L2 acquisition	Questionnaire	50 foreign language students
Tragant, Thompson and Victori (2013).	The study analyses alternative factor structures underlying a recently developed instrument.	Exploratory and confirmatory factor analyses along with item analysis	1975 middle and upper grade learners of English
Oxford, Griffiths, Longhini, Cohen, Macaro, and Harris, (2014).	To examine many instances of figurative language – metaphors and similes – employed by six international experts to describe language learning strategies and their involvement with such strategies over many years.	Discourse analysis	6 LLS experts from different parts of the world.
Tang and Tian, (2015).	To investigate learners' beliefs about language learning and their choice of strategy categories.	Horwitz's BALLI Inventory and Oxford's SILL	546 graduate students in China

Appendix C SILL TB (Teachers' Beliefs)

Please read this information carefully before deciding whether to take part in this research. You will need to indicate that you have understood this information before you can continue. You must also be aged over 16 to participate.

This questionnaire has the intention to gather information about the perception and use that language teachers in the State of Mexico have about learning strategies in the teaching of languages.

The gathered information will be used exclusively for academic purposes and your anonymity will be respected at all times.

The questionnaire is divided in two sections, the first section deals with general information where your work related information is required, the second section presents a list of activities performed at the time of learning a language.

Please carefully read each question and answer in the section provided. Do not answer as you think you should, there are no right or wrong answers to these statements. Select the option that best fits your beliefs.

Section I

*Obligatorio

*Tick the box if you agree to participate in this research project and you are over 16. **

- ☐ ☐ I agree to participate
- ☐ ☐ I am over 16 years old

*Place of work **

Indicate which Regional Section your work place belongs to.

*Years of experience. **

Indicate the option that comes closer to your reality.

*Indicate your background studies **

Chose the option that comes closer to your reality

SECTION II. *In this section, read carefully each one of the statements and indicate BOTH, how important you consider the activity in the learning of your students, and if you consider it is **DESIRABLE** to promote it in your students. **

1.	Students thinking of relationships between what they already know and new things they learn in English.
2.	Students using new English words in a sentence so they can remember them.
3.	Students connecting the sound of a new English word and an image or picture of the word to help them remember the word.
4.	Students remembering a new English word by making a mental picture of a situation in which the word might be used.
5.	Students using rhymes to remember new English words.
6.	Students using flashcards to remember new English words.
7.	Students acting out new English words.
8.	Students reviewing English lessons frequently.
9.	Students remembering new English words or phrases by remembering their location on the page, on the board, or on street sign.

Appendix C

10.	Students saying or writing new English words several times.
11.	Students trying to talk like a native speaker.
12.	Students practicing the sounds of English.
13.	Students using the known English words in different ways.
14.	Students starting conversations in English.
15.	Students watching English language TV shows or movies spoken in English.
16.	Students reading for pleasure in English.
17.	Students writing notes, messages, letters, or reports in English.
18.	Students first skimming an English passage and then going back and reading carefully.
19.	Students looking for words in Spanish that are similar to new words in English.
20.	Students trying to find patterns in English.
21.	Students finding the meaning of an English word by dividing it into parts that are understandable.
22.	Students avoiding word-for-word translation.
23.	Students making summaries of the information read in English.
24.	Students guessing unfamiliar words in English.
25.	Students using gestures when it is difficult to recall a certain word in English.
26.	Students making up new words in English when the necessary one is not in their vocabulary.
27.	Students reading in English without looking every word in the dictionary.
28.	Students trying to predict what a person will say next in English within a conversation.
29.	Students using synonyms when necessary.
30.	Students finding as many ways as possible to use English.
31.	Students noticing English mistakes and using the information to improve their language.
32.	Students paying attention when somebody is speaking in English.
33.	Students finding out how to be a better learner of English.
34.	Students planning a schedule to have enough time to learn English.
35.	Students looking for people to talk in English.
36.	Students looking for opportunities to read as much as possible in English.
37.	Students having clear goals for improving English skills.
38.	Students thinking about their progress in the learning of English.
39.	Students relaxing if they feel afraid of using English.
40.	Students speaking English even when they are afraid of doing it.
41.	Students rewarding themselves when they succeed in speaking English.
42.	Students noticing if they are nervous when studying or speaking English.
43.	Students registering their feelings in a language-learning diary.
44.	Students talking with someone else about their feelings during the English learning process
45.	Students asking other people to slow down or repeat words or phrases for clarification.
46.	Students asking English native speakers for correction in spoken English.
47.	Students practicing English with other students.
48.	Students asking for help from English speakers.
49.	Students asking questions in English.
50.	Students learning about the culture of English speakers.

Appendix D SILL CD (Creencias Docentes)

Favor de leer la información cuidadosamente antes de decidir si desea participar en esta investigación. Es necesario que indique que entiende la información antes de continuar y debe ser mayor de 16 años para participar en la presente investigación.

El presente cuestionario tiene la intención de reunir información acerca de la percepción y uso que los maestros de lengua en el Estado de México tienen de las estrategias de aprendizaje en la enseñanza de lenguas.

La información reunida será usada exclusivamente con propósitos académicos y su anonimato será respetado en todo momento.

El cuestionario está dividido en dos secciones, la primera solicita información general acerca de su trabajo, la segunda sección presenta una lista de actividades realizadas al momento de aprender una lengua.

Favor de leer cuidadosamente cada pregunta y responder en la sección indicada. No hay respuestas correctas o incorrectas, seleccione la opción que mejor corresponda a sus creencias y percepciones.

***Obligatorio**

Seleccione las casillas si acepta participar en este proyecto de investigación y es mayor de 16 años. *

- ☐ Acepto participar en el proyecto de investigación
- ☐ Soy mayor de 16 años

Lugar de trabajo *

Indique a que Subdirección Regional pertenece el lugar donde labora.

Años de experiencia *

Seleccione la opción que mejor se ajuste a su realidad

Formación docente *

Seleccione la opción que más se acerque a su realidad

Sección II. En esta sección, lea cuidadosamente cada una de las actividades e indique AMBOS, que tan importante considera dicha actividad para sus alumnos en su aprendizaje del inglés, y si considera que es posible promover tal actividad en sus alumnos. *

1.	Que usen relaciones entre lo que ya saben y las cosas nuevas que aprenden en inglés.
2.	Que usen las palabras nuevas en inglés en una oración para poder recordarlas.
3.	Que conecten el sonido de una nueva palabra en inglés con una imagen o foto de la palabra para ayudarse a recordar la palabra.
4.	Que recuerden una nueva palabra en inglés creando una imagen mental de una situación en la cual se pueda usar la palabra.
5.	Que utilicen rimas para recordar nuevas palabras en inglés.
6.	Que utilicen flashcards para recordar nuevas palabras en inglés.
7.	Que actúen físicamente nuevas palabras en inglés.
8.	Que repasen frecuentemente las clases de inglés.
9.	Que recuerden palabras o frases nuevas en inglés recordando su ubicación en la página del libro, el pizarrón o un letrero en la calle.
10.	Que digan o escriban las palabras nuevas en inglés varias veces.

11.	Que intenten platicar con hablantes nativos del inglés.
12.	Que practiquen los sonidos del inglés.
13.	Que utilicen las palabras en inglés que ya sepan de diferentes maneras.
14.	Que inicien conversaciones en inglés.
15.	Que vean programas o películas habladas en inglés.
16.	Que lean por gusto en inglés.
17.	Que escriban notas, mensajes, cartas o reportes en inglés.
18.	Que primero lean un texto rápidamente y después lo lean de nuevo con mayor cuidado.
19.	Que busquen palabras en español que sean similares a las nuevas palabras en inglés.
20.	Que intenten buscar patrones en inglés
21.	Que encuentren el significado de una palabra en inglés dividiéndola en partes que puedan entender.
22.	Que eviten traducir palabra por palabra.
23.	Que hagan resúmenes de la información que leen en inglés.
24.	<u>Que adivinen palabras en inglés que no les son familiares.</u>
25.	Que usen gestos cuando tienen dificultad para recordar cierta palabra en inglés.
26.	Que inventen nuevas palabras en inglés cuando la palabra necesaria no esté en su vocabulario.
27.	Que lean en inglés sin buscar cada palabra en el diccionario.
28.	Que traten de predecir lo que una persona va a decir en una conversación en inglés.
29.	Que usen sinónimos cuando sea necesario.
30.	Que encuentren tantas maneras como sea posible de usar el inglés.
31.	Que noten los errores que cometen en inglés y los usen para mejorar su dominio de la lengua.
32.	Que pongan atención cuando alguien está hablando en inglés.
33.	Que busquen la manera de ser mejores aprendientes de inglés.
34.	Que planeen un horario para tener tiempo de estudiar inglés.
35.	Que busquen personas para hablar en inglés.
36.	Que busquen oportunidades de leer en inglés tanto como sea posible.
37.	Que tengan metas claras para mejorar sus habilidades en inglés.
38.	Que piensen acerca de su progreso personal en el aprendizaje del inglés.
39.	Que se relajen cuando se sienten nerviosos de usar el inglés.
40.	Que hablen en inglés aun cuando tengan miedo de hacerlo.
41.	Que sean recompensados cuando se comuniquen exitosamente en inglés.
42.	Que noten cuando se ponen nerviosos al estudiar o hablar en inglés.
43.	Que registren sus sentimientos en un diario de aprendizaje de lenguas.
44.	Que hablen con alguien acerca de sus sentimientos durante su proceso de aprendizaje del inglés.
45.	Que le pidan a otras personas que hablen más lento o repitan las palabras que no entiendan en una conversación en inglés.
46.	Que le pidan a algún nativo hablante del inglés que los corrija cuando hablan en inglés.
47.	Que practiquen inglés con otros alumnos.
48.	Que pidan ayuda a nativo hablantes del inglés.
49.	Que hagan preguntas en inglés.
50.	Que aprendan sobre la cultura de países donde se habla inglés

Appendix E Teachers' Beliefs Inventory for Language Learning Strategies (TeBILLS)

TeBILLS

Teachers' Beliefs Inventory about Language Learning Strategies

Please indicate that you have understood this information and that you are aged over 16 before you continue.

This questionnaire has the intention to gather information about the perception and use that language teachers in Mexico have about learning strategies in the teaching of languages. The gathered information will be used exclusively for academic purposes and your anonymity will be respected at all times.

The questionnaire is divided in two sections, the first section deals with general information and the second section focuses on learning about your beliefs regarding the importance and fostering of language Learning Strategies.

Tick the box if you agree to participate in this research project and you are over 16.

- ☐ I agree to participate
☐ I am over 16 years old

Section I: In this section chose the option that comes closer to your reality.

1. Years of experience.
 - a) Less than one year
 - b) Between 1 and 5 years
 - c) Between 6 and 10 years
 - d) Between 11 and 15 years
 - e) Between 16 and 20 years
 - f) More than 20 years

2. Educational background
 - a) Pedagogy with emphasis in English
 - b) Pedagogy with emphasis other than English
 - c) University BA
 - d) Other (specify) _____

3. Educational level you teach
 - a) Primary – Secondary
 - b) High school
 - c) University
 - d) Language centre
 - e) Teacher education
 - f) Other (specify) _____

SECTION II. In this section, read carefully each one of the statements and indicate (X) whether you 1.- STRONGLY DISAGREE, 2.- DISAGREE, 3.- NOR AGREE NOR DISAGREE, 4.- AGREE or 5.- STRONGLY AGREE. There are not right or wrong answers, chose the option that better describes your beliefs.

		1	2	3	4	5
1	It is important that students relate new words to visual representations					
2	It is important that students act physically the new words in English					

3	It is important that students use the new English vocabulary in sentence that use their context so they can remember them					
4	It is important that students practice the sounds of English					
5	It is important that students start conversations in English					
6	It is important that students watch TV series, movies, documentaries and videos in English					
7	It is important that students receive a reward when they successfully perform a communicative task in English					
8	It is important that students speak in English even when they are afraid of doing it.					
9	It is important that students look for different ways to talk to their classmates					
10	It is important that students learn about the culture of English-speaking countries					
11	It is important that students notice their mistakes and use the information to improve their language					
12	It is important that students have clear goals for improving English skills					
13	It is important that students think about their progress in learning English					
14	It is important that students find as many ways as possible to use English					
15	It is important that students look for opportunities to read in English					
16	It is important that students look for ways to become better learners					
17	The learning of students can improve if teachers promote the use of pictures, posters, images and flashcards in the classroom					
18	The learning of students can improve if teachers include projects that integrate the language skills					
19	The learning of students can improve if teachers include context related material in class					
20	The learning of students can improve if teachers use music and ludic activities in the learning possibilities					
21	The learning of students can improve if teachers stimulate their students to speak, sing, discuss, debate and make presentations in English					
22	The learning of students can improve if teachers use movies, videos, documentaries and TV series in class					
23	The learning of students can improve if teachers reward students when they perform their tasks successfully					
24	The learning of students can improve if teachers create a trusting and respectful learning environment					
25	The learning of students can improve if teachers promote working in pairs and teams					
26	The learning of students can improve if teachers include cultural information about English speaking countries in their classes					
27	The learning of students can improve if teachers help students notice their mistakes and use the information to improve their language					
28	The learning of students can improve if teachers help students in creating a personal learning plan with clear goals					
29	The learning of students can improve if teachers promote the use of self and peer assessment in class					
30	The learning of students can improve if teachers create different practice opportunities for students in class					
31	The learning of students can improve if teachers provide readings of a variety of topics					
32	The learning of students can improve if teachers foster the use of Language Learning Strategies					

Appendix F Focus Group Discussion Guide 1

Introduction	<p>MEXICAN ENGLISH TEACHERS' PERCEPTIONS AND BELIEFS ABOUT LEARNING STRATEGIES</p> <p>I would like to thank you all for coming today. My name is Lilia Borquez, I am conducting this research for my PhD at the University of Southampton and I will be the moderator in this discussion group today. This discussion has the intention to gather information about the perception and use that language teachers in the State of Mexico have about Language Learning Strategies in the teaching of languages as well as the role the teacher plays in this process.</p> <p>Let me tell you a little about how we will conduct the group discussion today. As I have already told you, your participation in this group is voluntary, so if you prefer not to be part of the discussion you're completely free to leave. However, I value your opinions and hope you will stay and share your views. Whatever we discuss today will be confidential and used only for this research project. I would like to say that there are not right nor wrong answers, what I am interested in is your opinion and your experiences, please feel at ease and say whatever is in your mind. I am looking forward to hearing from all of you, feel free to disagree with someone else and say what you think, please do so being respectful of other's ideas. I will not be participating actively in the discussion as it is your opinion what is important, but please speak one at a time so we don't miss anything in the recording. The reason for recording is so that I don't miss anything that is said, please do not be concerned about this. Your anonymity will be respected at all times and I alone will have access to the information. If in the future you decide you do not want to participate you are allowed to indicate so and all your information will be omitted.</p> <p>Your names will not be used, to make sure that no one can identify you with your answers. You have already consented to the focus group discussion with the consent form. Do you have any questions before we begin?</p>
Introductory questions	As an introduction, let's go around so that you can introduce yourselves, and tell me general information about your work place.
Transition questions	<p>What do you do in a normal day? (routine, class, changes)</p> <p>What do you like best about your teaching day?</p> <p>What kinds of materials do you use in class? (book, technology, activities)</p>
Key questions	All of you have had the opportunity to work with _____ / you have _____ in common, could you explain in more detail how you work this in your class?

	<p>I would like you to share your favourite activities to develop reading, writing, listening and speaking. (benefits, reasons to choose them, drawbacks; inside and outside the classroom)</p> <p>Which activities do you notice your students prefer?</p> <p>Mention a common problem you face in your classes, you may propose ideas that may help you deal with this.</p>
Closing questions	<p>How would the ideal classroom be for you?</p> <p>What do you need to develop even more your teaching skills?</p> <p>What do you think is the main role of the teacher?</p> <p>Have you ever heard anything about language learning strategies?</p> <p>Would you like to comment anything about them?</p>
Conclusion	<p>We are now reaching the end of the discussion. Does anyone have any other comments to add before we conclude this session? I would like to thank you all very much for your participation in this discussion, your experiences and opinions are very valuable to understanding the teacher's perception of Language Learning Strategies.</p>

Appendix G Focus Group Discussion Guide 2

Introduction	<p>MEXICAN ENGLISH TEACHERS' PERCEPTIONS AND BELIEFS ABOUT LEARNING STRATEGIES</p> <p>I would like to thank you all for coming today. My name is Lilia Borquez, I am conducting this research for my PhD at the University of Southampton and I will be the moderator in this discussion group today. This discussion has the intention to gather information about the perception and use that language teachers in the State of Mexico have about Language Learning Strategies in the teaching of languages as well as the role the teacher plays in this process.</p> <p>Let me tell you a little about how we will conduct the group discussion today. As I have already told you, your participation in this group is voluntary, so if you prefer not to be part of the discussion you're completely free to leave. However, I value your opinions and hope you will stay and share your views. Whatever we discuss today will be confidential and used only for this research project. I would like to say that there are not right nor wrong answers, what I am interested in is your opinion and your experiences, please feel at ease and say whatever is in your mind. I am looking forward to hearing from all of you, feel free to disagree with someone else and say what you think, please do so being respectful of other's ideas. I will not be participating actively in the discussion as it is your opinion what is important, but please speak one at a time so we don't miss anything in the recording.</p> <p>The reason for recording is so that I don't miss anything that is said, please do not be concerned about this. Your anonymity will be respected at all times and I alone will have access to the information. If in the future you decide you do not want to participate you are allowed to indicate so and all your information will be omitted.</p> <p>Your names will not be used, to make sure that no one can identify you with your answers. You have already consented to the focus group discussion with the consent form. Do you have any questions before we begin?</p>
Introductory questions	As an introduction, let's go around so that you can introduce yourselves, and tell me general information about your work place.
Transition questions	<p>What do you do in a normal day? (routine, class, changes)</p> <p>What do you like best about your teaching day?</p> <p>What kinds of materials do you use in class? (book, technology, activities)</p>
Key questions	All of you have had the opportunity to work with _____ / you have _____ in common, could you explain in more detail how you work this in your class?

	<p>I would like you to share your favourite activities to develop reading, writing, listening and speaking. (benefits, reasons to choose them, drawbacks; inside and outside the classroom)</p> <p>Which activities do you notice your students prefer?</p> <p>Mention a common problem you face in your classes, you may propose ideas that may help you deal with this.</p> <p>What do you think about your students taking more control of their learning?</p>
Closing questions	<p>How would the ideal classroom be for you?</p> <p>What do you need to develop even more your teaching skills?</p> <p>What do you think is the main role of the teacher?</p> <p>Have you ever heard anything about language learning strategies? Would you like to comment anything about them?</p>
Conclusion	<p>We are now reaching the end of the discussion. Does anyone have any other comments to add before we conclude this session? I would like to thank you all very much for your participation in this discussion, your experiences and opinions are very valuable to understanding the teacher's perception of Language Learning Strategies.</p>

Appendix H Interview Guide 1

Introduction	<p>My name is Lilia Borquez, I am conducting this research for my PhD at the University of Southampton and I will be your interviewer today. I am interested in how English teachers in the State of Mexico perceive Language Learning Strategies as well as the role the teacher plays in this process and I will be interviewing teachers from different schools.</p> <p>The gathered information will be used exclusively for academic purposes in the writing of my thesis and your anonymity will be respected at all times and I alone will have access to the information. If in the future you decide you do not want to participate you are allowed to indicate so and all your information will be omitted. The most important thing is that you feel comfortable and at ease, if at any point you wish to stop we will do so. Your experience and beliefs, will be respected and very much appreciated.</p> <p>Your name will not be used to make sure that no one can identify you with your answers. You have already consented to the interview with the consent form. Do you have any questions before we begin?</p> <p>Background information</p> <p>No. of interview: _____ Work place: _____</p> <p>Years of experience: _____ Date: _____</p>
Opening questions	<p>Can you tell me about the school your work in? (location, level, students)</p> <p>What do you do in a normal day? (routine, class, changes)</p> <p>What do you like best about your teaching day?</p> <p>What kinds of materials do you use in class? (book, technology, activities)</p>
Key questions	<p>Tell me about the text book you use. (Name, approach, skills, decided by whom)</p> <p>Can you tell me about one of your classes? (process)</p> <p>Can you tell me about your favourite activities to develop reading, writing, listening and speaking? (benefits, reasons to choose them, drawbacks; inside and outside the classroom)</p> <p>Which activities do you notice your students prefer?</p> <p>Mention a common problem you face in your classes and how you deal with it.</p>
Closing questions	<p>How would the ideal classroom be for you?</p> <p>What do you need to develop even more your teaching skills?</p> <p>What do you think your main role as teacher is?</p> <p>How do you think teachers could help students become better learners?</p> <p>Have you ever heard anything about language learning strategies? Would you like to comment anything about them?</p>
	Thank you very much, this is the end of the interview.

Appendix I Interview Guide 2

Introduction	<p>My name is Lilia Borquez, I am conducting this research for my PhD at the University of Southampton and I will be your interviewer today. I am interested in how English teachers in the State of Mexico perceive Language Learning Strategies as well as the role the teacher plays in this process and I will be interviewing teachers from different schools.</p> <p>The gathered information will be used exclusively for academic purposes in the writing of my thesis and your anonymity will be respected at all times and I alone will have access to the information. If in the future you decide you do not want to participate you are allowed to indicate so and all your information will be omitted. The most important thing is that you feel comfortable and at ease, if at any point you wish to stop we will do so. Your experience and beliefs, will be respected and very much appreciated.</p> <p>Your name will not be used to make sure that no one can identify you with your answers. You have already consented to the interview with the consent form. Do you have any questions before we begin?</p> <p>Background information</p> <p>No. of interview: _____ Work place: _____</p> <p>Years of experience: _____ Date: _____</p>
Opening questions	<p>Can you tell me about the school your work in? (location, level, students)</p> <p>What do you do in a normal day? (routine, class, changes)</p> <p>What do you like best about your teaching day?</p> <p>What kinds of materials do you use in class? (book, technology, activities)</p>
Key questions	<p>Tell me about the text book you use. (Name, approach, skills, decided by whom)</p> <p>Can you tell me about one of your classes? (process)</p> <p>Can you tell me about your favourite activities to develop reading, writing, listening and speaking? (benefits, reasons to choose them, drawbacks; inside and outside the classroom)</p> <p>Which activities do you notice your students prefer?</p> <p>Mention a common problem you face in your classes and how you deal with it.</p> <p>What do you think about your students taking more control of their learning?</p>
Closing questions	<p>How would the ideal classroom be for you?</p> <p>What do you need to develop even more your teaching skills?</p> <p>What do you think your main role as teacher is?</p> <p>How do you think teachers could help students become better learners?</p> <p>Have you ever heard anything about language learning strategies?</p> <p>Would you like to comment anything about them?</p>
	Thank you very much, this is the end of the interview.

Appendix J Regional subsections of the BES in Edomex

	Work place Stage II (Sample B)	Percent
Public Education out of Edomex	6	2.40%
Other	27	11.00%
Basic Education Regional Subsection Texcoco	105	42.90%
Basic Education Regional Subsection Amecameca	2	0.80%
Basic Education Regional Subsection Atlacomulco	12	4.90%
Basic Education Regional Subsection Cuautitlan Izcalli	5	2.00%
Basic Education Regional Subsection Ecatepec	2	0.80%
Basic Education Regional Subsection Ixtapan de la Sal	1	0.40%
Basic Education Regional Subsection Jilotepec	2	0.80%
Basic Education Regional Subsection Metepec	9	3.70%
Basic Education Regional Subsection Naucalpan	11	4.50%
Basic Education Regional Subsection Nezahualcóyotl	6	2.40%
Basic Education Regional Subsection Tejupilco	7	2.90%
Basic Education Regional Subsection Toluca	8	3.30%
Basic Education Regional Subsection Valle de Bravo	13	5.30%
Basic Education Regional Subsection Zumpango	29	11.80%
Total	245	100.00%

Appendix K Participant information sheets 1 and 2

Study Title: Mexican English teachers' perceptions and beliefs about Language Learning Strategies.

Researcher: Lilia S. Borquez Morales

Ethics number: 15569 and 13423

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?

My name is Lilia Borquez, I am conducting this research for my PhD at the University of Southampton. I am interested in how English teachers in the State of Mexico perceive Language Learning Strategies as well as the role the teacher plays in this process.

The gathered information will be used exclusively for academic purposes in the writing of my thesis and related academic presentations and publications.

Why have I been chosen?

You have been selected for this interview / discussion because you are an English teacher working in the State of México, using the information you provided to be a volunteer in the questionnaire SILL TB (SILL CD in Spanish).

What will happen to me if I take part?

The first stage is an informal meeting where you can ask all questions regarding the project, the researcher and the university; so that you feel fully convinced you still want to volunteer for the interview or discussion groups. The meeting will take as long as you consider necessary.

The second stage, based on your preference, you will participate in an interview – for about 30 minutes – or a group discussion – from 60 to 90 minutes; the session will be recorded and later on transcribed for analysis.

Are there any benefits in my taking part?

Your participation, experience and opinions will be very helpful in finding out what teachers think and believe about learning strategies, which in turn may help enhance the teacher education programmes in the State of México.

Are there any risks involved?

There is no potential for psychological or physical discomfort, however, if at any point you wish to stop or withdraw from the research project you are free to do so.

Will my participation be confidential?

At the beginning of the discussion or interview you will be given a pseudonym. The recorded information during the interview or focus group discussions is kept in a data base which can only be accessed with a password held exclusively by the researcher. At the time of transcription all recognizable references will be deleted and/or changed. Your anonymity will be respected at all times.

What happens if I change my mind?

If in the future, at any part of the research, you decide you do not want to participate any longer you are allowed to indicate so and all your information will be eliminated. This will not affect you in any way, not academically, economically or workwise.

What happens if something goes wrong?

If there is any concern or complaint, please feel free to contact the Chair of the Faculty Ethics Committee Prof Chris Janaway (023 80593424) c.janaway@soton.ac.uk.

Where can I get more information?

If you have any questions, comments or need any further information regarding the research project you can contact the researcher via e-mail. You should obtain an answer within 24 hours of receiving your mail.

Lilia S. Borquez Morales (lsb1g13@soton.ac.uk and lisuborm@gmail.com)

Also, if you wish to know more about the researcher you can see some of her work in her blog: <http://liliaborquez.famecom.mx/>

Appendix L Consent forms 1 and 2

CONSENT FORM *FACE TO FACE: (Version 1)*

Study title: Mexican English teachers' perceptions and beliefs about Language Learning Strategies.

Researcher name: Lilia S. Borquez Morales

Staff/Student number: 26055414

ERGO reference number:15569 and 13423

Please initial the box(es) if you agree with the statement(s):

I have read and understood the information sheet (1/4/2015/PIS-1) and have had the opportunity to ask questions about the

☐

I agree to take part in this research project and agree for my data

☐

I understand my participation is voluntary and I may withdraw at

☐

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.....

Appendix M Correlation matrix for TeBILLS (importance and possibility items)

	BGeducation	TeachLevel	one	two	three	four	five	six	seven	eight	nine	ten	eleven	twelve	thirteen	fourteen	fifteen	sixteen		
seventeen	0.03	-0.05	0.08	-0.1	0.51	0.37	0.39	0.35	0.32	0.29	0.26	0.23	0.26	0.24	0.29	0.23	0.22	0.33	0.29	0.2
eighteen	0.03	0.08	-0.04	0.07	0.3	0.22	0.37	0.34	0.41	0.3	0.18	0.26	0.36	0.3	0.3	0.35	0.37	0.42	0.36	0.3
nineteen	0.03	-0.01	0.02	-0.02	0.33	0.23	0.41	0.27	0.36	0.21	0.19	0.21	0.24	0.22	0.27	0.27	0.24	0.33	0.31	0.24
twenty	0.05	0.03	0.03	-0.13	0.38	0.31	0.31	0.3	0.35	0.28	0.23	0.2	0.27	0.24	0.22	0.22	0.21	0.32	0.3	0.23
twentyone	0.04	0.07	0.02	0.04	0.3	0.24	0.43	0.33	0.44	0.34	0.18	0.33	0.39	0.32	0.38	0.35	0.32	0.45	0.4	0.3
twentytwo	-0.05	0.09	0.04	0	0.33	0.29	0.33	0.31	0.34	0.18	0.2	0.26	0.3	0.28	0.31	0.25	0.29	0.32	0.34	0.27
twentythree	0.02	-0.01	-0.01	-0.05	0.35	0.26	0.35	0.24	0.3	0.25	0.34	0.23	0.27	0.2	0.32	0.25	0.25	0.34	0.27	0.3
twentyfour	0.08	0.07	-0.08	0.06	0.24	0.19	0.37	0.28	0.32	0.25	0.11	0.24	0.34	0.27	0.28	0.33	0.33	0.41	0.31	0.29
twentyfive	-0.06	0.14	-0.01	0.12	0.26	0.26	0.33	0.27	0.33	0.26	0.17	0.22	0.32	0.32	0.33	0.33	0.38	0.32	0.33	0.32
twentysix	-0.06	0.05	-0.07	0.09	0.22	0.21	0.32	0.26	0.29	0.31	0.12	0.2	0.27	0.56	0.24	0.31	0.3	0.32	0.31	0.27
twentyseven	-0.08	0.03	0	0.04	0.34	0.26	0.36	0.33	0.38	0.32	0.17	0.34	0.33	0.27	0.57	0.39	0.36	0.38	0.41	0.36
twentyeight	-0.07	0.1	-0.01	0.09	0.24	0.25	0.31	0.24	0.3	0.25	0.21	0.25	0.27	0.28	0.29	0.43	0.42	0.35	0.31	0.34
twentynine	0.02	0.13	-0.02	0.05	0.26	0.25	0.33	0.27	0.28	0.25	0.19	0.2	0.26	0.27	0.29	0.34	0.41	0.29	0.35	0.29
thirty	0.05	0.11	-0.03	0.1	0.3	0.23	0.37	0.33	0.43	0.29	0.16	0.26	0.35	0.29	0.32	0.34	0.38	0.48	0.4	0.34
thirtyone	0.01	0.09	-0.03	0.08	0.27	0.2	0.36	0.29	0.35	0.35	0.13	0.27	0.29	0.31	0.31	0.36	0.34	0.37	0.44	0.34
thirtytwo	0.04	0.05	-0.03	0.02	0.35	0.26	0.42	0.36	0.39	0.27	0.17	0.32	0.35	0.32	0.36	0.35	0.4	0.47	0.36	0.3

Appendix N SILL TB importance for Workplace

ACCORDING TO WORK PLACE						
SILL TB	Statement (paraphrased for brevity)	Lang Centre	Prima	Second	Prepa	Univer
1	thinking relationships	4.52	4.64	4.60	4.62	4.77
2	using new words	4.71	4.38	4.34	4.57	4.44
3	connecting sound to image	4.05	4.51	4.54	4.41	4.09
4	making mental picture	3.95	4.15	4.32	4.30	4.14
5	using rhymes	3.29	3.59	3.72	3.54	2.79
6	using flashcards	3.48	4.18	4.37	3.97	3.60
7	actious out words	3.95	4.05	4.11	3.49	3.58
8	reviewing frequently	3.95	4.38	4.35	4.51	4.05
9	remembering the word in page	2.71	2.87	3.72	2.62	2.65
10	repeating words	2.71	3.07	3.52	3.16	2.65
11	talking like native	3.00	3.82	4.08	3.16	3.67
12	practicing sounds in English	4.52	4.57	4.51	4.24	4.44
13	using English words different	4.52	4.57	4.39	4.46	4.56
14	starting conversation	4.71	4.67	4.68	4.68	4.60
15	watching tv and movies	4.33	4.51	4.32	4.24	4.30
16	reading	4.52	4.48	4.28	4.14	4.53
17	writing notes	4.43	4.28	4.52	4.35	4.35
18	skimming texts first	4.14	4.21	4.11	4.68	4.33
19	looking for words in Spanish	3.67	3.59	3.89	3.59	3.42
20	trying to find patterns	2.33	3.10	3.62	2.73	2.44
21	finding meaning by dividing word	3.48	3.66	3.85	3.49	3.56
22	avoid word for word	3.48	3.10	3.53	3.05	3.00
23	making summaries	4.33	3.85	3.59	4.08	4.12
24	guessing unfamiliar words	3.86	3.59	3.89	3.38	3.23
25	using gestures	3.67	3.85	3.40	3.59	3.56
26	making up new words	3.95	3.69	3.97	3.65	3.63
27	reading without looking every word	3.10	3.46	3.58	2.57	2.67
28	predicting what a person will say	4.33	4.28	4.13	4.08	4.42
29	using synonyms	2.90	3.26	3.72	3.43	3.12
30	finding as many ways	4.33	4.38	4.18	4.14	4.37
31	noticing mistakes	4.62	4.57	4.49	4.57	4.60
32	paying attention to people speak	4.14	4.08	4.11	4.51	3.86
33	finding out how to be better learner	4.43	4.28	4.52	4.30	4.16
34	planning a schedule	4.52	4.51	4.31	4.35	4.40
35	looking for people to talk	4.33	3.85	4.25	3.81	3.70
36	looking for opportunities to read	3.95	3.85	4.02	3.81	4.02
37	having clear goals	4.43	4.18	4.33	4.35	4.49
38	thinking about progress	4.14	4.18	4.39	4.35	4.33
39	relaxing even when afraid of using English	4.43	4.25	4.37	4.08	4.16

Appendix N

40	speaking even when afraid	4.62	4.11	3.95	3.86	4.23
41	rewarding for being successful	4.24	4.28	3.99	4.35	4.21
42	noticing when nervous	3.48	3.89	3.68	3.49	3.35
43	registering feelings in diary	3.19	2.87	2.91	2.68	2.49
44	talking about feelings	2.24	2.87	3.33	3.00	2.51
45	asking other people to slow	2.71	3.20	3.44	3.27	2.81
46	asking native speakers to correct	4.14	3.89	4.05	3.81	3.84
47	practicing English with others	3.48	3.72	3.92	3.70	3.56
48	asking help from English speakers	4.71	4.61	4.63	4.68	4.51
49	asking questions in English	3.95	4.21	4.15	4.19	3.98
50	learning about culture	4.52	4.44	4.58	4.78	4.53
	Number of strategies reportedly to be considered more important for teachers (M>4.24)	20	19	20	20	17
	Valid N (listwise)	21	61	228	37	86

Appendix O SILL CD importance for Educational Background

ACCORDING TO BACKGROUND STUDIES					
SILL CD	statement (paraphrased for brevity)	English pedagogy	Pedagogy	University	Other
1	thinking relationships	4.31	4.78	4.60	4.65
2	using new words	4.54	4.30	4.57	4.20
3	connecting sound to image	4.23	4.38	4.45	4.23
4	making mental picture	4.00	4.14	4.20	4.10
5	using rhymes	3.15	3.41	3.52	3.28
6	using flashcards	3.77	3.95	4.14	3.95
7	action out words	3.92	3.97	3.86	3.73
8	reviewing frequently	4.00	4.35	4.11	3.98
9	remembering the word in page	2.85	3.03	3.03	2.85
10	repeating words	3.23	2.89	3.12	2.65
11	talking like native	4.00	4.05	4.23	4.15
12	practicing sounds in English	3.92	4.27	4.29	4.03
13	using English words different	4.00	4.16	4.26	4.28
14	starting conversation	4.31	4.38	4.48	4.48
15	watching tv and movies	3.92	4.19	3.86	4.03
16	reading	3.92	3.86	3.92	4.13
17	writing notes	4.15	4.11	4.08	4.08
18	skimming texts first	3.54	3.30	3.25	3.63
19	looking for words in Spanish	3.31	3.32	3.31	3.13
20	trying to find patterns	3.31	3.49	3.31	3.30
21	finding meaning by dividing word	2.62	3.11	2.82	2.85
22	avoid word for word	3.46	3.76	3.31	3.93
23	making summaries	2.92	3.22	3.09	3.18
24	guessing unfamiliar words	2.54	2.81	2.82	2.73
25	using gestures	2.69	3.32	3.09	3.20
26	making up new words	2.15	2.35	2.48	2.18
27	reading without looking every word	3.54	3.70	3.68	3.63
28	predicting what a person will say	3.31	3.16	3.31	3.48
29	using synonyms	3.77	3.81	3.86	4.15
30	finding as many ways	4.08	4.27	4.05	4.33
31	noticing mistakes	4.00	4.32	4.11	4.00
32	paying attention to people speak	4.23	4.41	4.26	4.20
33	finding out how to be better learner	4.08	4.19	4.14	4.20
34	planning a schedule	3.85	3.78	3.77	3.70
35	looking for people to talk	3.92	3.76	3.68	3.95
36	looking for opportunities to read	3.77	3.97	3.95	3.98
37	having clear goals	3.69	4.03	3.77	4.08
38	thinking about progress	3.92	4.03	3.86	4.13

Appendix O

39	relaxing even when afraid of using English	3.77	4.24	3.77	4.10
40	speaking even when afraid	3.85	4.00	3.95	4.03
41	rewarding for being successful	3.62	3.73	3.74	3.43
42	noticing when nervous	3.00	2.97	2.94	2.70
43	registering feelings in diary	3.23	2.89	2.75	2.98
44	talking about feelings	3.23	2.89	3.25	3.25
45	asking other people to slow	3.85	3.54	3.58	3.40
46	asking native speakers to correct	3.38	3.78	3.62	3.53
47	practicing English with others	4.15	4.35	4.42	4.55
48	asking help from English speakers	3.62	3.81	3.62	3.80
49	asking questions in English	4.15	4.46	4.08	4.35
50	learning about culture	3.62	3.92	3.58	4.25
	Total	3.65	3.78	3.72	3.74
	Number of strategies reportedly to be considered more important for teachers (M>4.09)	8	17	14	17
	Valid N (listwise)	26	74	65	80

Appendix P Sub-strategies for SILL (Oxford, 1990)

SILL STRATEGY ITEMS	SUBSTRATEGIES SUPPORTING EACH STRATEGY ITEM IN SILL (OXFORD, 1990)			
1 thinking relationships	Overviewing and linking with already known material	Associating / elaborating	Semantic mapping	Grouping
2 using new words	Placing new words into a context			
3 connecting sound to image	Overviewing and linking with already known material	Representing sound in memory	Associating / elaborating	
4 making mental picture	Overviewing and linking with already known material	Placing new words into a context		
5 using rhymes	Associating / elaborating			
6 using flashcards	Associating / elaborating	Using imagery		
7 act out words	Using physical response of sensation	Employing action	Associating / elaborating	
8 reviewing frequently	Structured reviewing	Repeating		
9 remembering the word in page	Associating / elaborating			
10 repeating words	Structured reviewing	Repeating		
11 talking like native	Representing sound in memory	Getting the idea quickly		
12 practicing sounds in English	Formally practicing with sound and writing systems	Representing sound in memory		
13 using English words different	Formally practicing with sound and writing systems	Repeating		
14 starting conversations	Using resources for receiving and sending messages			
15 watching tv and movies	Reasoning deductively	Getting the idea quickly		
16 reading for pleasure	Seeking practice opportunities	Practicing naturalistically		
17 writing notes	Formally practicing with sound and writing systems	Taking notes		
18 skimming texts first	Getting the idea quickly			
19 looking for words in Spanish	Analysing contrastively (across languages)	Translating	Transferring	
20 trying to find patterns	Associating / elaborating	Reasoning deductively		
21 finding meaning by dividing word	Analysing expressions	Reasoning deductively		
22 avoid word for word	Analysing expressions			
23 making summaries	Summarising	Taking notes		
24 guessing unfamiliar words	Reasoning deductively	Using linguistic clues	Transferring	Translating
25 using gestures	Using mime or gestures			
26 making up new words	Coining words			

Appendix P

27 reading without looking every word	Reasoning deductively			
28 predicting what a person will say	Reasoning deductively			
29 using synonyms	Using a circumlocution or synonym			
30 finding as many ways	Seeking practice opportunities			
31 noticing mistakes	Self-evaluating /monitoring	Paying attention		
32 paying attention to people speak	Paying attention			
33 finding out how to be better learner	Finding out about language learning	Seeking practice opportunities	Self-evaluating /monitoring	Organising
34 planning a schedule	Seeking practice opportunities			
35 looking for people to talk	Seeking practice opportunities			
36 looking for opportunities to read	Seeking practice opportunities			
37 having clear goals	Finding out about language learning	Setting goals and objective	Planning for a language task	Organising
38 thinking about progress	Self-evaluating /monitoring	Setting goals and objective	Organising	
39 relaxing even when afraid of using English	Using progressive relaxation, deep breathing, or meditation	Using music	Using laughter	lowering your anxiety
40 speaking even when afraid	Encouraging yourself	Taking risks wisely		
41 rewarding for being successful	Setting goals and objective	Rewarding yourself	Self-evaluating	
42 noticing when nervous	Listening to your body	Paying attention		
43 registering feelings in diary	Writing language learning diary	Using a checklist		
44 talking about feelings	Discussing your feelings with someone else		Listening to your body	
45 asking other people to slow and clarify	Asking for clarification or verification	Delaying speech production to focus on listening	Getting help	
46 asking native speakers to correct	Asking for clarification or verification	Seeking practice opportunities	Setting goals and objective	Getting help
47 practicing English with others	Cooperating with proficient users of new language	Cooperating with peers	Getting help	
48 asking help from English speakers	Cooperating with proficient users of new language	Getting help		
49 asking questions in English	Cooperating with peers			
50 learning about culture	Developing cultural understanding	Becoming aware of others' thoughts and feelings		

Appendix Q Matrix SILL TB participants NVIVO coding

SILL TB	Heidy	Daisy	Ker	Alan	Piste	Bob	Betty	Angy	Elsa	Xime	Total	
1 memory 1	0	0	0	0	0	1	1	0	0	0	2	1.1%
2 memory 2	0	0	0	0	0	0	1	0	0	0	1	0.6%
3 memory 3	0	0	1	0	0	1	0	0	0	0	2	1.1%
4 memory 4	0	0	1	0	0	0	0	0	0	1	2	1.1%
5 memory 5	0	0	0	0	0	0	0	0	0	0	0	0.0%
6 memory 6	0	0	0	0	0	0	0	0	0	0	0	0.0%
7 memory 7	0	0	3	0	0	0	0	0	1	0	4	2.2%
8 memory 8	0	0	0	0	0	0	0	0	0	0	0	0.0%
9 memory 9	0	0	0	0	0	1	0	0	0	0	1	0.6%
10 cogni 1	0	0	0	3	0	0	0	0	0	0	3	1.7%
11 cogni 2	0	0	0	1	0	0	2	0	0	0	3	1.7%
12 cogni 3	0	0	0	1	0	0	1	2	0	0	4	2.2%
13 cogni 4	0	0	0	1	0	0	0	0	0	0	1	0.6%
14 cogni 5	0	0	0	1	0	0	1	0	1	0	3	1.7%
15 cogni 6	2	0	0	1	2	0	0	0	0	0	6	11 6.2%
16 cogni 7	1	1	1	1	0	0	0	0	0	0	4	2.2%
17 cogni 8	0	0	0	1	0	0	1	0	0	0	2	1.1%
18 cogni 9	0	1	0	1	0	0	0	0	0	0	2	1.1%
19 cogni 10	0	0	0	1	0	0	0	0	0	0	1	0.6%
20 cogni 11	0	0	0	1	0	0	0	0	0	1	2	1.1%
21 cogni 12	0	0	0	1	0	0	0	0	0	0	1	0.6%
22 cogni 13	0	0	0	1	0	0	0	0	0	0	1	0.6%
23 cogni 14	0	0	0	1	0	0	0	0	0	0	1	0.6%
24 comp 1	0	0	0	0	0	1	0	0	0	0	1	0.6%
25 comp 2	0	0	0	0	0	0	0	0	1	0	1	0.6%
26 comp 3	0	0	0	0	0	0	0	0	0	0	0	0.0%
27 comp 4	0	1	0	0	0	0	0	0	0	1	2	1.1%
28 comp 5	0	0	0	0	0	0	0	0	0	0	0	0.0%
29 comp 6	0	0	0	0	0	0	0	0	0	0	0	0.0%
30 meta 1	4	0	1	1	3	0	1	0	2	5	17	9.6%
31 meta 2	0	0	0	0	0	2	3	0	0	1	6	3.4%
32 meta 3	0	0	0	0	0	0	2	0	0	0	2	1.1%
33 meta 4	2	1	0	0	1	0	3	0	0	0	7	3.9%
34 meta 5	1	0	0	0	0	0	0	0	0	0	1	0.6%
35 meta 6	0	0	0	0	0	0	1	1	2	0	4	2.2%
36 meta 7	2	1	2	0	0	0	0	0	1	0	6	3.4%
37 meta 8	3	0	0	0	2	0	2	0	0	1	8	4.5%
38 meta 9	4	0	0	0	1	0	2	0	0	0	7	3.9%
39 affe 1	2	0	0	0	0	1	4	0	1	1	9	5.1%
40 affe 2	3	0	0	1	0	2	5	0	1	3	15	8.4%
41 affe 3	2	0	0	0	0	1	4	0	1	0	8	4.5%
42 affe 4	1	0	0	0	0	1	3	0	0	1	6	3.4%
43 affe 5	2	0	0	0	0	1	3	0	0	0	6	3.4%
44 affe 6	1	0	0	0	0	1	3	0	0	0	5	2.8%
45 soc 1	0	0	0	0	0	0	0	0	0	0	0	0.0%
46 soc 2	0	0	0	0	0	0	0	0	0	0	0	0.0%
47 soc 3	0	0	1	0	0	1	3	1	3	1	10	5.6%
48 soc 4	0	0	0	0	0	0	0	0	0	0	0	0.0%
49 soc 5	0	0	0	0	0	0	1	0	1	0	2	1.1%
50 soc 6	0	0	0	0	0	2	0	2	0	0	4	2.2%

Appendix R Matrix SILL CD participants NVIVO coding

SILL CD	Dinora	Jessie	Lidia	Teofi	Carmen	Korry	Richard	July	Vania	Alejandra	Mary	Arturo	Gaby	Kristy	Angel	Federico	Paulina	Karina	Galia	Julian	Orlando	Tappy	Xochitl	Gabriel	Omar	Vincent	Yamileth	Amy	Ari	Luz	Olivia	
1 memory 1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	3
2 memory 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3 memory 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	0	3
4 memory 4	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	2	0	0	0	1	0	0	7
5 memory 5	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	4
6 memory 6	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	2	0	2	0	1	1	1	0	0	0	2	11
7 memory 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	1	3	0	0	0	0	0	0	0	0	1	8
8 memory 8	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	1	0	0	0	0	0	4
9 memory 9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2
10 cogni 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1
11 cogni 2	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2
12 cogni 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	2	5	1	0	0	0	0	0	11
13 cogni 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14 cogni 5	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
15 cogni 6	0	0	1	0	0	0	1	0	0	0	2	1	0	0	1	0	0	0	1	1	1	0	1	0	1	0	0	2	0	0	0	13
16 cogni 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	3
17 cogni 8	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	5
18 cogni 9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	0	0	0	0	0	0	3
19 cogni 10	0	0	0	0	0	0	0	0	0	1	1	0	1	0	0	1	0	0	0	0	2	0	0	0	1	1	0	0	0	0	1	9
20 cogni 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
21 cogni 12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
22 cogni 13	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
23 cogni 14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
24 comp 1	1	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	4
25 comp 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
26 comp 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
27 comp 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
28 comp 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
29 comp 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
30 meta 1	0	0	0	0	0	0	0	0	0	2	0	3	0	0	1	0	0	2	1	0	0	0	0	1	4	1	0	0	1	0	0	16
31 meta 2	2	0	2	0	0	0	0	0	0	1	1	0	0	0	2	1	0	0	0	1	0	0	0	1	1	1	0	2	0	0	0	15
32 meta 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33 meta 4	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
34 meta 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
35 meta 6	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
36 meta 7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
37 meta 8	0	0	2	0	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	8
38 meta 9	1	0	3	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
39 affe 1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5
40 affe 2	0	0	0	0	0	0	2	0	0	1	0	0	0	0	1	2	2	0	0	0	0	0	0	1	1	0	0	1	1	2	0	14
41 affe 3	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	1	3	0	0	0	0	0	1	8
42 affe 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
43 affe 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
44 affe 6	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
51 : 45 soc 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
52 : 46 soc 2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	2
53 : 47 soc 3	1	3	0	1	1	0	1	0	0	0	0	0	1	2	2	1	1	1	1	0	1	2	0	2	1	4	0	0	0	0	3	28
54 : 48 soc 4	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	2
55 : 49 soc 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
56 : 50 soc 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2

Appendix S SILL TB re-coded matrix per sets A - D

SILL TB	Betty	Heidy	Xime	Alan	Bob	Elsa	Piste	Angie	Ker	Daisy
1 thinking relationships	A	1 A	0 A	0 A	0 A	1 A	0 A	0 A	0 A	0 A
2 using new words	A	1 A	0 A	0 A	0 A	0 A	0 A	0 A	0 A	0 A
3 connecting sound to image	A	0 D	0 A	0 A	0 A	1 A	0 A	0 A	0 A	1 A
4 making mental picture	A	0 A	0 A	1 A	0 A	0 A	0 A	0 A	0 A	1 A
5 using rhymes	B	0 B	0 A	0 C	0 A	0 A	0 A	0 A	0 A	0 B
6 using flashcards	A	0 B	0 A	0 A	0 A	0 D	0 A	0 A	0 A	0 A
7 act out words	A	0 A	0 A	0 A	0 A	0 A	1 A	0 A	0 A	3 B
8 reviewing frequently	A	0 A	0 A	0 A	0 A	0 B	0 A	0 A	0 A	0 A
9 remembering the word in page	B	0 C	0 A	0 A	0 A	1 B	0 A	0 A	0 B	0 A
10 repeating words	D	0 B	0 A	0 B	3 A	0 B	0 A	0 A	0 B	0 A
11 talking like native	B	2 B	0 A	0 A	1 A	0 A	0 A	0 A	0 B	0 B
12 practicing sounds in English	A	1 A	0 A	0 A	1 D	0 A	0 A	0 A	2 A	0 A
13 using English words different	A	0 A	0 A	0 A	1 A	0 A	0 A	0 A	0 A	0 A
14 starting conversation	A	1 A	0 A	0 A	1 A	0 A	1 A	0 A	0 A	0 A
15 watching tv and movies	A	0 A	2 A	6 A	1 A	0 A	0 A	2 A	0 A	0 A
16 reading for pleasure	A	0 A	1 A	0 A	1 A	0 A	0 A	0 A	0 A	1 A
17 writing notes	A	1 A	0 A	0 A	1 A	0 A	0 A	0 A	0 A	0 A
18 skimming texts first	A	0 A	0 A	0 A	1 A	0 A	0 A	0 A	0 A	0 A
19 looking for words in Spanish	A	0 B	0 A	0 A	1 A	0 A	0 A	0 A	0 A	0 B
20 trying to find patterns	B	0 C	0 B	1 B	1 A	0 B	0 B	0 B	0 B	0 B
21 finding meaning by dividing word	A	0 A	0 A	0 A	1 A	0 A	0 A	0 A	0 A	0 B
22 avoid word for word	A	0 C	0 A	0 A	1 A	0 A	0 A	0 A	0 A	0 B
23 making summaries	A	0 B	0 A	0 A	1 A	0 B	0 A	0 A	0 D	0 A
24 guessing unfamiliar words	A	0 B	0 A	0 A	0 A	1 A	0 A	0 A	0 B	0 A
25 using gestures	A	0 A	0 A	0 A	0 A	0 C	1 A	0 A	0 A	0 A
26 making up new words	A	0 C	0 A	0 A	0 A	0 A	0 A	0 A	0 A	0 B
27 reading without looking every word	D	0 A	0 B	1 B	0 B	0 B	0 A	0 A	0 B	0 B
28 predicting what a person will say	A	0 A	0 A	0 A	0 A	0 A	0 A	0 A	0 A	0 A
29 using synonyms	A	0 C	0 A	0 A	0 A	0 B	0 A	0 A	0 A	0 B
30 finding as many ways	A	1 A	4 A	5 A	1 A	0 A	2 A	3 A	0 A	1 A
31 noticing mistakes	A	3 A	0 A	1 A	0 A	2 A	0 A	0 A	0 A	0 A
32 paying attention to people speak	A	2 A	0 A	0 A	0 A	0 A	0 A	0 A	0 A	0 A
33 finding out how to be better learner	A	3 A	2 A	0 A	0 A	0 A	0 A	1 A	0 A	0 A
34 planning a schedule	A	0 A	1 A	0 A	0 A	0 A	0 A	0 A	0 A	0 A
35 looking for people to talk	A	1 B	0 A	0 A	0 A	0 A	2 A	0 A	1 A	0 A
36 looking for opportunities to read	A	0 A	2 A	0 A	0 C	0 A	1 A	0 A	0 A	2 A
37 having clear goals	A	2 A	3 A	1 A	0 A	0 C	0 A	2 A	0 A	0 A
38 thinking about progress	A	2 A	4 A	0 A	0 A	0 A	0 A	1 A	0 A	0 A
39 relaxing even when afraid of using	A	4 B	2 A	1 A	0 A	1 A	1 A	0 A	0 A	0 A
40 speaking even when afraid	A	5 A	3 A	3 A	1 A	2 A	1 A	0 A	0 A	0 A
41 rewarding for being successful	A	4 A	2 A	0 A	0 A	1 A	1 A	0 A	0 A	0 A
42 noticing when nervous	A	3 A	1 A	1 A	0 B	1 A	0 A	0 A	0 A	0 B
43 registering feelings in diary	A	3 B	2 D	0 A	0 B	1 D	0 C	0 A	0 D	0 B
44 talking about feelings	B	3 B	1 A	0 B	0 A	1 A	0 A	0 A	0 D	0 B
45 asking other people to slow & clarify	A	0 D	0 B	0 A	0 A	0 C	0 A	0 A	0 B	0 A
46 asking native speakers to correct	A	0 A	0 A	0 A	0 A	0 A	0 A	0 A	0 D	0 A
47 practicing English with others	D	3 D	0 A	1 A	0 A	1 A	3 A	0 A	1 A	1 A
48 asking help from English speakers	A	0 A	0 A	0 A	0 A	0 A	0 A	0 A	0 A	0 A
49 asking questions in English	A	1 A	0 A	0 A	0 A	0 A	1 A	0 A	0 A	0 A
50 learning about culture	A	0 A	0 A	0 A	0 A	2 A	0 A	0 A	2 A	0 A

Appendix T SILL CD re-coded matrix per sets E - H

Strategy	OM	VAB	FRU	LDU	JLI	DHI	LEA	AVL	OO	KW	AKI	LMN	CGA	NAN	APO
1 thinking relationships	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
2 using new words	E	E	E	E	E	E	E	E	E	E	E	E	E	E	G
3 connecting sound to image	E	E	E	E	E	E	E	E	G	E	E	E	E	E	E
4 making mental picture	E	E	E	E	E	E	E	H	E	E	E	E	E	E	G
5 using rhymes	E	E	E	E	E	E	E	E	E	F	E	E	E	E	E
6 using flashcards	E	E	E	E	E	E	E	E	G	E	E	E	E	E	E
7 act out words	E	E	E	E	E	E	E	E	G	E	E	E	E	E	E
8 reviewing frequently	E	E	E	E	H	E	E	E	G	E	E	E	E	H	E
9 remembering the word in pa	E	E	G	E	H	F	E	E	E	F	G	F	E	H	E
10 repeating words	E	E	G	E	E	E	E	G	E	G	E	E	E	E	G
11 talking like native	H	E	E	E	E	E	E	E	G	H	H	H	E	H	E
12 practicing sounds in English	E	E	E	E	E	E	E	E	G	E	E	E	E	E	E
13 using English words differe	E	E	E	E	E	E	E	E	G	E	E	E	E	E	E
14 starting conversation	E	E	E	E	E	E	E	E	G	E	E	H	E	E	E
15 watching tv and movies	E	E	E	E	E	E	E	E	G	H	E	H	E	E	E
16 reading for pleasure	E	E	E	E	E	E	E	E	G	H	E	H	E	E	E
17 writing notes	E	E	E	E	E	E	E	E	G	H	E	H	E	E	E
18 skimming texts first	E	E	E	E	G	E	E	E	G	E	E	E	E	E	E
19 looking for words in Spanis	E	E	G	E	E	E	E	E	E	G	E	E	E	E	E
20 trying to find patterns	E	E	E	E	E	H	G	E	G	E	E	E	E	E	E
21 finding meaning by dividing	E	E	E	H	E	E	E	E	G	F	E	F	E	E	E
22 avoid word for word	E	E	E	H	E	H	E	E	G	H	E	H	E	E	G
23 making summaries	E	E	E	E	E	E	G	E	E	H	E	H	E	E	E
24 guessing unfamiliar words	E	E	G	E	E	E	G	E	E	G	E	F	E	E	E
25 using gestures	E	E	G	E	E	H	G	F	E	E	E	G	E	E	E
26 making up new words	E	E	G	E	F	E	E	E	G	F	E	E	G	H	G
27 reading without looking ev	E	E	E	E	E	E	G	E	E	E	E	E	E	E	G
28 predicting what a person w	E	E	E	E	E	E	E	E	E	E	E	F	E	E	E
29 using synonyms	E	E	E	E	E	E	E	E	E	H	E	E	E	E	E
30 finding as many ways	E	E	E	E	E	E	E	E	E	H	E	E	E	E	H
31 noticing mistakes	E	E	E	E	E	E	E	E	E	H	E	E	E	E	E
32 paying attention to people	E	E	E	H	E	E	E	E	E	E	E	H	E	E	E
33 finding out how to be bette	E	E	E	H	E	E	E	E	G	H	E	H	E	G	E
34 planning a schedule	E	E	G	E	H	E	E	E	G	F	E	H	E	E	E
35 looking for people to talk	E	E	H	E	E	E	E	E	E	H	H	H	E	E	E
36 looking for opportunities to	E	E	E	E	E	E	E	E	E	H	H	E	E	E	E
37 having clear goals	E	E	E	E	H	E	E	E	G	H	H	E	E	E	E
38 thinking about progress	E	E	G	E	H	E	E	E	G	H	E	H	E	E	E
39 relaxing even when afraid c	E	E	E	E	E	E	E	H	G	E	H	E	E	E	E
40 speaking even when afraid	E	E	E	E	H	E	E	E	G	H	F	E	F	E	E
41 rewarding for being succes	E	E	E	E	E	E	E	E	G	E	E	E	E	E	E
42 noticing when nervous	E	E	E	E	F	E	E	H	G	H	E	E	F	E	E
43 registering feelings in diary	E	E	G	H	F	H	E	E	E	E	E	E	E	G	E
44 talking about feelings	E	E	E	H	E	E	E	E	G	H	E	E	E	E	E
45 asking other people to slow	E	E	H	E	F	E	E	E	E	F	H	H	E	E	E
46 asking native speakers to co	E	E	E	E	E	E	E	E	G	E	E	H	E	E	E
47 practicing English with othe	E	E	E	E	E	E	E	E	G	E	E	E	E	E	E
48 asking help from English sp	E	E	F	E	H	E	E	E	G	H	H	H	E	E	E
49 asking questions in English	E	E	E	E	E	E	E	E	G	E	E	E	E	E	E
50 learning about culture	E	E	E	E	E	E	E	E	G	E	E	H	E	E	E

Appendix U Summarised Teachers' Beliefs about importance, desirability and possibility per strategy group (chapter 5)

name	Betty		
workplace	Preparatory school and University		
experience	11 - 15 years		
Educational background	University graduated		
	Importance	Desirability	Occurrences
memory	3.44	3.89	0
cognitive	3.57	3.93	5
compensation	4.00	4.17	0
metacognitive	4.11	5.00	14
affective	4.33	4.17	22
social	4.33	4.17	4
TOTAL	3.97	4.22	45

. Betty's reported importance and desirability for LLS, and occurrences in teaching narratives

name	Heidy		
workplace	University		
experience	11 - 15 years		
Educational background	University graduated		
	Importance	Desirability	Occurrences
MEMORY	2.56	3.33	2
COGNITIVE	2.43	3.57	3
COMPENSATION	2.33	3.33	0
METACOGNITIVE	3.44	4.44	16
AFFECTIVE	2.67	2.50	11
SOCIAL	3.33	3.33	0
TOTAL	2.79	3.42	30

. Heidy's reported importance and desirability for LLS, and occurrences in teaching narratives

name	Omar		
workplace	Basic education		
experience	11 - 15 years		
Educational background	University graduated		
	Importance	Possibility	Occurrences
MEMORY	3.71	5.00	0
COGNITIVE	3.86	4.64	8
COMPENSATION	3.00	5.00	1
METACOGNITIVE	4.11	5.00	5
AFFECTIVE	3.33	5.00	2
SOCIAL	4.00	5.00	1
TOTAL	3.67	4.94	17

Table 8.13. Omar's reported importance and possibility for LLS, and occurrences in teaching narratives

name	Orlando		
workplace	Basic education		
experience	6 - 10 years		
Educational background	TTUG		
	Importance	Possibility	Occurrences
MEMORY	2.78	5.00	0
COGNITIVE	1.57	5.00	5
COMPENSATION	2.67	5.00	0
METACOGNITIVE	2.56	5.00	0
AFFECTIVE	1.33	5.00	0
SOCIAL	1.33	5.00	0
TOTAL	2.04	5.00	5

. Orlando's reported importance and possibility for LLS, and occurrences in teaching narratives

name	Kristy		
workplace	Basic education		
experience	1 - 5 years		
Educational background	University graduated		
	Importance	Possibility	Occurrences
MEMORY	3.00	3.89	0
COGNITIVE	2.86	2.50	1
COMPENSATION	2.67	3.33	1
METACOGNITIVE	3.67	0.56	0
AFFECTIVE	3.33	2.50	0
SOCIAL	2.67	3.33	2
TOTAL	3.03	2.69	4

Table 8.15. Kristy's reported importance and possibility for LLS, and occurrences in teaching narratives

Appendix V Contextual factors found for beliefs of not possibility

	Code	str	Reason
A	Socioaffective	30	Ss feel afraid to use the language
A	Socioaffective	30	Ss feel afraid to use the language
A	Socioaffective	31	Social pressure + peer criticism
A	Socioaffective	33	Ss feel afraid to use the language
A	Socioaffective	41	Reward seen as conditioning = negative connotation
A	Socioaffective	41	Reward seen as conditioning = negative connotation
A	Socioaffective	41	Reward seen as conditioning = negative connotation
A	Socioaffective	41	Social pressure + peer criticism
A	Socioaffective	47	Social pressure + peer criticism
A	Socioaffective	47	Ss feel afraid of mistakes
C	Contextualization	47	Context
C	Contextualization	47	Lack of contextualization
C	Contextualization	47	Lack of contextualization
D	Duties	30	Administrative workload + time
D	Duties	30	Administrative workload + time
D	Duties	30	Administrative workload + time
D	Duties	31	Administrative workload + time
D	Duties	33	Administrative workload + time
D	Duties	38	Administrative workload + time
D	Duties	47	Administrative workload + time
F	Facility+admin	30	Facilities classroom
F	Facility+admin	36	Facilities library
F	Facility+admin	47	Facilities classroom
F	Facility+admin	47	Facilities classroom
L	Languageskills	30	Lack of vocabulary
L	Languageskills	33	Lack of knowledge about LLS
L	Languageskills	47	Lack of knowledge about LLS
L	Languageskills	47	Lack of vocabulary
N	Nat identity	31	Mexico does not do self-assessment
N	Nat identity	36	Mexico does not read
N	Nat identity	38	Mexico does not have culture
N	Nat identity	47	Mexico does not change
N	Nat identity	50	Mexico does not accept cultural betrayals
P	Particularity	30	Age
P	Particularity	30	English is not important
P	Particularity	30	Groups are heterogeneous
P	Particularity	30	Inappropriate English teaching for long
P	Particularity	30	Lack of family support
P	Particularity	30	Lack of family support
P	Particularity	30	Lack of family support
P	Particularity	30	Lack of resources
P	Particularity	30	Lack of support from Spanish colleagues
P	Particularity	30	No possibilities to practice outside school
P	Particularity	30	No possibilities to practice outside school

Appendix V

P	Particularity	30	No possibilities to practice outside school
P	Particularity	30	Ss show apathy towards the language
P	Particularity	30	Unrealistic goals (curricula)
P	Particularity	31	Age
P	Particularity	35	Age
P	Particularity	38	English is not important
P	Particularity	38	Lack of support from Spanish colleagues
P	Particularity	47	Age
P	Particularity	47	Age
P	Particularity	47	Groups are big
P	Particularity	47	Groups are heterogeneous
P	Particularity	47	Lack of support from Spanish colleagues
P	Particularity	47	No possibilities to practice outside school
S	Students	30	Ss are not capable
S	Students	30	Ss are not capable
S	Students	30	Ss are not capable
S	Students	30	Ss are not responsible for their learning
S	Students	30	Ss not willing to read
S	Students	30	Ss show apathy towards the language
S	Students	31	Ss are not capable
S	Students	31	Ss are not capable of self-assessment
S	Students	31	Ss not willing to work
S	Students	33	Ss are not responsible for their learning
S	Students	33	Ss are not responsible for their learning
S	Students	33	Ss not willing to behave
S	Students	35	Ss show apathy towards the language
S	Students	37	Students don't reflect
S	Students	38	Ss are not responsible for their learning
S	Students	47	Ss are not capable
S	Students	47	Ss are not capable
S	Students	47	Ss are not capable
S	Students	47	Ss are not capable
S	Students	47	Ss are not responsible for their learning
S	Students	47	Ss don't know the language
S	Students	47	Ss don't know the language
S	Students	47	Ss not willing to use English
S	Students	47	Ss not willing to work
TA	Socioaffective	30	Teachers lack of motivation to practice English
TA	Teacheraffe	30	Teachers lack of motivation for continuous development
TA	Teacheraffe	31	Personality defines behaviour
TA	Teacheraffe	31	Teachers do not feel valued /work
TS	Teacherstud	30	Teachers don't learn
TS	Teacherstud	31	Teachers don't learn

Appendix W Complete matrix for emergent themes

Emergent theme	1 : Agency	2 : Autonomy	3 : Challenges	4 : Change	5 : Context	6 : I teach the way I learnt	7 : Impact	8 : Learning of teachers	9 : Motivation	10 : Parents	11 : Play	12 : Programmes, material and textbooks	13 : Responsibility of student for their own learning	14 : Role of the teacher	15 : Songs	16 : System and authorities	17 : Teachers' responsibility to teach strategies	total
Ker	6	3	0	0	1	0	0	1	1	0	1	0	0	0	0	0	0	13
Heidy	8	9	1	0	0	0	0	4	4	0	1	0	0	0	0	0	0	28
Daisy	10	2	1	0	0	0	0	3	2	0	0	0	0	0	0	0	1	19
Angie	4	0	3	0	2	0	0	0	2	0	1	0	0	0	0	0	0	12
Betty	3	0	1	0	0	0	0	0	4	0	0	0	0	0	0	2	2	12
Elsa	7	0	3	0	1	0	0	0	3	0	2	0	0	0	0	0	0	16
Bob	7	1	0	0	1	1	0	1	4	0	0	0	0	0	0	0	0	15
Alan	2	0	0	0	0	0	0	2	3	0	0	0	0	0	0	0	0	7
Piste	9	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	12
Xime	8	1	2	0	1	1	0	1	1	0	0	1	1	2	0	0	0	19
Dinora	1	2	3	0	0	0	0	1	0	0	0	0	0	0	0	0	0	7
Jessie	0	1	5	0	0	0	0	1	0	1	0	0	0	0	0	0	0	8
Lidia	1	1	1	0	0	0	0	3	0	0	2	0	0	0	0	0	0	8
Teofi	0	2	3	0	0	0	0	1	1	0	2	0	0	0	0	0	0	9
Carmen	0	1	1	0	1	0	0	0	0	1	0	0	0	1	0	0	0	5
Korry	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
Richard	1	0	1	0	0	0	3	0	0	0	0	0	0	1	1	0	0	7
July	1	0	1	0	0	0	0	0	0	0	2	0	0	1	1	0	0	6
Vania	1	0	0	0	2	0	0	0	0	0	1	0	0	1	0	0	0	5
Alejandra	8	5	4	0	1	0	1	0	0	1	0	0	0	3	2	0	0	25
Mary	2	1	2	0	1	0	0	0	0	2	0	0	0	0	1	0	0	9
Arturo	3	1	3	0	0	0	0	0	0	0	0	0	0	0	1	0	0	8
Gaby	1	0	0	0	0	0	0	0	0	0	1	0	0	0	3	0	0	5
Kristy	2	4	3	0	2	0	1	0	0	0	0	0	0	0	1	0	0	13
Angel	2	2	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	7
Federico	4	1	0	0	0	0	1	0	0	0	2	0	0	0	0	0	0	8
Paulina	3	2	0	0	0	0	0	0	0	3	0	3	0	1	0	2	0	14
Karina	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
Galia	1	1	3	0	0	0	0	0	0	0	0	0	0	0	2	0	0	7
Julian	5	0	3	0	2	0	1	0	3	0	1	0	0	0	3	0	0	18
Orlando	2	1	5	0	1	1	1	1	1	0	1	0	0	0	0	0	0	14
Tappy	2	0	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	5
Xochitl	7	0	0	0	0	0	0	0	3	0	0	0	0	0	4	0	0	14
Gabriel	6	1	5	0	1	1	3	0	2	0	0	0	0	2	0	0	0	21
Omar	4	0	5	0	1	0	2	1	1	0	0	0	0	0	4	0	0	18
Vincent	6	4	3	1	1	0	1	0	0	1	0	1	0	1	2	1	0	22
Yamileth	5	0	1	0	0	1	1	0	0	0	0	0	0	1	0	0	0	9
Amy	2	0	0	1	1	1	0	0	0	0	0	0	0	0	1	0	0	6
Ari	2	1	1	0	0	0	1	0	0	2	1	0	0	1	0	0	0	9
Luz	2	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	4
Olivia	6	0	0	0	0	0	0	0	0	0	3	0	0	0	2	0	0	11
total	144	50	70	2	20	7	17	20	36	11	21	5	1	18	28	5	4	

Appendix X Conventions for transcriptions

[number]	Turn number in the complete transcription of the interview or focus group where the teachers participated
[text]	Added words for subject clarification
Bold	Lexical elements to be included in agency analysis
<i>Italics</i>	Direct quotation from teachers' words
* *	Spanish
“ “	Reported speech from themselves and other teachers, students or authorities
(...)	Removed text
underscore	End note with the original Spanish excerpt
{...}	Pause longer than 5 seconds / Long pause
CAPITALS	Strategy items from SILL TB / CD

Appendix Y ANOVA on importance, desirability and possibility SILL TB & SILL CD

ANOVA SILL TB work place

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
MEMORY	Between Groups	16.755	8	2.094	4.687	.060
	Within Groups	189.456	424	.447		
	Total	206.210	432			
COGNITIVE	Between Groups	5.443	8	.680	1.695	.098
	Within Groups	170.220	424	.401		
	Total	175.663	432			
COMPENSATION	Between Groups	13.851	8	1.731	2.415	.015
	Within Groups	304.038	424	.717		
	Total	317.889	432			
METACOGNITIVE	Between Groups	3.808	8	.476	1.038	.407
	Within Groups	194.468	424	.459		
	Total	198.276	432			
AFFECTIVE	Between Groups	9.370	8	1.171	1.671	.103
	Within Groups	297.214	424	.701		
	Total	306.584	432			
SOCIAL	Between Groups	8.348	8	1.044	1.940	.053
	Within Groups	228.061	424	.538		
	Total	236.410	432			

ANOVA SILL TB experience

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
MEMORY	Between Groups	.966	5	.193	.402	.847
	Within Groups	205.244	427	.481		
	Total	206.210	432			
COGNITIVE	Between Groups	2.949	5	.590	1.458	.202
	Within Groups	172.714	427	.404		
	Total	175.663	432			
COMPENSATION	Between Groups	2.239	5	.448	.606	.695
	Within Groups	315.649	427	.739		
	Total	317.889	432			
METACOGNITIVE	Between Groups	1.317	5	.263	.571	.722
	Within Groups	196.959	427	.461		
	Total	198.276	432			
AFFECTIVE	Between Groups	2.344	5	.469	.658	.656
	Within Groups	304.239	427	.713		
	Total	306.584	432			
SOCIAL	Between Groups	2.426	5	.485	.886	.491
	Within Groups	233.983	427	.548		
	Total	236.410	432			

Appendix Y

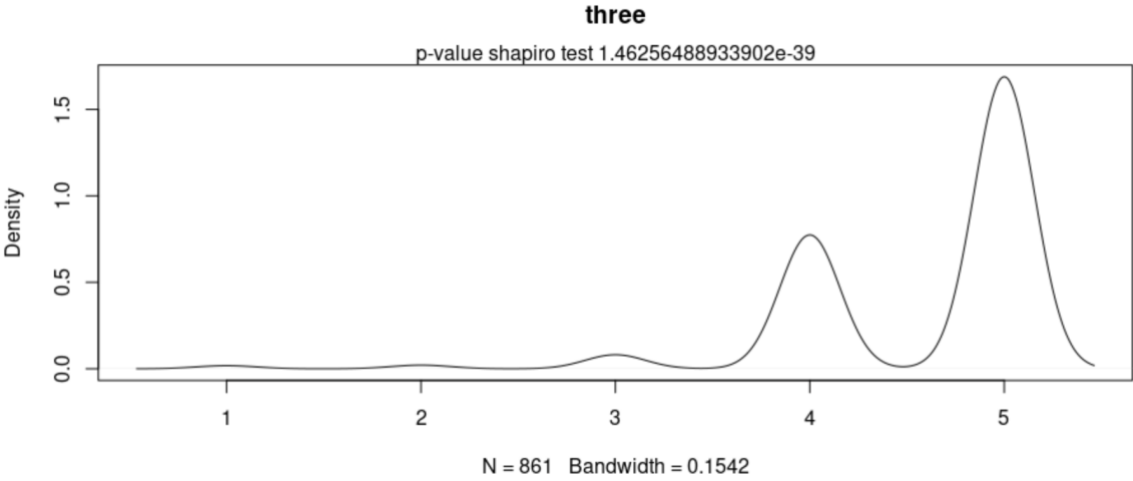
ANOVA SILL CD experience

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
CDMEMORY	Between Groups	.613	5	.123	.297	.914
	Within Groups	84.956	206	.412		
	Total	85.569	211			
CDCOGNITIVE	Between Groups	.475	5	.095	.213	.957
	Within Groups	91.877	206	.446		
	Total	92.351	211			
CDCOMPENSATION	Between Groups	3.137	5	.627	.911	.475
	Within Groups	141.916	206	.689		
	Total	145.052	211			
CDMETACOGNITIVE	Between Groups	4.459	5	.892	1.606	.160
	Within Groups	114.381	206	.555		
	Total	118.840	211			
CDAFFECTIVE	Between Groups	1.894	5	.379	.617	.687
	Within Groups	126.473	206	.614		
	Total	128.367	211			
CDSOCIAL	Between Groups	4.632	5	.926	1.427	.216
	Within Groups	133.776	206	.649		
	Total	138.408	211			

ANOVA SILL CD educational background

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
CDMEMORY	Between Groups	1.517	3	.506	1.251	.292
	Within Groups	84.052	208	.404		
	Total	85.569	211			
CDCOGNITIVE	Between Groups	.366	3	.122	.276	.843
	Within Groups	91.986	208	.442		
	Total	92.351	211			
CDCOMPENSATION	Between Groups	1.621	3	.540	.783	.504
	Within Groups	143.432	208	.690		
	Total	145.052	211			
CDMETACOGNITIVE	Between Groups	.635	3	.212	.372	.773
	Within Groups	118.205	208	.568		
	Total	118.840	211			
CDAFFECTIVE	Between Groups	.444	3	.148	.240	.868
	Within Groups	127.923	208	.615		
	Total	128.367	211			
CDSOCIAL	Between Groups	2.995	3	.998	1.534	.207
	Within Groups	135.413	208	.651		
	Total	138.408	211			

**Appendix Z Sample of a distribution plot for item 3 in
TeBILLS.**



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Original excerpts used in the thesis

i

58	Gaby	bueno yo con <i>listening</i> lo que son las canciones y los ejercicios del libro, ahorita estoy un poco atrasada y estoy terminando con la unidad 1 con la practica social que son rimas, entonces ahorita les pongo los audios con las rimas y ellos identifican por ejemplo las palabras <i>cat, mat, hat</i> si entonces practico con ellos les pongo el audio, ¿qué palabras identifican ustedes?'
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ii

27	Piste	bueno pues yo tengo la fortuna de de tener el primer / este / a1 y el los avanzados, los más avanzados, me los dan a mi / entonces / me encanta porque bueno son totalmente distintos / eh / normalmente cuando los alumnos llegan ya estando en universidad a nivel a1 (...) es un reto muy fuerte / es un reto muy fuerte porque yo (...) este / mmm reflexiono con ellos que ellos ya han estado, ya en clases de inglés (...) varios años / por lo menos tres de secundaria y 3 de preparatoria
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iii

126	Betty	yo creo que el principal rol del maestro para acercarte a ellos para que entiendan que tienen que hablar inglés y que no es opcional es, ellos ven la escuela y el mundo laboral como dos universos completamente diferentes, entonces los maestros no sabemos nada, los que saben todo son los que trabajan en el mundo real porque la escuela no es el mundo real, buenos entonces lo que nosotros tenemos que hacer mucho con los alumnos del TTT es buscar una buscar un lazo entre lo que estamos haciendo en el salón y lo que sucede afuera
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iv

146	Betty 12	ya que lo han practicado como dos o tres semanas una de las tareas es que se graben con su teléfono, no sé yo digo el mismo párrafo para todos, todos se graban con su celular
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v

150	Betty 40 41	y algo que yo fomento mucho en mis salones el respeto entre todos, osea yo les digo si si habla horrible pero todos nos queremos y no le vamos a decir feo entonces como ya están en un nivel donde la retroalimentación ya es un poco más objetiva se ayudan mucho entre ellos y dicen: "ok yo creo que aquí lo pronunciaste muy feo acuérdate que D2 nos ha dicho que tienes pronunciar así o que la gh suena como f" cosas de ese estilo y les gusta mucho escucharse les gusta mucho escucharse que han mejorado, les gusta escuchar a los que son mejores y también a los que son peores porque dicen: "bueno yo no estoy tan en el hoyo"
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vi

212	Betty	mi tesis de licenciatura fue de LLS entonces yo creo que hay algunas bueno lo que yo aprendí es que hay algunas que dependen solamente de los alumnos y que ellos las quieran hacer, las que son motivacionales y hay otras que los alumnos no tienen ni idea de que existen y que tú como maestro eres responsable de decirle a ver puedes hacer esto como por ejemplo hacer una lista de las palabras que no conoces y hacer otra de las que ya conoces y entonces compara muchas veces te vas a dar cuenta que son más las que conoces que las que no y (...) yo creo que hay algunas que son nuestra responsabilidad enseñarles y hay otras que vienen de ellos mismos por decirlo cortito porque son muchísimas cosas
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vii

26	Heidy	yo siempre empiezo una clase con preguntarles a los alumnos de ellos, de su vida / (...) de ahí empiezo a sacar las expresiones que les quiero enseñar de es discucioncita / y entonces las voy escribiendo en el pizarrón
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viii

147	Heidy	este instrumento de autoevaluación y en ese traté de meter aspectos que los hagan reflexionar en cuanto a ¿qué acciones toman cuando están estudiando una lengua? es un compromiso muy grande a mí se me hace que si no te comprometes no vas a lograrlo / entonces a mí a mí me pasa que les que he notado que les falta eso esa ese esa introyección eso decir si estoy dando mi 100 ¿cuánto estoy dando, cuanto estoy aportando? porque me da un poco de pena decirlo pero los alumnos de hoy en día quieren que les des todo
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ix

323	Heidy	no lo que pasa yo en su momento en mi trabajo de tesis hice una traducción de un instrumento y este lo pilotee y las estrategias afectivas todas me parecía muy ñoñas y cursis
324	Daisy	jejeje
325	Heidy	la verdad está mal / ¿quién va a llevar un diario con sus sentimientos de la clase?

x

10	Omar	tuve un cambio de escuela de asignación de escuela y bueno en la otra escuela yo daba puro español, entonces pues para mí, mi primer año de experiencia si fue así de yo dije “¿y ahora que voy a hacer?” pero siempre llegas en tu pasado, cuando ibas en la secundaria ¿no? ¿qué es lo que te hubiera gustado que hubieran estado trabajando?
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xi

24	Omar	si me gustan porque yo no había tomado ningún curso formal y esa es una de las cosas porque decía, “no, pues ¿yo cómo voy a trabar con muchachitos, si está bien que no sepa, pero yo como voy a llegar así con ellos? no pues de perdis yo tengo que meterme, aunque sea yo voy a aplicar fonética aunque una que otra regla gramatical,
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xii

37	Omar 41	es más si ellos están participando y practicando me gusta darles una sonrisa y acercarme con ellos “muy bien, <i>very good, excellent</i> ” y haces caras de porque esa es una motivación que a lo mejor no se ve y con los muchachos de secundaria se requiere entrar esas cuestiones emotivas
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xiii

46	Omar	entonces escuchaban y les decía “aprendamos a escuchar pero hagan de cuenta como que estuviéramos leyendo en español” igual es lo mismo cuando te dicen <i>complete the question</i> entonces ahí te lo está diciendo nomas que la escritura cambia un poquito con la pronunciación
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xiv

007	Orlando	Orlando: a veces a nosotros nos mandan a un curso de 3 o 4 horas en ocasiones muy aburridos por cierto y quieren que regresemos uta la gran maravilla ¿no? ya el <i>teacher</i> y habla inglés uy no la varita mágica en ese curso entonces yo creo que ha sido el pan de cada día en las reuniones estoy muy en desacuerdo con este proyecto tan ambiciosos porque no lo aplica de una manera equitativa ¿sí? que el gobierno tiene
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xv

201	Orlando 17 19	[201] Orlando: yo trato de ponerles frases, versos, poemas, lecturas en inglés, yo doy español también, todos los viernes manejo una actividad permanente que es lectoescritura, tengo una actividad de lectura y una de escritura y cuando tengo inglés manejo lo mismo, esa página que nos pasó el maestro, la mansión del inglés ¿no? y de ahí saco algunas lecturas, las analizo trabajamos lo que son los cognados trabajamos muchas cosas igual lo que me enseñó el maestro daniel se lo tome a él lo del tendadero de prendas de vestir, porque todavía las manejo lo de las <i>flaschards</i> , esas no fallan, los audios, cuentos vía con el proyector, trabajo mucho lo que el el proyector, la grabadora
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xvi

32		si lo que comentabas bueno de prescolar aunque a lo mejor se piensa puro vocabulario y por ejemplo que las maestras están trabajando ahorita conmigo en lo de <i>hand by hand</i> si me he dado cuenta que con ellas si pasa eso ¿porque? porque ellas solamente tiene vocabulario
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	Kristy	entonces lo que yo estoy tratando en la clase pues hacerlo en inglés todo y meterles estructura tal cual no nada más porque me toco una maestra que estaba preguntando y yo les preguntaba estaba trabajando con el <i>do you like</i> , pero ella como no sabe decir <i>do you like</i> les preguntaba “te gusta <i>apple</i> ? te gusta <i>pinnacle</i> ?”
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xvii

59	Kristy	bueno yo he utilizado ese en parejas y a mí se me sorprendió porque yo no lo había utilizado, la verdad es que el primer año no lo utilicé, osea yo si había escuchado que decían en parejas y yo honestamente decía ¿cómo en osea como crees que los vas a poner en parejas si están muy chiquitos? no no
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xviii

94	Kristy	la verdad nunca les he pedido algo así muy extenso porque sé que en español ese es el problema que hay ahorita, ellos no redactan
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xix

171	Kristy	en general porque así está la educación y ellos están acostumbrados a que llegue el maestro y el maestro hace todo, entonces difícilmente tienen desarrollada una estrategia, inclusive como personas, yo lo acepto, ¿no? así como que dices este que muchas estrategias de aprendizaje tengo yo, no
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xx

37	Omar	<i>los otros muchachos están motivados “maestro ¿y usted en dónde estudió? de seguro se fue a estados unidos” no muchachos no me fui a estados unidos, he tomado unos cursos aquí en el centro de TX, dice “no maestro porque usted sí parece” ah gracias porque yo creo que ellos tienen que saber siempre tiene que tener una salida, si te preguntan tener una respuesta fácil y sencilla para ayudarlos</i>
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xxi

214	Orlando	<i>‘entonces tu preparas ahí el vocabulario e incluso hasta role play les pones una canción y la tratan de memorizar’</i>
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xxii

26	Heidy	yo (...)/ me identifico mucho como con lo que dice daisy / porque bueno / yo en yo me guio yo me baso en el libro pero yo (...) soy muy yo no soy muy devota de él así el 100% / eh / hay muchísimas cosas que no hago y que sustituyo con otras (...)
(30)		aja llevo mi cañón y pongo el video y hacemos lo que haya planeado para eso / eso es lo que más uso / video / este / por ahí alguna vez intenté utilizar / eh / una plataforma un blog o algo así / pero la verdad estarlo actualizando todo el tiempo a la par de llevar la clase / no sé ustedes como ven / no me da tiempo y este y no la verdad a mí no me funcionó / tal vez mal administré mi tiempo no estoy diciendo que no sirva / si sirve ah y a muchos o ahí he visto que les funciona / pero nada más es como que aja video, audio
27	Heidy	

xxiii

141	Heidy	(...)esto que menciona daisy de que se acercan a decirte que hago realmente es porque no han hecho una reflexión nunca ¿no? / nunca han como nunca se han puesto a pensar y a autoevaluarse en cuanto a lo que hacen y dejan de hacer cuando estudian una una lengua no nada más / bueno (andandand) cualquiera
142	Daisy	mj
143	Heidy	este / en mi esa es la primera vez en este semestre que introduzco un ¿introduzco? que presento que
144	Daisy	aja

145	Heidy	la primera vez que uso un instrumento de... / yo investigué en internet y saqué de entre varias fuentes generé uno más mis ideas
146	Daisy	mj
(31 and 38)	Heidy	un instrumento de autoevaluación... yo tomé un curso de ética en intersemestral y se me hizo una idea muy buena ponerlos a prueba / a los poner a prueba a los alumnos en cuanto a esta ética ¿no? que ellos llegan a tener eh y me gusta la idea de que de que el alumno sea muy libre y yo les dije bueno va a valer 20% este instrumento de autoevaluación y en ese traté de meter aspectos que los hagan reflexionar en cuanto a ¿qué acciones toman cuando están estudiando una lengua? es un compromiso muy grande a mí se me hace que si no te comprometes no vas a lograrlo / entonces a mí a mí me pasa que les que he notado que les falta eso esa ese esa introyección eso decir si estoy dando mi 100 ¿cuánto estoy dando, cuanto estoy aportando? porque me da un poco de pena decirlo pero los alumnos de hoy en día quieren que les des todo

xxiv

(30)	Omar	bueno tu casa está llena de muchos objetos ¿no? cómo tu puedes como ah pues en la casa tengo muchos objetos en lugar de que le diga ventana mejor dile <i>open the window</i> , ¿no? abre la ventana, <i>open the door</i> , abre la puerta ¿no? y entonces ese tipo de cosas con ese necesito que ellos lo tengan que se familiaricen con la palabra que se familiaricen con el objeto que tienen ahí, son cositas que uno les platica que pueden trabajar en casa de lo más sencillo, bueno pero ¿pues qué sucede? pues que no ¿verdad? este otra cosa es que yo veo la problemática veo con mis alumnos es que si ellos tienen que hacer una actividad en casa por ejemplo no terminamos de hacer una actividad de comprensión lectora y quedaron tres preguntitas, muchachos las terminamos en casa, pues así como lo agarraron así lo llegan y cuando llegan a clase nada más lo abren para la clase de inglés y yo digo ¿cuál es el problema? uno la familia, dos, yo creo que nuestra educación no ha sido de ese tipo de segunda lengua no ha sido la más adecuada
61		

xxv

(47)	Gabriel	porque uno de sus compañeros la desmotivó, porque no fue una clase a pesar de que uno les dice “no maestros les encargo mucho que nos apoyemos porque en una segunda lengua se aprende del error” y les pone uno el ejemplo del papá que corrige al niño etc, etc, pero pues es lógico entra por aquí y sale por acá porque todavía estamos en un nivel muy básico ¿no?, pareciera que uno tiene que gritar que tiene que ver feo a la persona que tiene que parecer judicial en vez de docente que va a enseñar, y que más bien parece que nosotros somos los que tenemos que transmitirle todo, desde la alegría de estar ahí ¿aja?
67		

xxvi

(30)	Angel	la importancia que tiene tener un salón exclusivo de inglés, porque de esa manera uno puede tener todo acondicionado para que ellos desde que entren ya estén repasando o viendo o aprendiendo ¿no? eh, (...) yo creo que la inclusión de la tecnología en el salón de inglés es muy importante ¿no? de hecho (...) me invitaron a penas en julio de este año a la universidad de gales y uno de los requisitos que hagamos un proyecto ¿no? el mío es precisamente la inclusión de una tablet la tecnología en el salón de clase de inglés utilizando una especie de tutor de mentor un joven más avanzado con uno más rezagado y a través del uso de la tecnología poder nivelarlo, al nivel tal vez no del joven que le esté ayudando pero si al nivel adecuado para que no quede rezagado del resto, desde mi punto de vista el salón tendría que ser si contextualizado,
61		

xxvii

(30 and 31)	Olivia	el <i>bullying</i> es algo con lo que he tenido que lidiar en esta escuela, sobre todo de 5to para arriba, bueno 4to, 5to y 6to, los niños están fijando quien se equivoca y de ahí encuentran la burla del mes, entonces es muy complicado para mí que se atrevan yo he tratado de hacerlo de una manera cordial “anímate y haz esto”, no resulta porque siempre el niño esta así como de “ay es que me están viendo y van a decir esto” es un problema grande y yo lamentablemente bueno o malo, suena mal para otros países sobre todo porque suena como si sobornáramos al niño, eh utilizo mucho el condicionamiento no es muy bueno pero funciona muy bien, a falta de estrategias uno recurre a lo que te funciona, entonces tu no tratas de hacerlo así como de
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47		oye niño tu calificación, no no se trata de eso sino de eh metes más cosas el sellito, la ficha, eh entonces ya los niños tienen otra motivación que dice "ay, quiero la ficha ya si se burla de mí no me importa" y tratar de encontrar la forma de que te participen
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xxviii

(31) 20	Alejandra	por ejemplo yo en el primer bimestre este dejé tarea en internet creé una página, cargaba las páginas que tenían visitar, les explicaba lo que tenían que hacer y la prueba que me tenían que dar para que valiera como calificación, solamente el 45% lo pudo hacer los demás se rendían fácilmente no saben investigar , con cualquier tropiezo lo abandonan no lo intentan, son pocos los niños que realmente tienen ¿cómo se dice, tolerancia al fracaso?
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xxix

(30) 18	Vicent	aja pasándonos a <i>reading</i> por ejemplo principalmente en quinto y en sexto que es donde se ven más textos diferentes como leyendas, este los cuentos de hadas, este entre otros textos informativos también reportes, aquí en lo bueno lo que me he percatado principalmente los niños, bueno como cultura mexicana no se nos da mucho la lectura y les cuesta mucho trabajo si bien en español les cuesta trabajo entender un texto en inglés se les complica un poco más , sin embargo algo que me ha funcionado un poquito en el sentido de que ellos puedan leer siempre les he comentado a los niños que no quieran entender cada una de las palabras en un texto sino que empezamos siempre por leerlo de manera general a ver de qué trata qué situación se presenta si hay una problemática incluso quienes están participando si están hablando de animalitos, si están hablando de personas
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xxx

(31) 15	Dinorah	el reto para mi más fuerte es la parte del diseño de clases y evaluación, cuando yo diseño las clases bueno ahora me está tomando entre 3 y 10 horas el diseño de un de una secuencia de una semana porque pues ya la institución me está pidiendo una planeación demasiado personalizada (...), pues es hacer la que es teach, test y mark, para llevar a ellos hacia un aprendizaje autónomo, está la parte de la instrucción luego vienen ellos y hacen su práctica, sus ejercicios y ellos están haciendo la autoevaluación, después de la autoevaluación si me da tiempo pues hay una retroalimentación, si no pues se quedan nada más en lo que ellos tienen en la autoevaluación y como ya tienen la parte de la instrucción pues ellos pueden buscar y encontrar el error y si no pues ya nos movemos a otra parte
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xxxi

(47) 71	Olivia	he perdido un poco la parte de trabajo en equipo de dejarlos un poco individualmente porque muchas veces me ha pasado que ya no están haciendo las cosas, se ponen a hacer cualquier otra cosa y se pierde mucho la clase y para volverlos a juntar es perder tiempo , entonces trato de hacerles actividades grupales, yo a lo mejor dirijo la actividad pero ellos a lo mejor participan por filas o participan, si es que es por equipo mitad y mitad o niños contra niñas o yo dirijo quien participa, tu participa, ella participan, uno contra otro pero trato de que todos estén al mismo tiempo en un mismo lado porque si los dejo hacer algo de repente se van de repente se pierden y ya no llegamos al punto de la clase o de la actividad,
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xxxii

(47) 20	Paulina	ah pero en el cuadrante uno tienes que hacer una estrategia o algo, entonces por ejemplo lo que yo les planteé fue que lo que hice les lleve lectura, así como 5 leyendas ya los puse por equipos, y este les di diccionarios porque están mal en vocabulario así mal mal mal, entonces ya los puse en equipo a ver yo no soy su diccionario andante andandand identifiquenme las ideas principales, las ideas secundarias porque me van a hacer un mapa mental y este tengan cuidado de dónde sacan sus ideas principales pues porque me lo van a medio explicar o sea yo no les exijo demasiado pero pues si ¿no? entonces ya se pusieron a hacer su mapa mental y al final ya les digo, "a ver de acuerdo a tus capacidades (...) así
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		tráiganmelo aquí lo vamos a desmenuzar ¿aja? porque ya sé que en tu casa no lo vas a hacer / ellos ya van y lo investigan
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xxiii

166	Bob	para tenerlos a todos participantes porque cualquier momento yo saco ¿verdad? clau <i>it is your turn, please come over and write this on the board</i>
167	Clau	jajaja
168	Bob	entonces no te queda otra, salió tu nombre ¿no? alan, <i>please, sentence number four, what's the answer for that?</i> / entonces de repente de nuevo lilia lilia ok ah (...) <i>what do you think about wearing red clothes?</i> / ah entonces ya / se acaban, las vuelvo otra vez a barajear y toda y volvemos a / con cada una de las actividades que hay hay / entonces a mi me ha dado buen resultado porque los mantengo alerta y he visto que / es difícil que no hablen inglés de repente no quieren estar platicando entre ellos pero de alguna manera disminuye
169	Clau	claro
170	Bob	esa revoltura de 45 no puedo hacer actividades / no los puedo agrupar para hacer actividades o <i>play role</i> yo simplemente si quiero que ellos platiquen sobre algo, yo simplemente saco su tarjeta y el se lo platique a todo el grupo
171	Clau	ah ok, para
(47) 172	Bob	entre ellos <i>caludia lili talk bout your preference about ah music / i don't do that because that does not work in my my my my teaching environment</i> / entonces ¿que es lo que hago? eh / <i>lilia please tell us shat do you what's your favourite kind of music and why?</i> ¿verdad? entonces ya se lo dice a todo el grupo, porque no puedo estar moviendo las bancas, es complicado

xxiv

(47) 61	Omar	a lo mejor en su casa no lo ven, pero vamos a hacerlo aquí vamos a hacer un stand en donde yo venda deportes tu x para que empiecen a comunicarse en inglés y se piden entre ellos en inglés una vez lo hicimos maestra, si si, pues toda la escuela, salimos como a un recreo y digo todos se tienen que estar hablando en inglés mínimo te tienes que hacer una encuesta a diez personas, mínimo, pero que sean de diferente grado, no de tu grupo ¿verdad? si eso fue exitosos nomas que a veces para nosotros la problemática las cargas administrativas son muy fuertes, nos dicen para mañana quiero sus evaluaciones aunque la reforma dicen que para tales fechas tienes que entregar calificaciones, pero eso es lo que dice el papel, pero aquí mi supervisor me dice que para mañana quiero esto y quiero que para ayer era esto para nosotros entonces ¿qué hacemos? la carga administrativa nos lleva, y nos jala y a veces para hacer una actividad con los muchachitos, y si de por si son muchos dices la voy posponiendo, y vamos hacer esto vamos a repetir y ahí se queda lo dejamos para después,
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xxv

(47) 124	Kristy	yo eso le digo deben aprovechar sus 30 minutos que tenemos aquí porque también me llevo unos pleitos con los niños de que les pongo <i>speaking</i> y se ponen una entrevista y que tiene que llevar cierta información y ya me pongo a monitorearlos y los cacho hablando español y ahí paro la actividad y les doy su su, osea "si no hablan inglés ahorita que pueden ¿cuándo van a hablar inglés?" y ya se quedan, y ya la próxima ya me hablan inglés, y ya de nuevo renuevo la actividad y ya, pero si no lo tengo que hacer es cada clase que me hacen lo mismo, osea de que les tienen que hablar español y el maestro es el este primero que empieza, osea que a ver "pregúntale" y le va a preguntar "pero así no te va a entender, pregúntale bien" ya que le iba preguntando <i>what is your favourite colour?</i> por ejemplo ¿no? "no pero es que así no te entiende, pregúntale bien"
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xxvi

(50) 343	Julian	yo como maestro de inglés yo debo dar a conocer cómo se celebran esas festividades en otros países, nada más siendo tajante y es lo que tienes que tomar como una identidad nueva
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xxvii

20	Armand	por ahí me avente una (...) una deuda /tuve que comprar mi pantalla inteligente para conectarle el usb y ando con mi pantalla de salón en salón porque me di cuenta que los muchachos son más visuales
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