

Beliefs in foreign language learning: listening to teachers and students' voices

**Research-based studies in Argentinian and Brazilian
educational contexts**

María Inés Valsecchi, María Celina Barbeito and Graciela Placci
Editors

C*UyE
Colección Vinculación y Educación

ISBN 978-987-688-422-8
e-book

UniRío
editora

Beliefs in Foreign Language Learning. Listening to Teachers and Students' Voices :
Research-based Studies in Argentinian and Brazilian Educational Contexts /
María Inés Valsecchi ... [et al.] ; editado por María Inés Valsecchi ; María Celina
Barbeito ; Graciela Placci. - 1a ed. - Río Cuarto : UniRío Editora, 2021.
Libro digital, PDF - (Vinculación y educación)

Archivo Digital: descarga y online
ISBN 978-987-688-422-8

1. Inglés. 2. Enseñanza de Lenguas Extranjeras. I. Valsecchi, María Inés, ed. II. Bar-
beito, María Celina, ed. III. Placci, Graciela, ed.
CDD 420.7

Beliefs in Foreign Language Learning.

Listening to Teachers and Students' Voices

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María Inés Valsecchi, María Celina Barbeito and Graciela Placci (Editors)

2021 © **UniRío editora.** Universidad Nacional de Río Cuarto
Ruta Nacional 36 km 601 – (X5804) Río Cuarto – Argentina
Tel.: 54 (358) 467 6309
editorial@rec.unrc.edu.ar
www.unirioeditora.com.ar

Primera edición: *marzo de 2021*

ISBN 978-987-688-422-8

Esta publicación
cuenta con los avales de la
Prof. Julia Inés Martínez
y la Prof. Gabriela Sergi



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Uni. Tres primeras letras de «Universidad».
Uso popular muy nuestro; la Uni.
Universidad del latín «universitas»
(personas dedicadas al ocio del saber),
se contextualiza para nosotros en nuestro anclaje territorial
y en la concepción de conocimientos y saberes construidos
y compartidos socialmente.

El río. Celeste y Naranja. El agua y la arena de nuestro
Río Cuarto en constante confluencia y devenir.

La gota. El acento y el impacto visual: agua en un movimiento
de vuelo libre de un «nosotros».
Conocimiento que circula y calma la sed.

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Acknowledgements

We are very grateful to all the people who helped make this book possible. We owe thanks to the Secondary School Principals in Río Cuarto and nearby cities who granted us permission to visit their schools to administer questionnaires to English teachers and fifth-year students. Special thanks go to the Secondary School EFL teachers and students who kindly volunteered to answer the questionnaires that served as data for our study. We would also like to thank *Secretaría de Ciencia y Técnica* at Universidad Nacional de Río Cuarto who provided the funding to carry out this research. Also, our gratitude to our external assessors, who guided our study with invaluable insights, and our university colleagues who cooperated with the distribution of the questionnaires in different school contexts.

Finally, our deepest appreciation goes to the co-authors for their contribution and research efforts in disclosing the complex landscape of research and theory on teacher and student beliefs.

María Inés Valsecchi, María Celina Barbeito and Graciela Placci

We dedicate this book to our mentor, Ana Longhini, who initiated us into the study of affective factors in EFL teaching and learning. Her passion, encouragement and support were footprints in our professional development.

Contributors

Ana Maria Ferreira Barcelos is Full Professor of English and Applied Linguistics in the Undergraduate and Graduate Program of Languages and Applied Linguistics at Universidade Federal de Viçosa in Brazil. She holds a Ph.D. from the University of Alabama, Tuscaloosa, AL, USA. Her research interests are pedagogical love in language learning and teaching; and the relationship between beliefs, actions, emotions and identities in the social context of language learning and teaching.

María Celina Barbeito is an Associate Professor in the department of Foreign Languages at Universidad Nacional de Río Cuarto, Argentina. She holds an M.A. in TESL from the University of Arizona, USA. She has been a teacher trainer for more than 25 years in the areas of second language acquisition and Practicum. Her current research interests are related to emotion regulation in EFL teaching and learning. At the moment, she is Director of the MA Program in EFL in the School of Humanities.

Natalia Baudino holds a Master's degree in Applied Linguistics. She is a teacher of English at National University of Río Cuarto, where she teaches English to students of Veterinary Medicine, Computer Sciences and Physical Education Teaching Training Program. Her main research interests include affective factors, mainly beliefs in the teaching and nature of disciplines, and disciplinary cultures in higher education.

Laura Gonzalez Vuletich, M.A. in Applied Linguistics, is an English Teacher in the Teacher Training Programme and Licenciatura at the Universidad Nacional de Río Cuarto. She teaches English Text Grammar from a Systemic Functional Grammar perspective, English Language I, II and III, and Psycholinguistics Seminar. Her main research areas are EFL academic writing and affective factors in the EFL teaching and learning processes.

María Matilde Olivero holds a PhD in Second Language Acquisition from the University of South Florida, U.S.A. She is a second language teacher educator and researcher at Universidad Nacional de Río Cuarto, Argentina. Her main research interests include individual differences and peacebuilding approaches in second language (teacher) education. Among her major publications, Peacebuilding in Language Education: Innovations in Theory and Practice is Matilde's recent co-edited book.

María Carolina Orgnero Schiaffino holds a M.A. in Curriculum and Instruction and a Ph.D. in Adult Learning from the University of Connecticut, USA. She is a teacher educator in the EFL teacher education program at Universidad Nacional de Río Cuarto, Argentina, where she has been teaching different technology and language education courses. Her research interests include online education, feedback, and professional development. She has published nationally and internationally in peer-reviewed journals.

Vagner Peron is a Graduate Student of Applied Linguistics in the Graduate Program of Languages and Applied Linguistics at the Federal University of Viçosa in Brazil. He holds a degree in Languages at the Federal University of Viçosa in Brazil. His research interests are the relationship between beliefs, actions and emotions in the social context of language learning and teaching; and teacher education.

Verónica Piquer is a language teacher at the Foreign Language Department and researcher in intercultural aspects and affective factors (beliefs and emotions) in foreign language learning and teaching at Universidad Nacional de Río Cuarto, Argentina. She holds a Master's degree in Applied Linguistics and a Diploma in Spanish as a Second and Foreign Language Teaching.

Silvana Ponce is an EFL teacher and researcher in the Foreign Languages Department at Universidad Nacional de Río Cuarto. She holds an M.A. degree in Applied Linguistics. She has been

teaching EFL for more than 15 years in two different language programmes. Her main research interests include the impact of affective factors on EFL teaching and learning. At the moment, she is a PhD student at the Faculty of Humanities, National University of Rosario, Argentina.

Graciela Placci is Professor in the Foreign Languages Department at Universidad Nacional de Río Cuarto, Argentina. She holds an MA degree in Applied Linguistics, in TESOL, from the UNRC, Argentina. She has been teaching undergraduate courses for more than 30 years: English for Specific Purposes in the Humanities, Academic and Technical English at the TESOL Program. She co-teaches two graduate courses related to affective factors and reading and writing processes in the Masters Program. Her main research interests include affective factors in EFL teaching and learning.

Fabiana Sacchi (Ph.D. in Foreign Language Education, The University of Texas, USA) is a teacher educator and researcher in the EFL teacher education program at Universidad Nacional de Río Cuarto, Argentina. Her research focuses on affective factors in language learning/teaching and intercultural, peace, and social justice education. She is currently the Applied Linguistics Coordinator in the MA Program in English offered by the School of Humanities.

Adelina Sánchez Centeno is an EFL teacher and researcher at Universidad Nacional de Río Cuarto. She holds an M.A. in Applied Linguistics. Since 2003, Adelina has taught EFL courses at “Técnicatura en Lenguas”. Her main research interests focus on beliefs and emotions about oral corrective feedback in EFL contexts. She is also interested in helping first year students improve their well-being by fostering emotion self-regulation strategies.

María Inés Valsecchi is an Associate Professor in the Department of Foreign Languages at Universidad Nacional de Río Cuarto, Argentina. She holds an MA degree in TESOL from Georgia State University, USA. She has been teaching Practicum and English Text Grammar courses for more than 30 years. Her main research interests include affective factors in EFL teaching and learning. Currently, she is the Postgraduate Secretary at the School of Humanities.

Gabriela Vieira Pena is a Master's Degree candidate of Applied Linguistics in the Graduate Program of Languages and Applied Linguistics at Universidade Federal de Viçosa in Brazil. She has majored in Languages at Universidade Federal de Viçosa in Brazil. Her research interests are English language learning and teaching, self-study, language teacher education, and the influence of beliefs on teacher's professional identities.

Introduction

For more than thirty years, the UNRC-based¹ research team led first by Ana Longhini and later by María Inés Valsecchi has investigated the role of individual differences in English as a foreign language (EFL) teaching and learning in secondary and university education². Aspects such as motivation, anxiety, attitude, and learning strategies, which had not been previously studied in the Argentine context, became our research interest for many years (For a review of the main research aspects and findings, see Valsecchi, Barbeito & Placci, 2018)³. From 2012 onwards, we have focused on language learning beliefs in the secondary school context with the aim of identifying the beliefs that teachers and students hold about the teaching and learning processes.

Why this Book?

This book is the outcome of several years of collaborative work and research on the topic of beliefs about L2 teaching and learning in Argentina. As members of a large research team, we have been especially interested in inquiring into teacher and student beliefs in different local contexts. Our main concern has been the context of Secondary Schools in the province of Cordoba. Also, we have inquired into beliefs about different teacher and student populations at university level.

The idea of writing this book emerged from our desire to give a voice to some of the most salient studies that we carried out in the last few years. We considered it an ethical duty as researchers to share our findings and perspectives with those teachers and students who voluntarily offered as participants in our studies.

1 Universidad Nacional de Río Cuarto (UNRC), a public national university situated in the south west of Cordoba, Argentina www.unrc.edu.ar

2 Articles on affective factors written by the different members of our research team can be found in the web page www.factoros-afectivosile.com

3 Valsecchi, M., Barbeito, M., & Placci, G. (2018). Los factores afectivos en la enseñanza y el aprendizaje del inglés en la escuela secundaria de Río Cuarto y zona. Un recorrido por nuestra investigación. In E. Carniglia, Un territorio desigual. Memorias y agendas de investigación para el sur de Córdoba. Río Cuarto: UNIRío. <http://www.unirioeditora.com.ar/producto/un-territorio-desigual/>

Who is it for?

The book has been written with a wide ELT readership in mind. Foreign language pre service and in-service teachers may find contextual information that can reflect the voices of teachers and students teaching and learning EFL in contexts similar to the ones in which they work. Such insights from an emic perspective may enrich their continuous professional development.

The book is also addressed to EFL researchers interested in conducting further studies on how affective factors may affect the teaching and learning processes at different educational levels. Researchers may also find different theoretical and methodological approaches to inquire into L2 beliefs.

The two contextually based instruments described in Section 1 in this book, *ECIS for Students* and *ECIS for Teachers*, can serve as inquiry sources to delve into student and teacher beliefs and their implications for EFL teaching and learning. In Section 2, the reported studies have used a variety of data collection methods such as written narratives, diaries, document analysis and semi structured questionnaires.

What is it about?

This volume compiles several studies and integrates them so as to offer the reader a complete description on the topic of beliefs and their impact on EFL teaching and learning processes. The different chapters provide rich accounts about different contexts in which EFL is taught and learnt, research methodologies that have guided inquiry into beliefs, and pedagogical perspectives regarding the relationship between beliefs and classroom practices.

How is the Book Organized?

The book consists of two parts. Part I, *Student and Teacher Beliefs about EFL in the Secondary School classroom in Argentina*, describes the context and main findings of a

large-scale research study conducted by a group of university teachers and researchers interested in finding out teacher and student beliefs about EFL teaching and learning at the Secondary School context. Each of the six chapters included in Part I reports on different aspects of this research study. Part II, *Beliefs on EFL teaching and learning in different educational contexts*, presents research findings on the impact of beliefs in relation to emotions, content vocabulary learning, oral corrective feedback, intercultural communicative competence and peace education.

The *first chapter* in Part I provides a detailed characterization of the context in which our large-scale research study was carried out in Argentina, its aims, the actors involved and the way in which it was implemented. It also presents a theoretical overview on the main underpinnings on the importance of teacher and student beliefs in foreign language teaching and learning and offers a characterization of the Secondary School in Argentina, and the subject English taught in this context. *Chapter 2* describes the construction of two questionnaires about beliefs regarding teaching and learning EFL in Secondary School: *ECIS for Teachers*, aimed at inquiring into teachers' beliefs and *ECIS for Students*, aimed at inquiring into students' beliefs. Also, a review of instruments for data collection in the field of foreign language education and their limitations for our Argentine context are presented.

The remaining four chapters in Part I provide relevant findings about student and teacher beliefs about EFL teaching and learning at the secondary school contexts investigated. *Chapter 3* provides a detailed description of EFL student and teacher beliefs regarding how the subject English could be best taught and learnt in their secondary school contexts and how teaching and learning

could be improved in such contexts. It reports on the teachers and students' responses to one of the open-ended questions in the belief questionnaires used for the large-scale study, and it focuses more specifically on the participants' beliefs about institutional aspects (course structure and access to resources), the role of the teacher (classroom management and methodological aspects), and the role of students (commitment and motivation). *Chapter 4* reports on EFL teacher and student beliefs about three different dimensions of the closed-ended section of the belief questionnaires, *ECIS for Teachers* and *ECIS for Students*: motivation, nature of learning and methodological aspects. The chapter presents similarities and discrepancies with respect to the beliefs teachers and students held about these dimensions. *Chapter 5* presents similarities and divergences among EFL teacher and students' beliefs in relation

to *the easiest and most difficult skills* to develop in English language courses at secondary schools, according to their answers reported in the semi structured section of the questionnaires. Research findings are presented and compared in search of shared beliefs held among teachers and students regarding the four macro skills in EFL teaching and learning. *Chapter 6* describes the relationship between technology and foreign language teachers' beliefs. The author discusses the findings in the dimension *Methodological Issues* of the closed-ended section of the beliefs questionnaire *ECIS for Teachers* with a special focus on the decisions teachers make about integrating technology into their classrooms.

In the opening chapter of Part II, *Chapter 7*, Ana Barcelos, Gabriela Vieira Pena and Vagner Peron report on two studies with Brazilian pre-service teachers of English that investigated the relationship between beliefs and emotions. The authors begin by providing a theoretical framework with a focus on beliefs and emotions; they also give details on the contexts, participants and methodologies of these studies. They conclude with a discussion of the results, giving emphasis to the findings which show the interconnectedness between emotions and beliefs. They also offer implications and suggestions for further research.

In *Chapter 8*, Baudino and Valsecchi describe university students' beliefs in relation to vocabulary learning and reading comprehension. The chapter draws on Baudino's thesis dissertation and presents a multiple-case study which describes participants' previous experience with the English language and their beliefs about content vocabulary learning. The chapter concludes with some suggestions for addressing discipline-related vocabulary in English courses at university level.

In *Chapter 9*, Sanchez Centeno reports on beliefs in relation to oral corrective feedback (OCF). The author introduces a brief theoretical framework which relates OCF to beliefs and emotions, and reports on the results of a case study on the beliefs and emotions towards OCF of an Argentinian EFL university teacher and her students. The chapter concludes by discussing some classroom implications to foster teacher and student emotional wellbeing towards OCF.

In *Chapter 10*, Piquer and Sacchi address the issue of pre-service EFL teachers' beliefs about the intercultural dimension. They describe a multiple-case study which explored the beliefs about culture of first year students in the EFL Teacher Education Programme

at the National University of Río Cuarto, Argentina. The chapter reports the most salient beliefs about the role of culture in language learning and teaching at the beginning of the teacher education programme, and belief development of first year students while attending the first language course in the programme. It also presents the conclusions of the study and some possible implications.

In *Chapter 11*, Olivero reports on a case study that explored a pre-service teacher's beliefs and emotions regarding a peacebuilding intervention in an EFL practicum course. The chapter emphasizes the importance of fostering positive peace in various dimensions and includes a description of the peacebuilding intervention that took place in the course. The chapter addresses a number of

pedagogical implications with respect to the approaches that should be embraced in order to help develop peaceful educators.

Readers may want to approach each part of the book with different purposes in mind. Part I may provide insights about how beliefs are understood in Secondary School contexts. As all the chapters in this part of the book report on the same study, we suggest their reading in the order in which they are presented, especially *Chapters 1 and 2* which they contextualize the study and describe the instruments used. On the other hand, each chapter in Part II can be read independently, as each one focuses on different specific contexts which provide insights on beliefs seen from different perspectives.

Part I

Teacher and Student Beliefs about EFL in the Secondary School Classroom in Argentina

1

Teacher and Student Beliefs about Foreign Language Teaching and Learning in Secondary School: A Large-Scale Study in Southern Córdoba, Argentina

María Celina Barbeito, Graciela Placci and María Inés Valsecchi

In the context of EFL teaching and learning, the topic of beliefs has generated special interest in the field of Applied Linguistics and many studies have been carried out with different populations. This topic becomes particularly relevant in the complex context of Secondary School given the intervening factors that characterize the English subject at this educational level. On this basis, we conducted a research study to inquire into the beliefs Argentinian English language teachers and secondary school students held about teaching and learning English in secondary schools in the province of Córdoba, Argentina.

This chapter will present a theoretical overview on the main underpinnings on the importance of teacher and student beliefs in foreign language teaching and learning. Then, it will offer a characterization of the Secondary School in Argentina, and the subject English taught in this context. Finally, the chapter will describe the study, focusing on a detailed characterization of the context in which it was carried out, its aims, the actors involved and the way in which it was implemented. A detailed report of the results of the present study can be found in chapters 3, 4, 5 and 6 in this volume.

Teacher and Student Beliefs about Foreign Language Teaching and Learning

Affective factors are of great importance in the field of Applied Linguistics and among these intervening factors are the beliefs that teachers and students hold in relation to how

they approach the teaching and learning processes of the foreign language. Teacher and student beliefs have become especially relevant in the last 30 years and have resulted in numerous studies on the ways in which beliefs affect and shape teaching and learning practices.

Language learning beliefs are an elusive concept. Within a contextual framework, Barcelos (2003a) has characterized beliefs as being dynamic, emergent, socially constructed, and contextually situated. More recently, Barcelos and Kalaja (2013) added the notion of beliefs as being fluctuating, related to affective constructs, other-oriented, and influenced by reflection. In alignment with Barcelos, in our study we define beliefs as

a form of thought, constructions of reality, ways of seeing and perceiving the world and its phenomena which are co-constructed within our experiences and which result from an interactive process of interpretation and (re)signifying, and of being in the world and doing things with others. (as cited in Kalaja, Barcelos, Aro, & Ruhothie-Lyhty, 2015, p. 10)

In this way, we understand that beliefs are individual, but at the same time constructed in society through experience and interaction, so they depend on the context in which they are embedded. Also, they constitute a complex and multidimensional system which interrelates with emotions and identity (Barcelos, 2015).

Teacher Beliefs

Teacher beliefs is a relatively new topic in the field of language education. In the past, teaching was viewed in terms of teacher behavior and learning outcomes; more recently, the focus has shifted to teacher thinking and knowledge as important components in teaching (Barcelos & Kalaja, 2013). Under this new perspective, Barcelos and Kalaja (2013) consider that teacher beliefs can be related to the actions taken and decisions made by teachers when teaching, their reflections about their own practices, their responses to changes and innovations and the possible resistance to new methods and approaches.

Numerous studies in the field of Applied Linguistics have shown that teacher beliefs have a strong impact on teachers' understanding of themselves and how they identify with others and with social systems (Barcelos & Kalaja, 2013). Beliefs also determine the way in which teachers organize and define tasks and problems, and more accurately predict

the way in which they behave in the classroom. Woods (1996) considers that beliefs have been shown to have a direct impact on the decisions teachers make in relation to their daily teaching, planning, practices, assessment and on the changes and innovations they make since beliefs permeate their classroom performance more than the specific method they are required to adopt or the textbook they follow" (Williams & Burden, 1997, p. 65). The beliefs teachers hold also play an important role in their professional development (Barcelos, 2015; Zheng, 2009).

Teachers bring their own convictions and beliefs into the classroom, or as Palmer (1988) puts it, "we teach who we are" and "who we are becoming" (in Barcelos, 2013, p. 2). In the classroom, teachers transmit the essence of their individuality, their integrity. In this regard, Palmer (1988, in Barcelos, 2013, p. 2) adds that "teaching is a daily exercise in vulnerability"; i.e., in teaching, "we deal with uncertainties, complexities, messiness, ambiguity, feelings, and emotions -all of which make us so vulnerable and afraid of failing, not knowing, and not connecting to students". Many

of the actions and assertions that support our EFL teaching practices are usually based on intuitive thoughts, since it is not a common practice to explicitly and systematically involve students in their learning experiences (Barkhuizen, 1998). For all these reasons, it is essential to explore teacher beliefs and reflect on them to understand and attempt significant changes in teaching practices.

Student Beliefs

Studies in the field of Applied Linguistics have also shown the influence of student beliefs on their learning processes (Barcelos & Kalaja, 2011; Cotterall & Murray, 2008; Horwitz, 1987; Kalaja et al., 2015) in the sense that the beliefs students hold may influence “how they conceptualize learning and the way they interpret learning within the classroom context” (Richards & Lockhart, 1996, p. 58). Students usually begin to learn a foreign language with pre-established beliefs, originated as a consequence of their previous experiences as students, their learning culture and context (Barcelos, 2003a). They hold beliefs about the nature of English, the speakers of English, the four language skills, the teaching (process), good ways of learning, or beliefs about themselves (as language learners) and their goals (Richards & Lockhart, 1996), all of which have a great impact on the way they approach the learning of the foreign language. Fives and Buehl (2012)

explain that student beliefs act as filters; they impact the way students see new knowledge and, thus, they influence how students approach a pedagogical activity.

Research findings have shown that students’ preconceived notions can positively and negatively affect the way in which they view the language learning experience (Horwitz, 1988). On the one hand, some beliefs may enhance significant language learning processes and promote success in the language classroom, as in the case of those student beliefs grounded on constructivist and communicative language learning approaches (Blázquez Entonado & Tagle Ochoa, 2010). Likewise, Oz (2007) mentions the benefit of making students discover their belief systems given that “the process of exploring their perceptions can lead them to have more effective behaviors inside and outside the classroom as well as greater autonomy and self-knowledge” (p. 78). On the other hand, some beliefs may render negative effects on students’ progress, be detrimental to successful language learning and result in negative outcomes (Ariogul, Unal & Onursal, 2009; Horwitz, 1988). For example, students can also hold conflicting beliefs which are then reflected in their strategy use (Mantle-Bromley, 1995).

Relationship between Teacher and Student Beliefs

Researchers in second language education have been particularly curious about the relationship between student and teacher beliefs. Studies have highlighted the strong influence of teachers’ beliefs on their actions in the classroom, suggesting that they even ‘help shape the nature of classroom interaction’ (Johnson 1992, in Riley, 2009), and the importance that shared perceptions of expectations have to enhance learning (Barcelos 2000, in Riley, 2009). When teachers’ expectations are not shared by students, or vice versa, “a clash of expectations may result, leading to reduced success in language learning outcomes” (Riley, 2009, p. 109).

The agreement between the beliefs of teachers and those of their students favors learning and increases motivation, while the discrepancy between these beliefs is counterproductive (Barcelos & Kalaja, 2013). This is why studying teachers’ and students’ beliefs can contribute to the interpretation of different contextual situations, mainly the unwanted ones, such as misunderstandings and lack of motivation, effort and participation of students in the class.

A review of the available literature shows a scarcity of studies about teacher and student beliefs in the context of EFL secondary school education in Latina America. Among the few studies ca-

ried out with a student population, Portesio and Vartalitis' (2009) and Lima's (2012) studies can be mentioned. In Argentina, Portesio and Vartalitis (2009) researched senior year students' beliefs about the importance of studying English and the teacher's role. The results indicated that students held positive beliefs in relation to the importance of English, but their beliefs about English as a school subject and the teacher were negative. In Brazil, Lima (2012) studied students' beliefs about the difficulties of learning English in secondary schools. Among the results, students attributed their difficulty to learn English to misbehaviour in class, lack of appropriate and sufficient materials, limited class time, large classes and insufficient linguistic competence.

The scarcity of studies on teacher and student beliefs about EFL teaching and learning at secondary school suggests the need for further studies in this context. Research findings are needed so as to provide insights into the many intervening factors that characterize the subject English in secondary school.

English in Secondary School in Argentina

The Secondary School level in Argentina has been characterized as a critical and complex one. According to Ferreyra et al. (2006), some of the main problems the secondary school undergoes are concerned with its identity, nature, mission and goals (p. 1). This can be evidenced by dropout rate indicators, poor performance on academic tests and institutional functioning shortcomings (Tiramonti & Montes, 2009). In the city of Rio Cuarto, Cordoba, for example, only 50,1% of students finish secondary school, which reveals a high dropout rate (Besso & Baronio, 2016).

English is a compulsory school subject in the six years of Argentinian secondary school education. Yet, students' level of competence by the end of the six years of systematic training in the foreign language does not seem to correspond to the standards that may allow them to perform effectively both in the workplace and the educational world (Valsecchi, Barbeito & Placci, 2013). Some years earlier, Liruso (2009) had also claimed that not all secondary school students graduate having reached a "threshold level" of English. One of the causes of this inability to reach the standards could be attributed to the beliefs that students and teachers hold regarding the processes of teaching and learning English.

In our role as teacher trainers in a Second Language Teacher Education Program with more than twenty years' experience and having also taught for many years at secondary schools, we believe that the students' proficiency level in English, after so many hours assigned to the instruction of the foreign language in the school curricula, should be much higher by the end of secondary school. We have observed that teachers tend to favour the teaching of grammar, vocabulary and the reading skill while limiting the practice of the oral communication skills.

Motivation for our Study

Within the context described above, we considered it important to get a comprehensible understanding of the context in which English is taught in secondary school in the south of Córdoba, Argentina. Carrying out a large-scale survey-study would make it possible to know the opinions, voices, and beliefs of EFL teachers and secondary school students about how they taught and learnt the foreign language. Getting to know their "voices" was central to understanding the beliefs teachers and students had in relation to *what* and *how* to approach the teaching and learning of the subject English.

We believed that researching this topic was also necessary to obtain valuable information that would serve for decision-making at the institutional and classroom levels regarding the teaching of English in secondary schools in the province of Córdoba, Argentina. As Barcelos (2003b) suggests,

research results on the subject of beliefs should not only act as predictors of student and teacher behavior in the classroom, but also help teachers understand how their students' beliefs interact with their actions in class, or outside of class since, according to Dewey, knowledge cannot be separated from action (1933, in Barcelos, 2003a). Finally, we hoped that findings from such a research study could contribute further knowledge about the impact beliefs have on teachers and students' actions when teaching and learning the foreign language.

Characterization of a Large-Scale Survey Study at Secondary School

In 2012 we embarked on the first stage of a series of research studies on the topic of beliefs and their impact on EFL teaching and learning at secondary schools in the province of Córdoba, in central Argentina. The study we report in this book stems from such research and was based on the hypothesis that being aware of students' and teachers' beliefs and possible disagreements between them would be the starting point for identifying, understanding and implementing subsequent actions and practices.

We designed a mixed methods study, combining both quantitative and qualitative techniques for data collection in order to address the following aims: a) describe secondary school teachers' and students' beliefs about EFL teaching and learning in Río Cuarto and nearby cities, in the south of Córdoba, Argentina; b) determine if there are agreements and disagreements between student and teacher beliefs about EFL teaching and learning; and c) contribute to secondary school EFL teachers' awareness about the impact of the system of beliefs in EFL teaching and learning.

In order to inquire about teacher and student beliefs, we designed two questionnaires, one for teachers and one for students. Each of the questionnaires was made up of a Likert type section of close items⁴, and another section which included open-ended questions. The questionnaire designed to inquire into student beliefs consisted of 67 close items and three open-ended questions, while the one for teachers included 56 close items and five open-ended questions. Both questionnaires also included an introductory section with instructions on how to complete it, and a demographic section. Both questionnaires were written and answered in Spanish, the participants' L1. A detailed description of the process for creating the questionnaires, the final versions and their administration is presented in Chapter 2 in this volume.

The data obtained from the Likert-type scales were analyzed quantitatively by means of the statistical program SPSS (Statistical package for the Social Sciences, version 16.0). Then, frequency distributions and contingency tables helped to analyse and summarize the relationships among the variables. The qualitative data, obtained from the open⁴ ended questions, were first transcribed and then coded and categorized using the technique of content analysis (Creswell, 2012).

The Participants

Fifty-nine EFL teachers and 1522 fifth year secondary school students from 42 private and public schools in the city of Río Cuarto and nearby towns participated in the study. For selecting the student population, we decided to survey fifth year students: We considered that, being between 16-17 years of age, and having received five years of systematic instruction in English, they were mature enough to respond to the questionnaire with commitment and with a clear understanding of the factors involved in EFL teaching and learning in their school contexts.

For the process of school selection, we first contacted the school principals via an email inviting them to participate in our research study. We explained the aims of the study and asked them to

⁴ A Likert item is a statement that the respondent is asked to evaluate by giving it a quantitative value on any kind of subjective or objective dimension, with level of agreement/disagreement being the dimension most commonly used (Creswell, 2012).

encourage the EFL teachers in their schools to participate. We also asked for permission to administer questionnaires to the students in the fifth-year (junior) classes.

Initially, 73 secondary schools in Río Cuarto and nearby cities were selected as possible participants of the study. The strategy used to select the schools was based on four criteria. The first criterion was related to the school geographical location: we included schools only in cities or towns within the Department of Río Cuarto (covering the city of Río Cuarto and a large number of satellite towns), in the south-west of Córdoba, Argentina. The second criterion considered the distance between the local town and the city of Río Cuarto, thus, the schools within a range greater than 100 kilometers were excluded. The third criterion excluded the different educational institutions offering special education and education for the elder population. Fourthly, for each of the selected cities and towns, with the exception of Río Cuarto, only one secondary school was chosen for the study. Thus, in the cities and towns which had more than one secondary school, we selected the school located in the downtown area, due to the affluence of students and population (number of inhabitants). In the city of Río Cuarto, we contacted all the schools, both private and public.

At the end of the selection process, 42 schools responded to the invitation to participate in the study. The final sample consisted of 24 secondary schools from Río Cuarto and 18 from the nearby towns within the Department of Río Cuarto, namely: Achiras, Adelia María, Alcira Gigena, Alpa Corral, Berrotarán, Bulnes, Coronel Baigorria, Coronel Moldes, Chucul, Las Acequias, Las Higueras, Las Vertientes, Sampacho, San Basilio, Santa Catalina, Tosquitas, Vicuña Mackenna, and Washington.

The schools selected for this study were of a diverse nature; the sample consisted in both public and private secondary schools, representative of the different local contexts in each town. The number of students in the English classes varied from 15 to 40 students. The rich variety of contexts in which this study was carried out allowed us to get a comprehensive understanding of the diversity of beliefs held by the participants.

Once the schools were selected, the research team designed a strategy to contact the English teachers in those institutions in order to administer the questionnaires to their fifth-year students. Members of the research team scheduled a date in agreement with the teachers to visit their classes, and used 15 minutes of their time to ask students to respond to the questionnaire in print copies. Regarding the questionnaires for teachers, we left a copy for them to complete and return to us on a given date. In the case of the schools outside the city of Río Cuarto, we sent the questionnaires via regular mail, and the English teachers administered them to their classes and sent them back to the research team. In some cases, we took them personally to the different school centers. Finally, a total of 59 teachers and 1522 students from 42 schools responded to the questionnaires.

Data yielded from those questionnaires were analysed following quantitative and qualitative approaches. The main results drawn from the analysis of the questionnaires are presented in Chapters 3, 4, 5 and 6 in this book.

Some Concluding Remarks

The large-scale study reported in this chapter sought to provide a well-informed description about the beliefs EFL teachers and fifth-year students hold about English teaching and learning at Secondary School in the south of Córdoba, Argentina. The study was deemed important since, to the best of our knowledge, no studies had been carried out in our local context with the aim of understanding the complex and dynamic contextual factors that underlie English teaching and learning at this educational level.

One of the main strengths of our study, we believe, is having devised the resources that allowed us to listen to the voices of 59 EFL teachers and 1522 students as regards their beliefs about *how*

the English subject should be approached at secondary school. It is our conviction that, if teachers and students could understand one another's perspectives about English teaching and learning, then, more genuine partnerships could be established, pedagogical practices could be enhanced, and teaching and learning processes could be better understood.

Finally, as beliefs about EFL learning and teaching lie at the heart of those two processes, there seems to be the need for the development of new pedagogical proposals which incorporate belief inquiry into foreign language practices.

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2

The Process Behind the Design of Two Questionnaires to Inquire into Teacher and Student Beliefs about EFL Teaching and Learning in Secondary Schools in Argentina

Graciela Placci and María Inés Valsecchi

As teacher researchers in the field of foreign language teaching, we consider it important to listen to the voices of teachers and students who are the active participants of the learning and teaching processes. This knowledge about how teachers teach and how students learn can provide rich contextual information that could impact classroom research practices.

With this idea in mind, we embarked on the challenging task of designing an instrument that could capture the complexities of English teaching and learning at Secondary Schools in our local context of Cordoba, Argentina. We felt it was important to design an instrument that could provide sound data for research purposes on the basis of perspectives and beliefs of how English as a foreign language (EFL) is taught and learnt in this educational context.

This chapter will describe the construction of two questionnaires about beliefs regarding teaching and learning EFL in Secondary School: one aimed at inquiring into teachers' beliefs and the other one into students' beliefs. We will explain the need to design a questionnaire that meets the contextual variables of our local setting, namely, learning EFL in a mediterranean city of Argentina where English is not spoken as a second language or necessarily used for everyday transactions or communication. We will provide a review of instruments for data collection cited in the literature

in the field of foreign language education and describe the limitations of those instruments for our local context. We will also describe the procedures we followed for the elaboration and piloting of the questionnaires and, finally, describe them.

Review of the Literature: Ways to Inquire into Beliefs about EFL Teaching and Learning

Our bibliographical research was based on the analysis of existing surveys, scales and questionnaires that inquired into beliefs about EFL teaching and learning in different teaching contexts: primary school, secondary school, university. The aim behind this review was to have an insight into the state of the art on EFL teachers' and students' beliefs and, ultimately, identify possible instruments that could be used for our own study. We specifically focused on the context of use and the categories of analysis underlying those instruments.

Of all the studies surveyed in our literature review, the majority focused on *teachers and pre-service teachers* (Allen, 2002; Blázquez Entonado & Tagle Ochoa, 2010; Burgess & Etherington, 2002; Flores, 2001; Gomez-Muñoz, 2010; Johnson, 1992; Karavas Doukas, 1996; Peacock, 2001; Shinde & Karekatti, 2012; Yang, 2000). Some others focused on the student population, *mainly university undergraduates* studying a foreign language or majoring in English (Horwitz, 1985; Rieger, 2009; Riley, 2009; Sakui & Gaies, 1999; Schraw, 1996; Tanaka & Ellis, 2003) or both, *teacher and student populations* (Schulz, 2001). Very few studies had secondary school students as participants (Kehrwald, 2007; Oz, 2007). For data collection, most studies used questionnaires and Likert-type surveys. Some also used interviews, observations, discussion groups and/or lesson plan analysis tasks. In most cases, a combination of two or three instruments was observed. The *Inventory of Beliefs about Language Learning* (BALLI) (Horwitz, 1987), in both versions -BALLI for Teachers and BALLI for Students- was used in several studies which resorted to surveys as data collection procedures.

Among the categories of inquiry of the instruments analysed, we could identify the following main categories:

1. Beliefs about EFL grammar (linguistic accuracy)
2. Beliefs about error correction and feedback
3. Beliefs about the curriculum, the use of textbooks and the language system
4. Beliefs about the EFL learner (aptitude, self-concept, learning styles)
5. Beliefs about the EFL teacher and the teaching and learning processes (the role of the teacher, the role of the learner, the nature of the target language, teaching methodologies and approaches, the role of practice, classroom instruction).

Table 1 presents a synthesis of the studies surveyed in the literature review, the categories of analysis, and the context in which the studies were carried out.

Table 1. Synthesis of Studies on Beliefs, Contexts Researched and Categories of Analysis

Study	Participants and context	Instruments	Categories included in the instruments
<i>Beliefs about EFL grammar</i>			
Barnes (2003)	320 Modern Foreign Language (MFL) Student Teachers Two colleges: Warwick and Oxford	- Applicant questionnaire - Snapshot questionnaire - Group discussion	- grammar - target language: English - teachers' subject knowledge - linguistic accuracy - the language learning process - MFL lessons and activities
Burgess & Etherington (2002)	48 EAP teachers British University	Questionnaire	- The role of grammar in language learning - Explicit grammar teaching - Instruction vs. exposure - Declarative and procedural knowledge - Comparison and contrast of structures - The use of grammatical terminology - Error correction - Presentation in authentic complete texts - The role of practice
<i>Beliefs about EFL grammar; Beliefs about the EFL teacher and the teaching and learning processes</i>			
Sakui & Gaies (1999)	1296 university students	- Likert- type survey (45 items in the mother tongue) - Interviews	Contemporary orientation (communicative) to learning English (11 items) Traditional orientation to learning English (6 items) The quality and sufficiency of classroom instruction (5 items) Aptitude and difficulty in foreign language learning (3 items)
<i>Beliefs about grammar; Beliefs about error correction and feedback</i>			
Schulz, (2001)	120 teachers 600 students	5-point Likert scale (15 items)	Teachers' and students' attitudes towards:
	University	A questionnaire for teachers and another one for students Both in English (US) and Spanish (Colombia)	- The role of grammar (7 items) - The role of error correction (5 items) - Error correction (3 items)

<i>Beliefs about error correction and feedback; Beliefs about the role of the learner</i>			
McDonald, Badger, & White (2001)	Students and teachers L2 acquisition courses	Questionnaire (based on Lightbown & Spada, 1995)	<ul style="list-style-type: none"> - Errors in learner language - Learning - Learner variables and language sequencing
<i>Beliefs about curriculum, textbook and the language system</i>			
Allen (2002)	613 Language teachers	Questionnaire	<ul style="list-style-type: none"> - 21st century profile of FL students - The curriculum - The role of the textbook and the emphasis given to teaching the language system - The ideal time for learners to begin to study a foreign language
<i>Beliefs about the curriculum, textbook and the language system; Beliefs about the role of the learner; Beliefs about the role of the teacher</i>			
Rieger ((2009)	University students majoring in English (54) and German (55) Hungarian University	A modified Hungarian version of the BALLI questionnaire	<ul style="list-style-type: none"> - Foreign language aptitude - Difficulty of language learning - The nature of language learning - Learning and communication strategies - Motivation <p>New categories:</p> <ul style="list-style-type: none"> - Culture - Attitude to communicating with non-native speakers - Learning through using authentic materials
<i>Beliefs about the role of the learner</i>			
Kehrwhald (2007)	2 high school students (L2 other than English); Australia	Interviews Observation Follow-up interviews	<ul style="list-style-type: none"> - Self-regulation - Students' roles and responsibilities in ESL

<i>Beliefs about the role of the learner; Beliefs about the EFL teacher and the teaching and learning processes</i>			
Tanaka & Ellis (2003)	166 Japanese University students Japanese university. L2 courses.	Likert-type questionnaire (27 items)	- About self - About analytic learning - About experiential learning
Horwitz (1985)	University students Methods course	-Foreign Language Attitude Survey (FLAS) (De Garcia, Reynolds & Savignon, 1974) - BALLI -Teacher Version	- Motivation - Students' responses - Instructional strategies for developing oral skills - Foreign language aptitude - The difficulty of language learning - The nature of language learning - Language learning strategies
Barba Camacho & García Jurado (2008)	279 Students Basic EFL course	Likert-type scale (90 items)	- Resources used by teachers to deliver knowledge - Students' beliefs about error correction
Yang (2000)	68 Pre-service English Elementary teachers Taiwan	- A 5-point Likert scale based on Horwitz' questionnaire and other authors (Berk, 1997; Brown, 1994; Dunn, 1983; Halliwell, 1992; Philips, 1993)	Child development - Teaching English to children - Teaching strategies and techniques - The nature of language learning - Self-efficacy and expectations
Blázquez Entonado & Tagle Ochoa (2010)	University teachers, trainee teachers and students	- - Questionnaire - Interview - Observation	Knowledge Learning Teaching (Interpersonal relationships; Activities; Contents; Classroom organization; Time; Materials) - Role of the student - Role of the teacher - Evaluation
Peacock (2001)	146 trainee teachers TESL Program. Hong Kong University	- BALLI -Student Version - ESL proficiency scores - Class Observations	Categories taken from BALLI
Riley (2009)	504 University students 34 Teachers Japan	A questionnaire (based on Sakui & Gaies, 1999) Student discussion groups	Categories taken from Sakui and Gaies' questionnaire
Oz (2007)	470 EFL secondary school students about to major in English Turkey	A questionnaire (adapted from BALLI and Sakui & Gaies' questionnaire, 1999)	Language learning

<i>Beliefs about the EFL teacher and the teaching and learning processes</i>			
Flores (2001)	176 bilingual teachers San Antonio area school district.	- Teacher Epistemological Beliefs and Prior Experiences Scale - Teacher Epistemological Beliefs Scale - Teacher Interview Scale - Survey of Bilingual Teachers Epistemology and Teaching Practices	- Learning process: beliefs about how learning occurs - Learning approaches: beliefs about what approaches assist learning - Learning perspectives: beliefs about learning ability
Johnson (1992)	30 ESL teachers	Multidimensional TESL Theoretical Orientation Profile: 1. Ideal Instruction Protocol 2. Lesson plan analysis task 3. Beliefs inventory	- Skill based instruction - Rule based instruction - Function based instruction
Schraw (1996)	154 Undergraduates US University	- The Reader Belief Questionnaire - A reader response checklist - A text - A free recall test booklet - A reader response essay booklet	Reading
Shinde & Karekatti (2012)	100 Preservice teachers	The Questionnaire of Primary School Preservice English Teachers' Teaching Beliefs (48 items)	- The nature of children's English development - Teaching methods and techniques - Teachers' talk - Self-efficacy as an English teacher
Gomez Muñoz (2010)	One L2 (Spanish) teacher	Interviews Class observations - Student questionnaire	Writing
<i>All five categories</i>			
Karavas Doukas (1996)	101 secondary school English language teachers Greece	Scale Observations and Interviews (14 teachers)	- Communicative approach (Group work: Error correction: The role of grammar: Students' needs: The role of the teacher and learner)

Limitations of Previous Instruments for Data Collection

The most commonly used questionnaire to inquire about beliefs is the *Inventory of Beliefs about Language Learning* (BALLI) (Horwitz, 1987). The BALLI is a five-point Likert scale that measures beliefs in five areas: difficulty in learning the language, aptitude for learning the language, nature of language learning, learning and communication strategies, and motivation and expectations. It was originally created to measure the beliefs of adult students and teachers about language learning.

ning. There are three versions of the BALLI: one for students of English as a second language, one for students of English as a foreign language, and one for teachers. Since its first publication, the BALLI has been used in a vast number of studies all over the world.

The use of questionnaires and surveys, such as the BALLI, has shown to have many *advantages* to inquire into the topic of beliefs. Barcelos (2003) has highlighted the benefits of using surveys: a large number of participants can be inquired at one particular time, the anonymity of the participants is guaranteed; the way of collecting data is not intimidating (compared, for example, with observation); and data tabulation is relatively simple to carry out using statistical programs. However, the use of scales and surveys has also proved to have some *disadvantages*. For instance, they may restrict the participants' responses to a group of items predetermined by the researchers; they may lead to different interpretations of the same item; and there is a risk that participants will respond to what they believe the researcher expects (Barcelos, 2003; Sakui & Gaies, 1999).

Some research studies on beliefs have acknowledged the limitation of some surveys due to different intervening factors and have either adapted those instruments or created their own ones to fit their own realities. For example, Rieger (2009) and Yang (1999) have adapted the BALLI. Other researchers (Cotteral, 1999; García Jurado & Barba, 2008; Mori, 1999; Sakui & Gaies, 1999; Tanaka & Ellis, 2003) have created their own contextual scales.

In the case of the research we conducted with secondary school teachers and students, we could not identify in our review of the literature a survey which could address the specificity of our context: secondary school students learning EFL in a mediterranean city of Argentina, where English is not necessary for everyday transactions or communication. For this reason, we created our own instrument which considered the specific EFL context (adolescents and Secondary School EFL teachers) as well as the students' mother tongue (Spanish). These considerations had also been a matter of concern in Sakui and Gaies' (1999) study: the need for a context-sensitive instrument and the importance of having an instrument written in the students' first language.

For our study, we designed two questionnaires on beliefs about Secondary School English teaching and learning: a teacher version, *Encuesta para docentes sobre la enseñanza y aprendizaje de inglés en la Escuela Secundaria (ECIS for Teachers)*, and a student version, *Encuesta para estudiantes sobre la enseñanza y aprendizaje de inglés en la Escuela Secundaria (ECIS for Students)*. The questionnaires were designed within a socio-constructivist framework which considers the teaching and learning processes as being constructed and mediated within sociocultural contexts (Gabillon, 2002). In this respect, sociocultural approaches have tended to focus on "how beliefs are (co)constructed, appropriated and mediated through social transactions" (Kraufman & Brooks, 1996, p. 23)

The following section will describe the procedures that were taken into consideration in order to design the two questionnaires.

Procedures for the Questionnaire Design

On the basis of the bibliographic search carried out to identify existing instruments on beliefs, we first identified all the categories that served as the basic tenets of the different instruments and the propositions that represented those categories. Then, we selected categories and items that we considered the most representative for the aim of our study and local context. Next, we created new categories for some items that we considered important to be included in our study. This decision was based on our experience as teacher educators in a Practicum course observing, for more than 28 years, many different secondary school settings. The categories that we finally decided to include sought to reflect the main theoretical frameworks in EFL teaching and learning.

A further step in the design of the questionnaire consisted in identifying, in each of the instruments surveyed in our bibliographic search, the population addressed, i.e., whether the items

elicited teacher beliefs, student beliefs or both. Then, the items were translated or paraphrased into Spanish in order to address the needs of our intended audience, namely, secondary school students and teachers.

Below, we illustrate different item wordings on a same category (in this case, *Assessment*) depending on whether the item was included in the students' or teachers' questionnaire:

Category	ECIS Students	ECIS Teachers
<i>Assessment</i>	Item 46: <i>Las notas que obtengo en inglés no reflejan lo que sé.</i>	Item 52: <i>Las instancias de evaluación no reflejan el conocimiento de inglés de mis alumnos</i>

Also, on some occasions, a category of inquiry was not included in one of the questionnaires. For instance, inquiring about a learner-centered approach to English learning might not be a topic student would be able to react to.

Category	ECIS Students	ECIS Teachers
<i>Learner centered approach</i>	-----	Item 49: Debo implementar una metodología centrada en el alumno.

At this point of the survey design, we noticed that some basic categories related to EFL teaching and learning were not represented in the items of the survey we were elaborating. For this purpose, we added some other categories which we considered relevant to inquire into the process of EFL teaching and learning in the context of Secondary School. The categories that finally guided our survey are detailed in Figure 1.

Figure 1. Categories of Analysis Present in the Questionnaires ECIS for Teachers and ECIS for Students

<p>Teacher and student beliefs about:</p> <p>EFL learning</p> <ul style="list-style-type: none"> • Nature of learning⁵ • The importance assigned to the foreign language • The role of learning strategies • The role of vocabulary • The role of grammar • The role of practice and homework activities • The role of culture

⁵ Although Horwitz (1985) proposed the category “Nature of Learning”, we consider the category should also make reference to teaching since the two processes are intertwined. For subsequent studies, we suggest the label “Nature of Teaching and Learning”.

Methodological issues

- Type of teaching materials
- Contexts of use of the foreign language
- The use of the foreign language in the classroom
- Use of technology
- The teacher' and the students' roles
- Error correction
- Type of interaction
- Language skills
- Assessment

Motivation

Classroom atmosphere

Institutional issues

- Time assigned to English in the curriculum
- Class size and technological resources

Difficulty in teaching and learning the four macro skills (open-ended questions)

The best ways to learn English in Secondary School (open-ended questions)

For each of the categories of inquiry, we drafted several items or propositions aimed at capturing relevant information about that category. In order to guarantee the appropriateness of the statements, we constantly revised literature on EFL teaching and learning. We discussed the possible options of propositions for each category and the ways they were worded so as to reach a consensus among the members of our research

team regarding the most appropriate alternatives. In some cases, we intentionally developed two or three items tapping the same category in order to observe the consistency of the participants' responses. Although the categories mentioned above guided the whole survey design, they were not explicitly mentioned in the survey. The items that belonged to the same category were distributed throughout the whole survey rather than presented in sequence.

The procedures described above led this research team to propose a first version of the two questionnaires, which we describe in the following lines.

The first version or pilot test of the two questionnaires (*ECIS for Teachers* and *ECIS for Students*) was made up of the following four parts:

- *General instructions for completing the questionnaire.* This part included the general aim of the study, an example of how to complete the *Likert* type statements, and the recommendation of answering on the basis of a specific context: teachers were asked to respond considering

one specific context where they teach, and students were asked to respond on the basis of their learning experience in the English courses all throughout the Secondary School. These recommendations sought to address two specific contextual situations in Argentinian secondary schools: teachers working in several educational contexts and some students attending private English classes outside school.

- *Section 1* was a six-point *Likert* type scale consisting of statements to which respondents would indicate one of six responses (*strongly agree, agree, I do not know, disagree, strongly disagree, never thought about that*). The *ECIS for Teachers* included 109 statements and the *ECIS for Students* included 91 statements.
- *Section 2* consisted of some open-ended completion items:
 - * *ECIS for Teachers* included five questions inquiring into beliefs about the most difficult and easiest skills to be learnt and taught at Secondary School, possible ways to favor a better classroom atmosphere and ways in which English teaching could be enhanced.
 - * *ECIS for Students* included three questions inquiring into beliefs about the most difficult and easiest skills to be learnt and possible ways in which English learning could be enhanced at Secondary School.
- *Section 3* was a demographic section inquiring into participants' personal information and teaching/learning experience:
 - * In *ECIS for Teachers*, the questions aimed at eliciting the name of the institution, gender, age, years of teaching experience, teaching degree and length of university studies, graduate studies, type of technological resources used in the English class and contact information.
 - * In *ECIS for Students*, the questions aimed at eliciting the name of the institution, age, preference for the English language, level of English proficiency, grades obtained in English at school, technological resources used in the English class. Students were reminded to answer the survey as honestly as possible since anonymity was guaranteed.

Procedures for Questionnaire Validation

The first version of the two surveys was piloted with a small sample representative of our target context: six EFL secondary school teachers and 87 secondary school students, from seven different public schools. These participants were asked to complete the survey and make comments on those items they found unclear or difficult to understand. Teachers and students were also asked to judge the wording of the items for secondary school students in Río Cuarto and make any suggestions to help improve the clarity of those items.

On the basis of the participants' comments, some changes were made to the survey on different aspects:

- **Some items were re-written for clarification:** For example, the item "*Como alumno debería poder participar en la selección de materiales y sugerir actividades que considero útiles*", was re-written as "*Como alumno debería poder elegir temas, materiales y actividades que considero útiles para mi aprendizaje de inglés*".
- **Some key words were explained or eliminated:** For example, in the item "*Aprender aspectos culturales es una pérdida de tiempo*", the expression '*aspectos culturales*' was not understood

by some students so it was re-worded as “*Aprender sobre valores, costumbres y creencias compartidas con un grupo de personas*”.

- **Some items were eliminated altogether:** For example, the items “*Haciendo hincapié en un tema o contenido, puedo enseñar lengua*” and “*Ya no estoy tan motivado para enseñar inglés como al principio de mi carrera*” were eliminated. Regarding the second item, one of the teachers commented that she was just at the very beginning of her professional development so she was unable to answer that item.
- **Some changes were made in the survey layout:** The top row containing the expression “I believe that in the secondary school...” and the different options of the Likert scale was inserted at the beginning of each new page, so as to ease the comprehension of the items and the participants’ responses.

I think at Secondary School	I totally agree	I agree	I do not agree or disagree	I disagree	I totally disagree	I had never thought about it	Commentaries
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- **The items inquiring about the same category were spread apart in the survey:** For example, items 15, 17 and 37 in the students’ survey, all corresponded to the category “The role of practice and homework activities”

<i>ECIS for Students</i>		
Category	Item Number	Item description
EFL Learning: The role of practice and homework activities	15	<i>Cuando el profesor me da deberes, aprendo más</i>
	17	<i>Debo hacer los deberes de inglés para progresar en mi aprendizaje</i>
	37	<i>Hacer deberes de inglés es una pérdida de tiempo</i>

At some point of the scale validation, when trying to calculate the alpha reliability value of our scale, we realized that the procedure of assigning a positive or negative value to each of the items in the scale was not possible in some cases. The team realized that doing that would contradict the theory about the contextual nature of beliefs which are said to be neither correct or incorrect, positive or negative for EFL learning (Barcelos, 2003). An example of this can be the case of the items under the category “The role of grammar”:

- “*Es útil que el profesor explique las reglas gramaticales en la clase de inglés*” and
- “*El profesor debe ayudarme a descubrir las reglas gramaticales por mí mismo*”.

How a learner approaches grammar learning, either from a deductive or inductive perspective, is more related to their learning styles and self-efficacy beliefs than to the theoretical support favouring an inductive perspective in EFL teaching and learning.

Characterization of the Questionnaires

After the piloting phase was completed, we created the final versions of the questionnaires which are presented in Appendices A (*ECIS for Teachers*) and B (*ECIS for Students*). The main changes were made in Section 1, the Likert-type section: some items were re written and the number of items was reduced. The Likert-type section included 56 items in *ECIS for Teachers* and 67 items in *ECIS for Students*.

In relation to the other three sections (*General instructions for completing the survey, Section II and Section III*), as no suggestions were proposed by the participants of the piloting phase, they remained unchanged, as described above under the section “The questionnaire format”.

Table 1 shows the categories and subcategories on which the questionnaires were based. The items corresponding to each subcategory are presented according to whether they belong to the teachers’ or students’ questionnaires. The numbers indicate the order the items received in the Likert-type scales.

Table 1. Categories and Subcategories Underlying *ECIS for Teachers* and *ECIS for Students*

	ECIS for Teachers		ECIS for Students	
EFL Learning				
Nature of Learning	1	aprender inglés implica aprender procedimientos diferentes a los de otras materias.	4	aprender inglés implica una forma de estudiar diferente a la de otras materias.
	19	seis años de clases de inglés deberían ser suficientes para que los alumnos aprendieran a comunicarse en inglés.	48	los seis años de inglés que tengo deberían ser suficientes para aprender a comunicarme en inglés.
	37	mis alumnos pueden aprender inglés	42	la materia Inglés es más difícil que otras materias.
	11	los alumnos con necesidades especiales no pueden aprender inglés	39	la clase de Inglés me pone más nervioso que otras clases.
	35	el aprendizaje del inglés les produce ansiedad a los alumnos.	1	tengo facilidad para aprender idiomas
			62	todos los alumnos tenemos el mismo estilo de aprendizaje para aprender inglés
Importance Assigned to the Foreign Language	25	los alumnos piensan que la materia inglés no es importante.	38	Inglés no es una de las materias más importantes.

The Role of Learning Strategies	26	enseñar estrategias de aprendizaje me saca del tema de la clase.	28	el profesor debería enseñarme estrategias de aprendizaje
	39	aunque enseñe estrategias de aprendizaje los alumnos no recurren a ellas cuando las necesitan	45	las estrategias de aprendizaje son difícil de usar.
			12	aunque me enseñen estrategias de aprendizaje, yo no las usaría
The Role of Vocabulary	38	aprender inglés implica, en gran medida, aprender vocabulario.	2	aprender inglés implica principalmente aprender mucho vocabulario.
The Role of Grammar	10	es útil que los alumnos practiquen las estructuras gramaticales fuera de contexto.	21	aprender inglés implica, en gran medida, aprender su gramática.
	55	es importante explicar las reglas gramaticales de manera explícita en detalle, en lugar de que el alumno tenga que descubrirlas por sí mismo.	5	las actividades de gramática son las que más me sirven para aprender.
	45	aprender inglés implica, en gran medida, aprender gramática.	14	conocer las reglas gramaticales del inglés es suficiente para poder comunicarme en el idioma
	48	las actividades de práctica que más ayudan a los alumnos son ejercicios gramaticales.	23	el profesor debe ayudarme a descubrir las reglas gramaticales por mí mismo
			36	es útil que el profesor explique las reglas gramaticales del inglés.
The Role of Practice and Homework Activities	31	es importante generar oportunidades de práctica en situaciones similares a la vida real.	15	cuando el profesor me da deberes, aprendo más.
	34	es importante darles deberes a los alumnos.	37	hacer deberes de inglés es una pérdida de tiempo.
	20	no vale la pena darles deberes a mis alumnos porque no los hacen	43	la práctica escrita individual no me ayuda a aprender inglés.
			56	no vale la pena que mi profesor nos dé actividades de "listening" (de comprensión auditiva) porque no entiendo.
			17	debo hacer los deberes de inglés para progresar en mi aprendizaje.
The Role of Culture	23	es imposible enseñar inglés sin enseñar cultura.	1	aprender aspectos culturales en la clase de inglés es una pérdida de tiempo
	36	enseñar aspectos culturales en la clase de inglés es una pérdida de tiempo.	25	el profesor debe dedicarle la misma atención a la enseñanza de aspectos culturales que a la enseñanza de la lengua inglesa.
	54	la enseñanza de aspectos culturales debe tener la misma atención que la enseñanza de aspectos lingüísticos.	34	es necesario conocer sobre las culturas de los países de habla inglesa para comunicarme en inglés

Methodological Issues				
Teaching Materials	17	el libro de texto me brinda todo lo necesario para mis clases.	10	aprendo mejor cuando en la clase de inglés trabajamos con lecturas de revistas, diarios, videos y páginas de Internet en inglés.
	14	lo único que puedo hacer en la clase es trabajar con las actividades del libro	24	el profesor debe darme la oportunidad de decir si los materiales usados me resultan interesantes
	30	es necesario utilizar materiales complementarios además del libro de texto base.	33	es mejor estudiar de un libro que de apuntes elaborados por el profesor
	44	es posible utilizar textos auténticos en mis clases.	35	es útil hacer todas las actividades del libro
	56	los alumnos aprenden muy poco inglés cuando utilizo textos auténticos.	49	me ayuda si el profesor complementa el libro/cuadernillo con otros materiales.
	3	es complicado dar clases porque los alumnos no llevan el material.	67	no es necesario traer los materiales de Inglés a clase.
	33	debo darles a mis alumnos oportunidades de opinar sobre los materiales que utilizo en la clase		
	50	debo elaborar la planificación anual de mi curso solamente en base a los contenidos del libro de texto.		
Contexts of Use of the Foreign Language	22	puedo enseñar inglés haciendo hincapié en un tema o contenido.	9	aprendo mejor cuando el profesor relaciona los temas de otras materias con lo que vemos en inglés.
	53	la enseñanza del inglés es más eficaz si se relaciona con la vida de los alumnos: comunidad, amigos, intereses, etc.	11	aprendo mejor cuando los contenidos de la clase de inglés se relacionan con mi vida en la escuela, mi familia, mi comunidad y mis amigos
The Use of the Foreign Language in the Classroom	28	debo dar la clase usando inglés la mayor parte del tiempo.	52	mientras más inglés utiliza el profesor en la clase, más aprendo.
	41	es mejor usar el castellano para enseñar inglés.	26	el profesor debe hablar en inglés en la clase
	47	debería pedirles a mis alumnos que usen inglés lo más posible para comunicarse en la clase.	30	el profesor debería pedirme que hable inglés en clase lo más posible.
Use of Technology	4	sé cómo integrar materiales de Internet a mis contenidos curriculares existentes.	8	aprendo más inglés cuando usamos Internet en la clase.
	13	el uso de tecnología en el aula hace que yo pierda control de lo que hacen mis alumnos.	29	el profesor debería complementar los contenidos del libro con recursos tecnológicos.
	18	el acompañamiento del docente no es necesario en las clases en las que se utilizan recursos tecnológicos.	63	trabajar con tecnología en la clase de Inglés en nada cambia mi aprendizaje.

Error Correction	6	debo corregir a mis alumnos dando explicaciones sobre la naturaleza del error.	18	después de una evaluación, el profesor debe dedicar tiempo a explicar los temas que causaron dificultad
	12	no es correcto corregir a mis alumnos cuando están hablando en Inglés porque los inhibo.	27	el profesor debería corregirme cada vez que cometo un error cuando estoy hablando en inglés.
	29	es mejor permitirles a mis alumnos descubrir cómo corregir por sí mismo los errores que cometen.	32	es más beneficioso si el profesor marca los errores que cometo y yo trato de descubrir cómo corregirlos.
	42	el uso correcto de la gramática es el criterio principal para evaluar el desempeño lingüístico de mis alumnos.	59	si el profesor me corrige la gramática, aprendo mejor.
The Role of the Teacher	2	debo explicitar el objetivo de las actividades que propongo a mis alumno	3	el profesor de inglés debe enseñarme lo que está en el libro.
	7	es importante tener en cuenta los diferentes estilos de aprendizaje de los alumnos cuando planifico las actividades.	40	la supervisión del profesor es importante en las clases en las que usamos tecnología.
	43	mi rol como docente de inglés va más allá de transmitir conocimientos lingüísticos.	22	el profesor de inglés debe incentivarme a aprender por mis propios medios
	49	debo implementar una pedagogía centrada en el alumno.	20	el profesor de inglés debe enseñarme contenidos, cultura y valores.
			57	saber para qué hacemos una actividad me ayuda a aprender.
The Role of Students	5	los alumnos dependen del profesor la mayor parte del tiempo para llevar a cabo una tarea	13	como alumno debería poder participar en la selección de materiales y sugerir actividades que considero útiles
	51	a los alumnos se les debería dar oportunidades de participar activamente en la planificación y el desarrollo de la clase		
Type of Interaction	27	los alumnos aprenden mejor trabajando en grupo que de forma individual.	16	cuando trabajamos en grupo, se benefician los alumnos que menos trabajo aportan.
	40	el trabajo en grupo en la clase de inglés es poco efectivo.	58	aprendo mejor trabajando en grupo que de forma individual
Language Skills			6	las clases me preparan para poder escribir en inglés en el futuro
			44	las clases de Inglés no me preparan para comprender textos escritos.
			55	no es posible aprender a escribir en inglés en la escuela secundaria.
			66	las clases me preparan para poder hablar en inglés en el futuro.

Assessment	8	en la nota que les doy a mis alumnos es importante incluir una calificación actitudinal.	31	en la nota de Inglés el profesor debe incluir una nota de concepto.
	52	las instancias de evaluación no reflejan el conocimiento de inglés de mis alumnos.	46	las notas que obtengo en Inglés no reflejan lo que sé.
Motivation				
	46	es difícil enseñar inglés por la falta de motivación de los alumnos.	7	aprender inglés me beneficiará en el futuro.
			65	los alumnos somos difíciles de motivar para aprender inglés.
			19	el inglés que me enseñan en la escuela secundaria no me sirve para mi futuro.
			47	lo que me enseñan en la clase de Inglés no me motiva
			51	mi profesor de Inglés no me motiva a aprender.
Classroom atmosphere				
	9	uno de los mayores desafíos que tengo es mantener la disciplina en el aula.	53	no aprendo inglés por la indisciplina que hay en la clase.
	15	es difícil dar clases porque los alumnos son muy indisciplinados en la clase de inglés	64	un buen profesor de Inglés es el que logra buena disciplina en el aula.
	16	la indisciplina de mis alumnos dificulta el desarrollo de mis clases	41	la indisciplina surge del aburrimiento.
	21	los alumnos se portan mal en las clases de inglés porque se aburren	50	me porto bien en la clase de Inglés cuando las actividades son interesantes.
	24	la única forma de mantener la disciplina en el aula es dando actividades del tipo "fill in the gaps"	54	no es necesario portarse bien en la clase de Inglés.
Institutional issues				
Time Assigned to English in the Curriculum	19	seis años de clases de inglés deberían ser suficientes para que los alumnos aprendieran a comunicarse en inglés	60	si tuviéramos más horas de Inglés, podríamos aprender a hablar en inglés.
Class Size and Technological Resources	32	debo tener en cuenta los lineamientos curriculares del Ministerio de Educación de la Provincia de Córdoba al diseñar el programa de mi curso de inglés.		
Difficulty in teaching and learning the four macroskills				
Open-ended questions		Easiest language skill to teach Most difficult language skill to teach		

		Most difficult language skill for students to learn		Most difficult to learn
		Easiest language skill for students to learn		Easiest language skill to learn
The best ways to learn English in Secondary School				
Open-ended question		Creo que en la escuela secundaria se podría lograr una mejor atmósfera de trabajo en el aula si ...		
		Creo que en la escuela secundaria se podría enseñar mejor inglés si...		Creo que en la escuela secundaria se podría aprender mejor inglés si ...

During the whole process of the questionnaire design, the length of the instrument was a major issue. We had to keep a balance between capturing the most complete picture of the whole teaching and learning processes and designing a “friendly” instrument which could be answered honestly and could minimize risks of the participants’ losing interest in its completion.

In order to reduce the number of items in the Likert-type scale, we included some open ended questions to create a space in which participants would express their beliefs about other related issues. In this way, we believed that participants’ answers would allow the emergence of other categories not present in our survey.

Some Final Remarks

The design of the two questionnaires, *ECIS for Teachers* and *ECIS for Students*, stemmed from the need to have a contextually-based instrument that could elicit teachers’ and students’ beliefs about English teaching and learning in the Secondary School context in the province of Córdoba, Argentina. The questionnaires were designed in Spanish, the participants’ mother tongue, and the items contemplated specific characteristics of the English syllabus at Secondary School as well the jargon spoken by adolescents.

The categories of inquiry of *ECIS for Teachers* and *ECIS for Students* were taken and adapted from different instruments inquiring into the topic of beliefs. Some other categories were created in order to target the specific contents and characteristics of the EFL curriculum at Secondary School.

We believe that these contextually based instruments can be a contribution to EFL teachers and researchers who are interested in inquiring into students’ beliefs about EFL teaching and learning. Teachers could resort to *ECIS for Students* to allow their students to express their voices as a way to deepen their knowledge about their students’ needs, feelings and beliefs.

Researchers, on the other hand, could use these instruments to inquire into students’ and teachers’ beliefs in different secondary school contexts and thus gain a comprehensive picture of how EFL teaching and learning is seen in these contexts.

Ultimately, the information obtained from administering the questionnaires might have different implications. Teachers could reflect on their own teaching practices on the basis of the students’ needs and consider alternative ways of approaching their teaching practices. As Freeman and Freeman (in Flores, 2001) state, “teachers can develop a consistency among beliefs, practice and theory by examining and analyzing their beliefs and making their theory active (p. 294). On

the other hand, the results obtained from the research studies carried out in different contexts may provide solid evidence on how EFL secondary school curricula could be enhanced.

We consider that there is a need to continue exploring teacher and student beliefs in order to get a more comprehensible understanding of the influence of beliefs on teaching practices. We hope this understanding will help enrich our EFL classroom realities.

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Appendix A

ECIS for Teachers

Encuesta para Docentes sobre la Enseñanza y el Aprendizaje de Inglés en la Escuela Secundaria

Esta encuesta tiene como objetivo conocer las opiniones que tienen los docentes del Nivel Medio sobre la enseñanza y el aprendizaje de inglés. Su participación es muy importante para nosotros porque nos dará la posibilidad de conocer su visión como docente de escuela secundaria.

Lea rápidamente las siguientes proposiciones y marque una cruz en el casillero que mejor representa su opinión. Por ejemplo:

“Creo que todos los argentinos deberíamos aprender inglés”

Si ésta es su opinión, haga una cruz en el casillero “Estoy totalmente de acuerdo”. Si está en desacuerdo, elija “Estoy totalmente en desacuerdo”. Si su opinión no es tan definida, elija entre las tres opciones intermedias. Si nunca lo consideró, elija “Nunca había pensado en eso”. Si quiere agregar un comentario, por favor escríbalo en el casillero “Comentarios”.

Es importante que usted responda situándose en el contexto de escuela secundaria y en la institución en la que se basa para responder esta encuesta.

Parte I

	Creo que en la Escuela Secundaria...	Estoy totalmente de acuerdo	Estoy de acuerdo	No estoy de acuerdo ni en desacuerdo	Estoy en desacuerdo	Estoy totalmente en desacuerdo	Nunca había pensado en eso	Comentario
1	aprender inglés implica aprender procedimientos diferentes a los de otras materias.							
2	debo explicitar el objetivo de las actividades que propongo a mis alumnos.							
3	es complicado dar clases porque los alumnos no llevan el material.							
4	sé como integrar materiales de Internet a mis contenidos curriculares existentes.							

5	los alumnos dependen del profesor la mayor parte del tiempo para llevar a cabo una tarea.							
6	debo corregir a mis alumnos dando explicaciones sobre la naturaleza del error.							
7	es importante tener en cuenta los diferentes estilos de aprendizaje de los alumnos cuando planifico las actividades.							
8	en la nota que les doy a mis alumnos es importante incluir una calificación actitudinal.							
9	uno de los mayores desafíos que tengo es mantener la disciplina en el aula.							
10	es útil que los alumnos practiquen las estructuras gramaticales fuera de contexto.							
11	los alumnos con necesidades especiales no pueden aprender inglés.							
12	no es correcto corregir a mis alumnos cuando están hablando en Inglés porque los inhibo.							
13	el uso de tecnología en el aula hace que yo pierda control de lo que hacen mis alumnos.							
14	lo único que puedo hacer en la clase es trabajar con las actividades del libro.							
15	es difícil dar clases porque los alumnos son muy indisciplinados en la clase de inglés.							
16	la indisciplina de mis alumnos dificulta el desarrollo de mis clases de inglés.							
17	el libro de texto me brinda todo lo necesario para mis clases.							
18	el acompañamiento del docente no es necesario en las clases en las que se utilizan recursos tecnológicos.							
19	seis años de clases de inglés deberían ser suficientes para que los alumnos aprendieran a comunicarse en inglés.							
20	no vale la pena darles deberes a mis alumnos porque no los hacen.							
21	los alumnos se portan mal en las clases de inglés porque se aburren.							
22	puedo enseñar inglés haciendo hincapié en un tema o contenido.							
23	es imposible enseñar inglés sin enseñar cultura.							
24	la única forma de mantener la disciplina en el aula es dando actividades del tipo "fill in the gaps".							
25	los alumnos piensan que la materia inglés no es importante.							
26	enseñar estrategias de aprendizaje me saca del tema de la clase.							

27	los alumnos aprenden mejor trabajando en grupo que de forma individual.							
28	debo dar la clase usando inglés la mayor parte del tiempo.							
29	es mejor permitirles a mis alumnos descubrir cómo corregir por sí mismo los errores que cometen.							
30	es necesario utilizar materiales complementarios además del libro de texto base.							
31	es importante generar oportunidades de práctica en situaciones similares a la vida real.							
32	debo tener en cuenta los lineamientos curriculares del Ministerio de Educación de Córdoba al diseñar el programa de mi curso de inglés.							
33	debo darles a mis alumnos oportunidades de opinar sobre los materiales que utilizo en la clase.							
34	es importante darles deberes a los alumnos.							
35	el aprendizaje del inglés les produce ansiedad a los alumnos.							
36	enseñar aspectos culturales en la clase de inglés es una pérdida de tiempo.							
37	mis alumnos pueden aprender inglés.							
38	aprender inglés implica, en gran medida, aprender vocabulario.							
39	aunque enseñe estrategias de aprendizaje los alumnos no recurren a ellas cuando las necesitan.							
40	el trabajo en grupo en la clase de inglés es poco efectivo.							
41	es mejor usar el castellano para enseñar inglés.							
42	el uso correcto de la gramática es el criterio principal para evaluar el desempeño lingüístico de mis alumnos.							
43	mi rol como docente de inglés va más allá de transmitir conocimientos lingüísticos.							
44	es posible utilizar textos auténticos en mis clases.							
45	aprender inglés implica, en gran medida, aprender gramática.							
46	es difícil enseñar inglés por la falta de motivación de los alumnos.							
47	debería pedirles a mis alumnos que usen inglés lo más posible para comunicarse en la clase.							

48	las actividades de práctica que más ayudan a los alumnos son ejercicios gramaticales.							
49	debo implementar una pedagogía centrada en el alumno.							
50	debo elaborar la planificación anual de mi curso solamente en base a los contenidos del libro de texto.							
51	a los alumnos se les debería dar oportunidades de participar activamente en la planificación y el desarrollo de la clase.							
52	las instancias de evaluación no reflejan el conocimiento de inglés de mis alumnos.							
53	la enseñanza del inglés es más eficaz si se relaciona con la vida de los alumnos: comunidad, amigos, intereses, etc.							
54	la enseñanza de aspectos culturales debe tener la misma atención que la enseñanza de aspectos lingüísticos.							
55	es importante explicar las reglas gramaticales de manera explícita en detalle, en lugar de que el alumno tenga que descubrirlas por sí mismo.							
56	los alumnos aprenden muy poco inglés cuando utilizo textos auténticos.							

Parte II

Por favor, responda las siguientes preguntas de manera completa.

1. ¿Cuál de las siguientes habilidades le resulta **más fácil** de enseñar en la escuela secundaria?
 Marque una opción:

Leer		¿Por qué? Complete
Escribir		
Escuchar		
Hablar		

2. ¿Cuál de las siguientes habilidades le resulta **más difícil** de enseñar en la escuela secundaria?
 Marque una opción:

Leer		¿Por qué? Complete
Escribir		
Escuchar		
Hablar		

3. ¿Cuál de las siguientes habilidades cree que le resulta más fácil de aprender a sus alumnos en la escuela secundaria?

Leer		¿Por qué? Complete
Escribir		
Escuchar		
Hablar		

4. ¿Cuál de las siguientes habilidades cree que le resulta más difícil de aprender a sus alumnos en la escuela secundaria?

Leer		¿Por qué? Complete
Escribir		
Escuchar		
Hablar		

5. Complete las siguientes ideas:

Creo que en la escuela secundaria se podría lograr una mejor atmósfera de trabajo en el aula si
Creo que en la escuela secundaria se podría enseñar mejor inglés si.....

Parte III. Información Demográfica

1. Nombre de la Institución en la cual usted se basa para responder este cuestionario:

.....
.....

2. Tipo de Institución: Privada [] Semi privada [] Pública []

3. Género: Varón [] Mujer []

4. Edad: Menos de 25 [] 26 a 35 [] 36 a 45 [] 46 a 55 []
Más de 56 []

5. Años de experiencia docente en general []

6. Años de experiencia docente en esta institución []

7. Estudió una carrera terciaria o universitaria para ser docente de inglés? SI [] NO []

8. Duración de la carrera: menos de 3 años [] 4 años [] 5 o más años []

9. Título máximo alcanzado: [.....]

10. Institución que otorgó dicho título: [.....]

11. ¿Está actualmente estudiando para ser docente de Inglés? SI [] NO []

12. ¿Utiliza recursos tecnológicos en sus clases? SI [] NO []

13. Si su respuesta anterior fue afirmativa, ¿cuáles recursos tecnológicos utiliza?

.....
.....

En caso de necesitar contactarlo, por favor incluya su dirección de correo electrónico. Si lo prefiere incluya un número telefónico al que podamos llamarlo e indique el momento del día más conveniente para usted. Muchas gracias

Correo electrónico: _____

Número de teléfono: _____

Momento del día en que podemos contactarlo: _____

Appendix B

ECIS for Students

Encuesta para Alumnos sobre la Enseñanza y el Aprendizaje de Inglés en la Escuela Secundaria

Esta encuesta tiene como objetivo conocer las opiniones que tienen los alumnos de las escuelas secundarias sobre la enseñanza y el aprendizaje de inglés. Tu participación es muy importante para nosotros porque nos dará la posibilidad de acercarnos a la realidad de la escuela secundaria desde tu visión como alumno. Sin embargo, tu participación es voluntaria, y no completar la encuesta no te causará ningún inconveniente.

Leé rápidamente las siguientes aseveraciones y marcá con una cruz en el casillero que mejor representa tu opinión. Por ejemplo:

“Creo que todos los argentinos deberíamos aprender inglés”

Si ésta es tu opinión, hacé una cruz en el casillero “Sí, estoy totalmente de acuerdo”. Si estás en desacuerdo, elegí “Estoy totalmente en desacuerdo”. Si tu opinión no es tan definida, elegí entre las tres opciones intermedias. Si nunca habías pensado en eso, marcá la opción “Nunca había pensado en eso”.

No es necesario que firmes la encuesta ya que es totalmente anónima, pero es importante que no dejes ninguna respuesta sin contestar.

IMPORTANTE: Respondé esta encuesta pensando en la materia inglés.

Brindá tu opinión basándote en tu experiencia como alumno de la escuela secundaria, desde primer año hasta la actualidad. Queremos conocer tu opinión en general, no de un año en particular.

¡Muchas gracias por tu colaboración!

	CREO QUE...	Estoy totalmente de acuerdo	Estoy de acuerdo	No estoy de acuerdo ni en desacuerdo	Estoy en desacuerdo	Estoy totalmente en desacuerdo	Nunca había pensado en eso
1	aprender aspectos culturales en la clase de inglés es una pérdida de tiempo.						
2	aprender inglés implica principalmente aprender mucho vocabulario.						
3	el profesor de inglés debe enseñarme lo que está en el libro.						
4	aprender inglés implica una forma de estudiar diferente a la de otras materias.						
5	las actividades de gramática son las que más me sirven para aprender.						
6	las clases me preparan para poder escribir en inglés en el futuro.						
7	aprender inglés me beneficiará en el futuro.						
8	aprendo más inglés cuando usamos Internet en la clase.						
9	aprendo mejor cuando el profesor relaciona lo que vemos en inglés con los temas de otras materias.						
10	aprendo mejor cuando en la clase de inglés trabajamos con lecturas de revistas, diarios, videos y páginas de Internet en inglés.						
11	aprendo mejor cuando los contenidos de la clase de inglés se relacionan con mi vida en la escuela, mi familia, mi comunidad y mis amigos.						
12	aunque me enseñen estrategias de aprendizaje, yo no las usaría.						
13	como alumno debería poder participar en la selección de materiales y sugerir actividades que considero útiles.						
14	conocer las reglas gramaticales del inglés es suficiente para poder comunicarme en el idioma.						
15	cuando el profesor me da deberes, aprendo más.						
16	cuando trabajamos en grupo, se benefician los alumnos que menos trabajo aportan.						
17	debo hacer los deberes de inglés para progresar en mi aprendizaje.						
18	después de una evaluación, el profesor debe dedicar tiempo a explicar los temas que causaron dificultad.						

19	el inglés que me enseñan en la escuela secundaria no me sirve para mi futuro.						
20	el profesor de inglés debe enseñarme contenidos, cultura y valores.						
21	aprender inglés implica, en gran medida, aprender su gramática.						
22	el profesor de inglés debe incentivar me a aprender por mis propios medios.						
23	el profesor debe ayudarme a descubrir las reglas gramaticales por mí mismo.						
24	el profesor debe darme la oportunidad de decir si los materiales que usamos me resultan interesantes.						
25	el profesor debe dedicarle la misma atención a la enseñanza de aspectos culturales (diferentes modos de vida, costumbres, creencias, etc.) que a la enseñanza de la lengua inglesa.						
26	el profesor debe hablar en inglés en la clase.						
27	el profesor debería corregirme cada vez que cometo un error cuando estoy hablando en inglés.						
28	el profesor debería enseñarme estrategias de aprendizaje.						
29	el profesor debería complementar los contenidos del libro con recursos tecnológicos.						
30	el profesor debería pedirme que hable inglés en clase lo más posible.						
31	en la nota de Inglés el profesor debe incluir una nota de concepto.						
32	es más beneficioso si el profesor marca los errores que cometo y yo trato de descubrir cómo corregirlos.						
33	es mejor estudiar de un libro que de apuntes elaborados por el profesor.						
34	es necesario conocer sobre las culturas de los países de habla inglesa para comunicarme en inglés.						
35	es útil hacer todas las actividades del libro.						
36	es útil que el profesor explique las reglas gramaticales del inglés.						
37	hacer deberes de inglés es una pérdida de tiempo.						
38	Inglés no es una de las materias más importantes.						
39	la clase de Inglés me pone más nervioso que otras clases.						
40	la supervisión del profesor es importante en las clases en las que usamos tecnología.						
41	la indisciplina surge del aburrimiento.						
42	la materia Inglés es más difícil que otras materias.						

43	la práctica escrita individual no me ayuda a aprender inglés.						
44	las clases de Inglés no me preparan para comprender textos escritos.						
45	las estrategias de aprendizaje son difíciles de usar.						
46	las notas que obtengo en Inglés no reflejan lo que sé.						
47	lo que me enseñan en la clase de Inglés no me motiva.						
48	los seis años de inglés que tengo deberían ser suficientes para aprender a comunicarme en inglés.						
49	me ayuda si el profesor complementa el libro/ cuadernillo con otros materiales.						
50	me porto bien en la clase de Inglés cuando las actividades son interesantes.						
51	mi profesor de Inglés no me motiva a aprender.						
52	mientras más inglés utiliza el profesor en la clase, más aprendo.						
53	no aprendo inglés por la indisciplina que hay en la clase.						
54	no es necesario portarse bien en la clase de Inglés.						
55	no es posible aprender a escribir en inglés en la escuela secundaria.						
56	no vale la pena que el profesor nos dé actividades de "listening" porque no entiendo.						
57	saber para qué hacemos una actividad me ayuda a aprender.						
58	aprendo mejor trabajando en grupo que de forma individual.						
59	si el profesor me corrige la gramática, aprendo mejor.						
60	si tuviéramos más horas de Inglés, podríamos aprender a hablar en inglés.						
61	tengo facilidad para aprender idiomas.						
62	todos los alumnos tenemos el mismo estilo de aprendizaje para aprender inglés.						
63	trabajar con tecnología en la clase de Inglés en nada cambia mi aprendizaje.						
64	un buen profesor de Inglés es el que logra buena disciplina en el aula.						
65	los alumnos somos difíciles de motivar para aprender inglés.						
66	las clases me preparan para poder hablar en inglés en el futuro.						
67	no es necesario traer los materiales de Inglés a clase.						

Parte II

Respondé las siguientes dos preguntas y completá la oración final con tus opiniones

1) ¿Cuál de las siguientes habilidades te resulta **más fácil** de aprender en la clase de Inglés? Marcá una opción.

Leer		Completá: ¿Por qué?
Escribir		
Escuchar		
Hablar		

2) ¿Cuál de las siguientes habilidades te resulta **más difícil** de aprender en la clase de Inglés? Marcá una opción.

Leer		Completá: ¿Por qué?
Escribir		
Escuchar		
Hablar		

3) **Completá:**

Creo que en el secundario podríamos aprender mejor inglés si ...
--

Parte III: Cuestionario Demográfico

Tus respuestas serán estrictamente confidenciales, es decir, nadie, ni siquiera tu profesor de Inglés tendrá acceso a tu cuestionario.

¡Muchas gracias por tu participación!

Completá los siguientes datos personales:

1. Nombre de la escuela secundaria a la que asistís:

2. Género: Mujer [] Varón []

3. Edad: [.....]

4. ¿Te gusta el idioma inglés? Mucho [] Poco [] Nada []

5. ¿Te gusta la materia Inglés en el colegio? Mucho [] Poco [] Nada []

6. ¿Estudiaste o estudiás inglés fuera del colegio (en institutos privados/vecinal/etc.)?

Sí [] No []

Si respondiste SÍ a la pregunta anterior, ¿cuántos años llevas estudiando?

1-3 [] 4-7 [] Más de 7 []

7. ¿Cómo te auto-evaluás como alumno de Inglés de este colegio?

Excelente [] Muy bueno [] Bueno [] Regular [] Malo []

8. ¿Cuáles son tus notas de Inglés hasta ahora este año?

Más de 8 [] Entre 6 y 7 [] Desaprobado []

9. ¿Cuál fue tu promedio en la materia Inglés el año pasado?

Más de 8 [] Entre 6 y 7 [] Desaprobado []

10. En tu escuela, ¿se usa la tecnología en la clase de Inglés?

Mucho [] Un poco [] Nada []

3

Beliefs about Learning and Teaching English in Secondary School: Voices of the Participants

Fabiana Sacchi and Graciela Placci

This chapter focuses on the beliefs of EFL students and teachers regarding how English learning and teaching in their secondary school contexts could be improved. It reports on the responses to an open-ended question in a belief questionnaire (*ECIS for Students*, and *ECIS for Teachers*, described in Chapter 2) administered to 1522 secondary school EFL students and 59 secondary school EFL teachers. The first sections of the chapter briefly describe the context where the study was conducted and the role of beliefs in language learning and teaching. Then, the chapter describes the study and the categories selected for the analysis of teacher and student beliefs. It reports the results by highlighting the most salient similarities and differences between the beliefs reported by teachers and students. The chapter also shares pedagogical implications.

Learning and Teaching English in Secondary School in Córdoba

Secondary schools in the state of Córdoba, in central Argentina, offer six years of English in three 40-minute weekly class periods with class size typically ranging between 15 and 40 students. According to national and state curriculum guidelines, some of the main goals of English courses in secondary school are to help students develop different communication and intercultural skills

in the foreign language (Ministerio de Educación de la Provincia de Córdoba, 2015). However, many students finish high school having achieved only basic skills in English (Valsecchi, Barbeito, & Placci, 2013; Valsecchi, Barbeito, & Olivero, 2017). As in all educational settings, a multiplicity of aspects related to the institution, the teachers and the students influence educational experiences. Institutional aspects (such as class size or access to educational resources), the roles of students (e.g., in terms of motivation) and the roles of teachers (in terms of pedagogical practices or classroom management) directly influence the English learning and teaching experiences in secondary schools in Córdoba.

Why Study Student and Teacher Beliefs

Language learning and teaching experiences influence and are influenced by the beliefs that students and teachers hold about the possibilities for learning and teaching English in any given educational context. Understanding beliefs is very important because of their role in language learning and teaching (Barcelos & Kalaja, 2013, Borg, 2006; Horwitz, 1988; Kalaja & Barcelos, 2013, Woods, 1996). Student beliefs about learning a foreign language influence how they learn the language; while some beliefs may favour their performance, others may hinder their learning processes and, thus, their self-concept. Similarly, teacher beliefs about language learning and language teaching influence their decision making regarding their teaching methodologies and practices, which may or may not be related to the students' expectations about learning the foreign language.

In this study, beliefs are understood as contextual, an approach which highlights the importance of studying beliefs as situated constructs (Barcelos, 2003). From this perspective, beliefs are also seen as dynamic, as they are co-constructed in social interactions. It is important for teachers to consider the students' beliefs about language learning in the specific context of secondary school in order to understand their views and try to bridge the gaps that may exist between students' beliefs about language learning and teachers' pedagogical practices. This understanding can offer teachers important information that they can use when making methodological decisions (Barcelos & Kalaja, 2013).

About the Study

In order to learn about EFL student and teacher beliefs about language learning and teaching in our local high schools, the members of our research team at the National University of Río Cuarto, Argentina, carried out a large-scale mixed methods study. We created two beliefs questionnaires (*ECIS for Teachers* and *ECIS for Students*) consisting of a Likert-type survey of closed-ended questions and a section of open-ended questions. The questionnaires were administered to 1522 5th year students (16-17 years old) and 59 EFL teachers from 42 secondary schools in Río Cuarto and other towns in the Department of Río Cuarto, Córdoba, in central Argentina (see Chapter 1 to learn more about the schools and participants). A detailed description of the construction and administration of the two questionnaires is presented in Chapter 2 in this volume.

One of the open-ended questions in both questionnaires focused on teacher and student beliefs about teaching and learning English in secondary school. Specifically, it asked students and teachers to write about their beliefs regarding how English learning and teaching in their school contexts could be improved. Teachers were also asked about how a better classroom atmosphere could be enhanced (see Figure 1).

Figure 1 Open-ended Questions in Both Questionnaires

<i>ECIS for Students</i>	<i>ECIS for Teachers</i>
Open-ended question 3:	Open-ended question 5:
Completá la siguiente idea: - <i>Creo que en el secundario podríamos aprender mejor inglés si...</i>	Complete las siguientes ideas: - <i>Creo que en la escuela secundaria se podría lograr una mejor atmósfera de trabajo en el aula si...</i> - <i>Creo que en la escuela secundaria se podría enseñar mejor inglés si...</i>

The students' and teachers' responses to the open-ended questions were analyzed using content analysis (Miles, Huberman, & Saldaña, 2014). The data were segmented and coded inductively in order to identify recurrent beliefs in each group of participants. The coding process was carried out by different members of the research team and the coded data were then shared with other members of the team in order to refine the codes. This constant comparison of data analysis by different researchers helped enhance the credibility of the study (Patton, 2015). After the initial coding process, categories were created by grouping similar and frequent codes. Afterwards, the results were compared in order to identify recurrent beliefs in each group of participants as well as similarities and differences in beliefs between the two groups.

Categories of Analysis

When analysing both the teachers' and the students' answers to the open-ended questions, we first identified a wide variety of aspects related to EFL teaching and learning in secondary schools, that we grouped into three main categories, namely: beliefs about institutional aspects, beliefs about the role of the teacher and beliefs about the role of the student. Within the category "Beliefs about institutional aspects", we included teacher and student beliefs about aspects such as the time allocation to the subject English in the school curricula, the number of students in the course, the organization of the course by proficiency level (rather than by age), the access to technology and other resources in the institution, among others. The category "Beliefs about the role of the teacher", both in terms of classroom management and methodological aspects, included teacher and student beliefs regarding the teacher's use of English in class, teacher's explanations, and teaching methodology. This last category made reference to aspects such as the use of technology, course content and material selection, class dynamics and activities, oral communication in English, and motivation. The category "Beliefs about the role of the student" referred to aspects such as students' engagement in the English course, motivation (or lack of it), and discipline. The categories and subcategories are summarized in Figure 2.

Figure 2 Categories of Analysis

<p>Beliefs about institutional aspects (course structure and access to resources).</p> <ul style="list-style-type: none">• Number of hours• Number of students• Courses organized by proficiency level• Resources available at the institution<ul style="list-style-type: none">– Technology– Other <p>Beliefs about the role of the teacher (classroom management and methodological aspects)</p> <ul style="list-style-type: none">• Teacher's use of English in class• Teacher's explanations• Teaching methodology<ul style="list-style-type: none">– Use of technology– Course content and materials– Class dynamics and activities– Oral communication in English– Motivation <p>Beliefs about the role of the student (engagement and motivation)</p> <ul style="list-style-type: none">• Engagement• Motivation (or lack of)• Discipline

Both students and teachers shared beliefs that referred to the same categories; however, we identified some differences in their beliefs in relation to those categories. In the following sections, we report some of the similarities and most salient differences among teacher and student beliefs regarding institutional aspects, role of the teacher, and role of the student.

Beliefs about Institutional Aspects

The category “Beliefs about institutional aspects” included students’ and teachers’ references to the number of hours assigned to the subject English, class size, course organization by proficiency level (rather than age), and access to resources at the institution.

Students’ Voices

In relation to beliefs about institutional aspects, students made comments related to the number of hours assigned to the subject English in the school curricula. They highlighted their belief that their English proficiency could be improved if they had more hours of instruction in the language. It is worth noticing that the subject English is allocated two hours of instruction per week in the school curricula. The following excerpts illustrate some of the stated beliefs in relation to this category:

- *si tuviéramos más horas* (Student 1001)

- *si tuviéramos más horas de esta materia* (Student 9)

- *si tuviéramos más horas a la semana* (Student 474)
- *si tuviéramos más horas seguidas y no una vez por semana* (Student 734)
- *si tuviéramos más horas para poder leer, hablar, pronunciar bien las palabras y leer textos* (Student 5)
- *porque no hay muchas horas y no aprendemos bien el inglés* (Student 219)

Teachers' Voices

Teachers' answers revealed their concerns regarding different institutional aspects. Similarly to students, many teachers expressed their beliefs that they could improve their teaching practices if English had more hours in the school curricula, as illustrated in the following examples:

- *Creo que en la escuela secundaria se podría enseñar mejor inglés si... - si hubiera mayor carga horaria* (Teacher 4, Teacher 8, Teacher 9, Teacher 13, Teacher 22, Teacher 23, Teacher 39, Teacher 42, Teacher 52, Teacher 54, Teacher 56)
- *si tuviésemos más horas por semana* (Teacher 14, Teacher 24, Teacher 34, Teacher 45)
- *si hubiese más horas institucionales en las que los alumnos estén más expuestos al idioma y a su cultura; en mi opinión es muy poco el tiempo que se le dedica a esta materia siendo que lengua tiene muchas más horas.* (Teacher 16)
- *si se dedicara mayor cantidad de tiempo a la enseñanza del inglés* (Teacher 21)
- *si [fuera] posible que los alumnos puedan tener dos días a la semana* (Teacher 50)
- *si se aumentara la carga horaria (más de 3 horas cátedra)* (Teacher 60)

In addition, teachers also reported issues related to the way the courses are organized. They expressed their beliefs that teaching could be improved if the English courses were organized according to students' proficiency level, rather than grouped together according to their age. Below are some of the stated beliefs regarding course organization:

- *Pienso que los alumnos podrían estar divididos de acuerdo a su nivel de inglés para así uno poder dedicarse de diferentes maneras a todas las necesidades de nuestros alumnos.* (Teacher 25)
- *si los alumnos estuvieran divididos de acuerdo a su nivel en el idioma* (Teacher 26)
- *si se dividiera alumnos por nivel de inglés, no por curso.* (Teacher 33)
- *si [las clases] estuvieran divididas por niveles* (Teacher 11, Teacher 15, Teacher 17, Teacher 39, Teacher 43)

They also made reference to class size as an important aspect. Most teachers expressed their beliefs that it would be better to have a reduced number of students per class; for example, one teacher mentioned that an "ideal number" would be "no more than 20 students" in a class. These beliefs are illustrated in the following comments:

- *si los cursos fueran más reducidos* (Teacher 4, Teacher 24, Teacher 31, Teacher 36, Teacher 42).
- *si los cursos fueran más pequeños* (Teacher 5, Teacher 13)

- *si los cursos fueran menos numerosos* (Teacher 7, Teacher 11, Teacher 12, Teacher 15, Teacher 17, Teacher 49)
- *si fueran menos alumnos por curso* (Teacher 3, Teacher 32, Teacher 34, Teacher 37)
- *si se trabajara con grupos reducidos* (Teacher 55)
- *si la cantidad de alumnos fuera más reducida; no más de 20 alumnos en la clase de inglés!!!* (Teacher 59)

Another institutional aspect reported by teachers made reference to access to technology and other appropriate resources to be able to provide better instruction. They acknowledged that they could improve their teaching and offer more meaningful classes if they had more technological resources, such as projectors, notebooks, loudspeakers, audio materials, and internet access at school. In most cases, teachers expressed the necessity for having well-equipped classrooms and easier availability of the computer lab. For example, one teacher mentioned the difficulties and limited availability of the school lab to teach her classes; another one pointed to the institution's restrictions regarding the use of the cell phone in the classes. Furthermore, despite the implementation of a national program in most public secondary schools, which granted a notebook to every student in the class, some teachers expressed their concern about students not having the notebook in class or the school not having good wi-fi connection. Teachers' beliefs about aspects related to technology are illustrated in the following comments:

- *si estuviesen las aulas con más recursos tecnológicos* (Teacher 2, Teacher 38, Teacher 39, Teacher 43)
- *mejores recursos tecnológicos* (Teacher 26, Teacher 3)
- *recursos atractivos para los alumnos (cañón computadoras, servicio de internet, etc.)* (Teacher 12)
- *si pudiéramos tener más elementos de tecnología, por ejemplo wi-fi (que funcione correctamente con internet), poder usar el celular.* (Teacher 24)
- *si se tuviese acceso a internet porque a mí me gusta trabajar con distintos materiales y a veces la sala de computación está ocupada y se me dificulta.* (Teacher 16, Teacher 25)
- *si [los alumnos] tuvieran las netbooks para trabajar* (Teacher 8, Teacher 32)
- *si pudiéramos contar con computadoras para trabajar al menos cada dos alumnos* (Teacher 36)
- *si tuviésemos todos los elementos necesarios (por ejemplo tienen netbooks pero a veces no funciona internet)* (Teacher 49)

In addition to technological resources, some teachers also mentioned the need for the institution to provide them with other types of resources such as more bibliographic material, as well as guidance, tutoring and counseling for students, as reported in the following examples:

- *si contáramos con más material bibliográfico* (Teacher 2)
- *si contáramos con más recursos para llevar al aula* (Teacher 8, Teacher 11, Teacher 13)
- *mayores y mejores recursos* (Teacher 20, Teacher 39)
- *si se contarán con diversidad de recursos, más personal para acompañar a los alumnos (preceptores, gabinete, etc.)* (Teacher 12)

Beliefs about Institutional Aspects: Comparison and Discussion

The analysis of teachers’ and students’ comments which referred to institutional aspects revealed that, while students seemed to consider mainly the allotted instruction time to English as a factor that could improve their learning experiences, teachers also mentioned other aspects, including the possibility of arranging groups of students according to proficiency level, having smaller class sizes, and having more access to technology and other resources. A synthesis comparing teacher and student beliefs about institutional aspects is presented in Figure 3.

Figure 3 Synthesis of Student and Teacher Beliefs regarding Institutional Aspects

	STUDENTS	TEACHERS
Beliefs about Institutional aspects	<ul style="list-style-type: none"> • Instruction time allotted 	
	<ul style="list-style-type: none"> • No significant reference to these aspects 	<ul style="list-style-type: none"> • Class size • Courses organized by proficiency level • Resources: Technology and other

A significant aspect to highlight in these findings is the shared beliefs of teachers and students that learning could be enhanced if more hours were assigned to the subject English in the school curricula. Our initial hypothesis at the onset of our large-scale study, reported in Chapter 1 in this volume, pointed to our concern that students did not seem to achieve a satisfactory level of language proficiency despite the instructional time allotted to the subject English in the curricula (2 hours per week) over the six years of the secondary school. Our main interest was to inquire about the reasons that could help explain the students’ rather limited language skills gained by the end of secondary school. Surprisingly, neither the teachers nor the students seemed to acknowledge that the allotted time of English instruction over six years would be enough to achieve a more satisfactory proficiency level.

Beliefs about the Role of the Teacher

The category “Beliefs about the role of the teacher” included students’ and teachers’ comments related to different aspects of teaching methodology. Beliefs about the use of technology, speaking English in class, course content, teacher explanations, motivation, general class dynamics and teacher-student rapport emerged as the most salient ones.

Students’ Voices

Within the category “Beliefs about the role of the teacher”, the most salient aspects identified in the students’ answers were related to teaching methodology. The aspect most frequently reported by students was the use of English in class. Many students highlighted the fact that they would learn English better if their teacher used more English in class, and spoke to them in English more frequently, as reported in the following excerpts:

- *si la profesora hablara durante la hora en inglés* (Student 2)
- *que la profe hable más seguido inglés* (Student 142)
- *el profesor dictara una porción de la hora hablando en inglés* (Student 187)
- *y también si la profe hablara la mayoría del tiempo en inglés* (Student 195)
- *si el profesor hablara únicamente en inglés* (Student 991)

Students also expressed their beliefs that they should have more oral practice and use more English, highlighting that they would learn more if the teachers asked them to use the foreign language more frequently to interact among themselves; some expressed their belief that the whole lesson should be taught in English. These beliefs are illustrated below:

- *La comunicación entre los alumnos y el docente debería ser lo mayor posible en inglés al igual que entre los pares.* (Student 102)
- *si hablaríamos más inglés para aprender mejor* (Student 190)
- *si interactuáramos más oralmente* (Student 135)
- *practicáramos más la parte de hablar* (Student 171)
- *si nos exigieran más a hablar en inglés.* (Student 216)
- *hablando mucho en la clase, así sería más interesante* (Student 137)
- *se incentivara el habla en inglés* (Student 140)
- *hablaríamos en inglés el mayor tiempo posible en la clase* (Student 141)
- *todas las clases se dictaran en inglés* (Student 299)
- *nos exigieran más hablar en el aula y a escuchar e interpretar lo que se dice* (Student 1008)
- *si en la clase de inglés no se permite la lengua española en ningún momento* (Student 675)

Another salient aspect about teaching methodology highly mentioned by students was related to technology. In most cases, they expressed their belief that their English could be enhanced and that the lessons could be more motivating by using technology, as illustrated in the following examples:

- *si usáramos internet con las netbooks, nos motiva a aprender de diferentes formas* (Student 6)
- *si se usara más tecnología* (Student 615)
- *utilizáramos tecnología para aprender mejor y más rápido* (Student 907)
- *se le diera más continuidad al uso de la tecnología, porque es lo que logra que nos interese más en las clases, se presta mucha más atención que realizando una actividad en un libro.* (Student 297)
- *acompañado de la tecnología para facilitar nuestro aprendizaje siempre y cuando se utilice para trabajar* (Student 123)

Many students mentioned aspects related to class dynamics, such as the lesson activities and interaction type. Some reported that they would learn more if the activities were varied and more interactive, encouraging more group work as well as interactions with peers and with the teacher:

- *si las clases fueran más interactivas* (Student 716)
- *si las actividades fueran más interactivas entre los estudiantes y el profesor* (Student 130)
- *tuviéramos más interacción grupal* (Student 135)
- *si trabajáramos todos juntos* (Student 16)
- *aprendiéramos interactivamente, obvio que a algunos les cuesta más que a otros* (Student 152)
- *Si los profesores realizaran otras actividades* (Student 288)
- *hiciéramos actividades para practicar en clase* (Student 169)

Students also considered aspects related to teaching material. They believed that learning would be enhanced if there were more varied materials in their English courses, such as books, novels, movies, songs, or games. For example, they expressed that reading books, watching movies, listening to songs or playing games were more motivating and a better way to relate English with more real-life context of use. Some of these beliefs are shown below:

- *si se leyera textos, novelas, libros, o ver películas para ver cómo se utiliza el inglés, tanta teoría sin nada de práctica en el uso no funciona* (Student 145)
- *si se utilizan más elementos para entender mejor, más ejemplos de la vida cotidiana* (Student 14)
- *leyendo libros, mirando películas* (Student 137)
- *podríamos interactuar con juegos* (Student 125)
- *si aprendiéramos con letras de canciones* (Student 11)
- *utilizaran métodos más divertidos para aprender el inglés, por ejemplo: videos, juegos* (Student 162)
- *si se leyera textos, novelas, libros, o ver películas para ver cómo se utiliza el inglés, tanta teoría sin nada de práctica en el uso no funciona* (Student 145)
- *aprendiéramos vocabulario de recortes de diarios que nos llamen la atención* (Student 148)
- *si vemos películas en inglés, y así poder interpretar mejor, cómo pronunciar el inglés, o también hacer actividades, de dos por ejemplo, actuando.* (Student 160)
- *yo aprendí mucho más en juegos en línea, en inglés me parece bien integrar algo parecido* (Student 177)

Some students also expressed their need for more explanations and teacher scaffolding. They reported that they could improve their proficiency in the language if there were more and clearer explanations in class, if the activities were more guided, and if more time were devoted to explaining the language and complex rules. The following comments illustrate these beliefs:

- *si se explicara mejor el idioma o dieran otras actividades* (Student 10)
- *actividades más fáciles y con ayuda del profesor* (Student 116)
- *si se dieran explicaciones de las reglas que cuestan en el pizarrón* (Student 130)

- *la profesora nos explicara mejor* (Student 190)
- *más explicaciones por parte del profesor* (Student 192)
- *si nos explicaran con términos que entenderíamos y expliquen mejor las cosas que no entendemos* (Student 1002)
- *y los profesores dediquen mucho tiempo a explicar de buena manera el uso de las palabras y reglas.* (Student 247)

Motivation was also a salient aspect mentioned by students in relation to the role of the teacher. Many students expressed their belief that teachers should motivate them. They reported that they would learn more if teachers designed more interesting classes and if they tried to spark their interest with more motivating, varying activities, instead of “doing always the same” (Student 292). These beliefs are illustrated below:

- *si los profesores nos motivan mucho más para aprender* (Student 1007)
- *si nos motivaran con distintas actividades* (Student 199)
- *Las clases más interesantes depende del profesor* (Student 417)
- *si tuviéramos actividades que nos motivaran, siempre iguales aburre y no te dan ganas de hacerlas* (Student 292)
- *si las clases fueran más interesantes* (Student 792)
- *si el profesor se esmerara y diera actividades constructivas y que hiciera la clase interesante y más amena* (Student 899)
- *si los profesores nos motivaran más y hacen actividades que nos interesen, pedir opiniones también ayudaría* (Student 300)
- *si las clases son más divertidas, resultan interesantes para un adolescente* (Student 247)
- *se tratara de captar la atención de los alumnos de alguna otra manera, incluyendo tecnología o actividades relacionadas con la creatividad.* (Student 150)
- *si hicieran más dispersa y entretenida la clase, es decir no toda la hora haciendo la misma actividad, sino ir cambiando y haciendo de todo un poco* (Student 103)

Another aspect of interest reported by students relates to teacher-student rapport and their belief that teachers should be more understanding. For example, some expressed that their learning would be enhanced if their teachers were more patient and supportive, and if they considered the students’ opinions more frequently. These beliefs are illustrated below:

- *a veces el profesor no sabe llegar a sus alumnos* (Student 419)
- *si los profesores nos tuvieran más paciencia* (Student 293)
- *si los profesores no ayudarían y tendrían más paciencia* (Student 413)
- *si enseñaran con más paciencia* (Student 298)
- *que nos ayuden más personalmente* (Student 118)
- *se toman mejor las opiniones de los alumnos, si aceptan las acotaciones hacia su clase* (Student 175)

Teachers' Voices

When expressing their beliefs about the factors that can facilitate teaching and learning, teachers were aware of their own role, mainly in aspects related to methodological choices, content and material selection, use of technology, and enhancing student motivation.

When considering their teaching methodology as important to improve teaching and create a positive learning environment, many teachers pointed to course contents and material selection. Some teachers expressed their beliefs that learners would improve their language proficiency if teachers included varied and interesting and challenging activities in their classes to raise motivation. Some teachers also considered having extra activities for faster or more advanced students, using other materials in addition to the main coursebook, and avoiding grammatically-oriented activities. These beliefs are illustrated below:

- *si se presentan actividades que motiven y entusiasmen a los alumnos.* (Teacher 6)
- *Tratemos de adaptar actividades, consignas y traemos actividades extras para los que terminan antes.* (Teacher 11)
- *Creando actividades interesantes y proponiendo nuevos desafíos.* (Teacher 22)
- *El docente ofreciera más variedad de temas y actividades, si la clase fuera menos monótona.* (Teacher 54)
- *si se pudiera utilizar distintos materiales de trabajo y no seguir un libro al pie de la letra. Que las clases no sean puramente gramaticales y de completar ejercicios siempre. Esto disminuye la motivación.* (Teacher 27)
- *si el docente estuviera dispuesto a mejorar su rol* (Teacher 54)

A few teachers also mentioned working with project-based activities or workshops, integrating English with other disciplines, co-teaching and having tutors in the class:

- *si se trabaja en proyectos.* (Teacher 52)
- *si se realizan más proyectos integrados, combinando distintas disciplinas. Se incorporaran las instancias de la modalidad taller (o modalidades que rompan esquemas más tradicionales). La presencia de más de un docente en el aulaespacio de trabajo facilitaría el seguimiento y apoyo a estudiantes con algún tipo de dificultad o más avanzados.* (Teacher 61)

In relation to technology, some teachers expressed their belief that their teaching could be improved if they could use computers in the class or if they could work with ICTs; one teacher even acknowledged the need to learn to use technology (“if we learnt how to incorporate the new technologies in the class”, teacher 35). These beliefs are illustrated below:

- *si pudiera utilizar variedad de materiales como implementar tecnología en la clase.* (Teacher 27)
- *si se utilizaran más las Tic* (Teacher 30)
- *si los docentes aprendiéramos a incorporar las nuevas tecnologías en el aula* (Teacher 35)
- *si usáramos computadoras* (Teacher 42)
- *si se pudiera aplicar las TICS* (Teacher 47)

Motivation was another aspect considered important by teachers to enhance students' learning. Teachers expressed their beliefs that it was their role to keep students motivated and engaged in learning by offering varied activities and resources, and creating the students' need for learning the language, as expressed in the following examples:

si se presentan actividades que motiven y entusiasmen a los alumnos. (Teacher 6)

tratar de lograr motivarlos [a los alumnos] buscando recursos que los enganchen. (Teacher 24)

Que las clases no sean puramente gramaticales y de completar ejercicios siempre. Esto disminuye la motivación. (Teacher 27)

Pudiéramos generar mayor interés por la materia (Teacher 51)

Se crea la necesidad en el alumno de aprender un idioma extranjero. (Teacher 59)

Beliefs about the Role of the Teacher: Comparison and Discussion

The analysis of teachers' and students' comments which referred to the role of the teacher revealed both similarities and differences in their beliefs. Both teachers and students seemed to agree on issues related to using more technology in the classroom, having more dynamic classes and enhancing student motivation as important factors to learn the language. What seemed to differ between them was the way each group perceived the role of the teacher.

Students seemed to be quite critical of the role of the teacher, as they expressed their beliefs that the teacher should be responsible for teaching interesting classes and for motivating the students to learn English. Similarly, teachers seemed to be aware of the importance of their role for keeping the students engaged in learning the language. Yet, interestingly, when referring to methodological issues such as using technology, using varied activities, or motivating students, most teachers used the pronoun "we" ("if we could spark the interest in the classes"), rather than "I", or the third person ("if teachers learnt to use technology", "if the teacher offered variety..."), and even a passive construction ("if activities were created...", "if ICTs were used..."). We may understand this discursive strategy as the need for teachers to "share" with colleagues the difficulties they face in such a challenging role as teaching English in the complex context of secondary school.

Another important finding related to the role of the teacher was the importance that students gave to oral communication, class interaction and the use of English in class. Surprisingly, this aspect was not referred to by the teachers in their answers to the open-ended question. As it has been frequently reported in the literature, teacher beliefs have a strong influence on their pedagogical practices. In this sense, if teachers do not believe that using English and asking students to speak English is beneficial in their secondary school courses, they might focus on other language skills rather than on oral communication in their courses. This lack of focus on oral communication could be understood in relation to the findings reported in Chapter 5 in this volume that refer to the student and teacher beliefs about the difficulty of learning and teaching the oral skills. Both teachers and students in our large-scale study considered that the oral skills are the most difficult to teach and to learn. Yet, while students acknowledged the need for more oral communication in the English class, teachers seemed to focus on other skills, which might relate to their beliefs that oral skills are difficult to teach and learn in their secondary school courses.

A synthesis comparing student and teacher beliefs about the role of the teacher is presented in Figure 4.

Figure 4 Synthesis of Student and Teacher Beliefs about the Role of the Teacher

	STUDENTS	TEACHERS
Beliefs about the role of the teacher	<ul style="list-style-type: none"> • Teacher's use of English in class • Teacher's explanations • Teaching methodology: Oral communication in English • Teacher-student rapport 	<ul style="list-style-type: none"> • No reference to these aspects
	<ul style="list-style-type: none"> • Teaching methodology: <ul style="list-style-type: none"> - Use of technology - Course content and materials - Class dynamics and activities - Motivation 	

Beliefs about the Role of the Student

The category “Beliefs about the role of the student” included students’ and teachers’ references to student engagement and motivation as well as classroom atmosphere.

Students’ Voices

As regards the role of the student, students made reference mainly to aspects such as their engagement and motivation to learn the language, and their own behaviour in class. In relation to engagement, many students acknowledged their belief that they could learn more English if they worked harder, used time more effectively and were more engaged in the course. These beliefs are illustrated in the following examples:

si nos esforzamos un poco más (Student 113)

si trabajáramos más en clase (Student 107)

pusiéramos más ganas para realizar las actividades (Student 128)

mejor predisposición por parte de los estudiantes para aprender (Student 138)

poniendo más ganas los alumnos (Student 161)

si nos pondríamos todos las pilas (Student 105)

si nos esforzáramos, podemos aprender (Student 725)

nosotros los alumnos nos comprometemos más con el idioma (Student 195)

si todos se concentraran (Student 616)

Some students also acknowledged the importance of showing more interest in the class, or paying more attention, somehow, assuming their own lack of motivation, as illustrated below:

todos se interesarán en el tema (Student 171)

los alumnos tienen más interés por la materia / y si las clases fueran más interesantes
(Student 200)

todo el curso, aula, se interesara en aprender, escuchar, prestar atención (Student 23)

si a todos nos interesara (Student 844)

prestáramos más atención (Student 233)

Only a few students made reference to discipline, and those who did referred to “discipline in the class”, in very general terms, instead of focusing on their own role as a learner to contribute to a good classroom atmosphere. For example, they believed that learning could be improved if there was a better classroom atmosphere, as shown in the following expressions:

hubiera más disciplina en el aula (Student 130)

todos los alumnos tendríamos los mismos intereses y no interrumpieran las clases (Student 172)

si hubiera mejor disciplina (Student 617)

si hubiese más disciplina en la clase (Student 992)

In most of the answers which were identified as referring to the category “Role of the student”, the students, in general, used the pronoun “we” and a passive or impersonal form (e.g., “if everyone were interested in learning”, “if students would not interrupt the lesson”), rather than the first person “I”. This may suggest that they see the role of the student as a “collective role”, thus, avoiding their own responsibility as learners.

Teachers’ Voices

In relation to the role of the student, teachers mentioned issues related to students’ engagement and motivation in the English course as well as classroom atmosphere and student discipline. Many teachers expressed their concern for their students’ lack of engagement in the class. They recurrently expressed their beliefs that students would learn more if they worked harder, completed the assigned activities and brought to class the course materials. They also believed that their students should show more interest, commitment and responsibility as learners. These beliefs are illustrated below:

Si todos los alumnos tuviesen el material de trabajo (Teacher 11, Teacher 12, Teacher 49, Teacher 51, Teacher 58)

realizasen todas las actividades que se solicitan. (Teacher 19)

Si mostraran interés por las materias (Teacher 58)

Los alumnos prestaran más atención en clase. (Teacher 58)

Si fuesen más responsables de su educación. (Teacher 41)

Los alumnos se comprometieran más con la materia y fueran más responsables con los materiales. Si tuvieran una actitud más positiva hacia la materia y si le dieran la importancia que se merece. Además de asistir con más frecuencia a las clases. (Teacher 39)

Motivation was also highly mentioned by the teachers. Many of them reported that learning could be more meaningful if students were more motivated to learn English, participated more actively in class, and if they could see the importance of the language for their every-day life, as expressed below:

si los alumnos estuviesen más interesados en aprender inglés (Teacher 1, Teacher 19, Teacher 24, Teacher 47),

Si los alumnos se sintieran motivados (Teacher 25)

si para los chicos aprender fuera más importante (Teacher 5)

si los alumnos participan más en la clase de inglés, siendo actores activos (Teacher 6)

si los estudiantes estuvieran motivados, si tuvieran otra predisposición.

Of high concern among the teachers was the issue of discipline. Many reported that keeping a positive classroom atmosphere could facilitate learning, and that this could be achieved if the students had more positive attitudes towards peers and the teacher. Some highlighted the importance of good student behaviour and more respect for others and their work as key factors for learning. These beliefs are illustrated below:

Si se respetaran más las normas de convivencia (Teacher 4)

Si fueran menos ruidosos los alumnos (Teacher 5)

Si algunos alumnos cambiaran su actitud de falta de respeto hacia sus pares y profesor (Teacher 14)

Si se solucionaran algunos problemas de disciplina de los alumnos. (Teacher 18)

Si no existieran problemas disciplinarios (Teacher 25, Teacher 26),

Si hubiera mejor disciplina (Teacher 40)

Si los alumnos se comportaran correctamente (Teacher 58)

Si hubiera respeto por las producciones de los demás (Teacher 1)

Beliefs about the Role of the Students: Comparison and Discussion

The comparison between the students' and teachers' beliefs regarding the role of the students seemed to reveal some similarities and differences between the two groups. Even though both groups pointed to the same aspects -student engagement, motivation and classroom atmosphere- they reported different beliefs. Students seemed to show little self-awareness of their role as responsible learners and little acknowledgement of their misbehaviour in the class and lack of interest and engagement in the English course. Among those students who expressed their belief that learning could be improved if they were more motivated, they tended to refer to "students" using the third person, or the plural "we", rather than the first person "I", revealing little self-awareness of their own role as active learner.

Teachers' beliefs about the role of the students, on the other hand, seemed to focus on students' intrinsic motivation, pointing mainly to students' misbehaviour and lack of engagement in the course. Teachers appeared to be more critical about the students' lack of intrinsic motivation than to their own role to motivate them, spark their interest and engage them in meaningful learning.

Regarding the need for a positive classroom atmosphere as an important factor for effective learning, teachers seemed to express feelings of hopelessness and even a sense of frustration. When referring to issues of classroom management, they tended to mention the difficulty to motivate students to learn, and to raise their awareness of the importance that learning the language has for their every-day lives. One teacher even acknowledged that lack of motivation "is contagious", implying that the lack of student motivation to learn can negatively influence teacher motivation to teach. Such beliefs are illustrated in the following excerpts:

Si pudiéramos hacerles entender a nuestros alumnos lo importante que es aprender este idioma y que no sólo sirve para viajar al exterior como ellos creen sino para usarlo en actividades diarias (internet, juegos, canciones) (Teacher 18)

Si se lograran motivar a los alumnos (Teacher 26)

Si no fuera tan difícil motivar a los alumnos (Teacher 48)

El tema de la motivación es todo. Profes y alumnos motivados sería una situación ideal. Lamentablemente, la desmotivación es “contagiosa” en ambas direcciones (alumno-profesor) (Teacher 1)

A synthesis of student and teacher beliefs about the role of the student is presented in Figure 5.

Figure 5 Synthesis of Student and Teacher Beliefs about the Role of the Student

Beliefs about the role of the student	STUDENTS	TEACHERS
	<ul style="list-style-type: none"> No significant reference to these aspects 	<ul style="list-style-type: none"> Engagement

Conclusions and Implications

This chapter focused on the beliefs of EFL students and teachers regarding how English learning and teaching in their secondary school contexts could be improved. It reported on the responses to an open-ended question in a questionnaire administered to a large sample of fifth year secondary school students and EFL teachers, in the area of Río Cuarto, in central Argentina.

The most salient results showed participants' beliefs about institutional aspects (course structure and access to resources), about the role of the teacher (classroom management and methodological aspects), and about the role of students (engagement and motivation). The findings also showed that, even though secondary school EFL students and teachers held similar beliefs in relation to some of these aspects, each group emphasized some aspects more than others. While students placed more emphasis on the role of the teacher when thinking about ways in which EFL learning in their secondary school contexts could be improved, teachers focused more on institutional aspects and student engagement.

Students seemed to be more concerned about aspects of teaching methodology like the class dynamics, types of activities and materials used in class, need to use and speak more English in the classroom, and the teacher's role as motivator. Teachers seemed to be more concerned about institutional aspects, like access to materials and technological resources, course organization, and class size. In addition, teachers seemed to be highly concerned about factors related to students and classroom management issues, namely, low levels of students' motivation, engagement and discipline.

The main pedagogical implication of this study has to do with the importance for teachers to be aware of their own beliefs about teaching in the context of secondary schools and how such beliefs may influence their pedagogical decisions. It is also important for teachers to learn about their students' beliefs about learning English in secondary school because this understanding can help them address such beliefs and improve their students' learning experiences.

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4

Agreements and Discrepancies in Teacher and Student Beliefs about Teaching and Learning EFL in the Secondary School

Laura Gonzalez Vuletich and María Celina Barbeito

The aim of this chapter is to report on the agreements and discrepancies in EFL teacher and student beliefs with respect to three different dimensions of the teaching and learning process in their secondary school contexts. The dimensions analyzed, motivation, the nature of learning a foreign language and methodology, and their connection to beliefs are defined. Findings of the study hinge around agreements and disagreements between student and teacher beliefs. The chapter ends with pedagogical implications for practicing teachers and teacher educators, as their awareness should be raised about the importance of beliefs in the teaching and learning processes.

Introduction

In the last few decades, there has been an important growth in the study of individual differences, the characteristics that each person brings to the learning experience, such as motivation, attitudes, learning styles and beliefs. These have a direct impact on the teaching and learning processes in a foreign language (Breen, 2001). In particular, the beliefs that teachers and students of a second language hold about these processes have been widely studied (Polat, 2010; Sakui & Gaies, 1999).

It is well documented in the literature that the beliefs students and teachers hold are beneficial if they are in harmony and may hinder progress if dissonance occurs (Barcelos, 2000; Barcelos, 2013, Kalaja, Barcelos, Aro & Ruohotie-Lyhty, 2015). Of special interest to us are the beliefs teachers and students hold about different aspects involved in the teaching and learning of the foreign language in the secondary school context.

In search for firsthand data which could inform researchers, teachers and teacher educators, we designed and administered a context sensitive Likert-type instrument to collect the beliefs of 1522 fifth year secondary school students and fifty-nine EFL teachers in our local context, ECIS for teachers and ECIS for students (see Chapters 1 and 2 for a full description of the context of the study and the data collection instruments). In this chapter we will describe three dimensions of section 1 in both ECIS questionnaires (motivation, nature of learning, and methodology - including type of materials and use of the English language in class) and present the descriptive results obtained in those dimensions. We will also present some pedagogical and research-oriented implications for further study.

Teacher and Student Beliefs

In general terms, beliefs are conscious or unconsciously held propositions (Borg, 2001) which may be defined as

A form of thought, constructions of reality, ways of seeing and perceiving the world and its phenomena which are co-constructed within our experiences and which result from an interactive process of interpretation and (re)signifying, and of being in the world and doing things with others (Barcelos, 2014 as cited in Kalaja et. al., 2015, p. 10),

Beliefs are part of our cognition and guide our actions in different learning situations (Barcelos, 2000), help us understand teachers and students' decision-making processes (Borg, 2003; Pajares, 1992) and may hinder students' linguistic development (Mantley-Bromley, 1995).

The concept learner belief subsumes several constructs that are in dynamic interaction with each other and with other personal and contextual factors (Dornyei & Ryan, 2015). When reviewing the literature, we find several studies on student beliefs about different aspects of language learning, mainly focusing on beliefs about reading, error correction, grammar, motivation and learning strategies (Blazquez Entonado & Tagle Ochoa, 2010; Brown, 2009; Horwitz, 1985; Liao, 2006; Oz, 2007; Rodríguez Algarra, Rodríguez Ferreira, Artunduaga, & Quintero, 2005; Yang, 2000). Teacher beliefs, on the other hand, influence teaching practices, and lead teachers to preferring to apply one method over another or to focusing more or less on different aspects of the target language. Teacher and student beliefs about effective teaching and learning do not coincide at every point; this may sometimes cause clashes between teacher and students' expectations and have a negative impact on learning processes and outcomes (Barcelos, 2000).

Several studies on beliefs have focused either on teachers or students, and some have focused on both populations, studying the beliefs about different dimensions of the teaching and learning processes, such as *motivation* (Horwitz, 1985; Rieger, 2009), the *nature of learning* (Horwitz, 1985; Oz, 2007; Rieger, 2009; Tanaka & Ellis, 2003; Yang, 2000), and methodological issues such as *type of teaching materials* (Allen, 2002; Rieger, 2009) and *the use of the foreign language in the classroom* (Allen, 2002; Shinde & Karekatti, 2012).

Valsecchi, Barbeito and Olivero (2017) have highlighted that only a small number of research studies about secondary school teacher and student beliefs have been carried out (Lima, 2012; Oz, 2007; Portesio & Vartalitis, 2009; Saeb & Zamani, 2013; Sakui & Gaies, 1999;). To fill out this gap, we conducted a large-scale study in the Argentinean secondary school context (see Chapter 1)

to identify the beliefs held by students and teachers on different aspects of the teaching and learning processes in that particular context. This chapter presents the findings we obtained in three dimensions of the closed-Likert type section in the ECIS questionnaires (see Chapter 2): *motivation*, *nature of EFL learning* (learning processes, role of grammar, role of vocabulary, and time devoted to English language learning) and *methodology* (type of teaching materials and the use of the foreign language in the classroom). We have decided to report on these three dimensions since the results obtained show relevant connections between teacher and student beliefs in our local context and make us reflect upon the complex nature of beliefs.

Dimensions of Teacher and Learner Beliefs

Motivation

Motivation is of great importance in learning a second language; it provides the primary energy to initiate L2 learning and later the driving force to sustain the long process; all the other factors involved in SLA presuppose motivation to some extent (Dornyei, 2015), indeed, the presence or absence of motivation leads students to either accomplish or abandon their goals. The variables that intervene in the complex nature of learning can explain fluctuations in students' motivation, and indicate that "classroom L2 learning motivation is not a static construct (...), but a compound and relative phenomenon situated in various resources and tools in a dynamic classroom context" (Kimura, 2003, p. 78). Although motivation needs to be internally driven rather than externally regulated by teachers, the latter have a key role in fostering the growth and development of student motivation, especially in the context of secondary school (Ushioda, 2012). Student motivation becomes a complex issue in this context since teachers believe that several aspects of the secondary school context make it hard to teach English (Kalaja et. al., 2015). Lack of respect for teachers, the low status of English as a foreign language in secondary schools, students' behaviour, lack of resources for teaching and large classes are some of the aspects that may affect teachers' motivation to teach English in secondary schools (Kalaja et. al., 2015).

There are multiple and mutually influential connections between motivation and beliefs. On the one hand, what students believe about their abilities, possibilities, potentials, limitations, and past performance, as well as various aspects of the classroom context, such as the tasks to achieve, the curriculum, the teacher and her methodology, and the peers are some of the crucial aspects involved in motivation. On the other hand, what teachers believe about how to initiate and sustain motivation, how to create the right motivational conditions, or about how easy or difficult it is to motivate students will guide them in their methodological choices and practices.

Nature of Learning: Learning Processes, Vocabulary, Grammar, the Amount of Time Devoted to EFL Learning in Secondary Schools

Learning a foreign language as a teenager involves cognitive, psychological and social processes which are somehow different from those employed by children or adults. Like children, teenagers have a very flexible and still developing cognitive network; unlike them, teens have greater ability for abstract thought (Harmer, 2007), more conscious control of language, and the ability to categorize, manipulate and test logically the language they encounter. They may hold beliefs about how easy or difficult learning different aspects of a FL might be, and about the best ways to learn it. So, for example, some students might believe that learning vocabulary implies translating the words into their native language and that grammar is easier to learn if teachers provide rules and examples. Also, at this time in their lives, teenagers are in the process of becoming adults and want more

control over the learning situation; they may expect their teachers to let them have more choice and begin to take responsibility for their own learning (Anderson, 2008).

Teachers also hold beliefs about the nature of learning, and these inform their choices in relation to how to teach aspects such as vocabulary and grammar, among others (for example inductively or deductively), and how much to focus on the processes they believe would facilitate learning such as repetition, practice, or feedback. Several authors have highlighted how contextualized instruction and the possibility of real-life practice aid the learning process (Brown, 2009; Harmer, 2007; Schulz, 2001).

Some authors have pointed out that teachers as well as students believe that learning a foreign entails other processes different from the learning of other subjects or areas at school (Horwitz, 1985; Yang, 2000). Other studies have reported that teachers and students seem to have more traditional and structuralist beliefs about EFL learning processes, which favor knowledge about the system of the language (grammar, vocabulary) over other types of knowledge (sociocultural, contextual, communicative) in the development of linguistic skills (Blázquez Entonado & Tagle Ochoa, 2010). These authors have pointed out that these beliefs seem to be evident in the development of activities for teaching and learning the foreign language, which also tend to favor traditional approaches to the foreign language. However, the beliefs about EFL teaching and learning might be modified or changed by means of meaningful learning activities and new teaching practices (Blázquez Entonado & Tagle Ochoa, 2010).

Teachers and students may also hold beliefs about the level of English competence that students have when finishing secondary school. Oz (2007) has reported that students think that English education at secondary school was insufficient for communicating in the language. In addition, several authors have agreed that secondary school students seem not to have the expected level of language competence when graduating (Blázquez Entonado & Tagle Ochoa, 2010; Liruso, 2009; Valsecchi, Barbeito & Olivero, 2017). Kalaja et. al. (2015) highlight that contextual factors related to secondary school education (the number of students per class, lack of respect for teachers, among others) could contribute to these beliefs about EFL teaching and learning at this level.

Methodological Issues: Type of Teaching Materials and Use of the Foreign Language in the Classroom

Within the varied actions teachers do in their daily practice, we can mention the choice and use of teaching materials. In our secondary schools, teachers are generally free to decide on the books and extra materials to use although, in some cases, the school will select and provide a coursebook to follow. Good practices advise the inclusion of varied, context specific, interesting materials in a variety of modes (written, spoken, visual, multimodal, etc.) suitable for the students' age and interests. In a local study, López Barrios, Villanueva de Debat and Tavella (2008) reported that most of the books in use in Argentinean secondary schools are international books with little or no reference to our local culture. Luckily, if teachers believe that extra materials related to our culture (or any other aspect) can be useful and motivating for students, they have the necessary training to adapt such materials and use them in their lessons. The choice of appropriate, updated, attractive and interesting materials, and the design of challenging, varied tasks is of special importance for teenage populations (Legutke, 2012). In their teenage years, students tend to believe their secondary school teachers have to engage them to learn. So, when they are presented with topics or tasks of their interest, involvement and motivation generally increase and student beliefs become more conducive to learning.

Another aspect involved in the teaching of foreign languages is the use of the target language as the medium of instruction. FL teachers are expected to be proficient in the language they teach and to be able to use the language for communication and instruction; moreover, they receive instruc-

tion and practice in their Teacher Training Programmes on ways to use the FL in the classroom (for example, for greeting, classroom language, giving instructions, discussing, etc.). This benefits students, who receive plenty of input in context and with a communicative purpose. However, putting this into practice seems to be a difficulty in our foreign language context, probably generated by the characteristics of our secondary school context, namely, students' proficiency level, large groups, mixed levels and discipline issues. Teachers are thus sometimes unable to enact the beliefs they hold about the importance of using the L2 in the classroom and find it very difficult to teach through the FL or require its use from students, especially in the oral mode. Students, on the other hand, may have mixed or contradictory views on the use of language in the classroom, since they may want to receive instruction in the L2 but at the same time find it difficult to understand.

The items which inquired about the dimensions described above were distributed along the whole ECIS questionnaire (see Table 1).

Table 1. Dimensions of Teacher and Learner Beliefs about Motivation, the Nature of EFL Learning and Methodology.

ECIS Students	ECIS Teachers
Beliefs about motivation	
<p><i>Aprender inglés me beneficiará en el futuro</i></p> <p><i>Lo que me enseñan en la clase de Inglés no me motiva.</i></p> <p><i>Mi profesor de inglés no me motiva a aprender</i></p> <p><i>Los alumnos somos difíciles de motivar para aprender inglés</i></p>	<p><i>Es difícil enseñar inglés por la falta de motivación de los alumnos</i></p> <p><i>Los alumnos piensan que la materia inglés no es importante</i></p>
Beliefs about the nature of EFL learning	
<p><i>Aprender inglés implica una forma de estudiar diferente a la de otras materias</i></p> <p><i>Aprender inglés implica principalmente aprender mucho vocabulario</i></p> <p><i>Aprender inglés implica, en gran medida, aprender su gramática</i></p> <p><i>Las actividades de gramática son las que más me sirven para aprender.</i></p> <p><i>Los seis años de inglés que tengo deberían ser suficientes para aprender a comunicarme en inglés.</i></p>	<p><i>Aprender inglés implica aprender procedimientos diferentes a los de otras materias</i></p> <p><i>Aprender una LE implica en gran medida aprender vocabulario</i></p> <p><i>Aprender inglés implica en gran medida aprender gramática</i></p> <p><i>Las actividades de práctica que más ayudan a los alumnos son ejercicios gramaticales.</i></p> <p><i>Seis años de clases de inglés deberían ser suficientes para que los alumnos aprendieran a comunicarse en inglés.</i></p>

Methodology: Beliefs about the role of materials	
<p><i>Aprendo mejor cuando en la clase de inglés trabajamos con lecturas de revistas, diarios, videos y páginas de internet en inglés.</i></p> <p><i>Como alumno debería poder participar en la selección de materiales y sugerir actividades que considero útiles.</i></p> <p><i>El profesor debe darme la oportunidad de decir si los materiales que usamos me resultan interesantes.</i></p>	<p><i>Es necesario utilizar materiales complementarios además del libro de texto base</i></p> <p><i>Debo darles a mis alumnos oportunidades de opinar sobre los materiales que utilizo en la clase.</i></p> <p><i>A los alumnos se les debería dar oportunidades de participar activamente en la planificación y el desarrollo de la clase.</i></p>
Methodology: Beliefs about the use of the English language in class	
<p><i>El profesor debe hablar en inglés en la clase.</i></p> <p><i>El profesor debería pedirme que hable inglés en clase lo más posible.</i></p> <p><i>Mientras más inglés usa el profesor en la clase, más aprendo.</i></p>	<p><i>Debo dar la clase usando inglés la mayor parte del tiempo.</i></p> <p><i>Debería pedirles a mis alumnos que usen inglés lo más posible para comunicarse en la clase.</i></p>

Findings and Discussion

The results are organized around the three main dimensions selected from the ECIS for analysis and their sub-dimensions: a) *motivation*, b) *the nature of learning* (learning processes, the role of grammar, the role of vocabulary, and the amount of time devoted to EFL learning in secondary schools), and c) *methodology* (the role of materials, and use of the English language in class). The findings revealed diverging views, showing varied degrees of agreement or disagreement between teachers and students. In the following sections, we present the findings in each dimension.

Motivation and Beliefs about EFL Teaching and Learning

In relation to the first dimension, *motivation*, the results of the survey showed that 55% of the teachers believed that secondary school students seemed not to have enough motivation to learn the FL, whereas 55% of students expressed that their teacher did not motivate them to learn the FL, and 65% believed that they considered themselves difficult to motivate (see Table 2). However, when asked about the importance assigned to the English language, most students (82%) believed that English was very important for their future. On the contrary, only a small number of teachers (40%) believed that students considered the subject English important. These results indicate that motivation is a complex emerging issue and worthy of attention, since divergence can be observed: teachers seemed to believe that students lacked the necessary motivation to learn the FL, but at the same time, more than half of the students considered that motivation should be stimulated, regulated and maintained by the teacher. In addition, almost half of the teachers seemed not to be aware of the importance that students attach to the English language as a future means of communication.

The results obtained are in agreement with Horwitz's study (1985), which has shown that most students believe that it is the teacher who should motivate students to learn the FL. Holding these beliefs may cause conflict in the EFL teaching and learning processes (Barcelos & Kalaja, 2011;

Kalaja et. al. 2015) since beliefs and motivation are intrinsically related, and when there are discrepancies between teacher and student beliefs, motivation tends to be low in both groups (Barcelos, 2013). Given these findings, we need to reflect as teacher researchers about the reasons why some teachers fail to motivate students and why some students, in spite of assigning an important role to English for their future lives, believe that their motivation has to be outer-regulated. Raising teachers and students' awareness on motivation related issues may help them find different and more fruitful ways to become more actively involved in the teaching and learning of EFL.

Table 2. Student and Teacher Beliefs about Motivation

ECIS Students		ECIS Teachers	
<i>Los alumnos somos difíciles de motivar</i>	65%	<i>Es difícil enseñar inglés por la falta de motivación de los alumnos</i>	55%
<i>El inglés es muy importante para nuestro futuro</i>	82%	<i>Los alumnos piensan que la materia inglés no es importante</i>	30%
<i>Mi profesor de inglés no me motiva a aprender</i>	55%		

Nature of EFL Learning and Beliefs about EFL Teaching and Learning

In relation to the second dimension, *the nature of EFL learning*, the survey revealed that several of the participating teachers (68%) and students (61%) agreed that learning a foreign language involves different processes than those required for learning other subjects in the school curriculum, such as history or maths (see Table 3). This result may stem from the fact that, as English is the only subject at secondary school taught in another language, it may require that students make use of strategies different from those used in the other courses to approach the content to be studied, and that teachers use methods that foster those processes. Teacher as well as student beliefs seem to be in agreement with the results of previous research studies in the area which point out that learning a foreign language entails other processes different from the learning of other subjects or areas at school (Horwitz, 1985; Yang, 2000).

However, even if there was agreement between teachers and students with respect to the beliefs about the general nature of learning a foreign language, the analysis of the three sub-dimensions within *the nature of EFL learning*: the role of vocabulary, the role of grammar and the amount of time devoted to EFL learning in secondary schools, unveiled disagreement. Regarding the learning of vocabulary, a higher percentage of students (79%) than teachers (55%) expressed that learning English implied learning its vocabulary. Interestingly, with respect to the role of grammar, a higher number of students attributed more importance to the learning of grammar (69%) and grammar practice (57%) than teachers (43% and 48%, respectively). In relation to grammar practice, while several students considered it important to practice grammar in order to learn it (57%), not many teachers seemed to agree on this aspect (43%) (see Table 3). These results could be attributed to the possibility that students might be used to focusing on grammar and, at the same time, believe that knowing vocabulary is probably enough to be able to communicate. On the other hand, teachers are informed by learning theories and are more aware of other aspects of the language which are important and necessary for learning. These results are in line with Horwitz (1985), who reported that some of the student participants in her study believed that learning another language is a matter of learning vocabulary. In addition, in Oz's study (2007), more than a half of the participants viewed grammar as the most important part of learning English; and in Brown's study (2009),

students preferred to follow a grammar-based approach while teachers considered learning would be favoured through a more communicative-based one.

Regarding *the amount of time devoted to EFL learning in secondary schools*, a significant number of students (58%) believed that the six years of exposure that they have to the English language during secondary school should be enough to communicate in the foreign language. However, only a small number of teachers (37%) believed that the six years of exposure students have during secondary school are enough for them to develop a good command of the English language (see Table 3). These findings are in consonance with Oz (2007), who reported that students did not think that English education at school was sufficient for communicating in the language. Also, in agreement with the results, Valsecchi et. al. (2017), Liruso (2009), and Blázquez Entonado and Tagle Ochoa (2010) agree that, when finishing secondary school, students seem not to have reached the expected level of language competence after six years of exposure to the English language. It would be interesting to reflect on the idea of what it means to communicate in a foreign language and the conception that teachers and students have about this concept. Another aspect that could contribute to these results may be some contextual factors inherent to EFL learning during secondary school or the way in which the subject is taught at this level, which could also affect teachers and students' motivation (Kalaja et. al., 2015).

Table 3. Student and Teacher Beliefs about the Nature of Learning

ECIS Students		ECIS Teachers	
<i>Nature of EFL learning</i>			
<i>Aprender inglés implica una forma de estudiar diferente a la de otras materias</i>	61%	<i>Aprender inglés implica aprender procedimientos diferentes a los de otras materias</i>	68%
<i>Aprender inglés implica principalmente aprender mucho vocabulario</i>	79%	<i>Aprender una LE implica en gran medida aprender vocabulario</i>	55%
<i>Aprender inglés implica, en gran medida, aprender su gramática</i>	69%	<i>Aprender inglés implica en gran medida aprender gramática</i>	43%
<i>Las actividades de gramática son las que más me sirven para aprender.</i>	57%	<i>Las actividades de práctica que más ayudan a los alumnos son ejercicios gramaticales.</i>	40%
<i>Los seis años de inglés que tengo deberían ser suficientes para aprender a comunicarme en inglés.</i>	58%	<i>Seis años de clases de inglés deberían ser suficientes para que los alumnos aprendieran a comunicarse en inglés.</i>	37%

Methodology and Beliefs about EFL Teaching and Learning

The two sub-dimensions related to methodology: *the role of materials* and *use of the English language in class* showed varied results. Regarding *the role of materials* used for EFL teaching and learning in secondary school, many students (55%) believed that they learned in a more significant way when working with complementary materials such as magazines, newspapers, videos and web pages. However, almost half of the teachers (48%) disagreed with the idea of using complementary materials apart from the core coursebook (see Table 4). The teacher beliefs seem to be in consonan-

ce with Allen's results (2002) which showed that teachers considered that the textbook is core in their teaching and that their main responsibility is to cover the contents as defined by the textbook. However, the student beliefs are in line with Rieger's findings (2009), which highlight the importance of complementary materials to the main course book including authentic materials for EFL teaching and learning. Given these results, it would be interesting to find out why some teachers seem to feel uncomfortable with the use of materials other than the main coursebook.

Interestingly, a high number of students (67%) believed that, when the EFL class contents are related to their everyday life, they learn in a better way. Similarly, most teachers (93%) considered it important to provide practice that is similar to real-life situations (see Table 4). Barbeito, Placci, Ponce and Galfioni (2016) suggest that these beliefs could be attributed to the fact that the textbooks used in most secondary schools in Argentina are international books whose topics are not culturally related to the students' first language. They also highlight that, in order to avoid discrepancies between teacher and student beliefs, it would be interesting if teachers considered it possible to include topics which were more relevant to students' needs, interests and related to their cultural context. These actions may contribute to the improvement of students' motivation to learn the FL.

The responses to the dimension beliefs about *use of the English language in class* did not show much agreement between students and teachers (see Table 4). A considerable number of students favoured the use of English in class. Many agreed that teachers should ask them to speak English in class (58%), and that students learnt better when the teacher spoke English in class (56%). These results are in agreement with Shinde and Karekatti's (2012) study, which showed that 70% of students believed that English should be used as the main medium of instruction.

On the other hand, the responses teachers gave in the study reported in this section were somewhat contradictory. While a great number of teachers (83%) believed that they should ask students to speak English in class, surprisingly, a small number (35%) believed that they themselves should speak English most of the time during class. This result seems to contradict the findings in Allen's (2002) study, where most teachers reported that "foreign language instruction should be delivered in the target language" (p. 524).

It would be interesting to find out how teachers' everyday actions enact their beliefs in class. It would also be important that teachers become aware of how valuable class time is for students' exposure to the FL given the few opportunities students have to use it in real life situations in our context.

Table 4. Student and Teacher Beliefs about the Role of Materials and the Use of the English Language in Class

ECIS Students		ECIS Teachers	
Methodology: Beliefs about the role of materials			
<i>Aprendo mejor cuando en la clase de inglés trabajamos con lecturas de revistas, diarios, videos y páginas de internet en inglés.</i>	55%	<i>Es necesario utilizar materiales complementarios además del libro de texto base.</i>	28%
Methodology: Beliefs about the use of the English language in class			
<i>El profesor debería pedirme que hable inglés en clase lo más posible.</i>	58%	<i>Debo dar la clase usando inglés la mayor parte del tiempo.</i>	35%
<i>Mientras más inglés usa el profesor en la clase, más aprendo.</i>	56%	<i>Debería pedirles a mis alumnos que usen inglés lo más posible para comunicarse en la clase.</i>	83%

Conclusion and Implications

This chapter presents a wide range of secondary school teacher and student beliefs about the teaching and learning processes in our local context in Argentina. The findings obtained not only indicate significant relations between teacher and student beliefs, but also make us reflect upon their complex nature. In our study, teachers and students shared their views about certain aspects of secondary school involved in EFL teaching and learning such as teacher and student motivation, the nature of EFL learning and methodological aspects.

To sum up, teachers and students have different views with respect to motivation to learn the English language. While teachers seem to believe that students are not motivated to learn the language, students consider that the teacher should be responsible for their motivation in spite of the importance they assign to EFL learning. Regarding the nature of EFL learning, both parties agreed on the view that learning EFL is different from learning other subjects at school. However, they had different views about learning vocabulary and grammar since students seemed to give them more importance than teachers at the time of learning English. The participating teachers and students had different opinions about the time devoted to the teaching and learning of English in secondary schools. While students considered that six years should be enough to learn the language, teachers believed that this time is not sufficient to be competent in the FL. Finally, teachers and students shared their beliefs about methodological aspects. Students believed the use of authentic materials fosters better learning, while teachers seemed not to believe authentic materials have such an important role in their classes. However, both seemed to agree that contents and practice should be related to the students' daily life and similar to real-life situations. Regarding the use of the foreign language in the classroom, student beliefs favored the use of English in class whereas teachers did not show a prevailing trend in their beliefs about this aspect.

The findings in our study suggest several implications for the EFL teaching and learning processes. In the first place, it would be interesting to raise teachers and students' awareness on the topics of beliefs so that both can explicitly talk about them and discuss possible agreements, disagreements or assumptions about the learning process. Raising teachers and students' awareness on motivation related issues becomes key to help them become more actively involved in the EFL teaching and learning processes.

The results of this study also suggest that teachers and students should reflect upon EFL teaching and learning processes as well as strategies in order to understand these processes in a better way. For example, it would be interesting for teachers and students to reflect upon the different ways in which grammar and vocabulary could be taught and learned and, also, to become familiar with learning strategies for EFL communication. Having knowledge about these aspects and reflecting upon them may help teachers and students rethink their views on EFL learning in secondary schools.

The results of this study also suggest that teachers and students' reflection upon the idea of what it means to communicate in a foreign language may contribute to analyze, discuss and understand the diverging views they have about EFL teaching and learning in secondary school. Teachers and students' understanding of the secondary school context and the expectations that each group has about foreign language learning and teaching may also help solve some dissatisfaction they may have with the English subject and the school system. Therefore, the findings of this study indicate that teacher and student beliefs are an important source of information and that having knowledge about them may shed light on the reasons behind teachers' and students' actions and their view about EFL learning and teaching. With the knowledge gained through this study, teachers can make more informed choices about teaching (Bernat, & Gvozdenko, 2005) and adopt "a more sensitive approach to the organization of learning opportunities" (Cotterall, 1999, p.494) in their lessons.

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5

Student and Teacher Beliefs about Difficulty in Teaching and Learning the Four Macro Skills at Secondary School

Silvana Ponce and María Inés Valsecchi

The beliefs that both EFL students and teachers bring to the English language classroom are important to understand how instructional practices should unfold if more realistic goals and significant methodologies are sought to be implemented. With this premise in mind, a large-scale study was carried out with the aim of identifying belief similarities and divergence among EFL teachers and students. In this chapter, findings are presented in relation to the beliefs held as regards *the easiest and most difficult skills* to develop in English language courses at Secondary Schools.

Introduction

In the last thirty years, numerous investigations have shown that teacher and student beliefs have a great impact on the processes of teaching and learning a foreign language (Barcelos, 2003; Bernat & Gvozdenko, 2005; Cabaroglu & Roberts, 2000; Gabillion, 2005; Pajares, 1992; Valsecchi, Barbeito & Olivero, 2017; Valsecchi, Barbeito & Placci, 2013). Since the early 80's, with the emergence of the first investigations on students' beliefs, many researchers from different parts of the world have devoted to the study of beliefs in the field of Applied Linguistics, in order to elucidate their relationship to classroom actions, belief change (Cabaroglu & Roberts, 2000; Mattheoudakis,

2007; Ponce, 2012), different learning strategies (Baudino, 2017; Yang, 2000), and more recently, their interplay with emotions (Aragao, 2011, Barcelos, 2015).

In this line, a large-scale investigation was conducted in the context of Argentinian secondary schools with the purpose of finding out the beliefs held by teachers and students as regards different aspects of EFL teaching and learning. Interest in this research line arose as a way to try to explain why most secondary school students did not achieve the EFL competence level that was expected, in spite of the six years of foreign language instruction that secondary schools offered (Valsecchi, Barbeito, Placci, Olivero, Gonzalez, 2011).

This chapter presents some of the research findings the semi structured questionnaire yielded in relation to the easiest and most difficult skills to teach and learn at secondary schools. Findings are presented and discussed in the context of the current Curricular Guidelines issued by the Ministry of Education (2015) in Cordoba province.

English as a Foreign Language in the Secondary School Curriculum

In the province of Córdoba, the Curricular Guidelines 2015-2020 issued by the Ministry of Education state that foreign language teaching in secondary schools should consider the following dimensions: a) *English for communication*, involving linguistic, discourse and sociocultural knowledge as well as oral and written practice; b) *English and Information and Communication Technology (ICT)*, including the integration of new technologies to develop the ability to operate, access and search for data, increase the capacity to interpret reality and develop autonomy; and c) *English and literary discourse*, entailing a space for sensitization to the world of literature through different genres, and for the development of reading habits (Ministerio de Educación de la Provincia de Córdoba, 2015).

As prescribed by the curriculum guidelines, EFL teaching must be framed along communicative, plurilingual and intercultural approaches. Within these perspectives, the development of the four macro language skills, i.e. listening, speaking, reading and writing, is central. Language skill integration is favoured in order to help achieve three main purposes: a) understanding and producing written and oral texts, b) acquiring knowledge of language rules and functions in different interactional contexts, and c) developing metacognitive, metalinguistic and metacommunicative knowledge (Ministerio de Educación de la Provincia de Córdoba, 2015).

The development of the oral skills is considered a learning priority, both for “Ciclo Básico” and “Ciclo Orientado” at the Secondary School since their development enables language learners to receive and interact with language input, and facilitates the emergence of other language skills (Vandergrift & Goh, 2012, p. 4). Oral activities are geared towards the promotion of topic and genre integration related to the school orientation. Also, oral tasks are expected to be mediated by technological resources in the classroom (Ministerio de Educación de la provincia de Córdoba, 2015).

The Oral Skills in the English Secondary School Classroom

The development of the *speaking skill* has been described as a *challenging* skill for EFL learners since it implies knowledge from other disciplines, such as pragmatics, syntax, grammar, phonology and semantics (Hughes, 2011), and because it causes great anxiety levels in language learners (Akkakoson, 2016; Aragão, 2011). Some of the main *difficulties* that have been associated with the development of the *speaking skill* in EFL courses are related to limitations in linguistic knowledge, time constraints, inequality in student participation, students’ inhibition, fear of making mistakes, lack of self-confidence, difficulty in maintaining the foreign language in the course of the communicative exchange, and/or lack of interest in the topic being discussed (Rabéa, 2010).

In spite of the importance the oral skills have for communication, they have not received much focus in EFL classroom practices. Nation and Newton (2009) claim that L2 *Speaking* is often considered a neglected teaching skill in second language education.

Likewise, *Listening* has also received “little systematic attention from teachers and instructional materials”, compared with writing and reading, or even speaking, in spite of its importance for communication, interaction and access to language input, as Vandegrift and Goh (2012) clearly state (p. 4). In general terms, learners are seldom taught how to approach listening or how to manage their listening when attending to spoken texts or messages.

Several *affective factors* account for the complex nature of the oral activities (Vandegrift & Goh, 2012). Students may feel anxious about listening as they are often put in situations where they have to show how much they have understood, or not understood. In addition, learners’ stress and anxiety levels increase even further when they have to understand what the person is saying and must respond in an appropriate way. Similarly, difficulties associated to the development of the oral skills were found in Valsecchi et al’s study (2013) in which some *affective, contextual* and *institutional* factors accounted for teacher and student beliefs as regards lack of development of the oral skills in the Secondary School context (see Chapter 3 in this volume).

Reading and Writing in the English Secondary School Classroom

It has been widely reported that many secondary school teachers of English tend to focus almost exclusively on grammar and reading comprehension, in spite of the fact that state and national curricular guidelines promote the integration and development of the four skills (Barrionuevo & Pico, 2006; Longhini, Chiappello & Valsecchi, 2004; Valsecchi et al., 2017). In most cases, this has been the case because of the great need to develop “bottom-up” processing skills simultaneously with “top-down” ones for students to achieve a minimum threshold level which will allow the immediate and automatic access to the necessary linguistic forms for the mind to achieve true negotiations and real communication (Longhini, et al., 2004).

During the last years of Secondary School, *Reading* is given special emphasis since students are expected to develop reading comprehension skills related to the school orientation such as Business, Humanities, Tourism and Natural Sciences. However, *Reading* can be a challenging task for some learners due to some related problems, such as lack of understanding, poor language proficiency, insufficient lexico-grammatical knowledge, ineffective reading and learning strategies (Koda, 2007), poor phonemic knowledge (Torgeson, 2002) and/or poor working memory (Alloway, Gathercole, Kirkwood & Elliott, 2009). Many of these factors prevent reading comprehension and affect students’ academic performance.

Writing has been observed to receive some focus in the English Secondary School class, especially as a complement to aid the acquisition of other skills. In this respect, as Manchon (2009) points out, *Writing* has “an instrumental value in the acquisition of a second [or foreign language] in educational settings” (p. 3). At times, the development of *Writing* entails a certain level of difficulty for learners since different types of knowledge must be integrated on the part of the student: *content* knowledge (ideas and concepts), *system* knowledge (syntax, lexis and appropriate conventions), *genre* knowledge (communicative purpose) and *context* knowledge (expectations and cultural preferences) (Hyland, 2003).

Communicative Competence at Secondary Schools in Cordoba Province

One of the main aims of EFL instruction at the Secondary School context is the development of *communicative competence* for students to be able to successfully interact in a written and oral man-

ner and in different contexts and situations (Ministerio de Educación de la provincia de Córdoba, 2015). Nevertheless, most secondary school students do not finish their studies with the necessary proficiency level in the foreign language to efficiently perform at the workplace or at different educational settings (Valsecchi et al, 2011).

In an attempt to provide a possible explanation for this complex situation from an emic perspective (i.e., taking into account the participants' voices), an investigation was conducted in 40 secondary schools in the South of Cordoba province, with the aim of capturing teacher and student beliefs in relation to some important aspects of the EFL teaching and learning.

For such a purpose, two belief questionnaires were designed and implemented, *ECIS for Teachers* and *ECIS for Students* (fully described in Chapter 2). One thousand five hundred and twenty-two fifth-year students and 59 EFL teachers answered the semi structured questionnaires.

The following section describes and compares student and teacher beliefs as regards one of the categories of the questionnaires related to the *easiest* and *most difficult* skills to learn and teach in the secondary school context.

The Study

Section 2 of the teacher and student questionnaires displayed some semi structured questions for participants to answer in relation to the *easiest* and *most difficult* skills to learn and teach in the secondary school context. In *ECIS for Teachers*, four questions elicited beliefs in relation to the *easiest* and *most difficult skills* for teachers to *teach* and for students to *learn* in the Secondary school context. Also, reasons behind participants' answers were promoted (See Table 1).

Table 1: Questions that Elicited Teacher Beliefs as regards Difficulty in Teaching and Learning the Four Macro Skills at Secondary School

ECIS for Teachers		
Which of the following skills is:		
<ul style="list-style-type: none"> the easiest for you to teach at secondary school? 	Reading [] Writing [] Listening [] Speaking []	Why?
<ul style="list-style-type: none"> the most difficult for you to teach at secondary school? 	Reading [] Writing [] Listening [] Speaking []	Why?
<ul style="list-style-type: none"> is the easiest for your students to learn at secondary school? 	Reading [] Writing [] Listening [] Speaking []	Why?
<ul style="list-style-type: none"> the most difficult for your students to learn at secondary school? 	Reading [] Writing [] Listening [] Speaking []	Why?

In *ECIS for Students*, two questions were presented to the participants which aimed at eliciting student beliefs in relation to the easiest and most difficult skills to **learn** in the English class at Secondary School. Reasons behind their answers were promoted as well (see Table 2).

Table 2: Questions that Elicited Student Beliefs as regards Difficulty in Learning the Four Macro Skills at Secondary School

ECIS for Students		
Which of the following skills is		
<ul style="list-style-type: none"> the easiest for you to learn in your English class? 	Reading [] Writing [] Listening [] Speaking []	Why?
<ul style="list-style-type: none"> the most difficult for you to learn in your English class? 	Reading [] Writing [] Listening [] Speaking []	Why?

Some Main Findings

The analysis of the qualitative data provided by both the teacher and student belief questionnaires yielded important information in relation to the development of the macro language skills in English language courses at the Secondary School context.

Teacher Beliefs about the Easiest Skills to Teach

When asked about which of the four skills (reading, writing, listening or speaking) was the **easiest for teachers to teach** in the Secondary School context, most of the teachers (81%) agreed that *Reading* was the easiest skill to teach in that educational context. Among the reasons mentioned, teachers made reference to *material availability*, *motivational factors*, *nature* of the reading skill, *transfer of reading strategies* from Spanish to English, *classroom atmosphere* (discipline) and *contextual* factors (such as hours assigned to the subject in the school curriculum and resources). Below, teachers' reasons for having chosen the skill of *Reading as the easiest one to teach* at Secondary school are provided in relation to the categories of analysis identified through the technique of *content analysis* (see Chapter 3 for a detailed description of how content analysis was carried out) (Table 3).

Table 3 Teacher Belief Quotes about Reading being the Easiest Language Skill to Teach at Secondary School

Teacher Beliefs in relation to Reading as the Easiest Language Skill to Teach at Secondary School		
Category	Quote	Participant
<i>Material access and availability</i>	“Porque se cuenta con mucho material”	Teacher 27
	“Hay material en los libros y en internet”	Teacher 53
	“Los alumnos tienen la posibilidad de acceder al texto escrito fuera del aula”	Teacher 61

<i>Motivation:</i>	“Se les presenta material interesante, por lo tanto ante la necesidad de saber de qué se trata, los estudiantes leen con entusiasmo”	Teacher 6
<i>Skill Type:</i>	“Las habilidades “receptivas” son siempre más fáciles de desarrollar en los alumnos”.	Teacher 59
<i>Transfer of reading strategies from L1 to L2:</i>	“Ya tienen las estrategias de la lengua materna para interpretar textos, esto les permite interpretar textos en una lengua extranjera”.	Teacher 25
Discipline and classroom atmosphere	“Permite, en muchos casos, manejar algunos problemas de disciplina. Los alumnos tienden a comportarse mejor cuando hacen actividades de este tipo”.	Teacher 36
<i>Contextual factors</i>	“Porque los cursos son muy numerosos”	Teacher 52
<ul style="list-style-type: none"> • Possible with a large class size • hours assigned to the subject in the school curriculum • No need of technological resources 	“Porque la carga horaria muchas veces no es suficiente para desarrollar las cuatro habilidades” “No son necesarios tantos recursos tecnológicos como para el desarrollo de la comprensión auditiva”	Teacher 10 Teacher 26

Teacher Beliefs about the Most Difficult Skills to Teach and Learn

Regarding the *most difficult skill to teach* in the Secondary School context, a great majority of the teachers surveyed (81%) considered that the *oral skills*, that is, oral expression and listening comprehension were the most difficult ones to *teach*. Also, a high number of teachers (53%) expressed they were the most difficult ones for their students to learn. *Speaking* was rated as the *most difficult skill to teach and learn* in the Secondary School context. The reasons given were related to the influence of *Contextual* factors such as the high number of students in the classroom, discipline or classroom atmosphere issues, the diversity of students’ linguistic competence levels, and the “low” workload assigned to the English subject. Teachers also associated difficulty of teaching and learning *Speaking* to the influence of some *affective* factors such as students’ frustration, mockery of peers’ mistakes, inhibition, shame, fear of mispronouncing, fear of ridicule, and fear of making mistakes. Also, *methodological* (lack of practice and proper teaching strategies) and *linguistic* factors (limited vocabulary proficiency) were cited by the participating teachers as accounting for language skill difficulty. Teachers’ reasons for having chosen *Speaking as the most difficult* one to *teach* at Secondary school are presented in Table 4.

Table 4 Teacher Beliefs in relation to Speaking as the Most Difficult Language Skill to Teach at Secondary School

<i>Teacher Beliefs in relation to Speaking as the Most Difficult Language Skill to Teach at Secondary School</i>		
<i>Category</i>	<i>Quotes</i>	<i>Participant</i>
<i>Contextual factors</i>	“Son muchos alumnos”	Teacher 15
Large class size		
discipline /classroom atmosphere	“Son grupos numerosos y se genera indisciplina”	Teacher 42

low workload assigned to the English language	<p>“Ya que no hay el tiempo necesario para dedicarle a dicha habilidad”</p> <p>“Porque la carga horaria es insuficiente”</p> <p>“No disponemos de tiempo para practicar”</p>	<p>Teacher 17</p> <p>Teacher 52</p> <p>Teacher 25</p>
<i>Affective factors</i> mockery of peers' mistakes	<p>“Porque no quieren ser burlados frente a sus compañeros”</p> <p>“Los alumnos sienten vergüenza de expresarse delante del resto porque les hacen burla”</p>	<p>Teacher 2</p> <p>Teacher 7</p>
lack of participation	“Porque no se animan, se avergüenzan de sí mismos”	Teacher 37
inhibition	<p>“Los chicos se inhiben, tienen miedo de pronunciar mal, de que se burlen de ellos”</p> <p>“No se animan a pronunciar correctamente”</p>	<p>Teacher 4</p> <p>Teacher 1</p>
shame	<p>“Son tímidos (algunos) o se rehúsan a hablar.”</p> <p>“Porque sienten vergüenza de hablar en inglés frente a sus compañeros”</p>	<p>Teacher 11</p> <p>Teacher 26</p>
fear of mispronouncing	“Porque ponen énfasis en la pronunciación, entonación. Se comparan los modelos de pronunciación y se frustran con facilidad”	Teacher 8
fear of ridicule	“y el temor al ridículo”	Teacher 22
fear of making mistakes	“Por el miedo al error. Por la poca confianza que tienen de sus conocimientos”	Teacher 31
Frustration	<p>“Algunos de mis alumnos me han dicho que muchas veces se frustran y no entienden “nada” de los listening (a pesar de estar muy adaptados al nivel)”</p> <p>“y se frustran cuando no pueden recordar una palabra, entonces tienen que volver a empezar”</p>	<p>Teacher 36</p> <p>Teacher 1</p>
<i>Methodological issues</i> Lack of practice and proper teaching strategies	“El docente le dedica poco tiempo. No se trabajan estrategias en esta área porque se priorizan otras habilidades tales como leer y escribir”	Teacher 21
<i>Linguistic factors</i> Insufficient vocabulary	<p>“No estudian vocabulario ni las estructuras”</p> <p>“Por escasos conocimientos, también”</p>	<p>Teacher 40</p> <p>Teacher 56</p>

To a much lesser extent, teachers (21%) mentioned that *Listening* was the most *difficult skill to learn* in Secondary School (Table 5 presents a synthesis of *teachers' beliefs* in relation to *the easiest* and *most difficult skills to teach* at secondary school).

Table 5. Synthesis of Teacher Beliefs about Easiest and Most Difficult Skills to Teach at Secondary Schools

TEACHER BELIEFS	
ABOUT <i>THE EASIEST AND MOST DIFFICULT SKILLS TO TEACH AT SECONDARY SCHOOL</i>	
<i>EASIEST SKILL TO TEACH</i>	<i>MOST DIFFICULT SKILL TO TEACH</i>
<p style="text-align: center;">READING</p> <div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); border: 1px solid black; padding: 5px; margin-right: 10px;">Reasons</div> <ul style="list-style-type: none"> • It is a receptive skill • It can be developed with: <ul style="list-style-type: none"> - Few class hours - Numerous groups of students - Few resources • Students feel motivated to develop this skill </div>	<p style="text-align: center;">SPEAKING AND LISTENING</p> <div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); border: 1px solid black; padding: 5px; margin-right: 10px;">Reasons</div> <ul style="list-style-type: none"> • They are difficult to be developed with: <ul style="list-style-type: none"> - large groups - few class hours - limited technological resources - Indiscipline • Some affective factors impact their development (embarrassment or inhibition) • Students' diverse linguistic competence levels affect their development </div>

Contextual factors were attributed to skill difficulty. Teachers made reference mostly to contextual factors, such as *lack of appropriate teaching materials, lack of audio equipment and technological resources, and inadequate infrastructural facilities*. Also, difficulties were signalled in relation to *large class size, student motivation, and pronunciation pattern decoding*.

Teacher Beliefs about Students' Easiest Skill to Learn

Also, teachers were inquired into the *easiest skills for students to develop* in the EFL classroom. In this respect, 78% of the *teachers* believed that *Reading* was the easiest skill for students to *learn* at secondary school. The following were the reasons given by the teachers to explain this belief: reading allows students to apply different learning strategies; at secondary school, there are many opportunities to practice this skill and therefore, it is something students are used to doing; students can manage their own time to develop this skill; and reading does not represent a great emotional burden for students, as compared to the oral skills (listening and speaking) which may cause greater stress and anxiety.

The *writing skill* was also mentioned by some teachers as being *easy for students to learn*. Among the eleven reasons provided, teachers referred to the fact that writing was a common practice in the secondary school context since it was the most typical activity students carried out in the English class. Also, teachers mentioned that when writing, students could correct their own mistakes and edit their productions. The other comments made were in relation easiness of writing since it involved the production of sentences or texts with time ahead. Writing was paralleled to spelling and sentence construction. Grammatical and lexical knowledge and the possibility of consulting a dictionary were aspects mentioned by the teachers when trying to explain their beliefs about writing being an easy skill for students to develop in the secondary school context.

Student Beliefs about the Easiest Skill to Learn

When surveyed, fifth-year secondary school students (67%) agreed with their *teachers* in considering *reading* as the easiest skill to learn in the English class. Students mentioned different factors that accounted for this being so. *Reading* was considered to be an easy skill to learn because they could *apply learning strategies*, they could *read aloud*, they already possessed *previous background knowledge* (in terms of content, vocabulary and grammatical knowledge), they had had *intensive practice* on this skill, they could resort to *translation*, and because they were *motivated* and interested in reading.

The second *easy to learn skill* was *Writing*, as it also was the case when analysing teacher beliefs. *Students* explained that they usually employed writing as an aid to learning the foreign language, especially in terms of lexico-grammatical realizations. Furthermore, they also believed that frequent practice was central to perceive this skill as less demanding. Therefore, in general terms, there was agreement among *teacher* and *student* beliefs regarding which EFL skills they considered to be the *easiest ones* to develop in the context of secondary school.

Student Beliefs about the Most Difficult Skill to Learn

Regarding the *most difficult skill to learn* in secondary school, data were reported from 1,396 student surveys. 55% of the students indicated that *oral skills* were the most difficult to learn while 28.45% considered reading-writing skills to be the most difficult.

In relation to the *oral skills*, while 28% of the students believed that *Listening* was the most difficult skill to learn at the secondary school, 27% considered that *Speaking* was the most difficult one. Among the reasons provided for *Listening* being *difficult to learn*, students mentioned pronunciation-related problems, speakers' speed of delivery, lack of vocabulary, and lack of practice. When explaining why *Speaking* was a challenging skill to develop at secondary school, *pronunciation problems* was the most frequently-mentioned reason, together with *lack of practice*, *lack of vocabulary* and *affective* factors, such as shame, anxiety, low self-concept and dislike for the language.

Comparison between Teacher and Student Beliefs

When teacher and student beliefs were compared as regards the *easiest skill* to learn at the secondary school context, results were conclusive. *Reading* was considered to be the *easiest* skill to teach and learn in the English class. It seems that the development of *reading* was found to be more the most convenient one to be delved in those contexts which had been reported as somewhat adverse for EFL teaching and learning to take place. Heterogeneous classrooms, a large number of students per class (between 35 to 40 students), scarce infrastructure facilities and limited access to resources (authentic materials, audiovisual materials and equipment) were the common characteristics teachers and students reported in their descriptions of the secondary school context.

The main reasons *teachers* provided for selecting *Reading* as the easiest skill to teach can be summarized as follows: a) *reading* was the most favoured skill in the English classes from the onset of secondary schooling, b) students could transfer some learning and reading strategies to L2 reading processes, c) students could work at their own rhythm, and d) *reading* generated the least anxiety and inhibition.

Students' reasons for choosing *Reading* as the *easiest skill* to learn were related to its facilitative nature as regards vocabulary and grammar acquisition; frequency of occurrence in teachers' classroom practices, and agreement with students' preferred learning styles (particularly, for the visual type).

Table 6 presents the shared belief teachers and students held as regards the most accessible skill to teach and learn at Secondary School.

Table 6 Comparison of Teacher and Student Beliefs as regards the Easiest Skill to Teach and Learn at Secondary School

TEACHER AND STUDENT BELIEFS	
ABOUT THE EASIEST SKILL TO TEACH AT SECONDARY SCHOOL	
TEACHERS	STUDENTS
<p style="text-align: center;">READING</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg); margin-right: 10px;">Reasons</div> <ul style="list-style-type: none"> • It is the most frequently developed skill at Secondary School • Students have strategies to develop this skill • Students can work at their own rhythm • It causes less anxiety and inhibition on students </div>	<p style="text-align: center;">READING AND WRITING</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg); margin-right: 10px;">Reasons</div> <ul style="list-style-type: none"> • They are the most frequently developed skills at Secondary School • They foster vocabulary and grammar acquisition • They target students' preferred learning style (especially visual learners) </div>

On the other hand, the *oral skills* of Speaking and Listening were reported as the most difficult ones for teachers to teach and students to learn at Secondary School. Both teachers and students agreed on this shared belief. Teachers associated the difficulty of developing the oral skills in the English class with several intervening factors: *affective* ones, such as the anxiety generated by students speaking in front of their peers; *contextual* factors, such as the high number of students per course, and *institutional* factors, such as lack of time and resources (Sacchi, Valsecchi & Ponce, 2019).

Similarly, the *students* attributed difficulty to the influence of several factors, mainly *affective* (anxiety, inhibition and shame, which discouraged them when expressing themselves orally in English); *methodological* (lack of time and practice during face-to-face classes to learn both the new vocabulary and the way to pronounce new words in English); *linguistic* (lack of vocabulary, differences in how words are written and pronounced, speed of message delivery and pronunciation differences among native speakers of the language and their non-native English teachers), and *contextual* (the lack of resources in the institution which could facilitate the development of the oral skills). Table 7 displays the shared belief teachers and students held as regards the most difficult skills to teach and learn at Secondary School.

Table 7 Teacher and Student Beliefs as regards the Most Difficult Skills to Teach and Learn at Secondary School

TEACHER AND STUDENT BELIEFS	
ABOUT <i>THE MOST DIFFICULT SKILL TO TEACH AT SECONDARY SCHOOL</i>	
TEACHERS	STUDENTS
LISTENING AND SPEAKING	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Reasons</div> <ul style="list-style-type: none"> • They cause anxiety, inhibition and embarrassment on students • They are difficult to be developed due to: <ul style="list-style-type: none"> - Lack of time to practice - Lack of technological resources 	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Reasons</div> <ul style="list-style-type: none"> • It is difficult for students to understand oral texts due to: <ul style="list-style-type: none"> - Speed of delivery - Lack of vocabulary - Differences in the way words are spelled and pronounced - Differences between teachers' and native speakers' pronunciation • It is difficult for students to produce oral texts due to: <ul style="list-style-type: none"> - Pronunciation difficulties - Affective factors such as anxiety, inhibition or embarrassment.

Some Final Thoughts

Inquiring into teacher and student beliefs about difficulty in language skill development in the Secondary School allowed us to be informed about their voices and insights. Findings derived from the large-scale study carried out in the south of Cordoba province showed that both teachers and students held shared beliefs in relation to *Reading* as being the easiest skill to be learnt and taught at Secondary School and *Speaking* and *Listening* the most difficult ones.

This study, carried out in the context of the Secondary Schools of Río Cuarto and nearby cities of Cordoba Province, sought to investigate EFL teacher and student beliefs from an emic perspective, from within the participants' perspectives, in order to account for belief congruence into a number of central aspects of EFL teaching and learning.

The identification of congruent beliefs is thought to be productive to learning since it eventually increases teacher and student motivation, affects teachers and learners' efforts towards the types of activities they choose to take part in the classrooms (Kalaja & Barcelos, 2013, p. 3) and helps advance knowledge into the contextual, institutional and affective factors that determine how a foreign language is taught and learnt.

In sum, as beliefs influence practices and outcomes (Brown, 2008), it is necessary to first know what beliefs teachers and students hold, then, foster reflection about their impact on teaching and learning processes, and finally, promote action in order to allow for the generation of new practices and classroom cultures. The shared or "collective" beliefs will constitute a powerful factor affecting different arenas of the EFL classroom organization and curricula.

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6

Teacher Beliefs about Integration of Technology in the Secondary School

María Carolina Orgnero Schiaffino

Technology has pervaded every aspect of our lives and the speed at which everything is changing is dramatic. In the past, knowledge was measured in decades. Nowadays, it is calculated in years (Siemens, 2004). This has implications for how technology is used and accessed. For example, the gap between people who can afford a technological device with internet connection and those who cannot afford it, is known as the “digital divide” (Unesco, 2014). This gap does not just entail the use of digital devices only but it also comprises the development of necessary skills to navigate the web efficiently (Hockly, 2013a, 2013b; Lugo & Osorio, 2009; Unesco, 2014). Those people who cannot use the devices either because they do not have them or because they have not developed the necessary skills to communicate in society would be regarded as the new illiterate (Coll, 2005) because they are not able to function in digital environments and are left out to perform certain activities. Thus, students and teachers need to have access to both digital devices and skill development in order to narrow this gap. This chapter describes the relationship between technology and foreign language teacher beliefs. It also discusses the findings in the dimension *Methodological Issues* of the close section of the belief questionnaire *ECIS for Teachers* with a special focus on the decisions teachers make about integrating technology into their classrooms.

Incorporating Technology in the EFL Classroom: Internal and External Barriers

In the early 2000, there was little integration of technology in classrooms worldwide because there were no computers or internet available to teachers in schools. Lack of software or hardware is what Ertmer (1999) identified as *external or first order barriers*, one of the two types of barriers that influenced and explained why teachers did not integrate technology in schools. *External barriers* described what was outside the teacher, such as resources, training and support. *Internal or second order barriers* were identified as teachers' confidence, their beliefs about how people learn and the perceived value of technology they attributed to the learning process. While both types of barriers limited the integration of technology, external barriers have been reduced tremendously over the years because more and more schools offered hardware and software to teachers.

Efforts to reduce external barriers, and also the digital gap as described above, have been materialized worldwide through the implementation of different programs, for example, the Program *Conectar Igualdad* in Argentina, that aimed at providing computers and software to teachers and students. However, the results have not been as promising as it was originally thought because the integration of technology into the curriculum has been disappointingly low (Foreword by Barber, in Fullan & Langworthy, 2014).

An understanding of how and why teachers integrate technology into their classes is not just limited to the availability of digital devices. The relationship of teachers' beliefs and the use of technology also plays a pivotal role. This relationship has been the focus of inquiry in several studies, three of which are reviewed in this section.

Ertmer, Ottentbreit-Leftwich, Sadik, Sendurur, and Sendurur (2012) conducted a study that aimed at understanding how internal and external barriers influenced teachers' practices. The authors studied how teachers' pedagogical beliefs and their technology practices aligned, as well as the extent to which external barriers impacted the integration of technology. They found that eleven of the twelve participating teachers exhibited a strong alignment between their teaching practices and their espoused and enacted beliefs to use technology. This did not mean that all the teachers used technology alike. There were different uses that covered a gamut from enhancing the curriculum to transforming it. In addition, these teachers did not perceive they had internal barriers to overcome; on the contrary, their beliefs became inner drivers that allowed them to try out new things in the classrooms, to devote the necessary extra time to technology and, thus, to enact their beliefs.

Another study that focused on the relationship between teachers' beliefs and the use of technology was Van Praag and Sanchez' (2015) study. These authors investigated the use of cell phones in an ESL class in order to understand the decisions that teachers made in their classrooms. Van Praag and Sanchez (2015) conducted their study in a UK language school with three experienced teachers. Findings indicated that there was an alignment between teachers' stated beliefs and their practices regarding the use of cell phones. That is to say, what teachers believed about the use of mobile devices was reflected on the classroom decisions and actions shown in class. In this case, teachers had a rather negative view of the use of cell phones so they did not encourage their use in the classroom because they believed that the cell phones distracted students instead of helping them learn the language. Teachers also perceived them as inefficient because they were time consuming. In addition, teachers believed that since they were the main sources of input of the language, the use of the cell phone could have been perceived to undermine their knowledge. What teachers believed about language learning was noticed when they did not want their students to use the cell phone to translate words because this practice did not promote cognitive effort. The above-mentioned factors hindered the integration of mobile devices into the language classroom. To a lesser extent, some of the teachers' beliefs facilitated the use of mobile devices. As teachers noticed that the cell phones were associated with pedagogical values, students could use them in class in order to take photos as a note-taking strategy. They also viewed cell phones as helpful when they could assist

in the lessons, such as with the use of a picture that could aid to avoid translation. Therefore, this study showed that there was a belief-practice consistency between teachers' language learning and the use of technology. Teachers exhibited rather negative attitudes towards the use of cell phones in the English class that could be attributed to the teachers' previous negative experiences that acted as barriers to use them in class.

A third study that shows the relationship between teachers' beliefs and the implementation of technology activities in an English as a Foreign Language classroom is that of García Chamorro and Rey (2013). They sought to study what teachers did in their classrooms as a reflection about their beliefs about teaching, language learning and technology. Findings yielded a mismatch between what teachers believed and what they actually did in their classes. Teachers strongly believed that students needed technology skills to succeed in their lives, but they considered this use of technology as being social rather than academic. Teachers also believed that technology could provide students with a good source of input to develop the language when they interacted with others meaningfully. Yet, the integration of technology was mainly reduced to drill-like activities that students completed individually. What seemed paradoxical then was that students were practicing on their own, there was no interaction with the other students and the "interaction" was mainly between the student and the computer while they were in the lab. Thus, the notion of language learning was reduced to mastering grammar structures rather than the development of communicative competence.

Inquiring into Teachers' Beliefs about Technology

This section describes teachers' beliefs about *methodological issues*, particularly, the role of technology in the EFL classroom. For this, some items drawn from the large-scale questionnaire, *ECIS for Teachers*⁶, were analysed and interpreted. Fifty-nine EFL teachers from 42 secondary schools responded to the survey (see Chapter 1 for further information about the context). The participants' ages ranged from their early twenties to their late 50's. Fifty-two participants had graduated as teachers, two were graduated as "Licenciadas". The rest had other types of certification or had not completed a university degree.

The items analysed and interpreted in this section belong to the category Methodological Issues, in the questionnaire, and its subcategories, namely: Use of technology, Type of teaching materials, Context of use of the foreign language in the classroom, and Types of interactions. The closed-ended items in the questionnaire that elicited teacher beliefs in relation to this category are shown in Table 1.

Table 1. Items and Subcategories Analyzed corresponding to the Category "Methodologies Issues"

Methodologies Issues		
Subcategories	Item number	Item in ECIS
<i>The Use of Technology</i>	13	The use of technology makes me lose control of what my students do
	18	The teacher does not need to assist in those classes in which technological resources were used
<i>The Role of the Teacher</i>	43	My role as a teacher of English goes beyond the transmission of linguistic knowledge
	49	I had to implement a student-centered pedagogy

⁶ The study was carried out by members of a research team at the National University of Río Cuarto, Argentina. The questionnaire ECIS for Teachers was designed and administered in 2014 (see Chapters 1 and 2).

<i>Teaching materials</i>	14	The only thing I can do in class is to work with the activities proposed by the book
	44	It is possible to use authentic texts in my classes
	56	Students learn little English when I use authentic texts
<i>Context of Use of the Foreign Language</i>	53	The teaching of English is more efficient if the content is related to the students' lives, community, friends, interests, etc.
<i>Types of Interactions</i>	27	Students learn best when they work in groups rather than individually

EFL Teachers' Use of Technology in Secondary Schools

In the demographic section of the questionnaire, teachers were asked to describe whether they used technology in their English classes and if so, explain how. Fifty-one teachers (85%) reported using some form of technology in their school contexts, while 9 (15%) reported they did not use any type of technological resources. Yet, when explaining the type of technological resources used, only 8,3% of the teachers manifested using computers in their classes while the rest mentioned using technology but did not specify the type of resource used. This low number could be explained by considering several reasons. One could be attributed to reduced or lack of connectivity (Unesco, 2014) in the schools that could have had an impact on lesson planning and the teachers' choices about whether to incorporate technology or not. This explanation would still reflect a first order barrier that could be coupled with the teachers' lack of or reduced training in computer use in the class (Lugo & Osorio, 2009; Unesco, 2014). Another explanation for the scarce use of technology as reported by the EFL teachers could be attributed to a limitation in how the questionnaire elicited data at the time it was administered. It may be the case that some teachers and students used cell phones in their classes for pedagogical purposes, but this information was not reported. At the time the data were gathered, in 2014, the use of mobile phones was incipient due to the high cost of the devices and data plans (Jara, Claro, & Martinic, 2012). In addition, there was a widespread ban to use of cellphones in the classrooms as a result of a norm that was issued in 2005 from the provincial Ministry of Education. Such an institutional policy could have been another reason why the use of cell phones was not implemented or reported by the participating teachers. It has to be added, though, that the gradual presence of cell phones in class let the norm be no longer updated and had no effect since 2014 (Guevara, 2016).

EFL Teachers' Beliefs about the Role of Technology in Secondary Schools

The picture that emerged from the answers provided by the participating teachers in the questionnaire was related to the impact beliefs on technology may have had on their pedagogical decisions. Given the very low number of computers reported by teachers in their secondary school classrooms, teacher pedagogical decisions may have been limited, and may have restrained teachers' willingness to incorporate technology in their everyday lessons.

In the questionnaire, almost all the teachers (97%) agreed with the idea that the English teacher needed to assist or guide students in classes in which technological resources were used. The meaning teachers could have attributed to the term "assistance" or "guidance" may have been related to two main aspects: *technological* and *pedagogical* assistance. Teachers may have considered that their *technological* guidance was not so necessary in the language classroom since younger generations seemed more tech savvy than their teachers in how to use an application or software (Fullan & Langworthy, 2014). Yet, teacher assistance may have been considered necessary in relation to the

pedagogical implications. That is to say, the benefits that an application and a technological device may bring to learning depend on the pedagogical objective followed in the construction of knowledge (Rocca, n/d). This means that it is not the use of technology per se that contributes to language learning but what teachers and students do with technology that promotes learning.

A discrepancy surfaced in teachers' beliefs in relation to the use of authentic texts. An overwhelming majority of teachers (92%) reported they could use activities that were not necessarily from the book. Furthermore, 78.4% of teachers supported the idea that it was possible to use authentic materials in their classes. Also, a great majority of teachers (61.6%) agreed that the teaching of English with contents that were related to the students' lives, community and friends would seem more efficient. However, almost 76% of teachers seemed to contradict the idea that the use of authentic texts would benefit students' learning: 46% showed indifference, an additional 22% agreed with this statement and 10% had never thought about it. This discrepancy in beliefs was further noticed when 93% of teachers acknowledged the importance of generating opportunities for students to practice and reflect real life situations. If the only source of language input that students have is by reading printed material from textbooks, the use of authentic materials that can be accessed via the internet may contribute to raising their interest in the language. In the past, there was a clear-cut boundary between the school and the outside world delineated by the physical buildings. Nowadays, though, with the advent of the Internet, the external world can be easily accessed anywhere by reading newspapers or watching different videos. This implies that the boundaries begin to blur and that both the school and the world become integrated (Orgnero, 2015; Verde & Thüer, 2015). Sibilia (2016) argues that the social media applications, such as Facebook and Twitter that students use worldwide are permeating or leaking through the walls of the schools without the need to pull them down physically. This leak has been happening with or without the school authorities' consent. She critiques schools as obsolete mechanisms that insist on exerting practices that do not reflect what happens in the world. She even sustains that many students resort to using cellphones to survive the weariness of a school that they neither enjoy nor find useful, and they choose to be mentally disconnected. Sibilia's argument is a strong call to examine what happens inside and outside schools to avoid this huge divorce that is noticed, with the added component that the use of technology cannot really be stopped because it is gradually making its ways into the classrooms.

The belief reported in the questionnaire that learning occurs individually rather than collaboratively would help shape the design of class activities, and ultimately, be reflected on teachers' uses of technology. When teachers were asked whether students learned best when they worked in groups rather than individually: 28% of teachers agreed with this statement but a small 12% disagreed with it. What was surprising was that 58% responded with indifference. It would appear then that, if 60% of teachers believed language was learned individually rather than in groups, the finding would be in alignment with transmissive models of information that would justify the time teachers talk in class ("Teaching Talking Time", Scrivener, 2017, p. 75). This means that the teacher-student talking ratio is unbalanced in detriment to the time students need to develop their language proficiency. This belief would not be in alignment with Socio-constructivist theories that postulate that knowledge and language are socially constructed through the interactions that occur with others (Larsen-Freeman & Anderson, 2013).

In addition, from a communicative language perspective, when language is used purposefully and with meaning closer to what is important to users, people tend to learn better (Celce-Murcia, 2014). Thus, how teachers design activities would also mirror their belief about language learning. In addition, the fact that teachers reported not losing control when using technology in their classes may suggest that their activities promoted individual rather than group work. This finding may be in contradiction with the collaborative nature of social practices. The internet has been conceived as a platform of social participation (Area & Pessoa, 2012); it helps learners access, consume and produce content and information (Cabero Almenara & Llorente Cejudo, 2015) as it is used for everyday social practices (Coll, 2005). Teachers' answers showed beliefs favouring a student -cen-

tered pedagogy (67%) coexisting with their belief that learning occurred individually (60%) that could also have an impact on the design of activities with technology.

Implications

In the past, the adoption of technology was dependent upon the availability of devices (Ertmer, Ottenbreit-Lefwich, Sadik, Sendurur, & Sendurur, 2012). At the time the study described in this chapter was conducted, the number of technological devices available in the schools may have been considered low, even when there was a national program that provided computers to revert the situation. Yet, the picture that emerged from the data analysed supported the idea that integration of technology relied almost exclusively on teachers' beliefs and their understanding of pedagogy (Fullan & Langworthy, 2014). This may indicate that what teachers believe about technology is based on prior experiences, and that what they believe about language teaching and learning has an impact on what they do in their classrooms (Van Praag & Sanchez, 2015).

Teachers' pedagogical beliefs about language learning may have guided their decisions on the design of the activities they created for their classes. In particular, what seemed interesting was the discrepancy in beliefs teachers exhibited between the use of authentic texts to promote learning and their notion that students learned little English as a result of using them. This finding could be a source of input for teaching pre-service English teachers because they could focus on how to adapt authentic texts to implement them in their classes. The use of technology to remix them would be of great value. Working with pre-service teachers can give them time to reflect on their identities as future teachers when they make their beliefs explicit, reflect on what works and why and what could work better and finally put their ideas into practice.

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PART II

Beliefs on EFL Teaching and Learning in Different Educational Contexts

Pre-Service Teachers of English in Brazil: Understanding the Relationship between Emotions and Beliefs

Ana Maria F. Barcelos, Gabriela Vieira Pena and Vagner Peron⁷

In this chapter, the authors report on two studies that investigated the relationship between beliefs and emotions, which were conducted with pre-service teachers of English in Brazil (Pena, 2017; Peron, 2017). In the first part, they briefly highlight some aspects of the interconnectedness between beliefs and emotions. In the second part, they give details on the contexts, participants and methodologies of these studies. In the third, they discuss the results, giving emphasis to the findings which show the interrelationship between emotions and beliefs. Implications and suggestions for further research on this topic are finally presented.

Introduction

The importance of beliefs to language learning and teaching has been related to teachers' decision-making processes in the classroom and their actions, as well as to students' approach to learning and their actions (Barcelos, 2003). Beliefs have been recognized as one of the most influential aspects in teacher education and students' learning (Johnson, 1999; Pajares, 1992; Kalaja, Barcelos,

⁷ Universidade Federal de Viçosa, Brazil.

Ruhotie-Lyhty & Aro, 2015). The investigation of beliefs has also been related, in previous studies, to students' strategies and anxiety (Abraham & Vann, 1987; Yang, 1992).

More recently, the investigation of beliefs, at least in Brazil, following Barcelos' call (2015) for the investigation of beliefs as related to other concepts, has focused on its relationship to emotions and identities. Though it seems a recent trend, in fact, the connections between beliefs and emotions were suggested a long time ago by both Dewey (1933) and Nespor (1987). Dewey, for instance, suggested that one can have pet beliefs (those we are more attached to) and Nespor stated that beliefs have an affective component⁸. The relationship between beliefs and identities was also suggested a long time ago. As Barcelos (2003, p. 29) stated, "identity, learning, and beliefs are inseparable" and "learners and teachers struggle to have their identities and beliefs recognized in the interaction" in a classroom.

Thus, calls for further research on the investigation of the interconnectedness of these three concepts have been more frequent these days (Barcelos, 2015; Kalaja et al., 2015, Barcelos & Ruohotie-Lyhty, 2018). In response to those calls, some research studies have been done in Brazil that targeted at studying how exactly this interconnectedness happens.

Emotions and Beliefs

Emotions are understood as dynamic (Só, 2005), complex (Ekman, 2004), intrinsic to teaching (Zembylas, 2005), contextual and affected by power relationships in contexts where teachers interact with their colleagues, students, supervisors, and the school environment. In addition, emotions influence how teachers perceive, assimilate and get involved with teaching.

Beliefs have a fundamental role in language teaching and learning. According to Kalaja et al (2015),

*holding a belief (or believing) is an occasion when a learner (or anybody) **reflects** on aspects of language learning or teaching, **relates** these to experiences of his or her own or those of others, **assigns** these aspects their own personal meanings. Holding a belief is an experience shared in time and space. (p. 10)*

Beliefs and emotions are different concepts. However, they are intrinsically related in complex and dynamic ways. Different authors in different times have already emphasized this aspect. Gill and Hardin (2014), for instance, state that: "To ignore affective constructs such as emotions is to present an incomplete and even faulty understanding of teachers' beliefs" (p. 232). According to Van Veen and Lasky (2006), cognition and affection are inextricably linked and related to teaching, actions, and changes in the teaching and learning processes. Both emotions and beliefs, are constructed from our experiences within our contexts and influence how we see ourselves and our identities, actions, and practices.

Barcelos and Ruohotie-Lyhty (2018, p. 116) state that "cognitive and intellectual challenges alone have little impact on teachers' actions, but teacher development always also includes emotions (Golombek & Johnson, 2004)". Although this relationship has been recognized as important, it was not until recently that emotions started being seen as an important part of language teachers' practices and development (although in education, this was much earlier on (see Nias, 1996)) and its relationship with beliefs only recently begun to be explored (Aragão, 2011; Barcelos & Ruohotie-Lyhty, 2018; Martins, 2017; Rodrigues, 2015).

⁸ We should also mention that in a way, the whole strand of investigation of beliefs and anxiety, which started in the 90's with Horwitz' studies, also related belief to this specific emotion (Horwitz, 1990).

Rodrigues (2015) investigated student teachers of English in Brazil and the relationship between the beliefs and emotions they felt as language learners and as student teachers during the language teaching practicum. She used interviews, open-ended questionnaires, written narratives, diaries, documents and field notes to collect data. The results showed beliefs about the English classroom content, the concept of a good English teacher, the relationship between teacher-students-students, and about private and public schools. They also expressed emotions of anxiety, insecurity, disappointment, fear, motivation, excitement and satisfaction, which were related to their relationships with professors, colleagues, school teachers and students; to the school structure, system, organization, school atmosphere and teaching resources.

Her study also showed how emotions and beliefs interact with each other reciprocally. Students who believed they had to have a high proficiency, felt pressured to learn the language well, but felt frustrated and demotivated, because they did not learn it quickly. When they changed this belief to one that language learning is a process and takes time, emotions of acceptance and being more comfortable with their own proficiency level came to surface. All this process affected the student teachers' identities.

Barcelos and Ruohotie-Lyhty (2018) cite studies which have shown how emotions accompany changes in beliefs. According to these authors, positive emotions can help with belief development and sense of direction guiding teachers to have a practice coherent with their beliefs, whereas negative emotions can either mean opportunities to revise a belief and engage in different practices or make teachers act defensively strengthening previous beliefs (Ruohotie-Lyhty, 2015).

The relationship between beliefs and emotions has been characterized by some researchers as interdependent and reciprocal (Hannula et al., 2004) as well as dynamic and interactive (Clore & Kasper, 2000; Frijda & Mesquita, 2000; Parkinson, 1995). In other words, emotions influence beliefs and vice versa. This influence can be illustrated in terms of beliefs guiding our attention towards information which is relevant to our goals; and emotions providing evidence for our beliefs (Winograd, 2003). According to Frijda, Manstead & Bem, (2000) emotions can shape, create, alter or make beliefs more resistant to change (Frijda et al. 2000).

Methodology: Context, Participants, Data collection and Analysis

Peron (2017) and Pena (2017) were both qualitative longitudinal studies, conducted at a Brazilian federal university with students of English who were preparing themselves to become future teachers of this language. Whereas the study by Peron (2017) was conducted with three student teachers at an outreaching project in which these students taught classes to the university community; the study by Pena (2017) was a self-study on her emotions and beliefs as an undergraduate majoring in English teaching, learning English and initiating her practice as an English teacher in the same outreaching project (described below), and on how these shaped her identities and ways of being and (trans)formed herself into an English teacher in her pre-service language teacher education course.

Self-study (Samaras, 2011) is a qualitative research method used when the researcher reflects through and investigates his or her own experiences (Dinkelman, 2003). Pena (2017) used this type of research to understand her own English learner trajectory as well as her experiences as a pre-service English teacher. Although this kind of research is very common abroad (Dinkelman, 2003; Samaras & Freese, 2009; Bullough & Pinnegar, 2001), in Brazil, it is still fairly unexplored (with the exception of Rezende's study, 2014).

Table 1: Context of the Two Studies

Study	Aims	Participants	Data collection instruments	Duration of the study
Peron (2017)	To identify the beliefs and emotions of pre-service teachers of English and the relationship between these concepts.	Claire (age: 31) Liz (age: 23) Nina (age: 21) (pseudonyms)	One written narrative; three semi-structured questionnaires; one interview	March 2015-March 2017
Pena (2017)	To identify the beliefs and emotions in the trajectory of a pre-service teacher of English and its relationship to her identity.	The author herself (self-study) Age: 23	Written narratives, diaries, document analysis	2014-2016

The participants of both studies, as explained above were undergraduate students, English teaching majors at Federal University of Viçosa (UFV) taking courses in English, linguistics, English, British, Portuguese and Brazilian literature, methodological courses in English language teaching and the teaching Practicum. At UFV students have the opportunity to begin teaching English under supervision of the English professors at CELIN. CELIN is a language teaching outreach project that teaches English to the university students. The classes are taught by the undergraduate English teaching majors who undergo a selective process to teach English there. At CELIN, they have weekly meetings to discuss and reflect methodological aspects of their practice and supervision by the university professors.

Both Peron's and Pena's studies used content and thematic data analysis (Creswell, 1998; Patton, 1990; Holliday, 2002; Lincoln & Guba, 1985). Table 1 brings a summary of the two studies, its aims, participants and data collection instruments:

Results and Discussion

We discuss the results below of each study separately and then we draw conclusions about them.

Study 1: Peron (2017)

As mentioned before, Peron investigated three student teachers of English and their beliefs and emotions. The results have shown that the participants held beliefs about their experiences as language learners and their experiences as pre-service teachers. Related to the former, they hold beliefs about ways of learning the language, the role of the teacher and their classmates, the native speaker and the ideal place to learn a language. Basically, they believed that the teacher had to have a good methodology, that their classmates knew more English than they did and that the native speaker is the ideal model to practice the language. As for the latter, they had beliefs about their own roles as teachers (they believed they had to please everyone, had to have good methodology and solve everyone's doubts; and that students should be autonomous), about their language teaching major and about CELIN. These beliefs and the emotions accompanying them changed during the course of their undergraduate studies interactively.

As it happened with their beliefs, their emotions were also related to their experiences as learners of English (in school or in college) and as beginning teachers of English at CELIN, where they were starting to teach. The emotions of happiness, security, fear, demotivation, insecurity and frustration were experienced by the participants. As learners of English, their emotions were related to how they judged their linguistic proficiency and their classmates', to the teacher's practice and to their beliefs about how to learn the language. As beginning teachers, their emotions had as sources their

view of themselves as teachers, their beliefs about students' roles and their proficiency as teachers of English.

The results have shown an interactive relationship between beliefs and emotions, confirming findings by Rodrigues' (2015) study, as shown in Table 2.

Table 2: Beliefs and Emotions

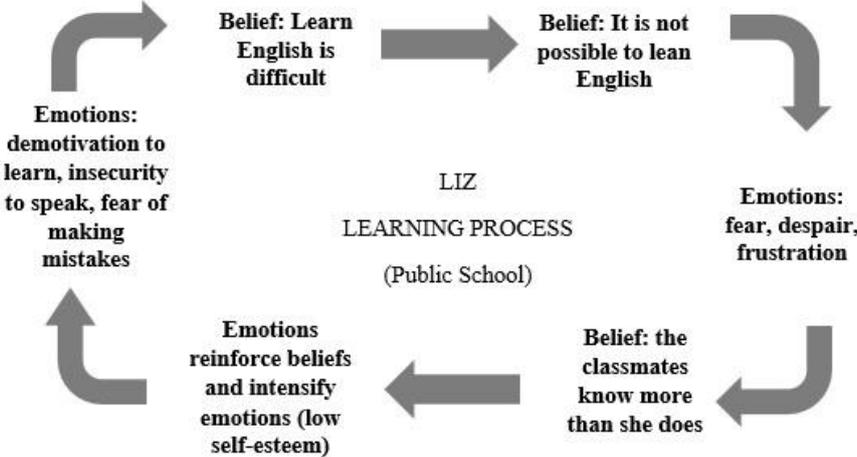
Beliefs about classmates	Emotions
Claire: "My classmates know more English than I do" (Q1, 2015)	Fear, discomfort, non-belonging
Liz: "My classmates know more English and like to show off" (N, 2015)	Fear, frustration, insecurity, demotivation
Beliefs about the role of the teacher	Emotions
Claire: "To be a good teacher you need to please everyone" (E1, 2016)	Fear, worry, insecurity
Nina: "The teacher should solve all doubts and master all of the content" (E1, 2016)	Fear, frustration, insecurity

Source: Peron (2017).

As illustrated in Table 2, the participants held some beliefs which triggered emotions that were experienced negatively. Both Claire and Liz did not believe they knew enough English and that their classmates knew more; they experienced emotions of fear, not belonging, worry, frustration, and insecurity. These emotions made them feel demotivated to study. Believing they did not have enough knowledge prevented them from speaking in front of their classmates for fear of making mistakes.

In the interest of time and space, here we comment, more at length, on only one of the three participants from Peron's study, Liz. As a student in public school, she did not feel motivated to study English because she did not like the teacher nor her methodology or proficiency. Learning English became a nightmare and she believed it was not possible to learn it. Negative emotions arose from these experiences affecting her self-esteem and making her believe that her classmates knew more English than she did. Figure 1 illustrates this cycle.

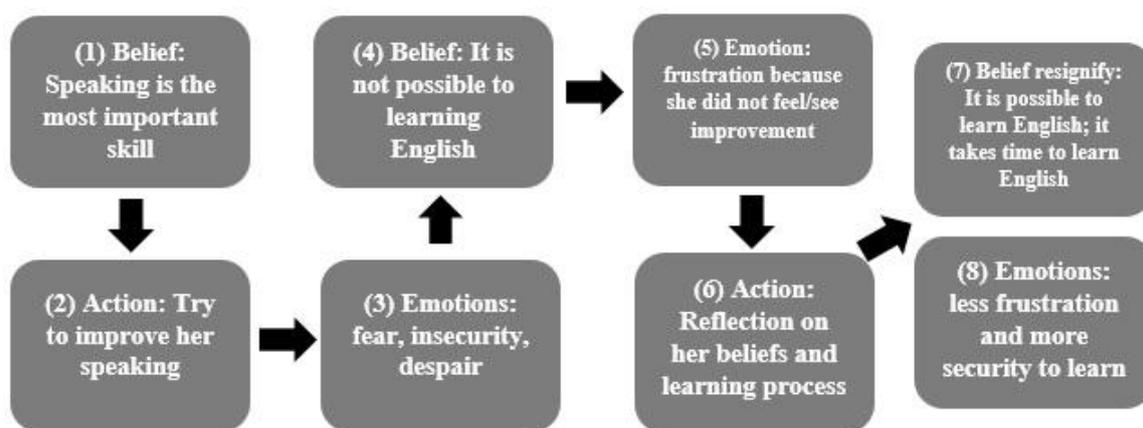
Figure 1: Interactive Relationship between Beliefs and Emotions



Source: Peron (2017).

We can also see this interactive relationship between Liz' beliefs and emotions during her undergraduate studies at university, in Figure 2:

Figure 2: The Interactive Relationship between Liz's Beliefs, Emotions and Actions



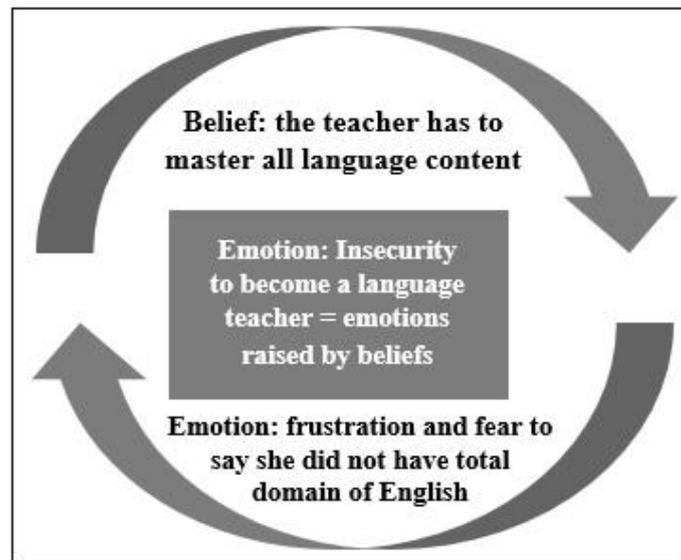
Source: Peron (2017).

As illustrated in Figure 2, Liz started her English teaching major with the belief, from her earlier experiences in public school, that speaking was the most important skill, but that she was not good at it. She tried to improve speaking during her undergraduate studies at university but she experienced emotions of fear, insecurity and despair in having to speak in front of her colleagues in class, as shown in Table 2. Because of this interaction of Liz's beliefs, actions and emotions, she thought she was never going to learn English: it was impossible to learn. This belief raised the emotion of frustration. She was not secure about her English and did not see any improvement. However, after starting her major in college, despite this fear and this belief, she started teaching English at CELIN and had the opportunity to reflect about her learning process and re-signify these beliefs and emotions. The experience and action of teaching gave her confidence helping her to believe more in herself and see her development, thus giving rise to more constructive emotions and beliefs.

Nina, another participant, did not have the same trajectory. As illustrated in Figure 3, Nina started her major motivated to be an English teacher. However, the belief that she had to master all language content and have a total domain of this idiom aroused emotions of frustration and fear that were negatively experienced, since it made her think that she did not want to become a language teacher.

Claire and Liz, despite having experienced both negative and positive emotions, unlike Nina, kept their motivation to continue teaching. As mentioned before, Table 2 illustrated the relationship between their emotions and beliefs as language learners in school and in their majors, and as beginning teachers at CELIN. As a beginning teacher, Nina believed that students had to be committed, autonomous, and responsible. When she noticed they were acting according to this belief, she felt motivated and experienced emotions of happiness and satisfaction. Other times, when she interpreted students' actions as contrary to this belief of hers, she felt demotivated, frustrated and discouraged. We can say that when teachers' beliefs are aligned with what happens in practice, they will experience positive emotions; and when they are not aligned, they experience negative emotions.

Figure 3: Interactive Relationship between Beliefs and Emotions



Source: Peron (2017).

This study has shown that emotions have influenced beliefs and vice versa. It was also possible to see that beliefs and emotions changed as the experiences and actions changed. It was a constant interaction between actions, beliefs and emotions influencing how these participants saw themselves and identified themselves (or not) with teaching. This study confirms what the literature has suggested: beliefs, emotions and identities are intrinsically connected (Barcelos, 2015).

Study 2: Pena (2017)

The results of the study conducted by Pena have shown she held beliefs as a learner and as a pre-service English teacher about the role of the target language, native speakers, expected competencies of language teacher, linguistic skills and teaching methodologies. Some of these remained the same in her trajectory, while others have been re-signified.

As a learner of English, her contact with English was little and thus, when she started learning English at university, she described this experience as torturous and difficult. She felt despair and discomfort in learning English. This would change a bit after some significant experiences took place during half of her coursework major when she had more exposure to the target language. This more intense and frequent contact allowed her to grow and improve her linguistic skills and she started understanding that language learning involves developing not only the speaking skill, but other linguistic skills such as writing and reading.

Other changes happened due to her going abroad on an exchange program. During that time, the old belief of speaking as the major important skill came back to surface interconnected with other beliefs such as: knowing a language is to be able to speak it (Zolnier, 2007), the native speaker is the best speaker, and the best way to learn the language is to talk to a native speaker.

As a pre-service teacher teaching at CELIN, she believed that an English teacher should be in constant search for improvement through reflecting about his/her own practice, besides being organized and concerned about students' learning. In addition, a teacher should avoid translation, use warm ups, relate content to students' lives and teach speaking to students (this last one is related to her belief as a student, as we just saw previously).

Both beliefs and emotions were held side by side. The beliefs were accompanied by emotions such as fear, insecurity, shame, guilt, anger, anxiety and dissatisfaction, but also joy, confidence and love. As with beliefs, these emotions are dynamic and, at times, occur simultaneously.

In the first moments of contact with the language, emotions were negatively experienced. Fear and sadness were present when the participant faced her experiences of learning the language and choosing her major and deciding to stick with it or quitting. She felt insecurity and inhibition when interacting with her colleagues in class. All these emotions would influence her future identity as a language teacher. She was not able to see herself as a teacher and she felt guilty for not having the proficiency, as illustrated in the following excerpt:

I feel the need to search more and more contact with the language. I never think it is enough and it seems that everyone else is better than me. So, instead of feeling guilty, I go after and try to make up for it.

Although she portrayed herself as someone unable to learn, she was actively involved in her learning trying to minimize what she saw as her deficiency. Although that was not a negative moment, the emotion of guilt triggered the positive action of going after her dreams signaling a time of changes in her learning process. In this case, a so-called negative emotion (guilt) triggered positive actions. Thus, negative or positive has to do with the actions they trigger, and not necessarily to the emotions themselves.

Fear was present in many different forms in her trajectory, but it was related mainly to her belief about the speaking skill as a learner. She felt sad when she was not able to communicate in English or was not successful in her attempts to do so. According to Murphey, Prober & Gonzáles (2010), students need to feel they emotionally belong. Thus, the discomfort related to her proficiency as a learner and her relationship with colleagues were followed by this feeling of not emotionally belonging to that group. She felt inferior to them because of her linguistic proficiency; hence she felt ashamed and did not participate in class for fear of speaking in front of them and making mistakes. As a beginning teacher at CELIN, her sadness was related to seeing students who did not learn; when observing teachers in her teaching practicum, she felt sad observing teachers who acted contrary to her beliefs that a teacher has to be organized and explain the class purposes or procedures to students.

Although not so frequent, positive emotions of love and joy were also present. The emotion of love was present as she felt motivated by the good relationship with a teacher and his personality:

My English teacher was lovely; I can't explain it, but he was nice, had good humor and was so polite! I could learn many things with him despite studying the same topic for the whole time in my high school.

In this excerpt, she describes her pedagogical affection for her teacher because she identified with his polite way, but also, probably, because of her belief that that is how a teacher should behave. The emotions had been closely related to her beliefs about how a teacher should behave and, probably for this reason, those features would later appear associated with her professional identity as an English teacher.

Joy, like fear, was related to her belief about speaking. When she could not communicate with English speakers, she would feel sad and frustrated. But when she was able to communicate with them, she felt joy, as illustrated in this excerpt:

I talked with her a lot and I was able to understand what she said. Even when I did not understand one word, I could understand the message through context. I feel happy and confident in knowing I can and that she wants to help me.

In this excerpt, we see the emotion of happiness in being able to communicate in English with a native speaker. Being able to speak to native speakers, understand them and being understood was a source of joy for her, because it was consonant to her beliefs.

As discussed above, as a language learner, the beliefs that she was not a proficient speaker and that her colleagues were more proficient than she was made her feel frustrated. She felt sad for thinking she was not as good as them and for not understanding native speakers. In addition, she felt guilty for not having the proficiency; and hence, she felt she did not emotionally belong to the group.

Despite this initial emotionally negative moment, the support of one of her professors became the fuel for the desire to overcome this linguistic problem. Thus she strived to become a better speaker, to try new things involving using the language, to take risks and to gain confidence as a language user. This identity of an autonomous user would make her believe, later, as a teacher, that students who want to learn must be autonomous.

After coming back from her time abroad, although she felt insecure, she still believed that a teacher needs to know the target-language and thus, she felt that starting to teach at CELIN would be a good way to develop and improve her proficiency. Thus, even feeling insecure, she tried this out and felt proud for taking the steps to starting teaching. This was the threshold for her feeling and constructing the identity of the professional she wanted to be. Starting to teach at CELIN gave her the confidence she needed to become an English teacher. As a student-teacher and while observing teachers in schools for her practicum, if the teacher practice contradicted a belief she had about the teacher role, she would feel sad, frustrated and nervous, as commented previously.

It is interesting to notice how in both studies, the emotions and beliefs were similar. In this sense, these results can give us an idea of the kinds of emotions and beliefs some student teachers experience. As discussed, these pre-service beginning teachers had a similar belief, which triggered emotions of sadness, frustration and shame, on their low proficiency compared to their colleagues. They also believed in the native speaker as the ideal model to emulate. Both studies showed: a) how actions and practice are important to re-signify beliefs, thus changing emotions that may have been initially experienced negatively; and b) that negative experiences can be the fuel for changing actions, beliefs and emotions, but that requires autonomy and agency from the individual. The results point out to the intrinsic relationship between beliefs, actions and emotions.

Conclusion

In this chapter, we aimed at showcasing two empirical studies, conducted in Brazil, with pre-service teachers of English, which investigated the relationship between emotions and beliefs. Both studies confirmed what has been suggested in the literature: emotions and beliefs interact in a dynamic and reciprocal way influencing teachers and students' actions and practices. It was also found that when beliefs and emotions are not aligned, this may influence the construction of a new belief or emotion.

The chapter brings at least two important implications for language teaching. First, self-study is a significant reflecting tool for student-teachers. The self-study developed by Pena suggests that this type of study could be more used in language teaching education courses as a way of understanding their own beliefs, emotions. Once student teachers are aware of their beliefs and emotions concerning learning and teaching a foreign language, they are likely to think about and understand their own professional practice and expectations. The second implication has to do with the role of practice in the (re)construction of beliefs and emotions in language teaching education courses. The changes observed in the participants' beliefs and emotions were a result of their interaction with their practice at CELIN. Through the pedagogical support offered in this project, as well as theoretical discussions in their language teaching major, the participants were able to reflect about

their beliefs and emotions and change them and their practice. This practice was especially helpful for the participants to see themselves as teachers and thus, deconstruct their beliefs that they were not able to teach and construct an identity of a more secure teacher able to teach and speak the language. Being able to teach and construct new beliefs and identities have helped them experience emotions of security, motivation and trust in class. Thus, we strongly recommend that language teaching education courses keep providing student teachers with plenty of opportunities not only for practice but for guided, supervised practice with moments of reflection with peers and professors about their beliefs, emotions and actions.

We believe future studies could continue investigating this relationship of beliefs, emotions as related to other aspects, such as identities and motivations. We hope this chapter has shed light on this complex relationship and have helped teachers and researchers alike to consider looking more carefully at what our students and student teachers say and feel in our classrooms.

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Vocabulary Learning in ESP University Courses: What Strategies do Students Favor and What beliefs do they Hold?

Natalia Baudino and María Inés Valsecchi

In ESP university English courses, learning discipline-related vocabulary is one of the main problems students face, and research shows that students resort to the use of the bilingual dictionary as the only medium to decode new meanings. In this respect, beliefs have shown to place a strong influence on how students view foreign language learning, especially, vocabulary acquisition. This chapter will report on a multiple-case study that describes the beliefs that four English for Academic Purposes (EAP) students held about vocabulary learning when reading discipline-related texts in English.

Introduction

In many universities in Argentina, one of the main needs that learners present is to have access to scientific-academic information published in English, both for academic performance and professional development. At the National University of Río Cuarto (UNRC), most of the English courses offered at the different degree programs focus mainly on the development of reading comprehension skills in the target language. Instruction is generally carried out in Spanish, but the texts that students are asked to read are written in English. These courses are developed in order to meet

students' specific needs, and teachers generally resort to authentic discipline-related materials as input sources.

In the last 20 years, the impact of affective factors on university students' EFL teaching and learning processes became a major issue of concern, especially how *beliefs* exert a profound influence on these teaching and learning processes. Kalaja and Barcelos (2013) have stressed the importance of inquiring into how learners' beliefs relate to various aspects such as their approaches to language learning, their background characteristics, the teachers' approaches in the classroom, and the possible conflicts resulting from the differences between teachers and learners' beliefs.

This chapter attempts to describe some findings about university students' beliefs about ESP vocabulary learning and reading comprehension skills which form part of a larger study carried out as part of a thesis written for a Master's Program in Applied Linguistics at the National University of Río Cuarto in the period 2015-2016⁹. Three interrelated aspects were the focus of the thesis study: university *student beliefs* about how to approach unknown vocabulary present in an English discipline-related text, the *Vocabulary Learning Strategies* that university students apply at the moment of approaching the unknown vocabulary present in that text, and the possible relationship between students' beliefs and vocabulary strategy use in the context of two English courses at a public national university in Argentina. In this book on beliefs, we will circumscribe our description to students' beliefs about EFL vocabulary learning and reading comprehension.

Context of the study

This study was carried out with four university students who, at the moment of this research, were students of English for Veterinary Medicine and English for the Physical Education Teacher Training Program at the UNRC. Both courses were taught in Spanish, and the texts that students read were written in English. The main problem students presented was related to the way they approached the unknown vocabulary present in discipline-related texts since it was observed that many of the students resorted to the bilingual dictionary as the only way to decode and learn new meanings. So, we set up a study to inquire into the beliefs students held about vocabulary learning and reading comprehension on the ground that by knowing those beliefs, it would be possible to better understand the problem and thus be able to design and implement new proposals for vocabulary learning and reading comprehension.

The importance of student beliefs

Since the arrival of the Communicative Language Teaching approach in which language began to be viewed as a means of communication, learners were assigned a more active role, and their expectations, experiences and understanding of issues in language learning started to be recognized (Kalaja & Barcelos, 2013). Nowadays, it is widely admitted that learners of all ages have beliefs about language learning, which influence their expectations, experiences and learning processes. This study is framed within Barcelos' definition of beliefs in which they are referred to as

a form of thought, constructions of reality, ways of seeing and perceiving the world and its phenomena which are co-constructed within our experiences and which result from an interactive process of interpretation and (re)signifying, and of being in the world and doing things with others. (Barcelos, 2014, in Kalaja, Barcelos, Ruhothie-Lyhty & Aro, 2015, p. 10)

⁹ Baudino, N. (2017). Creencias y Estrategias de Vocabulario en estudiantes universitarios de un curso de Inglés con Fines Académicos: Estudio de casos. (Tesis de Maestría). Universidad Nacional de Río Cuarto, Argentina.

Several studies carried out with students have shown that their beliefs influence their learning processes, favoring or hindering them. According to Kalaja and Barcelos (2013), “learner beliefs about aspects of language learning are crucial in determining how learners approach their learning of second or foreign languages and as such are complex mediational tools intertwining with learner action in complex ways” (p. 5). In the classroom context, the perceptions, beliefs, attitudes and metacognitive knowledge that students bring with them to the learning situation have been recognized as a significant contributing factor in the learning process and ultimate success (Breen, as cited in Bernat & Gvozdenko, 2005). For example, foreign language students may hold strong beliefs about the nature of the language under study, its difficulty, the process of acquisition, the success of certain learning strategies, their aptitude and their own expectations about achievement and teaching methodologies. The system of Beliefs possesses a significant influence on the process of language learning since it has been demonstrated that beliefs develop, fluctuate and interact with actions and emotions, as well as with motivation, learning strategies and the learning situation itself.

The study hereby described is in line with Barcelos’ *Contextual Approach* to study beliefs. The *Contextual Approach* aims at getting a better understanding of beliefs in specific contexts. As they are viewed as part of the culture of learning in a given society, they are context-specific, dynamic and social (Barcelos, 2003). Students’ beliefs are investigated within the context in which they interact, they may change and develop over time, and the student is presented as a social being interacting in his/her environment. The studies carried out within this approach investigate beliefs by means of a variety of qualitative data collection methods that give voice to the participants’ perspectives in relation to the ways in which they organize their beliefs.

Some Previous Studies on Student Beliefs and Reading Comprehension

During the last three decades, several studies have been carried out in order to determine student beliefs about *language learning* (Aragão, 2011; Ariogul, Unal & Onursal, 2009; Jafari & Shokrpour, 2012; Navarro & Thornton, 2011). Most of the studies were carried out following quantitative research rationales where university students were the main participants. Horwitz’ *Beliefs About Language Learning Inventory* (BALLI, 1987) was the main questionnaire selected to gather participants’ beliefs. For instance, Ariogul et al. (2009) compared English, German and French language groups’ beliefs about language learning in Turkey. The authors studied 343 freshmen student beliefs using the BALLI and a demographic questionnaire as instruments for collecting data. The results showed that the three groups held very different beliefs in relation to the five categories of the BALLI questionnaire (foreign language aptitude, the difficulty of language learning, the nature of language learning, learning and communication strategies and motivations and expectations). Another study that used the BALLI as its main instrument was the one carried out by Jafari and Shokrpour (2012), who investigated Iranian ESP student beliefs about language learning and the effect of gender on their beliefs about learning a foreign language. The authors studied 80 second-year students of Medical Sciences. Results showed that beliefs about motivation and expectations received the highest mean average among the five components of the BALLI scale. Regarding differences between genders, the study concluded that females showed more overall optimistic beliefs about language learning than their male counterparts.

In relation to *qualitative* research designs to study beliefs, only a few studies could be found in the literature reviewed during 2015-2016. Aragón (2011) and Navarro and Thornton’ (2011) studies were the ones we could find that adhered to Barcelos’ contextual approach. These authors studied the relationship between beliefs and emotions and beliefs and actions, and their effect on language learning. Aragón (2011) investigated whether there was interaction between beliefs and emotions in foreign language learning. It was a longitudinal case study in which the participants were three trainee teachers from a university in Brazil. The author used several instruments to collect data for this investigation: language learning histories, video recordings of classroom sessions, learning journals, interviews and informal conversations, and drawings. Findings revealed that stu-

dents' beliefs about their speech, classmates and teacher influenced their feelings of embarrassment, shyness and class inhibition. The author found a tight relationship between beliefs and emotions in foreign language learning, for instance, students believed themselves to be "inferior" to idealized models. Navarro and Thornton (2011) studied the complex interplay between beliefs and actions and its contribution to the development of language learning skills. It was a longitudinal study that involved 18 university Japanese students. The authors used journals, advising sessions, self-reports and data enrichment instruments for data collection. Only two information rich cases were selected out of the 18. Results showed that in the cases chosen, beliefs changed and actions influenced beliefs significantly. The variety of instruments used in this study, in particular the triangulation of the reflective journals with the actual documentation of learning behavior, allowed an understanding of belief development.

In relation to studies focusing on beliefs about *reading comprehension and vocabulary strategy use*, two were found of main interest. Subasi's (2014) mixed method study inquired into the Vocabulary Learning Strategies (VLS) used by 45 Turkish university students, and the relationship between their strategy use and learning outcomes. Results revealed that students favoured *guessing* strategies and the use of the bilingual dictionary. Similarly, Amiryousefi's (2015) study investigated whether teacher and student educational levels played a difference in relation to their beliefs about the usefulness of different types of vocabulary learning strategies. Findings revealed that most of the Iranian participants believed in the usefulness of certain strategies for discovering and consolidating new meanings. However, no agreement between teachers and students could be found: some strategies were considered useful only by the students while some others were considered useful only by the teachers. Regarding the participants' educational level, only significant differences were observed among the students.

After having carried out a detailed literature review on beliefs about vocabulary learning and reading comprehension, the main aims of the study and methodological considerations were stated.

Some Methodological Concerns of this Research Study

The study adopted a qualitative, descriptive multiple-case study design and was carried out at the National University of Río Cuarto, with the participation of four students attending regular English courses: two from the Physical Education Teacher Training Program and two from Veterinary Medicine. For ethical concerns, nicknames were chosen so participants will be referred to as Leandro, Santiago, Natalia and Charlie.

The main aim of the English language courses was the development of students' reading comprehension skills in the foreign language. The teachers responsible for the subjects designed their own materials by selecting texts related to the students' discipline curricula, and devising activities aimed at developing reading comprehension. In this way, students were trained in reading discipline-related texts written in English. The English course for the *Physical Education Program* was a 120-hour-course, and was taught by two teachers in the fourth year of the students' degree program. The English course for *Veterinary Medicine* was a 60-hour course which was taught in the second year of the students' degree program.

Steps followed to collect our data

The main instrument of data collection in this study was an ad hoc semi-structured interview. It consisted of seven questions: two of them inquired about the participants' previous studies of English at private institutions and at secondary schools, and included the type of vocabulary activities students were asked to develop in those contexts. The other five questions focused on the participants' beliefs about vocabulary learning and the relationship between reading comprehension and

vocabulary learning. The aims behind this interview were two-fold: to find out students' previous knowledge about the English language, and to know their beliefs in relation to vocabulary learning and reading comprehension.

Steps behind data analysis

The procedures for data analysis included the transcription, analysis, and categorization of the information gathered in the interviews. The unit of analysis was any segment that captured or referred to the participants' beliefs in relation to the topics of vocabulary learning and reading comprehension skills. Interviews were transcribed and analyzed by the researchers. The identified segments were then inserted into a comparative table that showed the four participants' beliefs in relation to the two categories of analysis: beliefs about vocabulary learning and reading comprehension. Participants' beliefs were first reported individually, and then synthesized in a diagram.

The strategy of member checking or respondent validation was also employed in this process of qualitative data analysis; we cross checked our findings with the respondents in an attempt to refine explanations and interpretations (Savin Baden & Howell Major, 2013). To attain this aim, the interview protocols were sent by email to each of the four participants together with the interpretation of their answers to the interview. Participants were expected to correct any misinterpretations the researcher could have made (Savin Baden & Howell Major, 2013). Two of the participants answered the emails back by providing feedback to the researchers' interpretation.

Some Major Findings on Student Beliefs

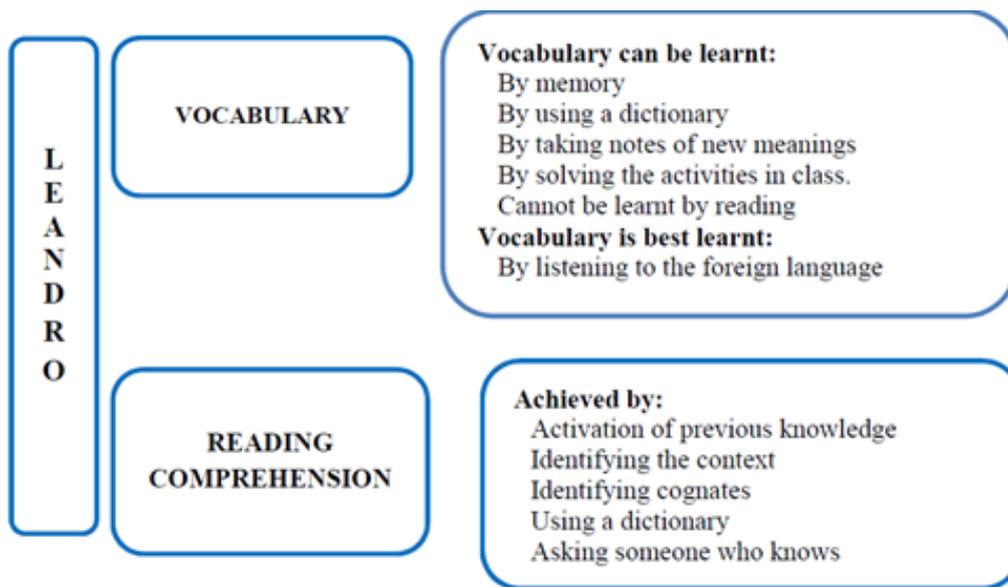
Case 1: Leandro (Physical Education Program)

Leandro reported having studied English at Secondary School, where he was taught General English and where he sometimes did some translation and reading comprehension activities. In 2015, Leandro was a student of the Physical Education Teacher Training Program at the National University of Río Cuarto. Although during the interview he admitted never having been interested in learning English, he all the same volunteered to take part in this investigation.

Leandro's Beliefs about EFL Vocabulary Learning

The analysis of Leandro's responses to the semi-structured interview showed the belief that new vocabulary was learnt by *memorization*, by *using a bilingual dictionary* to look up unknown meanings and by *active involvement in the activities* proposed in class. He believed that the best way to learn vocabulary was by *listening to the foreign language*. In addition, he reported that he believed that, for him, it was difficult to learn vocabulary from written input, from reading a text, since words in English were not written in the same way as they were pronounced. In relation to the question related to how he read a text written in English, he expressed that a text could be understood by resorting to one's previous knowledge, by identifying its context, by looking for cognates, by using a dictionary and by asking someone who already knew the foreign language. The diagram below summarizes Leandro's beliefs arranged according to the two main aspects of inquiry included in the interview:

Figure 1: Leandro's Beliefs about Vocabulary Learning and Reading Comprehension



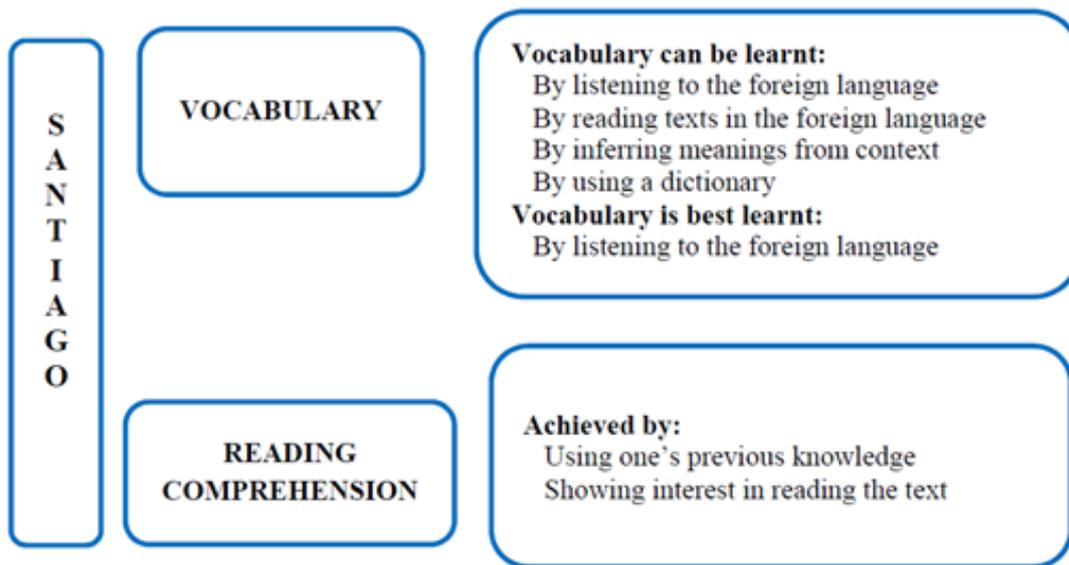
Case 2: Santiago (Physical Education Program)

In the interview, Santiago reported that he had studied English at a private institution for 6 years, but at that time, he was not interested in learning the foreign language. He had also received English instruction at Secondary School where he had had practice mainly in two of the macro-skills, those of reading and writing. He admitted that it was at university, as a student of the Physical Education Program, the moment when the interest to learn the foreign language had aroused.

Santiago's beliefs about EFL vocabulary learning

In relation to vocabulary learning, Santiago believed that vocabulary was learnt by *reading and listening* to the foreign language, by inferring meanings from context, by using a bilingual dictionary to look up the meanings of unknown words, and by showing interest in learning the language. He believed that the best way to learn vocabulary was by listening to a native speaker, though he also reported that vocabulary could be learnt by reading extensively in the foreign language. Concerning the process of reading a text in English, Santiago reported that, for him, a text could be understood by using one's previous knowledge about the language and the topic, and by showing interest in reading. The figure below summarizes Santiago's beliefs arranged according to the categories of inquiry.

Figure 2: Santiago's Beliefs about Vocabulary Learning and Reading Comprehension



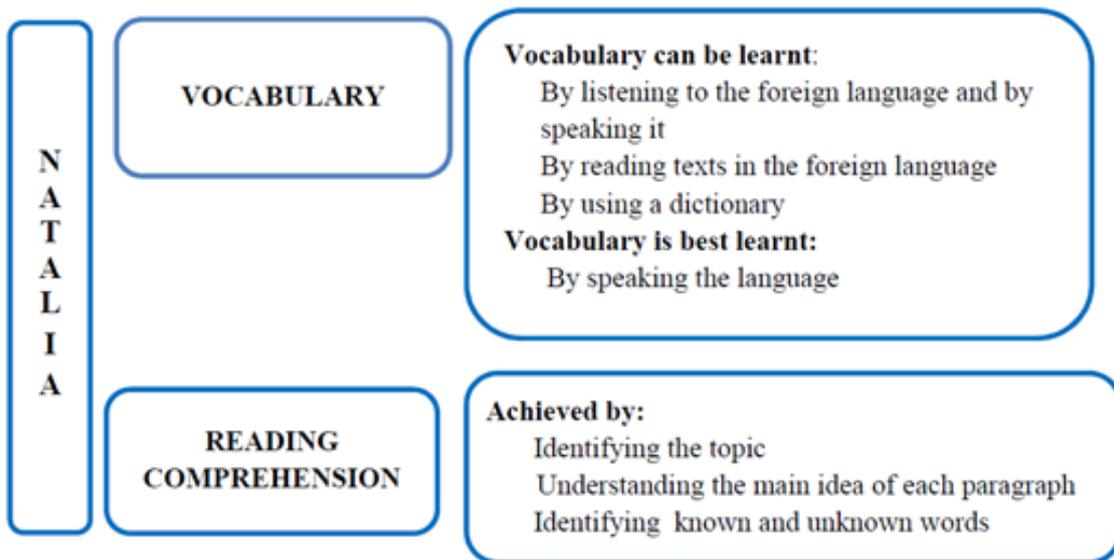
Case 3: Natalia (Veterinary Medicine)

In the interview, Natalia reported having studied English at Secondary School and at a private institution for two years. She expressed that at Secondary School she had been taught General English for three years, and then, she had received instruction in reading comprehension strategies during the last three years.

Natalia's beliefs on EFL vocabulary learning

Natalia expressed that she believed that English vocabulary could be learnt by watching movies and speaking the language, by reading in the foreign language, by doing the activities proposed in class, by taking notes of new meanings, by using a bilingual dictionary, by answering questions and by reading the text several times in order to understand it. She believed that the best way to learn vocabulary was by speaking the target language. In relation to how reading comprehension was achieved, she believed that a text could be understood by identifying its topic, understanding the main idea of each paragraph and by looking for known and unknown words in the text. Natalia's beliefs seem to have been influenced by the instruction she received, because of the metalanguage she used when referring to the strategies she applied when approaching a text. The figure below shows a synthesis of Natalia's beliefs arranged according to the two categories identified.

Figure 3: Natalia's Beliefs about Vocabulary Learning and Reading Comprehension



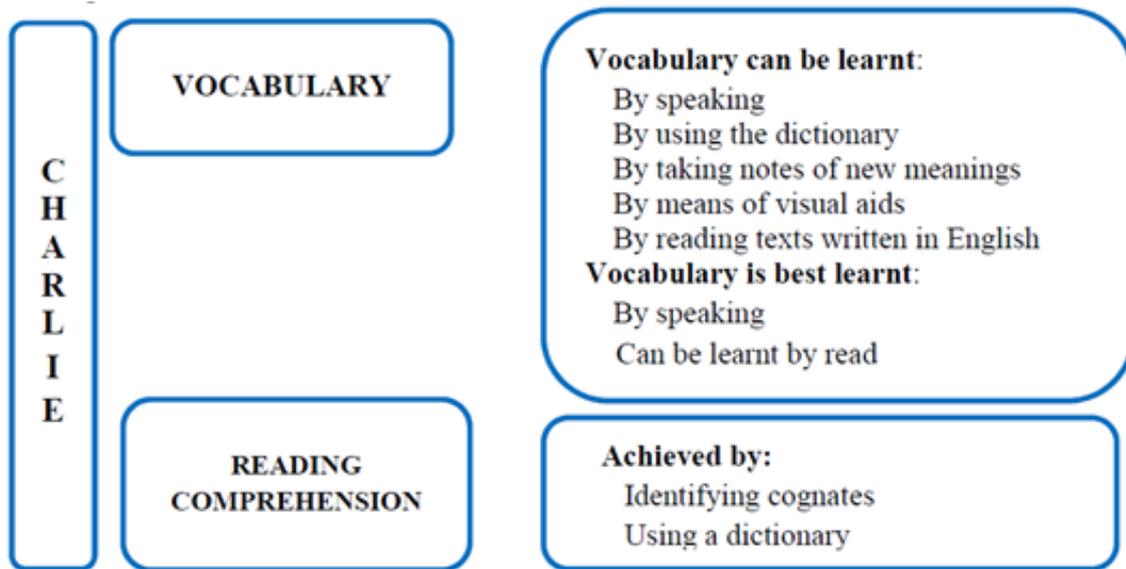
Case 4: Charlie (Veterinary Medicine)

Charlie reported in the interview that he had studied English at Secondary School, where he had received instruction in General English and reading comprehension strategies. He stated that he had not been interested in learning English as a foreign language when he was younger.

Charlie's Beliefs about EFL Vocabulary Learning

Charlie believed that vocabulary was learnt by speaking the foreign language, by reading texts written in English, by using a bilingual dictionary to look up unknown words, by using visual aids that help comprehension, and by taking notes of the new meanings. He believed that the best way to learn vocabulary was by speaking the language. Besides, he believed that vocabulary could be learnt by reading texts in English. In relation to reading comprehension in English, he reported that he believed a text could be understood by identifying cognates and by using a dictionary. Charlie's beliefs are synthesized in the following figure:

Figure 4: Charlie's Beliefs about Vocabulary Learning and Reading Comprehension



Main Vocabulary Belief Similarities and Differences Identified in Participants' Responses

After analyzing the transcriptions of the semi-structured interviews, it could be noticed that the four participants showed some similarities and differences in relation to the beliefs they held about vocabulary learning and reading comprehension in the foreign language. Figure 5 presents a synthesis of the similarities and differences identified in relation to Beliefs about vocabulary learning.

One main finding in relation to *vocabulary learning* was the belief that new vocabulary could be learnt by *using a bilingual dictionary*. This opinion was shared by the four participants in this study, and is in line with the beliefs identified in other studies which concluded that the bilingual dictionary was the most preferred strategy used by university students (Afshar, Moazzam & Arbabi, 2014; Akbari & Tahirian, 2009; Fan, 2003; Gu & Johnson, 1996; Marin Marin, 2006; Schmitt, 1997; Wu, 2005). We consider that the close interplay existing between strategies and beliefs (Barcelos, 2013) was clearly observed in this situation: Students were used to applying some strategies at Secondary School, and that recurrent strategy use sustained the students' beliefs: as a certain strategy proved to be successful, the students used it; in turn, they believed that strategy was helpful so they continued applying it at the university context.

Another similarity was related to the belief that vocabulary can be learnt by means of oral input: by *speaking* and *listening to* the foreign language. The emphasis given to development of the oral skills was central to the four participants' answers. Santiago and Leandro believed that the best way to learn new vocabulary was by *listening* to the foreign language. In this respect, Santiago expressed

en realidad creo que necesitamos tener práctica, se aprende leyendo y escuchando. La mejor manera es escuchándolo, prestando atención al lenguaje, creo que por naturaleza es la mejor manera de aprender vocabulario.

Natalia and Charlie, on the other hand, considered that the best way to learn new vocabulary was by *speaking* the foreign language. This idea was observed in Natalia's report when she stated

[Creo que se aprende mejor el vocabulario] practicando, conversando...por ahí traduciendo, pero yo si no lo hablo, no me acuerdo.

Figure 5: Similarities and Differences in relation to Beliefs about Vocabulary Learning

BELIEFS ABOUT VOCABULARY LEARNING			
Natalia	Santiago	Leandro	Charlie
Vocabulary can be learned...			
<ul style="list-style-type: none"> By using a bilingual dictionary to look up unknown meanings 			
<ul style="list-style-type: none"> By listening to the foreign language By reading a text in the foreign language 		<ul style="list-style-type: none"> By taking notes of unknown meanings 	
	<ul style="list-style-type: none"> By inferring meanings from the surrounding context 	<ul style="list-style-type: none"> By memorizations By solving the activities proposed in class Not by reading 	<ul style="list-style-type: none"> By speaking the language By using visual aids By reading texts written in the foreign language
The best way to learn vocabulary			
<ul style="list-style-type: none"> By speaking the foreign language 	<ul style="list-style-type: none"> By listening to the foreign language 		<ul style="list-style-type: none"> By speaking the language

Santiago believed that *Inference* could aid vocabulary learning. Charlie, on the other hand, believed that *reading* could help learn new word meanings, and he also mentioned the importance of having visual stimuli to support the learning process. Leandro believed that *memorization* and *practice* were key for vocabulary learning. He was the only participant who did not believe that reading could help acquire new lexis.

Participants' Beliefs in relation to Reading Comprehension

As regards beliefs about *reading comprehension skills*, it was observed that two out of the four participants believed that *activation of previous knowledge* was important for achieving reading comprehension. Three students reported to believe that the strategy *Identification of cognates and already known words* was important for understanding the text. It is probable that participants recalled the type of activities and strategies developed at secondary school, especially in the last two years of the Specialized Cycle. Even when the state curricula guidelines for the development of the foreign language at Secondary School (2017-2022) foster the development of the four macro skills, in fact, the reading skill receives more emphasis in the Secondary School English language classroom (Placci & Valsecchi, 2016).

A salient finding in this study was the students' belief that the reading skill could be promoted and enhanced through the development of the oral skills. Likewise, a similar finding in relation to the importance assigned to the oral skills was obtained in a study carried out with secondary school students in the south of Cordoba, Argentina (described in Chapters 1 and 2). The need to have oral practice and systematic exposure to the English language was perceived as important when participants were inquired into the best ways to learn English at secondary school (Valsecchi, Barbeito, Placci, Olivero, Gonzalez, Ponce, Sanchez Centeno & Sacchi, 2011).

Some Closing Remarks and Classroom Implications

The research study described in this chapter was carried out with the underlying assumption that university students need to be aware of how they deal with unknown vocabulary when reading discipline-related texts written in English if successful reading comprehension is sought. The findings in this study helped to know how new vocabulary was approached by four university students. Also, these findings may bring about some pedagogical implications for teaching English at university level.

In terms of pedagogical implications, we consider that the results of this study imply the need for *explicit strategy instruction*, in relation to training on the most widely used strategy reported in the literature, that of *Resorting to the bilingual dictionary*. Students should be trained in the *Intelligent use of the bilingual dictionary* so as to allow students to know the type of new words that should be looked up in a dictionary considering that its overuse usually disrupts and slows down the reading process. The use of this strategy involves, as Placci and Longhini (2003) propose in their approach for ESP teaching, the simultaneous development of this strategy in tandem with another one referred to as *Identification of Content and Grammar Words*. Under this approach, students are encouraged to look up new words in the dictionary whenever those are *content* words and key to the message of the text. If not, the use of other strategies should be promoted, for instance, *Inferencing* or *Word analysis*. All these four strategies should be recycled in teaching materials and methodological practices on the grounds that strategy use does not always correspond to *successful* strategy use. It may be the case, as in Valsecchi, Placci, Barbeito and Olivero's (2012) study, that even when university students were strategic in decoding new words, the use of the strategy *Inferencing* did not aid reading comprehension much. Hence, the importance of training students on the use of a wide range of vocabulary strategies.

Also, we suggest that *vocabulary strategy-based instruction* should be promoted systematically all along the EFL program so as to allow training in the development of the lower level skills (related to the lexico-grammatical aspects of the English language) *simultaneously with the* higher-level skill strategies (those involving associations, inferences and comprehension). This stems from the fact that strategy instruction requires time, systematicity and reflection on the part of the learners so as to be able to evaluate the usefulness and transference of each of the strategies used.

Furthermore, we suggest that *vocabulary learning instruction* should contemplate the provision of varied input sources if students' learning styles and preferences are considered. In this respect, teaching materials for the development of the reading comprehension skill should also include activities designed on the basis of oral input. In the study described here, our participants stressed the importance they assigned to listening and speaking practice when learning new vocabulary.

We also advocate introducing *self-beliefs inquiry and reflection* in the EFL programs. Teachers could give students the opportunities to discover, share and discuss their beliefs about language learning. For instance, beliefs about vocabulary learning could be inquired in class with the administration of simple resources such as interviews or short questionnaires which could be answered at the onset and end of the English language courses. In this way, students and teachers would be able to discover and reflect about their own learning styles and beliefs in relation to English vocabulary learning and EFL learning, in general. Teachers and students will be able to jointly build a more comprehensive understanding of the learning processes involved when reading a text in English and, in turn, generate new learning opportunities that are sensitive to teachers' and students' beliefs.

In sum, we firmly believe that *explicit strategy instruction* and *beliefs inquiry* should be central in EFL programs at university level in order to enhance learning effectiveness and student motivation.

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9

How can Student Beliefs and Emotions about OCF Inform our Practices? A Lesson Proposal

Adelina Sánchez Centeno

This chapter provides a lesson proposal to deal with oral corrective feedback (OCF) in the EFL classroom. The need for such implementation arose from findings of a qualitative case study which delved into a teacher and her students' beliefs and emotions about OCF in a university EFL classroom. One of the most striking results was that the participants of this study expressed that they had never been made aware of, not only the different OCF strategies, but also, their beliefs and emotions about them. The chapter first provides a brief theoretical framework about OCF, beliefs about OCF and the emotional load of OCF, and it makes reference to the study that gave origin to the lesson proposal. Next, it describes the lesson plan, which consisted in presenting EFL students the different OCF strategies. In addition, a whole class discussion on how OCF should be handled is proposed, and the verbalization of students' beliefs about OCF is encouraged. Finally, a whole class reflection upon their emotions regarding the reception of OCF is suggested with the ultimate aim of increasing the students' awareness and positive attitude towards their own mistakes and the reception of OCF. The activities suggested in the lesson proposal could be easily adapted by EFL teachers to a variety of contexts.

The Complex Nature of Oral Corrective Feedback in the EFL Classroom

The question of how to provide effective oral corrective feedback (hereafter OCF) to students' spoken errors¹⁰ is of great importance to EFL teachers and students. Corrective feedback (CF) constitutes a highly complex social phenomenon (Sheen & Ellis, 2011) inherent in the EFL classroom. It has been characterized as “one of the major classroom instructional responsibilities for ESL/EFL teachers” (Mori, 2011, p. 451) and as “one of the most powerful influences on learning and achievement” (Hattie & Timperley, 2007, p. 81), having positive and negative impacts on students' performance.

According to Sánchez Centeno and Ponce (2019), EFL teachers should be able to motivate their students to develop the speaking ability by suggesting varied activities and generating a tension-free classroom atmosphere; in this way, students might feel comfortable speaking and teachers can listen to their oral productions and provide OCF. However, EFL teachers should be cognizant that speaking in front of others in a foreign language is a face-threatening activity and that it possesses a great emotional load for the student. In addition to this, students might receive OCF from a teacher or a classmate, which makes the speaking activity even more challenging (Aragão, 2011; Pawlak, 2018).

Undoubtedly, OCF is inherent in a teacher's profession; it has also been characterized as “an unplanned aspect of teaching, for which teachers tend to rely on automatic and generally unexamined behaviours” (Basturkmen, 2012, p. 291). Even though teachers and students admit that the provision and reception of OCF is crucial for language teaching and learning, its relevance, intention and emotional impact are not openly addressed in the EFL classroom. In this chapter, the importance, aims, beliefs and emotional load of OCF in the EFL classroom are discussed, and a lesson proposal is presented.

Defining Corrective Feedback and Beliefs about Corrective Feedback

According Hattie and Timperley (2007), “feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding, [...] feedback, thus, is a consequence of performance” (p. 81). More specifically, Sheen and Ellis (2011) have defined corrective feedback in the ESL classroom as “the feedback that learners receive on the linguistic errors they make in their oral or written production” (p. 523).

In addition, Ellis (2009) explains that there are two types of feedback: positive and negative feedback. In this chapter, we will focus on negative feedback, which signals that the student's production is not correct. Negative feedback represents an aspect of language teachers' practice where they need to make choices about whether correction should occur, how it should be done, and when it should be provided; depending on the overall theory of teaching and learning they follow (Ellis, 2009). Negative feedback can be either written corrective feedback or oral corrective feedback, and consist of “(1) an indication that an error has been committed, (2) the provision of the correct target language form, (3) metalinguistic information about the nature of the error, or any combination of these” (Ellis, Loewen, & Erlam, 2006, p. 340). In this chapter, we are going to focus on oral corrective feedback.

Beliefs impact on teachers' and students' behaviour and decision-making in the EFL classroom (Barcelos, 2015; Dewaele, 2015). In a recent publication, Li (2017) provides a definition of *beliefs about corrective feedback* claiming that it is an independent construct distinct from beliefs about other aspects of language learning. These types of beliefs refer to “the attitudes, views, opinions, or stances learners and teachers hold about the utility of CF in second language (L2) learning and teaching and how it should be implemented in the classroom” (p. 143). He argues that there are several reasons why it is important to examine beliefs about CF. In the first place, it is because students who

¹⁰ Error and mistake are used interchangeably in this chapter

have conducive beliefs to the favourable reception of CF can benefit more from them. Secondly, Li asserts that the comparison between teacher and student beliefs about CF is of great importance to detect mismatches which might affect students' language class satisfaction and motivation to learn. Thirdly, Li claims that understanding the complex relationship between teacher and student beliefs focusing on its congruence or incongruence might provide evidence about the effectiveness of the provision of CF in the classroom.

In conclusion, the definitions of OCF and beliefs about CF evidence the importance that needs to be given to these two constructs in our EFL classroom practices to handle OCF effectively and efficiently.

OCF Taxonomies

A great amount of research has investigated types of OCF, developing different taxonomies to classify them. The study that has been the most influential in the last 20 years is a taxonomy presented by Lyster and Ranta (1997) which has helped lay the groundwork for more comprehensive and systematic investigations of OCF in SLA and trigger interest in the pedagogical utility of different CF types (Sheen, 2010).

Lyster and Ranta (1997) distinguished six types of feedback used by the teachers in their study: 1) recast, 2) metalinguistic feedback, 3) elicitation, 4) repetition, 5) clarification request, and 6) explicit correction (p. 46-48). As regards *recast*, Yoshida (2010) defines it as “an utterance that involves the reformulation of a learner’s erroneous or inappropriate utterance, usually contrasting the utterance with the learner’s erroneous utterance. Recasts occur immediately after the erroneous or inappropriate utterance” (p. 302). Second, *metalinguistic feedback* is defined as “an utterance that provides metalinguistic comments, feedback, or questions without providing a reformulation” (Yoshida, 2010, p. 302). Third, *elicitation* makes reference to “an utterance that strategically pauses in the middle of the utterance to elicit a learner’s completion” (Yoshida, 2010, p. 302). Fourth, *repetition* is defined as “an utterance by either a teacher or a classmate that repeats a learner’s erroneous or inappropriate utterance highlighting the error by means of emphatic stress (Yoshida, 2010, p. 302). Fifth, *clarification requests* are described as “an utterance that asks a question for clarification” (Yoshida, 2010, p. 302). Finally, *explicit correction* makes reference to “an utterance that clearly indicates that a learner’s utterance is incorrect or inappropriate and provides the correct form” (Yoshida, 2010, p. 302). However, as the classification provided by Lyster and Ranta (1997) lacked a non-linguistic OCF strategy, a seventh OCF type, proposed by Ellis (2009), was added to the previously mentioned taxonomy. This OCF type is called *paralinguistic signal*, and has been defined as the gesture or facial expression made by the teacher to indicate that the student has made an error (Ellis, 2009).

Ellis (2017) warns us that even though a great body of research has accumulated regarding the nature of CF, “it has become clear that CF is a very complex phenomenon, influenced by a host of factors that can determine the relative effect of different [OCF] strategies” (Ellis, 2017, p. 11). Among them we can mention: instructional context, nature of the target feature, students’ proficiency level, working memory capacity, language aptitude, among others (Ellis, 2017). All these factors add to the complexity presented by this “natural” classroom practice (Kamiya, 2018).

Notice that the concept of “error correction” has not been used deliberately because, as Lyster (2018) has asserted, “teachers actually cannot correct students’ errors but what they do is to provide feedback to the students, and it is up to the students to ultimately correct their errors” (personal communication, April 17, 2018).

The Emotional Load of Oral Corrective Feedback in the EFL Classroom

From the moment our students produce oral utterances in English in the EFL class, they are exposed to OCF, either from the teacher or classmates. Consequently, their participation in oral activities may trigger a waterfall of academic emotions, such as pride, fear, shame, or contentment, according to the way OCF is provided by the teacher or peers. Therefore, EFL teachers should be careful and tactful as regards the provision of OCF to their students' erroneous oral productions, avoiding the feeling of frustration or embarrassment in their students (Ellis, 2017; Kamiya, 2014; Magilow, 1999). Barbeito and Sánchez Centeno (2016) state that oral practice and evaluative activities might emotionally affect EFL students and have a direct impact on their self-esteem and academic performance.

It is important to highlight that in this chapter, we refer to academic emotions, which are defined as “emotions relating to learning, instruction, and achievements in academic settings associated with attending class, studying, and taking tests and exams” (Pekrun, Goetz, Titz, & Perry, 2002). In this respect, Mendez López (2016) asserts that “understanding the emotional processes that underlie foreign language learning is important since they can enable us to comprehend students' reactions to instruction, and may provide us with insights on how to make it a more effective process” (p. 28). Furthermore, EFL classrooms are full of academic emotions (Barcelos, 2015; Mendez López, 2016; Pekrun, 2014) which can influence how our students experience the learning of English as a foreign language. As Mendez López (2016) explains, “emotional experiences in language learning classrooms consequently engender reactionary feelings, physiological responses and observable behaviour. In this way, emotions influence the motivation language learners exhibit during learning activities” (p. 30). Similarly, many researchers have concluded that the classroom experiences that most influence emotional arousal are teachers, peers, speaking skills, the teacher's feedback approach and the learning environment (Ellis, 2017; Méndez López, 2016; Nassaji & Kartchava, 2017; Pekrun, 2014; Roothoof & Breeze, 2016; among many others). This provides evidence of the importance of generating a positive classroom atmosphere, being tolerant with students' mistakes, and providing OCF in a tactful and cognizant way.

The Study Underpinning this Lesson Proposal

It has been recognised that the cognitive and the emotional dimensions are inseparable in education (Imai, 2010; MacIntyre, Gregersen & Mercer, 2016; Pekrun, 2014; Swain, 2013, among others), as well as in the acquisition of a second language (Barcelos, 2015; Cuéllar & Oxford, 2018; Dewaele, 2015; Martínez Agudo, 2018; Oxford, 2015). Therefore, it is important to explore teachers' and students' beliefs and emotions present in the EFL classroom in order to have a better understanding on how they affect the foreign language teaching and learning processes. In this line of thought, many researchers, such as Ellis (2009), García Ponce and Mora-Pablo (2017), Martínez Agudo (2012), Roothoof (2014), Sepehrinia and Mehdizadeh (2016), Wass, Timmermans, Harland, and McLean (2018), among many others, have studied the affective aspect of OCF in the EFL/ ESL classroom contexts.

The results reported in this section stem from a master thesis study which documented a teacher's and seven students' OCF beliefs and emotions through diverse qualitative data collection instruments (Sánchez Centeno, 2016). In this section, a brief report of the results is provided. For a detailed report of the study see Sánchez Centeno and Ponce (2019).

This study was carried out at the *Tecnicatura en Lenguas*¹¹ programme offered at the National University of Río Cuarto (UNRC). This is a three-year programme for students who want to gain plurilingual competence and be able to communicate in English and French as foreign languages.

¹¹ For more information about this program, visit the website: https://www.unrc.edu.ar/unrc/carreras/hum_tecnicatura_lenguas.php

The participants of this study were Raquel, the EFL teacher in charge of the course English Language III at *Tecnicultura en Lenguas* and the seven students who attended the course during the year 2015. The aim of the study was to explore an EFL teacher and her seven students' beliefs and emotions in relation to the provision and the reception of OCF at an EFL language classroom at university level. Data were collected through a semi-structured teacher interview, a semi-structured student interview, a stimulated recall teacher interview, and four videotaped classroom observations. The main findings indicated that the teacher and her students held similar beliefs about OCF. Without regard to specific details, the teacher and students believed that 1) OCF contributed to language learning, and 2) the most effective ways of providing and receiving OCF in the EFL classroom were the following: a) teachers should avoid interruptions and let students speak, even though they make mistakes, b) teachers should encourage students to achieve self-correction and avoid providing the right answer without an explanation of the mistake made by the student, and c) teacher's provision of OCF should not evoke negative emotions to the students who receives it.

As regards the emotions about OCF, the students in this study showed positive emotions (feeling at ease, comfortable) and negative emotions (feeling upset, embarrassed, frustrated) towards the reception of OCF. In relation to the teachers' emotions, she did not express her own emotions about OCF; however, she was aware of the impact OCF could have on students' emotions and, therefore, on their classroom oral participation. The main findings indicated that Raquel and her students held several beliefs regarding OCF and that, in general terms, their beliefs and emotions were in harmony.

There was an additional result worth mentioning: the participant teacher and the students expressed that they had never been made aware of, not only the different OCF strategies, but also, their beliefs and emotions about them. The participants expressed it with a hint of surprise, as if the participation in this study had given them a new consciousness that they lacked before.

The EFL Lesson Proposal to Deal with OCF Effectively

The following lesson proposal originated from one of the findings reported above: that the teacher and her students were unaware of the different types of OCF strategies available. In agreement with Mendez López (2016), we believe that "teachers should reflect on their approaches to providing feedback since they are giving students an evaluation which is usually the only reference they have to their language learning progress" (p. 36). Furthermore, Nassaji and Kartchava (2017) stress that the role and effects of feedback training is of great importance to enhance its effectiveness.

It would also be of great significance if teachers and students were aware of their beliefs and emotions about OCF and made them explicit in order to detect similarities and differences to avoid classroom misunderstandings (Barcelos, 2015; Ellis, 2017) and favour language learning. So much so that teachers should be given the tools to reflect and understand students' beliefs and emotions experienced in the EFL classroom to adjust their provision of OCF to their needs (Ellis, 2017).

In this section, we describe a lesson proposal which aims at fostering OCF strategy awareness in the EFL classroom and creating a supportive and tension-free atmosphere, where mistakes are conceived as part of language learning and not as something to be avoided. Some activities were adapted from the literature (Barbeito & Sánchez Centeno, 2020; Roothoof & Breeze, 2016) and some others were created anew. Although these activities were tailored to one specific EFL context, they can be adapted and used in other EFL courses or in L2 classrooms.

Some of the proposed activities have a *Techy Option*, which aims to apply technological tools to this lesson plan. The application that is suggested is an interactive presentation software called *mentimeter.com*¹² with which you can create word clouds, rankings and multiple-choice charts, among

¹² (For more info visit: <https://www.mentimeter.com/blog/interactive-classrooms/encourage-student-participation-with-these-word-cloud-activities>)

many other resources. Figure 1 shows some visual examples of this application used in the different activities proposed in the following sections.

Figure 1: Examples of the Types of Interactive Resources Offered by mentimeter.com



Activity 1: Let's talk about mistakes!

Aim of the activity: to set a positive atmosphere and talk about the meaning of mistakes in learning in general, not just learning English.

Preparation: Select inspirational quotes or phrases about the importance of learning from mistakes. Bear in mind students' age, background knowledge and level of language proficiency.

Techy option: Create a *metimeter.com* word cloud to elicit students' ideas, suggestions, opinions, reactions to make the activity more interactive. (Important: Overhead projector and computer are needed)

Some examples of inspirational quotes are:

"Anyone who has never made a mistake has never tried anything new".-
Albert Einstein Read more at <https://www.brainyquote.com/topics/mistake-quotes>

"The greatest mistake a man can make is to be afraid of making one".-
Elbert Hubbard. <https://www.goodreads.com/quotes>

"Learn from the mistakes of others. You can never live long enough to make them all yourself".-

Groucho Marx <http://www.myawesomequotes.com/quotes-about-mistakes/>

Procedures:

- a. Ask students to get in small groups and assign one of the selected inspirational quotes or phrases. Ask them to discuss and answer the following questions: Can you paraphrase the quote? Can you think of an example from your learning experience that relates to this quote? Do you agree with it? Why do we make mistakes?
- b. Whole class discussion: Ask each small group to share the quote and their answers to the questions with the whole class. Encourage exchange of ideas, opinions and thoughts among students.
- c. Ask each group to select 3 words or one phrase that represents the meaning of making mistakes. Generate a word cloud on the blackboard and observe and discuss the result. *Techy option:* Create a word cloud on mentimeter.com.

Activity 2: I introduce you to OCF strategies! My pleasure!

Aim of the activity: to make students aware of the different types of oral corrective feedback strategies that the teacher or a classmate can use to provide feedback on their mistakes when they are speaking in English.

Preparation: Option 1: Perform a teacher and a student role play. Ask a colleague to help you. You are the teacher and your colleague is the student. S/He makes different mistakes and you provide OCF using the seven different strategies presented previously. You can videotape the activity or perform it live. Prepare a handout with a chart with the seven OCF strategies, their explanations and the examples that you are going to perform.

Option 2: Show this video available on youtube posted by the author of this chapter and prepare a handout with Table 1¹³ provided below. Visit <https://youtu.be/W64YzjAl4vU>

Procedures:

- a. Provide a chart with three columns: Teacher's answer, OCF strategy and definition. The example provided in the third column should be the same as the one performed in the roleplay. (See Table 1)
- b. Ask students to read the chart and then watch the video/live roleplay in order to better understand the examples.
- c. Present each OCF strategy and discuss its characteristics individually, the emotions expressed by the students, their own emotions when they are in the same situation, if they want to be provided OCF in that way, and why.

13 To obtain the Spanish version of Table 1, please write to adelinasc@hum.unrc.edu.ar

Table 1: Teacher's answers, OCF Strategies and Description.

CLASSROOM SITUATION		
Teacher: (After a listening activity about someone talking about her childhood at school) Great! After listening to Trini's stories about her old days at school, let's listen to your stories... Mili, would you like to start?		
Student: Sure! When I was 6 years old, I like happen* hours with my friends at school.		
Teacher's answer	OCF strategy	DESCRIPTION
So, you liked spending time with friends, that's a wonderful memory!	RECAST (Lyster & Ranta, 1997)	An utterance that involves the reformulation of a learner's erroneous or inappropriate utterance, usually contrasting the utterance with the learner's erroneous utterance. Recasts occur immediately after the erroneous or inappropriate utterance (Yoshida, 2010, p. 302).
Mm, but remember Mili not say "I like happen hours*" say "I liked spending time with friends"	EXPLICIT CORRECTION (Lyster & Ranta, 1997)	An utterance that clearly indicates that a learner's utterance is incorrect or inappropriate and provides the correct form (Yoshida, 2010, p. 302).
Ok Mili, but remember that you are talking about the past, and that "like" is followed by a specific type of verb structure	METALINGUISTIC CLUES (Lyster & Ranta, 1997)	An utterance that provides metalinguistic comments, feedback, or questions without providing a reformulation (Yoshida, 2010, p. 302).
Ok, so you liked...	ELICITATION (Lyster & Ranta, 1997)	An utterance that strategically pauses in the middle of the utterance to elicit a learner's completion. The teacher uses a partial repetition of the learner's erroneous or inappropriate utterance or asks the learner questions (excluding the use of yes/no questions) to elicit the learner's reformulation (Yoshida, 2010, p. 302).
So, you like happen hours* with your friends?	REPETITION (Lyster & Ranta, 1997)	The teacher repeats a learner's erroneous or inappropriate utterance highlighting the error by means of emphatic stress (Yoshida, 2010, p. 302).
Can you repeat that?	CLARIFICATION REQUEST (Lyster & Ranta, 1997)	An utterance that asks a question for clarification (Yoshida, 2010, p. 302).
The teacher makes gestures to indicate that something is wrong, and that the student should use the past tense	PARALINGUISTIC SIGNALS (Ellis, 2009)	The teacher uses a gesture or facial expression to indicate that the learner has made an error (Ellis, 2009, p. 302).

Activity 3: Why don't we express our beliefs about OCF strategies?

Aim of the activity: To give students the possibility to express their beliefs about OCF in the English class, and delve into their beliefs so that you can make better decisions when providing OCF.

Preparations: Make copies of Table 2 to deliver to each student.

Techy option: Create a ranking using mentimeter.com to express students' beliefs about OCF.

Procedures:

- Provide a short introduction, explaining the importance of verbalizing and sharing their beliefs about the reception of OCF. Explain that there are no right or wrong answers.
- Distribute the chart (see Table 2) or send the mentimeter code. Read aloud the assignment and check if everyone understands it. *Assignment:* Position yourself as an English language student in the English class and mark the option that better reflects what you believe. Then discuss your choices with your classmates. Allow some small talk among them so they can share their ideas and remind each other of the different strategies.
- Once students have finished completing the chart, generate a whole class discussion eliciting their answers.

Table 2: My Beliefs about Making Mistakes and Receiving OCF

	I totally agree	I partially agree	I do not mind	I partially disagree	I totally disagree	I have never thought about that
- I believe mistakes are part of my English language learning process						
- I believe the teacher should provide OCF to every mistake a make when I speak English						
- I believe that I learn from my classmates' mistakes						
- I believe that my classmates should not provide OCF to me						

Activity 4: What about talking about our emotions when receiving OCF?

Aim of the activity: To give students the possibility to express their emotions when receiving OCF in the English class.

Preparations: Make copies of the chart to hand it in to each student (see Table 3). Ask them to complete the chart according to the emotions they experience in the exemplified situations.

Techy option: Create a mentimeter.com ranking

- a. Provide a short introduction, explaining to them that the reception of OCF may arouse certain emotions. With this activity you want to delve into which emotions arouse.
- b. Distribute the chart (see Table 3) or send the link of this chart to complete it online on-site. Read aloud the assignment and check if everyone understands it. *Assignment: Indicate with an X how often you react in the following ways.* Allow some small talk among them so they can share their ideas.
- c. Ask students to express the emotions they feel when they are provided OCF. Generate a whole class discussion eliciting their reasons.

Table 3: My Emotions when I speak English in the English Class

How do you emotionally react when you are speaking in the English class and the teacher provides OCF?					
Indicate with an X how often you react in the following ways:					
How do you emotionally react?	Always	Often	Sometimes	Never	Why
I feel happy					
I feel frustrated					
I feel embarrassed					
I feel grateful					
I freeze up					
I feel upset because I speak English badly					
I think I am going to speak less English in class in the future					
I feel proud of my oral interventions. I am going to participate more in future classes					
I feel ashamed because of what my classmates might think about my English proficiency					

(Adapted from Roothoof & Breeze, 2016, p. 325)

Activity 5: What have you learnt about OCF?

Aim of the activity: To round off and to reflect upon students' answers to the proposed activities

Preparations: Have at hand some colourful post-it notes

Preparations:

- a. Go back to the inspirational phrases and ask the students if their impressions or interpretations of these quotes have been resignified or have been reinforced according to what they have learned from this lesson. Lead a whole class discussion and write the relevant answers on the blackboard or create a words cloud.
- b. Hand out one colourful post-it note for each student. Ask them to write a motivational message for themselves regarding making mistakes when speaking in English and receiving OCF. Model the activity writing motivational phrases on the blackboard, e.g.: "You can do it", "Remember you are able to achieve big goals". Write your own motivational message, see Figure 2 (adapted from Barbeito & Sánchez Centeno, 2020).

Figure 2: My Own Motivational Booster Reminder



- a. Give them some time to think. You can also write something for you. Then ask if someone wants to share their message. This is something personal; it is alright if they do not want to share their message. You can share your message with the whole class.
- b. Co-construct with your students your own “OCF provision and reception contract” (see Table 4). Write on the blackboard the following chart and complete it all together with your own set of guidelines.

Table 4: OCF Provision and Reception Contract

Best ways of providing OCF in the English class	Best ways of receiving OCF from the teacher or a classmate

Conclusion

The aim of this chapter was to present a brief theoretical framework regarding OCF strategies and beliefs, to succinctly report the results of an EFL university teacher’s and her students’ beliefs and emotions towards OCF and to present a lesson proposal to promote teachers’ and students’ affective awareness towards OCF in the EFL classroom.

The aims of the lesson proposal are, in first place, to answer the call for the need of OCF training so that teachers are aware of the type and effect of the OCF provided to their students and, in turn, students are able to recognize the intention of the OCF (Nassaji & Kartchava, 2017). In second place, it aims to provide some guidelines to achieve “*best practices* on how to conduct CF in the EFL/ ESL classroom, on the basis of not only theory and research, but also teachers’ experiences and pedagogical knowledge” (Ellis, 2017, p. 13).

Identifying EFL teachers’ and students’ beliefs and emotions about OCF, as well as reaching an agreement on how to deal with oral mistakes “is the first step towards the development of a programme to induce teachers to pay attention to the issues involved in dealing with learners’ spoken errors and to raise their awareness of their students’ expectations regarding this aspect of language learning” (Roothoof & Breeze, 2016, p. 333). In addition, Li (2017) asserts that classroom experiential activities might be more effective when combined with reflective activities such as whole class discussions or retrospective reports, etc.

To conclude, the lesson proposal presented in this chapter has tried to address the following classroom guidelines provided by Ellis (2017), Li (2017) and Sánchez Centeno and Ponce (2019):

- a. Teachers should try to provide students with a tension-free atmosphere so that they feel comfortable to express their beliefs and emotions (Sánchez Centeno & Ponce, 2019).
- b. “Positive as well as corrective feedback are important” (Ellis, 2017, p. 13).
- c. “CF needs to be undertaken with care and tact to avoid negative affective response in students” (Ellis, 2017, p. 13).
- d. “A variety of techniques are available for conducting CF and teachers should make use of them” (Ellis, 2017, p. 13).
- e. It is necessary for teachers to actively seek students’ opinions and provide activities to learn about students’ attitudes towards CF (Li, 2017).

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The Intercultural Dimension in Foreign Language Learning: Beliefs of First-year Students in an Argentine Teacher Education Programme

Verónica Piquer and Fabiana Sacchi

This chapter focuses on beliefs about the intercultural dimension in language learning and teaching. It presents some of the results of a multiple-case study of first-year students in the EFL Teacher Education programme at the National University of Río Cuarto, Argentina. The first sections of the chapter conceptualize Intercultural Communicative Competence (ICC) in foreign language education and review studies that have investigated beliefs about such topic. Afterwards, the chapter describes the research study and reports on the most salient beliefs about the role of culture in language learning and teaching at the beginning of the teacher education programme and belief development of first year students while attending the first language course in the programme, *English Language I*. The last sections present the conclusions of the study and some possible implications.

Introduction

The development of ICC is presented as one of the main aspects in foreign language teacher education. Given this, an intercultural understanding of language learning and teaching should influence the ways in which cultural contents are approached in language courses. However, previous

studies carried out in different countries have shown that English as a foreign/second language (EFL/ESL) courses and textbooks do not seem to focus on developing the intercultural dimension (Atay, Kurt, Camhbel, Kashoglu, & Ersin, 2009; Han & Song, 2011; Rocchia & Sacchi, 2013; Salcedo & Sacchi, 2014; Young & Sachdev, 2011). In addition, in exolingual contexts like Argentina -and given the special location of Río Cuarto-, where the use of English is limited almost exclusively to the classroom context, the development of students' ICC mostly depends on the ways in which teachers integrate the intercultural dimension in their language courses (Ministerio de Educación de la Nación, 2012).

Due to the central role of the intercultural dimension in language learning and teaching, it is important to know what future EFL teachers believe about this aspect at the beginning of their teacher education.

The Intercultural Dimension in Foreign Language Education

Byram's (1997) model of ICC includes five components: attitudes, knowledge, skills of interpreting and relating, skills of discovery and interaction, and critical cultural awareness. Following this model, the focus of language teaching should be on helping learners become competent intercultural speakers or mediators to interact with people of different cultures (Byram, Gribkova, & Starkey, 2002). *Attitudes* are considered as the foundation of ICC. The development of curiosity and openness becomes fundamental for intercultural interaction since it promotes the ability to understand others. *Knowledge* includes knowledge of social groups, their products, practices and the processes of interaction both in the student's own culture and the foreign culture. *Skills of interpreting and relating* are valued as crucial together with skills of *discovery* and *interaction* as they focus on preparing students to make connections between cultures and apply cultural knowledge in authentic situations. Added to these skills, *critical cultural awareness*, the ability to evaluate critically the cultural knowledge, constitutes another necessary component of ICC which would allow for better intercultural understandings.

ICC differs from more traditional views of language learning and teaching in that learners are not required to imitate the native speaker. On the contrary, they are encouraged to become aware of the diverse social identities of people from different cultures as well as of their own identities. Even though ICC has provided some good principles to answer the worldwide debated question on the competences that foreign language learners need to develop, a lot of work still needs to be done for language courses around the world to focus on the development of ICC. To achieve this aim, different initiatives have been taken in different parts of the world (the National Standards for Foreign Language Learning in the 21st Century, 1996, 2006; the Council of Europe Common European Framework of Reference for Languages, 2001).

ICC in Foreign Language Teacher Education in Argentina

In Argentina, the current guidelines for foreign language teacher education programmes include intercultural communication as one of the most important competencies that future teachers should develop. In 2012, the Ministry of Education and specialists from different higher education institutions designed curriculum guidelines which describe the main competences that teacher education programmes in Argentina should help future foreign language teachers develop in order to be better prepared to teach in secondary schools (Ministerio de Educación de la Nación, 2012).

Traditionally, the teaching of culture in foreign language courses mostly focused on declarative knowledge (knowledge about the target culture) and, to a lesser degree, on procedural knowledge (knowledge about how to behave in target culture contexts). Cultural contents were taught mainly by expert teachers or native speakers of the foreign language through descriptions/explanations and,

to some extent, through analysis and interpretation. The students' own cultures, identities and cultural experiences were not considered within this traditional perspective (Ministerio de Educación de la Nación, 2012).

Current curriculum guidelines advocate for the need to shift towards an intercultural perspective in foreign language teaching. From this perspective, the concept of culture is reframed and described as including other cultures, such as everyday culture, elite culture, mass culture, gender culture, generational culture, regional culture, and professional culture. Thus, the view of a unique and monotypic culture is replaced by a complex community made up of diverse and varied micro-cultures (Ministerio de Educación de la Nación, 2012).

In the guidelines, ICC is defined as the ability to relate the referents from our own culture/s to the referents of other culture/s as the necessary bases to build interrelationships. Helping future language teachers develop ICC may constitute a challenge in exolingual contexts like ours where the foreign language, in this case English, is rarely spoken outside the classroom. Thus, intercultural communication should be developed in language classes through mediating cultural artefacts such as texts, art expressions (painting, photography and sculpture), combined arts (cinema, theatre and dance) and musical and literary productions. History, Literature, media and cinema are considered privileged objects for intercultural teaching and learning practices (Ministerio de Educación de la Nación, 2012). Even though these cultural artefacts were also the focus of the traditional perspective in foreign language teaching, an intercultural perspective is essentially a critical perspective, which implies rethinking the canon and including varied cultural artefacts and ways to work with them in the language classroom.

Studies on Beliefs and the Role of Culture in Language Learning

The study of beliefs has gained significance in the field of foreign language education because of their influence in learning processes and teaching practices (Barcelos & Kalaja, 2013; Borg, 2006; Horwitz, 1988; Kalaja & Barcelos, 2013). Within a contextual approach (Barcelos, 2003), beliefs are understood as:

[a] form of thought, constructions of reality, ways of seeing and perceiving the world and its phenomena which are co-constructed within our experiences and which result from an interactive process of interpretation and (re)signifying, and of being in the world and doing things with others. (Barcelos, 2014, in Kalaja, Barcelos, Aro-Ruohotie & Lyhty, 2015, p. 10)

The beliefs of teachers and student teachers about language learning and teaching in general and about specific aspects of language learning (grammar, feedback, writing, among others) have been broadly investigated as beliefs are considered a key element in learning and teaching (de Dios Martínez Agudo, 2014; Farrell & Lim, 2005; Lee, 2009; Phipps & Borg, 2009; Schulz, 2001). However, not many studies have investigated what teachers believe about the cultural dimension of language learning and teaching.

One of the studies which investigated teachers' beliefs and attitudes in relation to ICC was conducted by Sercu et al. (2005). In their large-scale study, two distinct teacher profiles were identified: "the favorably disposed" foreign language teachers (p. 10), who believed in the importance of integrating culture into their classroom practices and "the unfavorably disposed" (p. 11) foreign language teachers, who did not support the integration of culture in language classes. The results also suggested that there was not a clear relationship between teachers' beliefs and the integration of culture in their teaching practices.

Atay et al. (2009) used the questionnaire developed by Sercu et al. (2005) to find out the opinions and attitudes of Turkish teachers of English on ICC teaching and whether those opinions were reflected in their practices. The results were consistent with those of the study by Sercu et al. (2005) in that for Turkish teachers the goals of foreign language teaching were related to teaching English for practical purposes, showing a preference for the linguistic aspects in language learning. As for the objectives for culture teaching, Turkish teachers seemed to support the *skills dimension* of ICC and the idea of culture teaching with the aim of helping students to understand their own cultures better. Although these teachers showed positive attitudes to culture teaching, they did not seem to integrate ICC into their practices (p. 132). This result was attributed to the teachers' lack of knowledge about culture integration in the language class and the lack of technological resources to be able to do so (p. 133).

Han and Song (2011) investigated the perceptions of 30 Chinese college English teachers about ICC and its connection to language education. The instrument used was a questionnaire also adapted from Sercu et al.'s study (2005). The results showed that most of the Chinese English teachers related foreign language teaching objectives to developing communicative competence and language proficiency and, in third place, to promoting familiarity with the target culture. In relation to culture teaching, the results were interpreted as "ambiguous" (p. 190). Even though the teachers could make a distinction between the communicative and the intercultural approach, the majority of the teachers seemed to be reluctant about working towards the development of ICC through language education and to teach language and culture in an integrated way (p. 190).

In another study with teachers in English language programs in the USA, UK, and France, Young and Sachdev (2011), investigated teachers' beliefs and practices regarding ICC. Most teachers reported beliefs that highlighted the importance of ICC in language learning and teaching. However, the findings also showed that little emphasis was given to ICC in their course syllabi. Some of the reasons stated by the teachers relate to lack of appropriate teaching material, lack of ICC testing, and a perceived lack of learner interest.

Similar conclusions were derived from a study carried out with four in-service EFL teachers graduated from the University of Río Cuarto, Argentina by Rocca and Sacchi (2013). The researchers conducted a qualitative multiple-case study with the aim of investigating the teachers' beliefs about language learning and teaching and how such beliefs were reflected in their course curricula. The results showed that even though all the teachers recognized the relationship between language and culture, cultural contents did not have a central place in the curriculum of their courses.

Methodology

In order to learn about future EFL teachers' beliefs about the intercultural dimension in language learning and teaching, a multiple-case study was conducted with first-year students in the EFL Teacher Education programme at the National University of Río Cuarto in 2014.

This EFL Teacher Education Programme is a four-year programme that aims at preparing students to become EFL teachers. Most courses in the programme are in English, so students need to have a certain level of proficiency in the language to be able to do well in the courses they take. However, this university is a public institution which does not require entrance examinations to any of its programmes, so many of the students enter the EFL Teacher Education Programme having a low proficiency level in the English language.

During the first semester of the first year, students in the programme take two courses in English: *English Language I* (15 hours per week) and *Introduction to English Phonetics* (3 hours per week). The course *English Language I* was selected for this research study because of its intensive timetable. According to the course syllabus, it is an upper intermediate course that aims at helping students

develop intercultural communicative competence as well as linguistic, discursive and strategic competences.

Set in this context, the data were collected during three different moments: beginning, middle and end of the *English Language I* course. The data collection sources included a questionnaire, a language learning history interview, two interviews about language learning beliefs and a final reflective interview about learning experiences in the context of the *English Language I* course.

In order to select the participants for this multiple-case study, a demographic and multicultural experience questionnaire was administered to students registered in the course *English Language I*. This questionnaire aimed at collecting personal information as well as information about the students' language learning and intercultural experiences. Out of the 52 students who responded to the questionnaire, five participants were selected using the "purposeful sampling" strategy (Patton, 2015). The selection criteria considered the students' varied multicultural and language learning experiences. Their participation in the study was voluntary. Figure 1 presents the participants that constituted the cases in the study (names are pseudonyms to protect the students' identities).

Figure 1: Study Participants

Case	Participant
Case 1	Carina
Case 2	Marcos
Case 3	Trini
Case 4	Sarah
Case 5	Patricia

The analysis (in case and across cases) was carried out using content analysis (Patton, 2015) with the support of the software *Atlas Ti 5.0*. Data were coded and recurrent patterns were identified within each case and across cases. Both inductive (emergent from the data) and deductive (derived from the theoretical framework) categories of analysis were used.

Results

Beliefs about the Meaning of Culture and its Role in Language Learning at the Beginning of the English Language I Course

Each student had different understandings of culture. Some of them believed that culture provided a context for language or that it was related to personal interests and, as such, it could be left out in language education. Others believed that culture could be experienced in a foreign country or that it related to social groups, topics and products. For example, Patricia believed that culture should provide a context for language learning:

To understand the language, you have to understand it in its context and not many times teachers do it or they do it but very little. So, I consider it (Culture) important, but always related to speaking. (Patricia, Interview 2)

To explain the meaning of culture, Marcos provided examples from this experience in the U.S.

I remember when I lived in the U.S, I was in different areas, different places, places where rich people lived and then, in places where poor people lived. They had a different jargon, they were not so formal, [...]the pronunciation[...] ,the accents were different.
(Marcos, Interview 2)

From his words, it can be inferred that culture was associated with different social groups, different social classes, to different degrees of language formality and to diversity in accents. However, he did not provide examples of culture connected to language learning.

The results indicate that none of the five participants seemed to believe that culture had a central role in language learning at the beginning of the *English Language I* course. On the contrary, they considered culture as the least important aspect in language learning, as reported in the following excerpts:

Culture is the least important aspect because I think it depends on the interest each student has, because they can learn by themselves, searching on the Internet or whatever.
(Carina, Interview 2)

Of all the things that you mentioned (Culture) is the one I considered the least important.
(Sarah, Interview 2).

Figure 2: Beliefs about Culture at the Beginning of the Course

Participant	Meaning of culture	Role of culture in language learning
Case 1: Carina	Related to personal interest	Not a central role
Case 2: Marcos	Related to social groups, social class, language formality and accents	Not a central role
Case 3: Trini	Context for language learning	Not a central role
Case 4: Sarah	Culture is related to speaking	Not a central role
Case 5: Patricia	Related to cultural topics and products	Not a central role

Beliefs about Culture Learning in the Context of the English Language I Course

In the middle of the semester, the participants were given a prompt to reflect on activities they believed that were related to culture learning and they were interviewed again. Some of the participants considered that the classes with the language assistant from England contributed the most to culture learning. As Carina said:

The classes with the teacher assistant were very interesting about their culture and ours, the differences between meals and types of music, what kind of music they listen to, for example, in London and what music or concerts we go to here in Argentina. We saw videos from both places, kinds of music and bands, food, what you eat, for example, on Sundays in London and what you eat here on Sundays. We saw it with the assistant from London. (Carina, Reflection)

Similarly, Patricia expressed:

When the teacher assistant came and participated in the listening and speaking classes. In his first class, he brought a presentation of life in England, of his college, of what he does with friends, whether he goes out or not, and what he eats. That was very good. (Patricia, Reflection)

In addition, the participants mostly associated culture learning with the speaking and listening lessons in the course and with activities and materials such as readings, videos, or audios to learn about American, British or Australian accents. They were also aware of the fact that the materials did not focus exclusively on English-speaking countries but on different parts of the world and on their own culture as well. Sarah stated:

Regarding culture, we have watched videos, which we use for other types of activities. We use videos for language learning, for writing, reading and for everything, even for speaking. Videos about culture, such as immigration. (Sarah, Reflection)

Trini identified cultural contents in the recounts of the teachers who had travelled to different English-speaking places and in the coursebook reading materials. She believed that even though the readings dealt with global issues, they mostly focused on England and the U.S.

The teachers tell their experiences. All of them have travelled, and the reading passages deal with global topics, but they focus more on England and the U.S and you have to relate it to what you know. (Trini, Reflection)

Figure 3: Participants' Beliefs about Culture Learning in the English Language I Course in the Middle of the Semester

Case	Activities related to culture
Carina	Classes with the teaching assistant from London, England Comparison between British and Argentine cultures
Marcos	No examples
3. Trini	Recounts of the teachers and in coursebook readings Global issues but focused on England and the U.S
4. Sarah	Use of videos as the main source of cultural information Audios to learn about accents English culture and other countries as well Comparing cultures allowed them to remember and discover cultural information
5. Patricia	Classes with the teaching assistant from London, England Different topics such as World Festivals

Beliefs about Culture by the End of the English Language I Course

The results show that by the end of the *English Language I* course participants held similar beliefs to those initially reported. Regarding the meaning of culture, both at the beginning and at the end of the course, the participants believed that culture provided a context for language, that it was

related to personal interest, and that it was associated with social groups, products and/or practices. Regarding the role of culture in language learning, just like at the beginning of the course, by the end of it, most participants still believed that culture did not have a central role in language learning. Even though some participants mentioned working with cultural content in the *English Language I* course, they did not consider such content as relevant as the linguistic aspects or the development of the language skills. When asked to rank different language learning aspects (vocabulary, pronunciation, culture, listening, writing, reading, speaking, grammar) according to the importance they believed they had, all participants ranked culture the least important aspects. In the participants' voices:

I ranked culture as the least important aspect because I always think that when you enter a conversation, if you can't understand when you listen, you can't participate in it, and that is terrible. And then speaking (is necessary) to be able to take part (in the conversation). (Marcos, Interview 3)

I placed culture in the last place because the rest of the aspects are more essential to understand and be able to establish a relationship with English. (Trini, Interview 3)

What happens is that I am here to study Use of English (Grammar and vocabulary) and listening. I don't know. I would spend more time learning a rule than seeing what happens in the world. However, in the classes I was very interested. When I travel, I love traveling and learning, but, I don't know, I think it would not be a priority because we need more practice. We need more time, more exercises because in the books there is little practice, practice which could be illustrated by culture, which you obviously learn, but I think we have to devote more time to another thing. (Patricia, Interview 3)

For most participants, culture could be important when traveling, but not necessary to learn the language in the EFL Teacher Education Programme, where they believed they needed to prioritize the development of other language learning aspects (such as listening and speaking skills).

Discussion and Conclusions

The participants started the *English Language I* course in the EFL teacher education programme with beliefs about language learning which favoured learning about linguistic aspects and skills over cultural aspects. By the end of the *English Language I* course, the results show that there was no belief development related to the cultural dimension of language learning. An understanding of beliefs from a contextual approach proposes that beliefs are “co-constructed within our experiences and which result from an interactive process [...] of being in the world and doing things with others” (Barcelos, 2014, in Kalaja et al. 2015, p. 10), so the participants' beliefs about culture seemed to have been influenced by their experiences exploring the cultural dimension of language learning (before entering the teacher education program and in the *English Language I* course).

Even though the participants were aware of cultural activities and resources in the *English Language I* course, they believed that cultural content mostly served the purposes of contextualizing activities that focused on the development of other language learning aspects, which they believed to be more important in the course (speaking, listening activities). None of the participants seemed to be completely aware of the relationship between language and culture and it seemed that the first time they reflected on such interrelations was during this study.

The results of this study seem to be in line with other studies on beliefs about Intercultural Communicative Competence (Atay et al., 2009; Han and Song, 2011) which show a preference for

linguistic aspects in language learning over the teaching of cultural aspects. Even though for some participants culture was important in the context of traveling, they did not seem to believe that culture learning was essential in order to learn English in the *English Language I* course of the EFL Teacher Education Programme.

This belief might also be related to the exolingual language learning context of the programme, where it was not possible to engage regularly in intercultural encounters in English outside the class. In class, the participants believed that they needed time and practice to focus on linguistic aspects and the development of the macro language skills, which can be related to the competences that the students had when entering the EFL teacher education programme since most of the participants reported lacking linguistic and strategic competences. This result might also be related to the focus of assessment in the course, which mostly focused on linguistic aspects of the language. As a result, the participants preferred to focus on the development of linguistic aspects and macro skills of the language, which they considered would help them in the *English Language I* course and in the EFL Teacher Education Programme.

Implications

A number of implications can be derived from this study. The first implication is related to the need to help language learners develop the intercultural dimension in EFL courses. For this to happen, initial and continued teacher education should prepare pre-service and in-service teachers to be able to systematically integrate the cultural dimension in foreign language curricula.

The results of this study also suggest that there is a need to help future language teachers explore their beliefs about language learning and about the role of culture in language learning. To do so, the students should be able to reflect about their experiences (previous and current) learning the language and how such experiences influence their understanding of language learning and teaching. Beliefs are shaped and reshaped in interactions with the environment. If students believe that culture does not have a central role in language learning, it might be because they have not been able to attribute meaning to it in their past language learning experiences. Making these beliefs explicit can help teacher educators design most effective interventions, ones that make the connections between language and culture more explicit.

The third implication is for future research. This study has attempted to understand student teachers' beliefs about language and culture learning at the beginning of their teacher education. However, the study only focused on learners' beliefs and it did not attempt to relate such beliefs to actions. Future research could enquire on the relations between beliefs about culture and actions. In addition, future research could also study the development of beliefs about the cultural dimension in language learning throughout an entire EFL Teacher Education Programme.

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The Transformative Power of Peacebuilding in Language Education: A Pre-service Teacher's Beliefs and Emotions in an EFL Practicum

María Matilde Olivero

World peace begins with inner ace.
Dalai Lama

This chapter reports on a case study involving a peacebuilding intervention in an English teacher education program. The study participant, a pre-service teacher of English as a Foreign Language (EFL) learned about and experienced peacebuilding activities in the practicum course and reflected on her beliefs and emotions regarding her experiences. The intervention involved helping the pre-service teacher develop as a peacebuilder and learn to use the activities in her teaching practices. Overall, the participant seemed to have transformed most of her beliefs about peace and the incorporation of peacebuilding activities in the EFL classroom. The practicum experience helped her understand that the activities were relevant but more challenging to implement than what she had thought. The participant's emotions also seemed to be transformed both in type and intensity as a result of her teaching experiences and the transformation of her beliefs. The findings show that as a result of her practicum experience, the participant seems to have developed important beliefs and "neutralized" her emotions regarding the teaching of peace in the EFL classroom.

Background

Beliefs and Emotions in Language Teacher Education

Educational researchers have suggested that learning and teaching involves thought and emotion (Lewis, 2005). From a sociocultural perspective, cognition and emotion have been seen as inseparable constructs as “every idea contains some remnant of the individual’s affective relationship to that aspect of reality which it represents” (Vygotsky, 1987, p. 50).

The close relationship that exists between emotions and beliefs can be explained in terms of three main characteristics. Firstly, emotions “enhance or decrease the strength with which a belief is held” (Fridja & Mesquita, 2000, p. 45) making beliefs either more malleable or resistant to change. Emotions may even be more influential than knowledge over beliefs. This might explain why sometimes the contents seen in teacher education programs do not seem to be enough to shape prospective teachers’ beliefs about teaching and learning (Kubanyiova, 2012). Secondly, it is known that emotions stimulate the elaboration of new beliefs (Barcelos, 2015). According to Forgas (2000), the relationship between emotions and the formation and development of beliefs depends on the information processing strategies people use to respond to different situations. For example, whereas teachers with an optimistic attitude towards their profession tend to use positive information when forming their beliefs, those who are more pessimistic are more likely to form their beliefs with negative information (Rodrigues, 2015). Finally, emotions and beliefs are directly related in the sense that emotions tend to stimulate belief change. Beliefs and emotions are related in a dynamic, interactive, and reciprocal way: Beliefs influence emotions, and emotions influence beliefs. Moreover, beliefs are part of emotions, as they give meanings to experiences (Barcelos, 2015).

This study takes a contextual approach to the study of beliefs, which characterizes beliefs as constructs that are situated and dynamic, shaped by experiences in different contexts and with interactions with others (Barcelos & Kalaja, 2011). Likewise, emotions in this study are understood as phenomena that are shaped by each person’s background and are (re)constructed through embodiment, and through interactions with others in specific contexts (Zembylas, 2004). Following Reeve (as cited in MacIntyre & Gregersen 2012, p. 194), “emotions are short-lived, feeling-arousal-purposive- expressive phenomena that help us adapt to the opportunities and challenges we face during important life events”.

The complex relationship between beliefs and emotions has started to gain attention in the field of Second Language Teacher Education (SLTE) in the hope to have a deeper understanding of the professional development of future teachers (Barcelos, 2015; Barcelos & Ruohotie-Lythy, 2018; Golombek & Doran, 2014; Kubanyiova, 2012). SLTE researchers have concluded that the discrepancy between what teachers envision and what actually occurs in reality, referred to as cognitive/emotional dissonance, can generate tensions that might result in growth and development as teachers look for pathways to reduce that discrepancy (Golombek & Doran, 2014). In order for this dissonance to be seen as a source for teacher development, however, teacher educators’ mediating role is crucial as it might give rise to teachers’ reconceptualization of beliefs (Golombek & Doran, 2014).

Teaching is known to be filled with emotionally charged experiences (Gkonou, Dewaele, & King, 2020), and learning to teach is no exception, as it includes instances of lesson planning, classroom practices, and feedback sessions, among others (Johnson & Golombek, 2016). In light of this, the role of teacher educators is crucial in helping novice teachers externalize, understand, and manage their emotions as they can be informative of what, how, and why pre-service teachers do what they do when learning to teach (Zembylas, 2005). Given that emotions can be transformed and can therefore change (Mercer, 2016), in SLTE there has been an increased interest in focusing on emotions in the classroom from a positive psychology lense, as it can help prospective tea-

chers reduce negative emotions and enhance positive ones, leading to well-being (Talbot & Mercer, 2018), innovative thoughts and action, and consequently, a more successful journey as prospective teachers (Hiver, 2016; Oxford, 2015).

Re-envisioning Teacher Education through Transformative Approaches

In order to offer pre-service teachers the possibility to shape their beliefs and emotions, which would lead to their development as teachers, SLTE courses should adopt transformative approaches that aim at developing future teachers' whole self. Holistic education, contemplative practices, and experiential learning are three modes that can help future teachers engage in such a process of transformation (Olivero & Oxford, 2019).

Holistic education focuses on the different aspects of a person, including cognitive, emotional, spiritual and social aspects, facilitates deep reflection and inner work, and offers learners meaningful experiences in order to enhance important human values (Miller et al., 2018). In addition, holistic education involves the development of self-esteem and autonomy (Maslow, 1971). If pre-service teachers experience meaningful, caring activities through holistic approaches throughout their programs of study, it is likely they will incorporate similar practices when they start teaching.

Similarly, contemplative practices intend to facilitate transformation by helping participants engage in self-reflection. As holistic education, contemplative practices also develop the different aspects of the person with the purpose of fostering peace, wisdom, love, unity, and social justice. Contemplative pedagogy involves the use of practices such as reflective reading, mindful listening, dispelling stereotypes, cultivating empathy, among others (Lin, Culham, & Edwards, 2019). Meditation, journaling, and visualization are specific artifacts for facilitating deep reflection and inner work. Self-reflection allows pre-service teachers to reflect on the self, which would lead to emotion regulation, belief change, and teacher growth (MacIntyre & Gregersen, 2012). Reflecting on the self is paramount in teacher education because it increases creativity, innovative thought and action, well-being, intelligence, as well as positive emotions and attitudes (MacIntyre & Gregersen, 2012). Moreover, it is known that reflecting on emotions leads to taking better ethical decisions (Bechara, Damasio, & Bar-on, 2007). Given that a teacher's work life involves plenty of ethical decisions, self-reflection should be a priority in teacher education.

Experiential learning involves learning by reflecting on concrete experience (Kolb, 1984). This learning mode is composed of four stages: having concrete experience, observing and reflecting, conceptualizing, and experimenting actively. Experiential tasks allow pre-service teachers to experience the act of teaching and learning by experimenting with, and reflecting on, new ideas, which consequently allows them to integrate theory and practice in a meaningful way (Legutke & Schocker-vs. Ditfurth, 2009).

Peacebuilding in Language Education

Although still in its nascent stages, second language scholars have started to consider peacebuilding an important area within the field of language education (Oxford, Olivero, Harrison, & Gregersen, 2020; Kruger, 2012; Olivero & Oxford, 2019; Ortega, 2019; Oxford, 2013, 2017). Both in the literature reviewed and in the present study, peace is conceived as positive peace, which involves working productively with conflict through the fostering of positive relationships, supportive social systems, harmony between groups and cultures, among other aspects (Galtung, 1996; Groff, 2008).

As shown in Figure 1, peace is multidimensional, that is, it is composed of six intertwined dimensions: (a) Inner peace (peace within the person); (b) interpersonal peace (between people one knows); (c) intergroup, (d) intercultural, and (e) international peace (peace between or among

groups, cultures, and nations); and (f) ecological peace (between people and the environment) (Oxford, 2013). Positive peace in its various dimensions can be communicated through peace language, which Oxford (2013) has defined as “[a]ny form of communication - verbal or nonverbal - that describes, reflects, expresses, or actively expands peace” (p. 3). Some spiritual leaders have made reference to inner peace as being the core dimension, as it is essential to be at peace within oneself in order to be able to experience peace in outer and greater dimensions.

Figure 1. Peace Dimensions



In order for language teachers to build peace in its multiple dimensions, they should develop the relevant competencies when they are preparing to be teachers. Through specific peacebuilding competencies, future teachers can learn to become influential peacebuilders (Gkonou, Olivero, & Oxford, 2020). The four competencies include *ethnocultural empathy*, defined as one’s ability to step into the shoes of someone from a different sociocultural background and understand their feelings and perspectives; *intercultural understanding*, which is the process of learning to value one’s own culture/s, language/s and beliefs, as well as those of others; *emotion self-regulation*, referred to as a process that is activated when emotions are felt to be undesirable, and individuals intentionally try to avoid painful feelings and look for pleasant ones, and protect the feelings of others; and *cognitive flexibility*, which relates to the ability to face new and unexpected changes in one’s immediate environment, and take more than one cultural perspective. During the development and use of such competencies, cognition and emotion interact in complex ways. These peacebuilding competencies are insufficient on their own; they must be enacted and embodied through activities framed within transformative approaches in order for future teachers to be able to incorporate them into their knowledge base for teaching.

Methodology of the study

Research Design

The methodological design of this study combines case study with narrative inquiry. This case study methodology is framed within an interpretive or constructivist lens by which the researcher seeks to understand the how and why of a phenomenon from a holistic perspective, informed by the experiences of participants in their own context (Duff, 2008). Moreover, the collection and analysis of the data is framed within narrative approaches. Narrative inquiry is defined as “system-

matic exploration that is conducted by teachers and for teachers through their own stories and language” (Johnson & Golombek, 2002, p. 6). Through the telling of their stories and by reflecting on them, participants construct and reconstruct their identity (Savin-Baden & Howell Major, 2013). Narrative inquiry offers the possibility for teacher development. When pre-service teachers verbalize (and relate) their perceptions, feelings, and behaviors about their practicum experiences, narrative inquiry may disclose what is often implicit, such as beliefs and emotions (Johnson & Golombek, 2011).

Research Participant

The study reported in this chapter is part of the author’s dissertation study (Olivero, 2017). The study participant reported in this chapter was purposefully chosen from a total of 14 pre-service teachers in a practicum course of the English Teacher Education Program at Universidad Nacional de Río Cuarto (UNRC), Argentina. The participant is a native speaker of Spanish and she was 22 years old by the time the study took place. In the current chapter, she is identified with the pseudonym Julia to protect her identity.

Research Setting

The setting involved in the study included the EFL teaching practicum in the English Teacher Education Program at UNRC in Argentina, as well as a public elementary school. Below is a brief description of the macro and micro contexts, including the way in which the teaching of the English language is conceived in Argentina, the English Teacher Education Program, the practicum course, and the school where the study participant had her teaching practices.

Teaching and Learning English in Argentina

English in Argentina is taught as a foreign language. In this setting students’ needs and interest to learn English are associated with having better job and education opportunities, and being part of today’s globalized world. Apart from aiming to develop communication through the development of linguistic, sociocultural, and technological skills, the inclusion of EFL at elementary and high school level in Argentina is anchored in the belief that teaching a foreign language is a valuable tool to build societal and intercultural peace (NAP, 2012).

The English Teacher Education Program

The English Teacher Education Program at UNRC is a four-year bachelor’s degree program, which offers courses in the areas of language, culture, linguistics, and teacher education. When students enroll in Practicum I (the specific context of this study), they have already taken six teacher education courses in which they discuss theories of learning and teaching methodologies, carry out classroom observations, and reflect on those experiences.

Practicum I

This course, which is in the first term of the last year of the program, adopts a reflective approach with the purpose of developing pre-service teachers’ professional identity and enhancing teacher development (Farrell, 2018). Pre-service teachers are given opportunities to reflect on their practice through introspection and retrospection and, in this way, become aware of their beliefs and emotions about teaching EFL to young learners. In 2016, this course incorporated a pedagogical

intervention, which aimed at helping future teachers develop certain competencies to foster peace in their EFL classrooms through specific sequences of activities (see the peacebuilding intervention section). The practicum course requires quizzes, journals, one microteaching lesson, written reports on classroom observations, and a month of English in-school teaching experience at the elementary level. Preservice teachers work with a partner to write the lesson plans and teach the lessons. The author of this chapter has taught this course for the past 13 years and is one of the two practicum teachers who integrate the course.

The Public School and the EFL Classroom

In Practicum I the pre-service teachers practice teaching at elementary level in a public school in the city of Río Cuarto. Students who attend this school belong to a mid-low socio-economic class. Elementary level in this institution covers from first to sixth grade. English lessons last 40 minutes and take place every (week) day in the afternoon. By the time the study was carried out, two English teachers were in charge of teaching English at the elementary level. One was responsible for the lower grades (1st to 3rd grades), and the other for the upper grades (4th to 6th grades).

Research Questions

Below are the research questions addressed in this chapter:

1. What beliefs and emotions did the pre-service teacher have regarding the peacebuilding intervention in the university practicum sessions?
2. To what extent were the pre-service teacher's beliefs and emotions about peacebuilding reflected in her actions as manifested in her teaching practices?

The Peacebuilding Intervention

The intervention in Practicum I had the purpose of helping pre-service teachers become peacebuilders by developing specific competencies and reflect on their beliefs and emotions about peace and the teaching of peace in the EFL classroom. The intervention consisted in a variety of peacebuilding activities, also called multidimensional peace language activities (MPLAs), that were implemented systematically in the university practicum sessions through the use of transformative approaches. The pre-service teachers had the possibility to experiment with concrete ideas, become conscious of the importance of peacebuilding (Oxford, 2017), reflect on their experiences, problematize the inclusion of such innovations in the regular EFL curriculum, and think of ways to incorporate similar activities in their own classrooms.

The peacebuilding activities were based on Oxford's (2013) multidimensional peace model. These activities had the purpose of helping pre-service teachers develop, among other aspects, ethnocultural empathy, emotion self-regulation, intercultural understanding, and cognitive flexibility (Gkonou et al., 2020). The MPLAs involved the use of peace language in verbal and nonverbal forms. Many peacebuilding activities used for the intervention were taken directly or adapted from Oxford (2013), and others were designed by the author of this chapter.

Examples of Peacebuilding Activity Sequences

Below are examples of MPLA sequences that were included in the intervention. (For a complete description of these sequences and other peacebuilding activities, see Gkonou, et al., 2020; Olive-

ro, 2017; Olivero, Harrison, & Oxford, 2020; Olivero & Oxford, 2019; Oxford, 2017; Oxford, Olivero & Gregersen, forthcoming).

1. Engaging in mindful breathing and body scans to self-regulate emotions and foster inner peace
2. Building relationships through active constructive dialogues to foster interpersonal peace
3. Reframing activities to develop ethnocultural empathy and foster intergroup, intercultural, and international peace
4. Reflecting on self-compassion to foster inner peace
5. Engaging in creative writing to appreciate nature to foster ecological peace

Data Sources

Sources for data collection included three semi-structured interviews (recorded and transcribed) and five journal entries to collect data about the participant's beliefs and emotions regarding peace and peacebuilding in the EFL classroom throughout her Practicum I experience. Moreover, the participant's lesson plans (four weekly lesson plans) were collected to see the inclusion of peacebuilding activities (type and quantity) in her own classrooms. Field notes from classroom observations were collected to explore the pre-service teacher's actions (including the techniques and materials used, the classroom environment during the activity implementation, transitions, etc.) when fostering peace in the EFL classroom. Only those classes in which the pre-service teacher incorporated peacebuilding in the lesson plans were considered for observation. Finally, one narrative frame, a type of guided narrative (Barkhuizen & Wette, 2008), was collected at the end of the practicum regarding the participant's final insights on peacebuilding.

Data Collection Procedures

The first step before data collection involved obtaining approval by the Institutional Review Board (IRB) of University of South Florida, where the author completed her PhD program, the Languages Department Director of UNRC, and the teacher in charge of the Practicum I course. Data were gathered during the first term of the year 2016 for 12 weeks in three phases, before, during, and after the practicum. All the students enrolled in the course were given a written consent form with information about the purpose and characteristics of the study. The ones who agreed to participate signed the form, including the participant described in this chapter.

Data Analysis Procedures

Both thematic and content analysis were performed in the study. The narrative data were analyzed through thematic analysis, which involves steps of identification, analysis and reporting of patterns in the data (Braun & Clarke, 2006) and allows comparisons between the narratives in a dataset, thereby establishing commonalities and identifying differences. The specific steps were as follows: (a) familiarization with the data; (b) generation of initial codes; (c) identification of themes; (d) review of themes; (e) definition of themes, and; (f) reporting (Braun & Clarke, 2006). The categories obtained were examined considering the criteria of internal homogeneity (the extent to which data belong to the same category) and external heterogeneity (the extent to which differences among themes are clear) (Patton, 2002). Moreover, content analysis was used to examine the participant's lesson plans, for the purpose of identifying: (a) the presence (and quantity) or absence

of peacebuilding activities in the lesson plans; (b) the type of peace dimension being enhanced; (c) content involved in the peacebuilding activity; (d) the source for the peacebuilding activity, and; (e) teaching techniques reflected in the peacebuilding activity designed, as well as other specific implementation procedures.

Findings

In order to help the reader better interpret the findings, background information about Julia is presented first. Next, the findings are organized according to each research question.

About Julia

Julia demonstrated enthusiasm regarding the peacebuilding intervention from the very beginning. She said she had never worked with transformative approaches or peacebuilding activities in her experience as an EFL learner. However, she had previous experiences with contemplative practices outside school. By the time the study took place, she had four years of experience at secondary school level. Julia explicitly said that she knew little about children. She did not have any experience teaching at elementary level. Julia had regular academic standing, and even though she did not feel very confident to start the practicum, she said to be highly motivated to do so.

1. What beliefs and emotions did the pre-service teacher have regarding the peacebuilding intervention in the university practicum sessions?

During the peacebuilding intervention, Julia referred to important beliefs regarding the innovative intervention in the practicum course. Moreover, although Julia seems to have experienced mostly positive emotions during the peacebuilding intervention, she started having negative emotions when the time to start teaching approached.

The peacebuilding intervention led Julia to understand that peace implied more than the mere absence of violence, including wellness, equilibrium, and positive emotions. Julia said that the peacebuilding activities aimed at increasing inner peace helped her shape some thoughts and regulate negative emotions, which led her to change her attitude and control her behaviors and temper, build stronger relationships, and have self-compassion. Because she had already seen some outcomes previous to the practicum when engaging in meditative practices, she said to strongly value the peacebuilding intervention in the practicum course.

Julia also found the intervention meaningful because the activities offered opportunities to integrate theory and practice. In her own words,

I think it's great that you make us think of concrete ways to apply these techniques in the classroom (such as the relaxation technique or when you encourage us to include peace-related activities in our demonstrations) because otherwise we stick to the theory and never put it to practice. (Journal entry 2, April 22, 2016)

Moreover, Julia believed that the intervention helped her expand her knowledge on techniques that could be used to foster peace and which dimensions would be important to consider. Julia said the peacebuilding intervention led her to learn that peace can be fostered explicitly through a variety of resources and ideas, including picture books, videos, songs, and contemplative pedagogy techniques. Whereas Julia initially thought of activities to increase inner peace, during the interven-

tion she thought it would be important to enhance the inner, interpersonal, and ecological peace dimensions.

The activities aimed at fostering the intercultural peace dimension led Julia to reconfirm the belief that learning a foreign language offers possibilities to learn about other cultures and realities, and thereby develop respect for diversity, empathy, and understanding. Julia thought these values were especially important to enhance among kids, as they tend to be self-centered. In her second interview, Julia verbalized:

Learning a new language expands their heads [laughs]. I don't know how to express it, but I think that I told you this before, but it makes them aware of other realities, and young learners I know that are very self-centered, they only care about (...) I know it sounds bad but they care about themselves because they can just see themselves, and teaching them a new language, likes helps them go out of themselves. (Interview 2, May 13, 2016)

Regarding her emotions during the peacebuilding intervention, it seems Julia experienced both positive and negative emotions. Julia remarked that she felt optimistic and enthusiastic and that experimenting with peacebuilding activities in the university practicum sessions helped her feel more confident about incorporating similar activities in her own classes. As the peacebuilding activities in the university practicum helped her increase her positive emotions, she thought students might experience similar situations in the EFL classroom, which would lead to establishing the appropriate learning atmosphere that she envisioned. However, right before starting her classroom observations Julia acknowledged that she was surprised and even scared after knowing that two pre-service teachers had had difficulties when implementing peacebuilding activities in their classroom. As Julia said in her second interview,

They [making reference to the young learners] didn't take it seriously, and I didn't think that that could happen, because I take it so seriously that I didn't think that maybe students would laugh or don't care about the activity, so now I'm a little bit scared. I have my calming jar to use it with children, but now I'm a little bit scared about using it. (Interview 2, May 13, 2016)

Julia never thought about this possibility, and she said she was unsure she would make an effort in incorporating peacebuilding activities if she had to go through similar difficulties.

2. To what extent were the pre-service teacher's beliefs about peacebuilding reflected in her actions as manifested in her teaching practices?

The findings obtained indicated that in some cases Julia's beliefs and emotions about peacebuilding were in alignment with her actions as manifested in her teaching practices. However, in some other cases there seems to have been a mismatch between her beliefs and emotions and the actions she took when designing her lesson plans and teaching her classes.

The peacebuilding activities that Julia planned as well as her attitudes in the classroom seem to have been in consonance with her conceptualization of peace. For example, she included activities aimed to foster inner peace through contemplative practices, which gave evidence of Julia's belief that peace implied wellness and the presence of positive emotions. Moreover, she designed activities aimed at facilitating interpersonal peace through emotion regulation, which reflected Julia's belief that peace implied trying to handle problematic situations in productive ways.

Julia used videos, realia, and craft work to teach inner and interpersonal peace. In addition, Julia included techniques belonging to contemplative practices and activities to enhance emotion regula-

tion. Such techniques and type of activities coincided with what Julia had thought of incorporating in the EFL classroom to enhance peace. Moreover, Julia had said to strongly believe in being a role model when fostering peace, not only through specific peacebuilding activities but in every class and through her behavior. This belief was clearly shown in her actions, as she treated students with respect, verbalized the importance of respecting each other, and tried to create a pleasant learning atmosphere. In many cases, the activities were adapted from those used in the university practicum sessions. This also coincided with what Julia expressed during the semester, as she had said that she had found the peacebuilding intervention highly relevant as it allowed her to obtain many useful ideas to enhance peace in her own classroom.

Julia included peacebuilding activities in two lesson plans. These sequences were aimed at enhancing the inner and interpersonal peace dimensions and focused on emotion regulation. Apart from the entire sequences of peacebuilding activities, Julia also employed mindful breathing techniques in several of her classes whenever she needed to get students' attention. Although Julia initially expressed she would have liked to foster various peace dimensions, she expressed that, due to the lack of time, she decided to work on smaller dimensions as she considered that the inner and interpersonal dimensions would address specific classroom needs. "We [referring to Julia and another pre-service teacher who practiced in the same school grade] wanted to know well which our students' needs were in order to plan our peace activities. We did not want to make them work on bullying if there were no bullying problems in the classroom, for example" (Journal entry 4, May 20, 2016).

Regarding the way of building peace in the classroom, even though Julia had said to believe peace should be cultivated explicitly through reflective activities, during her teaching practice it was often difficult for her to raise students' consciousness on the importance of peace and on working with such activities. As she realized and as the fieldnotes from classroom observations confirmed, in many cases her instructions were not clear or the purpose of certain activities was not evident.

In relation to Julia's emotions about the peacebuilding intervention and her actions in the EFL classroom, the data analysis indicates that the classroom experience seemed to increase Julia's negative emotions and reduce the intensity of the positive emotions she had experienced before being immersed in her teaching practices. During her classes, Julia had difficulties in implementing certain activities appropriately, which seemed to have impacted directly on her emotions. Julia showed to be somewhat worried and upset for realizing that the inclusion of these activities did not always lead to the outcomes she had expected.

Discussion

The findings indicate that Julia had a transformational experience throughout the practicum. Many of Julia's beliefs and emotions were transformed as a result of the university practicum sessions, her teaching practices, and continuous reflection on her experiences.

Julia expressed that peace involved dealing with conflict in peaceful manners, without violence. Julia seems to have gone through the stage of confirmation (Yuan & Lee, 2014) whereby she confirmed her beliefs associated with the concept of positive peace (Galtung, 1996). That is, she reaffirmed her prior beliefs about what peace meant by perceiving these were in consonance with the new information acquired in the university practicum sessions. The close relationship between her prior held beliefs and what she learned in the practicum seems to have led her to act accordingly in the EFL classroom. Such congruence seems logical given that, when the knowledge pre-service teachers gain from past experiences and interactions with others before the practicum is related to what they learn in the course, it tends to be reflected in their classroom actions (Farrell & Ives, 2015).

As a result of the peacebuilding intervention in the university practicum sessions, Julia became aware of the value of teaching peace explicitly and of helping students reflect on the purpo-

se of certain activities. The transformative approaches used in the intervention, which integrated holistic, contemplative and experiential learning modes (Olivero & Oxford, 2019) seem to have impacted directly on her beliefs about the way of fostering peace in their own classrooms. This finding gives evidence of the influence that SLTE courses sometimes have in shaping pre-service teachers' beliefs, especially when such courses offer systematic instances of reflection and concrete experiences (Barcelos, 2015). Also, the fact that Julia had various opportunities to experience inner and interpersonal peace through embodiment in the university practicum sessions confirms once more that experiential learning helps pre-service teachers integrate theory and practice (Legutke & Schocker-vs. Ditfurth, 2009).

Regarding the peace dimensions to be fostered at elementary level, throughout the semester, Julia came to understand the importance of fostering multiple dimensions of peace (mainly inner peace, but also interpersonal, intercultural, and ecological) in her elementary EFL classroom. However, in her classroom practices, she only enhanced the inner and interpersonal peace dimensions, which might have been due to Julia's stage of professional development. In the field of SLTE it is known that novice teachers in their initial stages tend to be especially concerned with classroom management, which includes being able to handle discipline (Tsui, 2003). Besides, during classroom observations, Julia realized that often young learners had problems in managing their emotions and relating to others. Therefore, it seems that she favored the peace dimensions that would help her handle specific classroom situations.

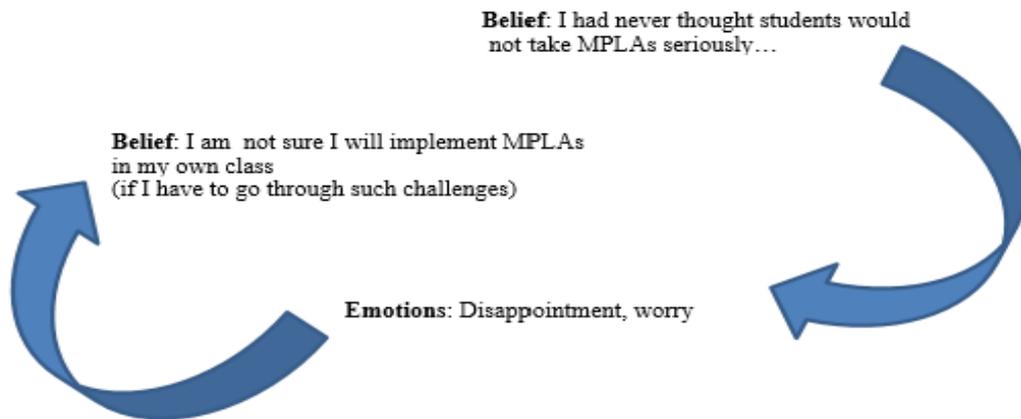
Julia seems to have confirmed and even strengthened (Yuan & Lee, 2014) her belief that the teaching of EFL at elementary level in the Argentine setting should consider both the linguistic and the intercultural competencies. Similar to her beliefs about positive peace, such insights seem to have been confirmed by new theoretical knowledge acquired in the practicum. However, even though the participant believed strongly in fostering the intercultural dimension, she found it more meaningful to foster values through smaller peace dimensions before working on larger dimensions.

Julia's positive emotions with respect to her meditative practices before entering the practicum, led her to feel hopeful that her students would benefit from a similar approach, which relates to other common characteristics of the relationship between emotions and beliefs: Emotions can enhance the strength of a belief (Fridja & Mesquita, 2000), and emotions stimulate the elaboration of new beliefs (Barcelos, 2015). However, she expressed to be somewhat anxious as to how to include peacebuilding activities but was hopeful that the intervention in the university sessions would provide her with useful ideas. Apart from the fact that teaching (and learning to teach) is an experience loaded with emotions (Gkonou et al., 2020; Johnson & Golombek, 2016), it seems logical that the participant felt anxious when thinking about the possibility of implementing peacebuilding activities as these were innovations, and therefore, she lacked experience with such activities.

At mid-semester, Julia's intense positive emotions about the peacebuilding intervention might have been associated with the potential of inner peace activities. Positive psychology experts have stated that this type of activity can help future teachers increase their optimism, foster resilience, hope and hardiness, and increase well-being. (Hiver, 2016; Kalbot & Mercer, 2018; Mercer 2016; Oxford, 2015).

Julia's negative emotions regarding the possible incorporation of peacebuilding activities after having observed the real classroom context reflect the reciprocal interaction between her beliefs and emotions. Figure 2 illustrates how beliefs influence emotions and emotions influence beliefs (Barcelos, 2015). Moreover, during her teaching practice, Julia showed signs of cognitive/emotional dissonance (Golombek & Doran, 2014). That is, the way she had envisioned the teaching of peace in her classroom was highly different from what she experienced in reality. Pre-service teachers often enter the practicum with unrealistic expectations of teaching, which might result in frustration and the inability to face the classroom reality when they start teaching. Therefore, it is paramount to help them distinguish between idealistic and realistic goals about teaching as they could lead to having a smoother and more pleasant experience during the practicum (Oxford, 2015).

Figure 2. Example of the Reciprocal Interaction Between Julia's Beliefs and Emotions



Although Julia kept believing in peacebuilding activities, she acknowledged the complexity of teaching them in settings where these types of practices were a novelty.

Implications

Toward an Embodied Vision of SLTE

Higher education, including SLTE, has often neglected emotional, social, spiritual aspects of the self (Johnson & Golombek, 2016). The study suggests that embracing holistic, contemplative and experiential learning modes can be valuable in SLTE to form mindful, responsible, and critical teachers capable of cultivating multidimensional peace in their own lives and in their EFL classrooms (Olivero & Oxford, 2019). Through such learning modes, the participant in this study was able to become conscious of her beliefs, emotions, and actions regarding peace and the inclusion of MPLAs, understand her teaching practices, and better integrate theory and practice, which allowed her to develop as a teacher and peacebuilder. Contemplation offers spaces for change through awareness of tensions and embodied habits of thoughts, emotions, and behaviors. Contemplative pedagogy, then, characterized by inner work (Lin, et. al, 2019) becomes a powerful tool in SLTE to help pre-service teachers undergo deep transformation.

Cultivating Peace Earlier in SLTE Programs

The study has also revealed that the practicum semester seems to have been insufficient for Julia to incorporate the teaching of peace into the EFL classroom in the ways she desired. For example, in some cases Julia's beliefs about peace and MPLAs were not in consonance with her classroom actions, often provoking strong emotional dissonance (Golombek & Doran, 2014). A different situation might have occurred, perhaps, if she had developed the necessary peacebuilding competencies earlier in the English teacher education program. In recognition of the phenomenon of apprenticeship of observation (Lortie, 1975), the earlier and the more frequently peace education is explicitly incorporated in pre-service teachers' experiences as learners, the higher the chances that it will become part of their knowledge base for teaching EFL/ESL. In light of this, the incorporation of holistic approaches intended to develop peacebuilding competencies should become a priority in

SLTE and be incorporated into courses focusing on language, literature, teaching methods, history, among others.

Exploring Teacher Development through Contemplative Inquiry

It becomes evident through this study that transformative approaches in SLTE are gaining popularity as they can serve to promote teacher development and prepare future professionals to become influential peacebuilders. If the field of SLTE seems to be shaping its teaching approaches towards more holistic directions, it becomes important that researchers adjust their forms of exploration accordingly. SLTE researchers should move from the most traditional ways of investigating teacher cognition and emotions through outer sources, to an exploration of the inner self through contemplation (Lin, et. al, 2019). Exploring pre-service teachers' development through data collection sources that involve techniques such as visualization and mindfulness would lead to a more holistic- yet deep- understanding of teacher development. SLTE scholars should understand that more traditional scientific perspectives and spiritual forms can in fact complement each other.

Conclusions

The world's need for peace is urgent. Peace is made possible through non-verbal and verbal forms of language. This chapter shows that teacher education can lead to both inner and outer transformation. Teacher education can prepare pre-service teachers to develop the necessary peacebuilding competencies and experience, and foster peace through transformative approaches. By helping future teachers to embody multidimensional peace through holistic, contemplative, and experiential modes of learning, language educators will not only enhance teacher development but also contribute to creating a more peaceful and humane world.

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Afterthought

Writing this book, *Beliefs in Foreign Language Learning: Listening to Teachers and Students' Voices*, has been a very enriching experience which has allowed us to systematize the collaborative work of a group of researchers who considered it necessary to advance research into EFL teaching and learning in different educational contexts.

Our initial interest stemmed from the need to identify core underlying beliefs which shaped foreign language teaching and learning in an attempt to understand the complex nature of the Secondary School EFL classroom from the perspective of the participants. We considered it crucial to listen to a multiplicity of teachers and students' voices as a way to obtain a more comprehensible understanding of the many realities that interact in the processes of teaching and learning English in the southern part of Córdoba province.

The focus of this book has been given to the topic of teacher and student beliefs. Beliefs are recognized to have a significant impact on EFL teaching and learning; for teachers, beliefs shape the way they understand the classroom context, the decisions they make and the pedagogical practices they implement in their classrooms; for students, beliefs shape their language learning environment, their motivation and their achievement and ability (Barcelos, 2015). Since beliefs are co-constructed in interaction with others, and dynamically transformed in the teaching and learning processes (Barcelos, 2013), in order to understand the complexities of beliefs in school contexts, the voices of both parties should be heard (Barcelos & Kalaja, 2011; 2013).

This book is the result of the collaborative effort of all the members of the research team who, in 2012, initiated a long process of researching the topic of beliefs, and embarked on a large-scale study which involved secondary schools in the south of Córdoba. Some members of the team, in turn, collaborated to the complete volume with their own independent research. Their chapters are based on the thesis dissertations in the TESOL MA/PhD Programs they completed at diffe-

rent universities and report studies inquiring in varied contexts. This helps widen and deepen our knowledge and understanding of this complex topic.

From the very beginning of our project, ethical concerns were at stake in an effort to guarantee reciprocity. The members of this research team set the goal of sharing the findings of the different studies on beliefs with the participating students, school Principals, EFL teachers and colleagues who kindly accepted to open their schools, classrooms and daily practices to our inquiry. We had the clear commitment to prioritize the communication of findings with the main actors of our studies before publishing them to the academic community. In this respect, individual school reports were designed and sent via email to the school Principals and EFL teachers. Also, we organized meetings in which individual school reports were socialized with the participating EFL teachers, and the main findings were presented, discussed and interpreted in the light of individual differences, institutional context and broader socio-economic variables.

In relation to the findings of the study described in *Part I*, we consider they can be useful to EFL teachers interested in applying more *student-centered* perspectives which would minimize discrepancies and maximize teaching and learning opportunities. We encourage teachers to *inquire* into their students' beliefs in relation to those aspects that teachers consider more relevant for their daily practices. After finding out students' beliefs, we suggest teachers become *reflective practitioners* who are aware of their belief systems, and monitor how their actions reflect or distance from those stated beliefs. On the basis of such context-based, "informed" reflection, we propose teachers *take action* by considering their students' voices and adapting their curricular proposals and practices. Given the mutuality between teacher beliefs and practices, reflective teaching plays a mediating role in transforming beliefs into practices (Farrell & Ives, 2015).

As regards the studies presented in *Part II* of the book, we hope they can shed light into the roles beliefs may play in EFL teaching and learning in an array of areas (emotions, culture, academic vocabulary, feedback, peace language), contexts (EFL teacher education, EAP, Higher Education), and populations (undergraduates, pre-service and in-service teachers).

Future Trends

As beliefs are mediated by their affective dimensions, current research trends raise the need to study the complex relationship that exists among beliefs, emotions and identity. Beliefs and emotions are part of one intertwined network and cannot be looked at separately, they work together to modulate our actions in language teaching and learning (Barcelos, 2015). Not only are beliefs and emotions related in intrinsic and interactive ways, but also, have a great influence on the construction of identity within a specific context. In turn, identities determine the types of emotions and beliefs that individuals attribute to themselves and others; emotions, at the same time, influence identities and the way they are constructed. These sustained interrelations highlight the need to study these concepts -beliefs, emotions and identity- jointly in the field of foreign language teaching (Barcelos, 2015).

At the time this book is being published, we have developed other research studies along these lines to investigate the ways in which beliefs and emotions are constructed and re-constructed in the educational context by its protagonists. On the basis of the most salient findings from the studies reported in this volume, we have designed and implemented a series of innovations in joint action with in-service secondary school teachers and pre-service teachers. The innovations seek to inquire into the impact of beliefs and emotions on the development of the oral skills in EFL classes at secondary school, the use of ICT to promote communicative competence and the implementation of emotion self-regulation strategies to enhance pre-service teachers' well being.

We believe studies of this type will allow holistic descriptions and interpretations about the different ways in which EFL teaching and learning processes develop, especially in secondary school se-

tings in the province of Córdoba. We hope this volume will motivate EFL teachers and researchers to take on the challenge of doing their own research on this captivating topic of how pedagogical practices are contextually permeated by the complexity of affective factors.

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Beliefs in foreign language learning: listening to teachers and students' voices

Research-based studies in Argentinian and Brazilian educational contexts

María Inés Valsecchi, María Celina Barbeito y Graciela Placci
Editors

Authors

Fabiana Sacchi

Laura Gonzalez Vuletich

Silvana Ponce

Carolina Orgnero Schiaffino

Ana Maria F. Barcelos

Gabriela Vieira Pena

Vagner Peron

Natalia Baudino

Adelina Sánchez Centeno

Verónica Piquer

María Matilde Olivero

María Celina Barbeito

Graciela Placci

María Inés Valsecchi

This volume compiles several studies about language learning and teaching beliefs so as to offer the reader a complete description on the topic of beliefs and their impact on the EFL classroom. The different chapters provide rich accounts about different contexts in which EFL is taught and learnt, research methodologies that have guided inquiry into beliefs, and pedagogical perspectives regarding the relationship between beliefs and practice. Part I describes the context and main findings of a large-scale research study conducted by a group of university teachers and researchers from the UNRC. Each of the six chapters focuses on different aspects of the study: theoretical framework, context of the study, instrument design, and the most salient findings. Part II presents findings on the impact of beliefs in relation to emotions, content vocabulary learning, oral corrective feedback, the intercultural dimension and peace language. The book is addressed to researchers and teachers who will find valuable contextual information about how teachers and students understand EFL teaching and learning.



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