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Facultad de Educación

Pedagogía en Inglés

**TEACHER EDUCATORS' BELIEFS ON EFL PRE-SERVICE TEACHERS'
WILLINGNESS TO COMMUNICATE IN THE L2**

Seminario para optar al título de Profesor de Inglés para la Enseñanza
Básica y Media y al Grado Académico de Licenciado de Educación

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Santiago, Diciembre de 2018

Acknowledgements

First of all, we would like to thank our teacher supervisor, Miss Carol Gómez for giving us the opportunity to conduct this study with her. Throughout the process, she demonstrated to be a qualified teacher, being always willing to help and assist us when we required and needed it. Also, we would like to thank all our participants for being part of this study, without your help, it would not have been possible. Likewise, we would like to thank each other within our group, for trying to stay together despite of the infinity of problems we had during the whole year. Also, massive thank you to all our teachers and mentor teachers for giving us the opportunity to learn from them, providing us different learning experiences that contribute to form the professionals that we are about to become. Finally, we would like to thank our fifth group member, Christian Pinto. *Pelao*, you were an important part of this group, thank you for your contribution to this research. We really hope you get better soon and accomplish everything that you proposed for your life.

(Francisca Alvear): Firstly, I would like to express my most sincere gratitude to Miss Carol Gómez for being constantly supporting and guiding me and my group during this investigation process. For her motivation and patience when at first this research has no sense whatsoever until the final steps that we took. We could not have asked for a better mentor teacher. Secondly, I would like to thank to the different teachers that have left a mark on me in my days at the University. Thanks to Mr. Magaña for teaching me how to write properly and for pushing me whenever I needed it to give the best of me. Thanks to Jorge Comte for teaching me to love Grammar and to smile no matter what; even when the sky seems a little dark, it gets better. Thanks to Soffi Carbone for just rockin' in life and for giving the tools to be better every day since day one. Thanks to Mr. Gabriel Romero for being the most amazing teacher of Literature that exists. Thanks to Miss Carmen Santander for believing in me and allowing me to work with her in the Diploma en Habilidades Laborales. And my greatest

thankfulness to Miss Carmen Ducaud, Miss Kitty, for her infinite kindness and devotion for her students and for what she teaches; thank you for making me even fall more in love of what I do. I will have you all in my heart forever. Thirdly, I would like to thank my best friends, Denisse and Inés, for their forevermore support and constant encouragement to keep going even when things seemed impossible to complete. Thank you for your friendship, you will have forever a special place in my heart. Fourthly, my genuine thanks to my family. Thank you for always supporting me and for having my back in this endless path of learning, thank you for the stay-up-all-night study days, and thank you for your love and understanding. Thank you *Mamis, Nino & Nina*, Vice, Cami, Ale, and many other. Fifthly, I would like to thank Sally Rose, my *Mamá Gringa*, who happens to be the reason why I took this path. Thank you for showing me an everlasting world of chances and for giving me the best gift I could have ever asked for, being your *hijita*. Last but not least, I would like to thank my parents César Alvear and Rosario Saldías, my two sisters Fernanda and María Luisa, and my beautiful niece Sofía. Thank you for never giving up on me, thank for never letting me go, without your support I would not be here finishing one of the most incredible chapters of my life and accomplishing the goals I dreamed about since I was little. Thank you for your contention, for your hugs, for taking me the University when I was running late or the days you waited for me at the bus stop after a long day of teaching. Thank you for every word of wisdom every time I needed them. Words would never describe how much I love you all, this is for you. To finish with, I tremendous hug to heaven. *Tata* and *Papi*, you left way too soon, wherever you are, look at me, I did it! I will never stop missing you.

(Denisse Cáceres): I wish to express my sincere thanks to several teachers from the program. Firstly, Miss Carol for guiding us from the beginning even if we changed the topic several times, we finally accomplished it. Secondly, Mr. Magaña for being strict when I was a student; it really helped me to push myself and become proficient in the language. Thirdly, Mr. Romero for all the literature

classes which made me analytical and for all the literature that we read. Fourthly, Miss Kitty who always supported us through the process and was very kind and taught us about the wonderful world that is to be a teacher.

Finally, my profound gratitude to my beloved family and friends who always supported me and understood the process that I was experiencing. Fran thanks for selling me cakes, for being a wonderful friend, and for always been there when needed. Special thanks to Feña for your patience in my bad days (those were several), my dad for making this journey come true. Most importantly, I wish to thank my mom, for your guidance, unconditional love, unending support and for always encouraging me to be better and to fight for my dreams without you I would be lost.

(Simone Marín): There are so many people that I would like to express my gratitude for supporting, helping and encouraging me throughout this process. First, thanks to my parents for giving me all their support in my decisions and for providing me the opportunity to study in this program. Thank you for all your love. Secondly, I would like to thank my friends, Dani: really long friendship, thank you for encourage me to continue and fight for what I want. Male: thank you for giving me all your support when I saw that everything was dark, and make me see life as a rainbow. Cono: Thank you for listening (reading, really) all the stories that I have to tell to someone. I love you, even though you left me here, I know you are happy there but I really miss you. Special thanks for Stephanie, for helping me especially during this second process. Thirdly, to my beloved boyfriend Felipe. Thank you for loving me, for your patience and together with all our colleagues and students that despite of the fact that in the school we may have good and bad days, choosing teaching is the best thing in the world. Last but not least, I would like to thank all the teachers that I have had during this process. Miss Carol, Miss Daniela, Mr. Magaña, Miss Carla, Miss Soffi, Mr. Romero, Miss Gilda, and all the ones I know I am missing. Thank you for teaching me that with perseverance nothing is possible, also for teaching me that if you want something to be good, do it by yourself.

(Javiera Morales): I would like to thank my family because they have always been there helping and supporting me in what I need. Thanks to my father, who has always been there with a piece of advice and love in hard times. Thank you mother because you have always been with me, with patience, love and understanding. Without you, I would have never been capable of achieving the goals that I have set in my life. I expect to give you back everything what you have given me with so much love.

Abstract

This qualitative study is set up on the perceptions that four English teachers, from a private university in Santiago, have regarding their beliefs on EFL pre-service teachers' willingness to communicate. In order to discover their beliefs, semi-structured interviews and observations were carried out.

The motivation of this study is to contribute with information regarding willingness to communicate in the Chilean context, especially concerning higher education, also add to the reflection of teachers on their practices inside the classroom.

Based on that information, the aims of this study were the following. Firstly, to explore teacher educators' beliefs about their influence in developing EFL pre-service teachers' willingness to communicate. Secondly, to investigate teacher educators' beliefs about the factors that influence EFL pre-service teachers' willingness to communicate. Thirdly, to understand teacher educators' beliefs about the practices that can best help EFL pre-service teachers to develop willingness to communicate. Lastly, to explore to what extent the beliefs of teacher educators are reflected in their classroom practices.

The main results showed that most of the beliefs that teachers mentioned to hold, matched with what they actually do in their lessons.

Key words: WTC, Teachers' beliefs, Teacher Educators, Teachers' influences

Resumen

Este estudio cualitativo se basa en las percepciones que tienen cuatro profesores de inglés de una universidad privada en Santiago con respecto a sus creencias sobre la disposición de los estudiantes de la carrera de Pedagogía en inglés para comunicarse en una segunda lengua. Para descubrir sus creencias, se realizaron entrevistas semiestructuradas y observaciones.

La motivación de este estudio es contribuir con información sobre la voluntad de comunicarse en el contexto chileno, especialmente en lo que respecta a la educación superior, además de aumentar la reflexión de los profesores sobre sus prácticas dentro del aula.

Con base en esa información, los objetivos de este estudio son los siguientes. Primero, explorar las creencias de los educadores de docentes acerca de su influencia en el desarrollo de la disposición de los futuros profesores de inglés para comunicarse en una segunda lengua. En segundo lugar, investigar las creencias de los educadores de docentes sobre los factores que influyen en la disposición de los futuros profesores de inglés a comunicarse. En tercer lugar, para comprender las creencias de los educadores de docentes sobre las prácticas que pueden ayudar mejor a los futuros profesores de inglés a desarrollar la voluntad de comunicarse. Por último, explorar hasta qué punto las creencias de los educadores de docentes se refleja en sus prácticas en el aula.

Los principales resultados arrojan que la mayoría de las creencias que los maestros mencionaron que tienen a lo largo de las entrevistas, coinciden con lo que realmente hacen en sus clases.

Palabras clave: Disposición para comunicarse, Creencias de los profesores, profesores de docentes, Influencias de los profesores

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CHAPTER 1: INTRODUCTION

The lack of participation among students is apparently an issue nowadays in Chilean classroom. For us, as language teachers, it is a given that in order for a language to be learned, there has to be interaction between learners, or between learners and the teacher (Vygotsky, 1978). That is to say, in order for learning to be accomplished in a classroom, communication needs to be present in all students during the development of a class. However, up to our experience, there are times in which the dynamics of interaction are performed by a reduced group of learners while others remain silent or engage in communication only if they are directly asked to do so. Participation is crucial during class so that it is possible to accomplish learning.

Teachers' beliefs have an important role in students' communication on a daily basis. As EFL pre-service teachers, we are not just worried about our future students but we are intrigued to know what our teachers believe about their role in encouraging of participation in class, whether they consider necessary to promote participation and how they do it. At the end of the day, all teachers' methodologies are very likely to be replicated by us; therefore, it is important to know what they believe.

This study aims to fill a gap related to the lack of information regarding willingness to communicate in the Chilean college educational system. Throughout the last years, in our experience as pre-service teachers, we have had the opportunity to observe how important oral communication is in Chilean classrooms and how the interaction students-teachers or students-students is given. Despite the fact that oral communication in school classrooms is an important factor to investigate, for us, there is a more relevant element which includes an important participant and role model: teacher educators. It is supposed that teachers must work as influencers and motivators for their students in several aspects; however, what happens if a student is pressured to participate in a lesson? Are they truly willing to communicate? According to the Centro de Perfeccionamiento, Experimentación e Investigaciones Pedagógicas (CPEIP) from the Chilean Ministry of Education, students from an

English Teaching Training Program must achieve a C1 or B2 level (levels from the Common European Framework of Reference for Languages (CEFR)) in order to be proficient in the L2 and be able to teach; nevertheless, that is not enough when they are not able to manage a lesson in which oral communication might be the most important skill to develop and, according to the Programa de Estudio de Primero Medio from the Ministry of Education, developing oral communication is essential in order to be able to communicate in the language in any situation.

The aim of this study is not to discover how participation is given in the lessons but to find out how the teacher manages his or her lesson in order to get a smooth communication throughout the whole class.

The importance of this study lies in that this research would be useful for teachers to reflect on their own practices by proving if their techniques to foster willingness to communicate in their students are as effective as they believe. Throughout this study, several parts are presented, being this introduction the first one. Secondly, in the literature review, the main works to find theoretical support for this piece of research are presented. Then, in chapter number three, the methodological steps followed to conduct this study are explained in detail such as the decision of conducting a qualitative research, information about the participants, how the data was collected, among others. In chapter four, the results are showed. Also in this chapter, the discussion which focuses on answering the research questions, having as the basis all the information collected through the analysis of the data is presented. Finally, the last chapter is the conclusion, chapter in which our points of view about this study are portrayed. This chapter gives the closure to our study, and the ideas for further research and the pedagogical implications that this study could make in the educational field are presented.

CHAPTER 2: LITERATURE REVIEW

This section will be focused on the literature used as a background to support the progress of this study. Throughout this part, important topics for the development of this research are shown, these being: Willingness to Communicate, its meaning and the importance for the study. It also includes relevant studies regarding Teachers' (and pre-service teachers') beliefs. Finally, a section addressing the topic of Language Learning and Teaching is presented due to its influence for teachers when trying to develop their students' ability to communicate with their peers in English. The relevance of considering these topics in the study dwells in the fact that there is little research on this specific topic in the Chilean context. How the role that teachers have on pre-service teachers' willingness to communicate in the L2 may explain the way teacher educators instruct and how their beliefs are reflected in their practices in Chilean classrooms.

2.1 Willingness to Communicate

Defining a psychological construct is not an easy task. It might have different meanings for different researchers and it may be treated differently, e.g. motivation. Roberts, Treasure & Conroy (2017) stated that "there are at least 32 theories of motivation that have their own definition of the construct, and there are almost as many definitions as there are theorists". That is to say, the psychological field produces several theories resulting in a wide diversification of approaches with great diversity with each other (Klyczek, 1988).

Willingness to Communicate (WTC) is no exception since the construct has undergone a change in its treatment as a variable. To define WTC, we must go back to the first time it was coined as a term, and even further back. Additionally, it must be considered how the concept has evolved through decades of research.

In 1985, McCroskey and Baer coined the term WTC to refer to an individual's disposition to communicate when free to do so. For instance, a person talking to one of their friends about a football match. Originally, WTC was proposed as a counterpart construct for Unwillingness to Communicate (UTC). UTC was theorized by Burgoon (1976) as a predisposition to avoid and/or devalue oral communication. For instance, a person decides not to talk about a random life experience because of any reason. However, the fact that WTC emerged from UTC does not imply that both constructs are usually investigated at the same time; research on both WTC and UTC is generally conducted separately.

One of the aspects that makes WTC hard to define is its history as a variable. McCroskey and Baer (1985) acknowledged that a person's WTC is for the most part situationally-dependent. This means that how a person feels, who the other person is, what the purpose of communication is, or even the setting, among many other variables, can have an impact on a person's WTC. Yet, at the same time, they believed that "regularity in communication behaviors across interpersonal communication contexts suggested that WTC could be considered as a personality variable" (p. 3). Subsequently, McCroskey and Richmond (1987) proposed that there are certain antecedents which have a close relationship with a person's WTC. Such antecedents are Introversion, Anomie and Alienation, Self-Esteem, Cultural Divergence, Communication Skills, and Communication Apprehension. Introversion refers to being quiet, timid and shy. In the case of anomie, it has to do with a state in which an individual does not follow social norms and alienation to withdraw from communication, while self-esteem is defined as "a person's evaluation of his or her own worth" (McCroskey & Richmond, 1987, p. 139). When talking about cultural divergence, a person or group finds itself in the minority position in comparison to another large group. When talking about communication skills, the more increased the communicative skills are, the more willing to communicate a person would feel. Finally, as mentioned in McCroskey and

Richmond (1987), Communication Apprehension is the level of fear or anxiety a person may have when communicating or before communicating with others.

In spite of there being vast research that considers WTC as a trait variable, MacIntyre and Gardner (1994) proposed that personality variables and specific situational characteristics would also provide a potential avenue since McCroskey's model could only account for 60% of the variance in WTC. MacIntyre (1998) suggests that there are many variables that can potentially affect a person's WTC, factors as the degree of acquaintance between communicators, the number of people present, the formality of the situation, the degree of evaluation of the speaker, the topic of discussion, among others. However, the most important variable that can affect WTC is the language of discourse, meaning the language used in the situation. In this case study, the language of discourse is English.

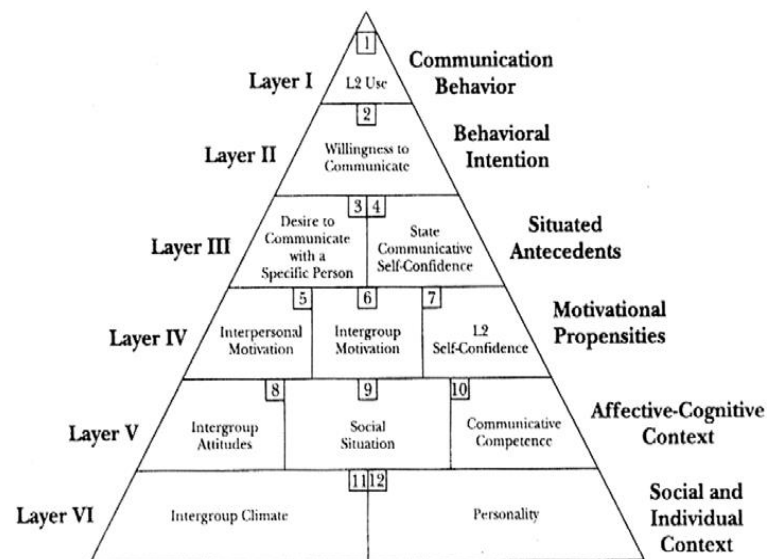


Figure 1: Conceptualizing Willingness to Communicate in a L2: A Situational Model of L2 Confidence and Affiliation, by P.D. MacIntyre, R. Clement, Z. Dörnyei, and K. Noels, (1998), *Modern Language Journal*, 82, p.547.

According to MacIntyre, Clement, Dörnyei and Noels (1998), the variables that may affect WTC are described as:

1. L2 use	“We would argue that ultimate goal of the learning process should be to engender in language students the willingness to seek out communication opportunities and the willingness actually to communicate in them. That is, a proper objective for L2 education is to create WTC”
2. Willingness to Communicate	“A readiness to enter into discourse at a particular time with a specific person or persons using a L2”. It refers to the moment in which a person intends to communicate with others using the language of discourse.
3. Desire to Communicate with a Specific Person	“The first tendency results from a combination of interindividual and intergroup motivations [...]. In both cases, affiliation and control motives are hypnotized to foster the desire to communicate [...]”.
4. State of Communicative Self-Confidence	“[...] it is likely that some situations will entail more confidence than others, primarily depending on characteristics of prior L2 contact in these specific situations.”
5. Interpersonal Motivation	“[...] rather than tracing the motivational nature and antecedents of each communication act, we see them as contributing, in an integrated manner, to a particular interpersonal purpose. Two such purposes-control and affiliation appear to explain the great majority of communication episodes.”

6. Intergroup Motivation	“[...] intergroup motivation is derived directly from their belonging to a particular group, as opposed to playing a social role within a group.” [...] it is expected that the intergroup climate and intergroup attitudes would have a direct impact on this particular aspect of motivation”
7. L2 Self-Confidence	“[...] L2 confidence concerns the relationship between the individual and the L2. This confidence is different somewhat different from the situation-specific, state perceived competence [...] it corresponds to the overall belief in being able to communicate in the L2 in an adaptive and efficient manner.”
8. Intergroup Attitudes	<p>MacIntyre et al. (1998) considered three different concepts within intergroup attitudes. Such concepts are:</p> <ul style="list-style-type: none"> -Integrativeness: “[...] is a construct related to adaptation to different cultural groups and, in particular, intergroup motivation [...]”. -Fear of Assimilation: “[...] is that fear that one will lose his or her feeling of identification and involvement with the L1 community by acquiring a L2.” -Motivation: “Enjoyment and satisfaction in learning and using the L2 may encourage the individual to apply a more intense and thorough effort to the learning process. This attitude could develop as a result of positive experiences in the language classroom and in other contexts where there has been opportunity to learn and use the language [...]” “The motivation for language

	<p>learning may take the form of WTC, but not necessarily so. Some learners may express their motivation in silent study of a language and its literature”</p> <p>These concepts, according to the authors, are interrelated to each other; if they take place positively, a person will feel willing to communicate.</p>
9. Social Situation	<p>“To a large degree, L2 confidence is a function of the experience that one has with members of the L2 (Clément, 1980). This experience may become part of a generalized attitude concerning the pleasantness of speaking in the L2, but we would suggest that there is also considerable variation according to the type of the communicative event”</p>
10. Communicative Competence	<p>“One’s degree of L2 proficiency will have a significant effect on his or her WTC. In order to cover the complexities of knowledge and skills required for communication, L2 proficiency will be described in terms of “communicative competence” a term coined by the anthropological linguist Hymes (1972b).</p>
11. Intergroup Climate	<p>According to Gardner and Clément (1990) Intergroup climate may be defined from two complementary dimensions. On the one hand, structure characteristics is one of the factors involved since</p>
12. Personality	<p>“[...] personality helps to set the context in which language learning occurs. The disposition to</p>

	react positively or negatively to foreign people, in combination with the formation of positive or negative attitudes, in a context with or without intergroup conflict, is suggested to underpin the social distance or harmony between groups.”
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In the model for studying WTC proposed by MacIntyre, et al. (1998), several variables are considered as potentially influencing. Such model proposes that both enduring and situational influences must be considered. The variables considered are desire to communicate with a specific person, state communicative self-confidence, interpersonal motivation, intergroup motivation, L2 self-confidence, intergroup climate and personality.

Building on previous research by Hymes (1972b), Brown and Fraser (1979), Biber (1994) and MacIntyre et al. (1998) mention five factors as the most relevant when investigating social situation and WTC. Such factors are the participants, the setting, the purpose, the topic, and the channel of communication. For the purpose of this study, it was chosen to investigate participants, more specifically, ESL teacher educators. ESL teachers are the people who choose the topic of discussion, the purpose or objective of classroom communication, the activities, and also impose responsibilities on their students. In fact, studies confirm the involvement of these decisions as influential to WTC. Research by Cao and Philp (2006) indicates that WTC is influenced by topic, type of task, interlocutors' interaction, and pattern of interaction (teacher-fronted situation, dyad, and small group). Saint Léger and Storch (2009) found that students' perceptions about themselves and their speaking activities influenced their WTC. Kang (2005) reports that situational L2 WTC emerges from the joint effect of three interacting psychological factors: security, excitement and responsibility.

Then, the important question is: what guides a teacher's choice of topic, learning objectives, activities and tasks? A case study by Li (2013) suggests that teachers' beliefs are what influence pedagogical decision-making, the

acceptance and uptake of new approaches, techniques and activities, choice of subjects, classroom activities and evaluations in the classroom. Therefore, it is crucial to consider teachers' beliefs and their importance and influence in the educational field.

2.2 Teachers' Beliefs

As in the case of WTC, belief is a difficult term to define due to the complexity of each field; it comprehends the variety of meanings given by different researchers through time. The term has been shaped to convenience by many; however, the most suitable definition to consider for this investigation is Harvey's (1986), who defined belief as "an individual's representation of reality that has enough validity, truth, or credibility to guide thought and behavior" (p. 660). That is to say, beliefs have an influence in people's way of thinking and acting.

When treating the matter of education, it is relevant to consider how beliefs guide the decisions in people's life (Pajares, 1992). Consequently, students' beliefs shape their behavior in the future, they also tend to set limits in their behavior because of the different beliefs imposed or taken from people's background. Likewise, people being afraid of doing something that is against the belief that was already imposed. For example, "a quiet classroom is generally needed for effective learning".

In this study, when we talk about beliefs, we do not mean beliefs in the common, spiritual sense, we mean beliefs about language learning and language teaching; for example, a teacher who believes that it is easier for children than adults to learn a foreign language. Beliefs like this one are important to be investigated because they influence pedagogical decision making (Borg, 2001; Donaghue 2003; Li, 2013). It is important to mention that pre-service teachers enter English Teaching Training Programs with their own beliefs. They have beliefs about language teaching without even having taught before (Borg, 2005). Surprisingly, these beliefs are persistent through

time. A study by Peacock (2001) investigated the beliefs of 146 teacher trainees and concluded that even after three years of training on Teaching English as a Second Language (TESL) a large number of trainees still held beliefs incoherent with the TESL methodology. In short, pre-service teachers hold beliefs about language learning and language teaching when they enter the program and such beliefs are likely to be held even if the TESL methodology contradicts those beliefs.

Where do these beliefs come from? Lortie (1975) argues that the beliefs of student teachers originate from the long hours of exposure to other teachers in the school years. Anyone who has ever attended school has been exposed to the techniques and approaches of school teachers. This exposure causes student teachers to hold beliefs on what makes a good or bad teacher, on how a lesson should be taught, on how a teacher should behave in the classroom, etc. Unlike other professionals, such as engineers, doctors, or lawyers, teachers spend a great amount of time interacting with students on a regular basis. This is the reason why students enter English Teaching Training Programs with beliefs on language teaching and language learning. Lortie (1975) calls this process of exposure “apprenticeship of observation”. When at school, students have the chance of observing the teacher presenting, assessing, evaluating, giving instructions, congratulating, telling off, interacting, etc. Nevertheless, students do not get a complete grasp of what being a teacher really is. They do not see what goes on at the teachers’ room, for example. Accordingly, it is safe to say that the beliefs they hold are based on a limited view of the teaching career. On the whole, the beliefs of student-teachers come from a limited exposure to in-service teachers.

Sometimes, students decide to enroll in an English Teaching Training Program in order to become teachers, that is when their beliefs about teaching become important to us as researchers. There are several issues that make beliefs an important subject of study. Williams and Burden (1997) argue that the beliefs of teachers are more influential than their knowledge about teaching and also more influential than the methodologies they are told to use when

organizing tasks and facing pedagogical problems. This means that beliefs are more influential than the knowledge teachers have accumulated over the years, either in college or in the teaching practice. In this way, teachers' beliefs dictate what teachers do inside and outside the classroom. For instance, if a teacher believes that a grammar-based approach works better than a communicative one, he will most likely design and implement grammar-based activities. Following the same rationale, Li (2013) concludes that beliefs influence the pedagogical decisions of teachers, they guide the acceptance of new approaches, techniques, activities, subjects, and evaluations. Also, worth mentioning is the fact that these beliefs are not fixed, they are malleable, they can change. Clandinin and Connelly (2000) indicate that beliefs originate from past experiences, the present and from future plans. Beliefs can change due to several factors, for example, the interaction between students and teachers (Skott, 2001). In short, beliefs sometimes play a more important role than knowledge, they influence pedagogical decision-making and they can change through time.

Examples of beliefs about language learning can be found in an instrument designed by Horwitz (1985) called Beliefs about Language Learning Inventory (BALLI). The instrument was originally designed to provide insight into the beliefs of learners. Nonetheless, in 1999, Peacock applied the same instrument to 45 ESL teachers. The instrument has a Likert-scale format: learners are asked to choose from "strongly agree, agree, neither agree nor disagree, disagree, strongly disagree". Teachers had to respond to statements such as "it is easier for children than adults to learn a foreign language", "it is important to speak a foreign language with an excellent accent", "learning a foreign language is mostly a matter of learning a lot of grammar rules", "everyone can learn to speak a foreign language", etc. Surprisingly, the study demonstrated that teachers and students did not hold the same beliefs. For example, 64% of the students believed that "learning a foreign language was mostly a matter of learning a lot of grammar rules", while only 7% of the teachers believed so. Among the 34 beliefs presented in the BALLI there were

many that can be considered as detrimental for language teaching; for instance, “you shouldn’t say anything in the foreign language until you can say it correctly”. Interestingly, 6% of the 45 teachers believed it. If we consider the fact that beliefs like this influence pedagogical decision-making (Li, 2013), we have a reason to believe that the lessons taught by the 6% of the 45 teachers were lessons in which there was no room for making mistakes when trying to speak. From such situations, different beliefs can emerge.

2.2.1 Pre-Service Teachers

When entering an Education program, students have their own conceptions of what teaching implies. Most such students might not see themselves as teachers until they interact with students at school during their practicums.

During the school years, students develop a certain perception about teaching practices. This is called an “image”, which is a mental representation or interpretation of knowledge about teaching itself, which is often related to feelings and attitudes (Calderhead & Robson, 1991). Such image is connected to what the students think about their teachers’ lessons; how they are taught, how the teacher interacts with the students and even how the class is being managed. That is why students become more critical and many times decide to become a teacher whether to avoid doing the same as their teachers did or to follow their examples. This stage is fundamental to shape the students’ expectations on teaching.

Inside the university, teachers-to-be develop their skills along the education they receive. It is important to bear in mind that, in this process, teachers’ educators play an essential role as they are agents of change in the field of Education. Because when starting the teaching training, pre-service teachers are more concerned about their abilities and how their perceptions about their teachers at school influenced somehow in their decisions and even in their performance.

For this reason, teacher educators are an essential part of the process. Pre-service teachers can develop the necessary skills for teaching throughout the program, but, with the teacher educators' guidance, pre-service teachers' beliefs may change since they are acquiring experience.

As pre-service teachers' face a real context, what has been taught is essential for the development of student teachers in the field since the quality of their performance depends greatly on this factor (Cheng, 2013). What is also essential is the opportunity to reflect on their practices because it helps teachers to improve their methods, so that the goal of enduring learning regarding oral communication can be accomplished. So, the connection between teachers and students is crucial to make a change in education, specifically WTC inside Chilean classrooms.

2.3 Language Learning and Teaching

Teachers' knowledge is shaped by their previous experience as students. Many of the strategies, techniques, and/or activities they use (or avoid using) depend on that; therefore, that pedagogical knowledge influences on teachers' identities throughout time (Beijaard, Meijer, & Verloop, 2004). Some factors that shape that identity, which is shaped before teachers instruct, are the practical experience gained in the classroom, influence of mentors, knowledge of pedagogy and the subject matter and immediate family influences (Sugrue, 1997).

What is often evidenced in classrooms is that the decisions teachers make are affected by certain factors that may be mainly their experiences, practice, thoughts, personal knowledge, and beliefs (Borg, 2003). Many pieces of research have focused on finding a difference between teachers' beliefs and what they do in their lessons. That is the case of Basturkmen, Loewn, and Ellis (2004) whose research's findings prove such relationship when focusing on issues of form and finding an appropriate error correction technique in a communicative lesson.

According to Graden (1996), the students' unsatisfactory performance and motivation –or the lack of it– avoided teachers from being consistent between their beliefs and their instruction. When noticing this, teachers adjust their methods, techniques, activities, etc., according to the students' situation and the context. How the students perceive or react to these measures will depend on how considered they might feel in the decisions the teacher made.

2.4 The Current Study

Up to our knowledge until now, research that explores teachers' beliefs has mostly focused on providing the teachers a list of statements in which they have to agree or disagree. Yet, in this research we are interested in exploring specific beliefs about how teachers manage and think are the most suitable strategies to strengthen their students' oral communication. For that reason, a list of statements to follow or not is not enough. What seems to be more suitable is to ask the teachers questions in which they have the opportunity to elaborate more on what they believe regarding their students WTC. This is the reason why we have chosen to implement a round of structured questions that attempt to answer three of our research questions:

1. What do teacher educators believe is their influence in EFL pre-service teachers' willingness to communicate?
2. What do teacher educators believe are the factors that affect EFL pre-service teachers' willingness to communicate?
3. What do teacher educators believe are the best practices to foster WTC in pre- service teachers?

Moreover, there is a fourth research question that aims to complement our research:

4. Are the teacher educators' beliefs consistent with their practices? If so, how?

This fourth question was added since we believe that the only way to see if the beliefs of teachers are consistent with their practices is to observe them while they are teaching a lesson. To the authors' knowledge, there has been no study which attempts to investigate to what extent the beliefs are consistent with the teachers' actual practices in the classroom.

It is important to mention that in spite the fact that there is vast investigation regarding WTC, there is no enough information regarding high teacher educators linked to WTC. Thus, we had to use resources that are not as recent as we expected. So, most of the studies that give support to our research in the Literature Review chapter, studied teacher educators' perspectives and/or beliefs about what they think the factors that affect students' WTC are, meaning that there are characteristics or aspects from the students, and not from the teachers themselves, that affect WTC in the L2.

Through this section, several terms were defined in order to provide context and support to this new study. Areas and subjects, such as teacher educators' and pre-service teachers' beliefs, language learning and teaching—factors strongly connected to the topic of willingness to communicate—were explained in order to make a connection with the Chilean context since in our country there is a lack of information regarding this relevant topic for the educational field. After an extended period collecting sources, we came up with a set of questions that we believe are important to consider, especially for teachers (in universities or schools) due to the fact that these may help them to improve their practices and also to help their students to develop important skills that could be useful for them in the future.

CHAPTER 3: METHODOLOGY

In this section, the methodological procedures will be addressed in depth. The reasons of conducting a qualitative study will be explained as well as why we chose to conduct specifically a case study. Additionally, information about the participants and the context is also included in this section. Regarding the methodology, we will provide information about data collection and how it was analyzed, including coding and also the validity of our study.

3.1 Tradition and Research Approach

In this study, we decided to implement a qualitative approach to investigate how teachers' beliefs affect learners' tendency to talk using L2. We chose this approach considering that it allows for: a) the collection of data in words from a small sample; b) a minor role of the literature; and c) the exploration and detailed understanding of a phenomenon (Creswell, 2008). Since we decided to conduct a qualitative study, the sampling that we used is purposeful sampling due to the fact that researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2008). Furthermore, we decided Universidad Andres Bello as the institution for our study to take place and our sampling are teachers that belong to the English Teaching Training Program.

Accordingly, we decided to conduct a case study since it allows us to focus on the individual, in a way that is rarely possible in group research (Mackey & Gass, 2005). So, in this way we can take teachers as our subjects of study and explore what they believe and do in the Chilean context.

3.2 Participants and Context

For this research, four teachers from the English Teaching Training Program at a private university in Las Condes were chosen to participate. The four of them teach Language in most levels of the program. Two from this group

(Horacio and Gonzalo) teach Literature and History (British, North American and English Speaking countries) subjects from the program. The last two (Mario and Diana), teach Linguistics (General and Applied) and one of them (Diana), also teaches Educational Research in the two levels. The ages of the participants range between 29 and 48 years old. The real names of the participants were changed in order to protect their identities. The reason why we chose them is because they have a vast experience in the field of higher education and in speaking English. In the following table (see table 1) the summary of the participants' information is provided in detail:

Table 1: Participants' Characteristics

Participants	Age	Gender	Lesson he/she teaches
Gonzalo	37	Male	Language, History Literature
Horacio	48	Male	Language, History/Literature
Mario	40	Male	Language, General and Applied Linguistics
Diana	29	Female	Language, General and Applied Linguistics, Educational Research (I and II)

3.3 Procedures

Throughout this subsection, the main procedures of the research, including the participants' information, data collection, and the transcription of the interviews and the validity of the research will be explained in detailed to provide more information about this study.

3.3.1 Participants Recruitment and Selection

The four participants chosen for this study were Horacio, Gonzalo, Mario and Diana. They teach all their lessons in English, which is one of the reasons why we decided that they were the most suitable participants. Besides, all of them work at the same place, so it was easier to arrange meetings according

to their schedule. Via email, we contacted them in order to arrange first a meeting with each of the teachers to let them know about our research. Once they told us that they were willing to participate in our study, we delivered the participants information form (see appendix 1) and consent form (see appendix 2) in which all the information regarding the study was provided in detail such as the topic, general and specific objectives, contributions to the educational field, what they had to do, etc. In the same meeting, we explained that we had to apply first an interview (in some cases the meeting for that interview was arranged immediately. In others we had to wait for the teachers to check their schedules and they later told us a date) and then we had to observe a lesson in which we needed to see some relevant factors that helped us to complement the interview previously mentioned. As soon as they agreed on participating, they signed the consent letters and we were ready to start collecting the information for our research.

3.3.2 Data Collection

One of the two methods considered in this qualitative research is personal interviews. Interviews allow participants to provide detailed personal information (Creswell, 2008). Furthermore, personal interviews are a useful tool when researchers try to avoid biased answers as much as possible and to give the participants the chance to express their own thoughts and ideas without feeling the pressure to follow somebody else's. Moreover, the interviewer has the chance of asking specific questions to elicit this information. Besides, interviews can allow researchers to investigate phenomena that are not directly observable (Mackey & Gass, 2005) such as beliefs. In this case, we decided to conduct a semi-structured interview made with open-ended questions in order to get information not only from the set of questions prepared for it but from others that emerged while the interview was made.

The second method proposed for this study is observation. Observations provide the opportunity to record information as it occurs in a setting and to study individuals who have difficulty in verbalizing their ideas (Creswell, 2008). They are also useful as they provide the researcher the opportunity to collect data on the participants' behavior and actions within a particular context (Mackey & Gass, 2005). For this reason, observation works best as we want to explore to what extent the teachers' beliefs are reflected in the classroom. We decided to select lessons of "Language" to be observed due to the fact that in those classes the speaking skill is intended to be developed.

In this study, the interviews took place before the observations. Since we were interested in checking if teachers' beliefs were consistent with their actual practices in the classroom. It is necessary to know what teachers believe first. In other words, if teachers are interviewed before being observed, we have the chance of checking if what they do in the classroom is actually consistent with the answers they provided in the interviews. Additionally, we used field notes when observing, since they can be useful as they assist researcher's memory (Phillippy & Lauderdale, 2017) and they allow researchers to modify the flow and the content to achieve their needs (Phillippy & Lauderdale, 2017). Moreover, the use of field notes can be researcher's intuitions, impressions, and even questions as they may emerge, audio or visual recording (Mackey & Gass, 2005 p. 192.) and the availability of the field notes allows researchers to have access to them at any time. During the interviews we took notes of relevant aspects that could influence the students' participation, such as the number of students that were in the class, sitting arrangement, the number of students that were the most participative and the less ones, and some other factors that emerged during the class itself.

Interviews consisted on one session in which a set of 10 pre-set questions were answered by the participants (see appendix 3). The estimated time for each interview was 20 minutes; however, all the interviews took around eighteen minutes as maximum and fifteen minutes as minimum (see table 2). We decided to carry all the interviews in English, since English is the

participants' second language. Additionally, because one of the participants' mother tongue is Swedish.

Once the participants felt comfortable, we started the interviews by mentioning the objectives of the interview for them to know the focus of the session.

All of the interviews were one-to-one interviews being this “a data collection process in which the researcher asks questions and records answers from only one participant at a time.” (Creswell, 2008, p. 218). We did not have any problem when meeting all the participants neither when doing the interviews face to face in places in which the interviewees felt comfortable in.

Table 2: Interviews' Information

Participant	Length (min.)	Type of Interview
Gonzalo	18:32	Face to face
Horacio	15:41	Face to face
Mario	18:20	Face to face
Diana	17:33	Face to face

Despite of the fact that none of the participants spoke the same amount of time, they could provide rich and enough information to be analyzed.

Regarding the observations, we went to observe the previously arranged lesson. Since we did not want to slow down the development of the lessons, we organized ourselves according to our schedules; therefore, some observations were done by pairs and others by only one researcher. As it was mentioned before, we observed specific lessons which will be explained in detail in the following table (see table 3).

Table 3: Observations' Descriptions

Participant	Lesson observed	Length of the observation
Gonzalo	Language VI (Speaking)	90 min.
Horacio	Language II (Grammar)	90 min.
Mario	Language VI (Speaking)	90 min.
Diana	Language II (Use of English)	135 min

3.3.3 Transcription

Once all the interviews were made, we started the process of transcribing them in order to analyze them deeply (see appendix 5). To transcribe the data, we used a set of conventions (see appendix 4) to understand better the context in which the interview was developed and to show some expressions that the participants had during the interview.

3.3.4 Data Analysis

In this subsection, the following data analysis attempts to display the information collected during the research from both instruments, interviews and observations. During the data collection, we decided to consider the coding that has been defined as the process of segmenting and labeling text to form descriptions and broad themes in the data (Creswell, 2007)

Before analyzing the data, it is important to understand the term code before using it. According to Saldaña (2009), coding is "a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data". Meaning that it is a word which has a determined characteristic that makes it different from other words.

To start with the data analysis, we read the transcripts from the interview several times before labeling into different categories. Therefore, we had a better and in depth understanding from the data.

Up to our knowledge, WTC in pre-service teachers is not as usual as WTC by itself. Therefore, we decided to use the emerging codes since WTC and pre-service teachers is an area that have not been explored in depth yet. We focused on the answers given in the interviews. Later, we compared all the answers given by the participants, we started to analyze them several times and each researcher evaluated the answers minimum two times to avoid relying on first thoughts. Later, we coded them.

Afterwards an extensive period of analysis, we selected the codes that were meaningful for the research purposes. Subsequently, we analyzed the data and codes. Now it is time to move on to the following subsection of the research: validity of the study.

3.3.5 Validity of the Study

Since we needed to give validity to our study and, as we are four researchers conducting this study, we chose triangulation as the most suitable procedure to be applied. According to Creswell & Miller (2000), “triangulation is a validity procedure where researchers search for convergence among multiple and different sources of information to form themes or categories in a study” (p. 126). In that way, each researcher could have a similar perspective of the collected information throughout the interviews and then, the observations.

In the next chapter, it will be possible to see the results obtained from the interviews made to our participants and the observed lessons. As the discussion is included in this chapter, the results of the factors that teachers considered determinant in WTC are interpreted and analyzed to provide a better understanding and to also provide an evidence that supports their statements.

CHAPTER 4: RESULTS AND DISCUSSION

The results and the analysis of the interviews and observations are interpreted throughout this chapter. Here, the results and analysis of the four participants' beliefs (Gonzalo, Horacio, Mario, and Diana) are presented and supported with excerpts from the interviews. As it was previously mentioned, once we had all the interviews done, we came up with the codes and themes that, from now on, they will be called sub themes. After the analysis, the themes that emerged in relation to the teachers' beliefs were: their influence in WTC, external factors that affect WTC and, practices and strategies to develop WTC. The results were organized into three different tables, each one representative of each theme, containing a combination of both data collection procedures (interviews and observations). Therefore, the information from the interviews is compared with what our participants did during their observed lessons. In this way, we would be able to discover if their beliefs match what they did in their lessons in order to foster WTC. This section also includes the discussion of the results obtained from the interviews of each participant. The discussion will be held at the end of each section in order to answer our research questions in depth. By a large, the four participants had a similar view regarding the questions and emerged several influences that they believe having upon students' WTC.

4.1. Teacher Educators' Influence on Students WTC

Teacher educators' influence in their students' WTC is one of the themes that emerged from the codes obtained from the interviews made to our participants. If we start by defining influence as the action of affecting or changing how someone or something develops, behaves, or thinks (Cambridge dictionary, n.d.), we can state that in general terms, all teacher educators believe they have a role in students' decision of communicating in the L2 during the lessons; therefore, table 4 represents what teachers identified as their influence affecting students' WTC. These factors are: considering students'

interests, encouraging oral communication, friendly atmosphere in the classroom, teacher-student relationship, updated strategies, and adaptability. These are presented in the table below:

Table 4: Teachers' beliefs of their influence in fostering WTC

Theme	Sub theme
Influences	<ul style="list-style-type: none"> <li data-bbox="560 472 933 504">-Considering students' interests <li data-bbox="560 556 950 588">-Encouraging oral communication <li data-bbox="560 651 1128 682">-Creating a friendly atmosphere in the classroom <li data-bbox="560 745 1015 777">-Building a teacher-student relationship <li data-bbox="560 840 860 871">-Using updated strategies <li data-bbox="560 934 966 966">-Being able to adapt to the context

a. **Considering students' interests**

Participants exposed that in order for communication to be achieved, learners need to feel a connection with the topic that is being given by the teacher during the lesson. The following excerpt evidences how they considered students' interests when planning their lessons. For example, Gonzalo stated that it is important to:

(...) prepare debate questions that anyone could relate to. You can ask them to put themselves in certain scenarios that they haven't experienced in order to experience the world from someone else's point of view (...)

Teachers also stated that using topics that students can relate to is the best way of influencing and fostering students' WTC. By giving them subjects in which the students can share their experiences, feelings, or points of view

they would feel more secure and would express ideas from their comfort zone until they feel courageous enough to give a step aside and move onto wider topics.

b. Encouraging Oral Communication

Teachers claim that they always try to improve their methodologies in order to encourage communication; nevertheless, there are inner factors within the students that might counter the efforts. Such factors are defined as personality traits by the participants. Horacio, during his interview, pointed out that these factors might affect teachers' influence in the following way:

(...) as a teacher, you can only provide, you know, as many stimuli as you can with all the resources that you have available. Are they going to be taken in by the students? Again, that decision is going to be affected by the factors that I mentioned before, some students are way too shy, they are way too weak linguistically, they are way too immature, so they might be bombarded with stimuli and that's not necessarily going to make a change (...)

Teachers indicate that, in spite of the fact that teachers would provide a variety of topics and resources, if the students' personality traits, such as shyness, immaturity, and weakness are stronger than the stimuli provided by the teachers, the students will not be able to reach the main goal which is communication. In this sense, teachers tackled an essential point in understanding a more intricate factor of students' WTC: most of the factors that counteract teachers' efforts to influence students' communication come from the students.

Moreover, throughout a second example, Horacio reinforces his point of view by giving directly one of his beliefs about the influence a teacher holds and how this is affected by personality traits students might possibly have.

(...) I believe that the more you talk, regardless of the number of mistakes you make, the more you talk the better you are going to, eventually, become # proficient. Sometimes you can pass that message on over and over and over and it's not going to be taken in because, you know, again there might be factors like shyness that are not going to make a difference (...)

c. Creating a friendly atmosphere in the classroom

Although many factors directly related to the students were mentioned during the previous interviews, there is one emerging factor that engages external characteristics along with the internal. Mario points out that one of the influences is the environment the students are immersed in.

(...) I am having this moment a class that is in a lot of trouble, English IV, and I am still trying to find a way to get to them because it seems hard and they are disconnected among themselves also (...)

According to Mario's point of view, environment plays an important part as influence towards students' WTC. Similar to Horacio, at some point of his interview, the classroom, the teacher, and the classmates also affect the development of students towards communication in a class. We could assume that the atmosphere is an important factor due to that students share daily experiences, most of the time with the same people, for over four months each semester; hence, the way they are perceived and seen by others and how they get along with each other is a serious matter for them.

d. Building a Teacher-student Relationship

When studying to be a teacher, one of the first things that a learner is taught is that rapport is vital in order to have a good relationship and

understanding with students. In this way, students would feel a connection and build a bond with the teacher trusting them not only with content but also when in trouble. Diana points out in her interview that rapport is present in a classroom when speaking of influences that affect students' willingness and desire to speak. She clearly refers to this point when she said that this happens when teachers are:

(...) a close person to them that they can talk to [...], that they can come to you and tell you anything they want to tell, ok? that's a good thing because they would feel like more free or more relaxed to talk (...)

e. Using updated strategies

Teaching practices and methodologies have been evolving with time. Most techniques that work for some students might not work with others; therefore, teachers need to be updating their practices in order to keep students' attention and thus participation in the lessons.

(...) It's a.. continuous process as a teacher to find out about more strategies and methodologies and update them because...communication is changing a bit and we notice that students.. are sometimes less and less eager to speak.. (...)

Participants point out this issue when they mentioned that teachers are in a constant process of updating in order to overcome the fact that students' communication is diminishing.

f. Being Able to Adapt to the Context

Versatility when teaching a lesson is a must. Similar to strategies that are always changing and therefore teachers are updating them, different beliefs and methodologies are present inside the classroom. Not all students learn in the same manner; thus, teachers need to be ready and able to change with

their students and their environment. Horacio stated that his methodologies are adaptable in order to adjust to students' needs and that these methodologies might vary depending on what he believes to be effective depending on the context of the students.

(...) they're adaptable. That's what I'm trying to say. You don't hav- I don't have one set of beliefs, I have multiple beliefs and some of them would work in certain circumstances and when they don't work what you'll need to resort to other tools that you have available (...)

Likewise, Mario stated that he tries to be adaptable in his teaching for the purpose of giving students all the possible tools that may work for them. His example is technology and how he uses it to catch students' attention; however, he knows that with time this will turn into a routine for them so he will need to move to something else.

(...) I try to be adaptable I don't [...] never ever get stuck with something I don't believe in that "this is the new thing" Ok I don't believe that. For example, my attitude towards technology. I know that technology is catchy and at least at the beginning students are going to get hooked up but I am sure that through time it's just like any other thing, you know, decreases and you have to come up with something new because that's the way human beings are (...)

Making students achieve communication in the L2 means a challenge for teachers on a daily basis; however, teachers' adaptability plays an important role allowing students to employ different beliefs, methodologies or practices that teachers offer them.

Thereafter discussing the results, the research question number one regarding teacher educators' beliefs on their influences that affect EFL pre-

service teachers' WTC will be discussed in relation to the outcomes collected above considering the results obtained in the data collection through the interviews and observations. Teachers mentioned several influences they believe they have upon their students, as to mention a few, there can be found: encouraging oral communication, creating a friendly atmosphere in the classroom, being able to adapt to the students' contexts, among others.

These results are backed up by the Literature chapter. Firstly, according to Graden (1996), teachers modify their practices according to the students' situation and context in order to foster WTC, what was stated definitely matches with the results. Secondly, Li (2013) suggested that beliefs are a factor that influence teachers' decision-making, uptaking of new approaches, techniques and activities, etc. leading teachers to use these in their classroom seeking students' communication. Thirdly, as for the case of encouraging oral communication, McCroskey and Richmond (1987) proposed that there are certain factors that directly affect WTC; however, teachers make an effort providing students different stimuli in order for them to overcome these factors and finally communicate in the L2. As a matter of fact, when analyzing the results from the interviews and observations, we discovered that teachers are aware of their influences over their students' WTC and most of them believe that they do have a powerful influence over their students; nevertheless, these will only be effective if these are taken by the students at the moment of being inside the classroom. As stated by Horacio during his interview, the influences a teacher might have will only accomplish their goal of motivating students to communicate in the L2 when the students take these influences into consideration and take advantage of them.

4.2. Teacher Educators' Beliefs about the factors that Affect WTC

Teacher educators' beliefs about the factors that affect students' WTC is the second theme that emerged after coding the interviews made to our participants. The purpose is to provide clear information about such factors

since, during the interviews, teachers mentioned them. The sub themes that emerged as the factors that affect WTC are: Motivation, Cultural background, Linguistic tools, Students' personality traits, Maturity, Friendly environment for learning, Students' relationships, and Social pressure.

Table 5: Factors that affect willingness to communicate

Theme	Sub themes
Factors	<ul style="list-style-type: none"> -Motivation -Cultural Background -Linguistic Tools -Students' Personality Traits -Maturity -Friendly environment for learning -Student's relationships -Social pressure

a. Motivation

According to the participants, there are inner and external factors that motivate students to be willing to participate and communicate in a class. The former and the latter are defined as intrinsic and extrinsic motivation. In the following excerpt, Gonzalo stated that it is a complex task to talk about these factors since there are many things that influence them.

(...) oh, I would say that is a combination of intrinsic and extrinsic motivation, right? Basically... eeh we are all born with certain... I don't know... that's a complex question if we're born with it or not... but we can say at least are tendencies that there are an early stage children

who are very willing to communicate... much because there like to be (...)

The participants declare that motivation is what drives students' WTC the most. These, being the attitude and the environment that surrounds students, are constantly affecting students' achievements.

As it was suggested in the model proposed by MacIntyre, Clement, Dörnyei & Noels (1998), several variables, both enduring and situational, are considered as influential for WTC. Such variables are: the desire to communicate with a specific person, state communicative, state self-confidence, interpersonal motivation, intergroup motivation, L2 self-confidence, intergroup climate, and personality.

b. Cultural Background

According to teachers, students' previous knowledge of the topic means that students were already introduced to specific knowledge or information beforehand. As teachers pointed out in their interviews, prior exposure to the language is an important factor that influences students' WTC during the lesson. As in the next samples, obtaining stimulation in the past supports learners to improve their communication skills in the best way. In the following quote, Gonzalo stated that:

(...) they have a set of ideas that they can express about this (a) topic ...it may mean previous exposure to the topic beforehand (...)

Moreover, in the following quote, we can see how Mario expresses that previous exposure to the topic boosts students' confidence when they have to speak or express their opinions to the class.

(...) You can stimulate a kid that is shy to be more communicative, you can also do that, but the sooner you do it, the better (...)

By exposing learners to the L2 in early stages, they, in a future, would feel more secure about their knowledge and what they communicate in the L2; therefore, the participation during lessons will be more active and voluntary.

c. Linguistic tools

Teachers defined linguistic tools as a linguistic feature that helps students to create structures so they can express their ideas by using vocabulary and different types of grammatical structures. In the next excerpt, Gonzalo expresses the previous factor defined:

(...) you have to give them the linguistic tools to express their ideas, that's two things that are happening at the same time, maybe they have ideas but they don't find the structures, the vocabulary to express the ideas, right? so, so we need to give them input here both on, on everything that is formal, that builds language, and also put them in context (...)

The participants agreed that by giving students the necessary linguistic tools, they are giving them the starting point for a freer communication and the development in different other subjects related to the L2.

d. Students' Personality Traits

Participants agreed that there are certain characteristics that students have. These characteristics can be called personality traits. Moreover, it is also mentioned that there are two major ends in terms of personalities which are: extroverts and introverts. Someone who is an extrovert may be someone that is not afraid of speaking in public or someone who does not feel uncomfortable meeting new people. For example, Horacio pointed out that students who are willing to speak but to show the rest their level and their skills, the "show-off" as they were called:

(...) experiences and they want to practice English and some of them may be show-offs and they just have the intention of, you know, proving the rest how much they know (...)

On the opposite side, introvert students or shy students are more reluctant to participate in a conversation with someone that they do not know or someone that they are not comfortable with. Diana referred to this by stating the following:

(...) there are some students who are more willing to participate because they are like that i mean they are not shy (...)

By referring to these two types of students, the participants consider personality traits as an essential factor that affects WTC during their lessons. Additionally, the participants considered these as external factors since, according to them, they cannot be modified.

e. Maturity

As reported by the teachers, maturity is related to the capacity of mentally behaving like an adult. For instance, when students are asked to talk about a specific topic and they do not want to talk about it without considering the possible outcomes of a decision. Horacio addresses the issue in the following excerpt:

(...) they are too weak, linguistically they are way too immature [but] probably, there is also the maturity factor, you know, when they're one year older and they are willing to say a lot more, the attitude has changed (...)

In other words, when the participants referred to maturity, they meant that this factor is present when students are older or in more advanced courses of the program, and therefore they are able to decide, balancing the pros and cons, to communicate in the L2.

f. Friendly Environment for Learning

The environment, as it was defined by the participants, means what surrounds the student academically and the conditions of this one. For instance, if the place where students are studying helps foster students' communication and make contributions to the class. The following excerpt taken from Mario's interview represents what has been explained:

(...) I think of both elements, the environment and the predisposition, the environment carries more weight (...)

When referring to this, Mario meant that by having a friendly environment inside the classroom, the students' learning and communication will be fostered and thus more effective.

g. Students' Relationship

As it was claimed by the participants, the relationship among students means the way in which students perceive their peers in class and each student's level of the language. The subsequent excerpt taken from Diana's interview reflects the previously explained sub theme:

(...) the strong students shouldn't talk all the time, because the good student would feel ...weaker... if that person listen to that classmate all the time (...)

Alluding to this, Diana means that students' relationship is a factor due to the fact that when the "strongest" students talk more, the "weakest" ones would feel intimidated and be unwilling to communicate during the lesson. The

reasons behind this situation are unknown; however, communicative skills or the personality of the student might be the reason why.

h. Social Pressure

As specified by the participants, social pressure is composed by the social factors that push or force students to do things that they did not want to do in the first place. As mentioned by Diana, social pressure is a strong factor that influences students' WTC. In the following excerpt, it can be witnessed that when her students feel:

(...) ashamed of their level of English or maybe being judged by their teachers or classmates... it could be social pressure (...)

Also, Diana mentions specifically one factor that may interfere in students WTC, which is pronunciation by saying that:

(...) some students feel quite ashamed sometimes to talk because they pronounce badly... maybe they are afraid of their level of English (...)

Afterwards, discussing the results, the research question number two regarding teacher educators' beliefs on the factors that affect EFL pre-service teachers' WTC will be discussed in relation to the outcomes obtained above considering the results obtained in the data collection through observation and interviews. Teachers mentioned several factors they believe affect students WTC. For instance, motivation, linguistic tools, cultural background, student's personality traits, maturity, friendly environment for learning, student's relationship and social pressure are part of these findings.

After analyzing the different factors indicated by our participants, we realized that some sub-themes that they mentioned appeared in the literature

review. Such as personality, motivation, student's relationship, cultural background and social pressure, which confirmed the theoretical foundation of our study. First, personality belongs to the layer VI of the pyramid model proposed by Macintyre et al. (1998), in which the different types of students' personality are considered. Second, Motivation is divided into interpersonal and intergroup both are essential for student's development in communicating in classes. Also, as it was stated by the teachers' motivation is crucial for students to participate in classes. Third, students' relationship is linked with the layer V the intergroup attitudes and the way the students relate among them. Since, having a good relationship among students helps them to develop communication in a class. Fourth, cultural background is also mentioned in the Layer IV by having cultural background related to a topic students develop self-confidence when speaking. Fifth, social pressure is also linked to intergroup climate, which is about the intergroup issues such as prejudiced attitude and discriminatory behavior (Macintyre et. al., 1998) all of the factors stated before were mentioned by the teachers in the interviews. To conclude, up to our knowledge, there were not studies that refer to the different sub-themes emerged for example, linguistic tools, maturity, and friendly environment for learning.

4.3 Practices and Strategies that Influence Students WTC

Throughout this third theme, teacher educators mentioned their beliefs regarding the practices that they think work best in order to foster and encourage willingness to communicate during their lessons. In table 6, the sub themes that emerged from each participant are presented.

Table 6: Practices and Strategies

Theme	Sub themes
	<ul style="list-style-type: none"> -Microteachings -Debate questions

Practices and strategies	<ul style="list-style-type: none"> -Empathetic activities -Behaviorism, Collaborative and Communicative approach -Group and individual work -Imposed participation -Rapport -Scaffolding
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a. Microteachings

For the participants, microteachings seem to be a good strategy to make their students participate; therefore, encourage their WTC. In this case, Gonzalo points out that:

(...) put them in a situation where they have to conduct the class. We do this with # they have to do micro sessions teaching a lot...that's a good thing, right? (...)

By doing this and leaving the responsibility of the class to the students, the teacher makes sure that the students at some point will need to prepare themselves to speak during a prolonged period of time.

b. Debate Questions

Participants mentioned debate questions as an activity that allows students to feel more comfortable in the classroom, especially the ones who are shyer or more reluctant to speak. In the case of Gonzalo, he points out that:

(...) there is no much, let's say...culture in the Chilean classroom to have debates between students, it tends...they feel.. students feel it is more natural to talk to the teacher that to their peers or just speak aloud to the whole (...)

Gonzalo Mentions that he believes that by including debates in the lessons, it would be easier for the students to develop WTC not only with their peers but also their teachers, and classmates would feel more comfortable during these instances.

c. Empathetic Activities

All participants agreed that in order to foster communication, empathetic activities are needed. They mentioned that an effective way to make their students participate is to incorporate empathetic activities and thus, get to know different realities and to be able to understand others' world. Gonzalo claims that:

(...) You can.. ask them to put themselves in certain scenarios that they haven't experienced.. in order to experience the world from someone else's point of view (...)

By adding empathetic activities, students can develop skills that, only considering what happens in someone else's life, could produce a meaningful learning.

d. Behaviorism, Collaborative and Communicative approach

As it was brought up by the participants, eclecticism is a must inside a classroom. When teaching a second language, the use of different approaches means that students have different instances to communicate and in different manners. In this case, Horacio does not advocate for the use of the collaborative approach alone, he mentions it because it is being used in the Culture courses he teaches.

(...) Again, I'm not married to one, I believe in eclecticism. There are things that work wondrous with one group and then you try to do the same thing with the following group and it's a disaster (...) There is

something that is ... ### the collaborative approach a few years ago and it's called actually colla#rative approach where, you know, that's what we are doing in the Culture courses (...)

Similarly, he mentions Behaviorism in order to make a point and state that students from different levels of English and ages, learn and act better towards different approaches. It can be witnessed in the following excerpt:

(...) I do believe in behaviorism, for example, with children. With young children, you know, they like these stimuli, the stimulus and response, you know (...)

Likewise, with Communicative approach, teachers understand that its aim is to make communicative competence the goal of language teaching. Mario, for instance, mentioned during the interview:

(...) It's always.. If I had to tell you a label like the communicative approach (emm) sure, it's about really caring about it (...)

When implementing different approaches, teachers affirmed that students have more chances to participate in a lesson due to the different nature of the methods and the techniques they use to foster communication in the L2.

e. Group and Individual Work

The participants believe that working alone or in groups are strategies that might affect WTC. As it was stated by Mario during his interview, there are differences in students' performance when working in groups, being this more beneficial for the learner due to the fact that anxiety decreases.

(...) I think that definitely working with someone works better than being on their own because when you are on your own you get the idea that for example the teacher is observing you so you have this anxiety of course. So working in groups is always a good idea (...)

During Mario's observed class, the students were more willing to participate since they discussed some topics in groups and participation was not forced. That is how the effects of group work are evidenced in contrast to individual work. In the interviews, some participants mentioned that, by working in groups, pressure is decreased and they can feel more relaxed to talk.

f. Imposed participation

Participation inside the classroom is a current issue for the participants. Learning is given when the two channels of communication are working actively; however, our participants have encountered with students who are reluctant to participate. When this situation happened, they had to turn participation into imposition. This subject matter is portrayed by Diana in the following excerpt:

(...) and another think that I've been doing so far is.. creating activities in which all the course is like forced to participate, ok? so that's a good thing to foster communication in the classroom (...)

Diana is concerned about those students who do not want to communicate in the L2; therefore, she finds in imposition of communication a way for her students to improve their language.

g. Rapport

As exposed by the participants, building a good relationship with the students means several benefits when performing a lesson. As such relationship grows stronger, the students would feel willing to participate and

communicate inside a classroom due to the fact that confidence is reinforced. As Diana stated during her interview, having an interpersonal relationship with the students is key:

(...) I think that the most important thing is the relationship they have with the teacher, because in my case, personally, I really, I really believe that giving them the confidence to talk, because you are feeling close to them, but you are not a friend, but a close person to them that they can talk to you, that they can come to you and tell you anything they want to tell, ok? that's a good thing because they would feel like more free or more relaxed to talk (...)

According to this statement, by building a significant relationship with the students and becoming a person of trust, the students would feel willing to communicate due to the fact that the sense of safeness is increased as well.

The fact that Diana considers building a good relationship with her students as something essential for WTC, which is included in the sections "intergroup motivation" and "desire to communicate with a specific person*" in the pyramid model presented in the literature review.

h) Scaffolding

Students helping each other, being role models and supporting their classmates, as mentioned by the teachers, is an essential factor when learning. Co-construction of knowledge is perceived as a useful tool to use when fostering learning and communication. In the following excerpt, Diana expects her students to learn from each other and, in that way, improve their language.

(...) I think a very good idea is to make peers with weak students and strong students, because if you allow strong students to work together and the weak ones work together, the weak ones are going to get better ok? (...)

According to what Diana stated, the fact that students learn from their peers works as a positive force when trying to encourage WTC. In this way, students would feel more confident to communicate their ideas without feeling ashamed of what the other person might feel due to the fact that they already have interacted with each other and have discussed their ideas.

To answer the third research question, related to the practices that teachers believe work best to foster WTC, the participants mentioned that they try consider the context and the situation of their students in order to create an appropriate environment for the learning process. However, in the interviews, teachers identified factors that are likely to appear during a lesson and that they influence their decisions and, consequently, the students' WTC.

Teachers select their strategies according to what is needed at that moment, which was evidenced in the observations of one of their lessons. This is related to what William and Burden (1997) concluded, meaning that teachers' beliefs are stronger than their knowledge and the methodologies they use.

As can be noticed in table 6, teachers mentioned multiple variables that frequently take place in the classroom and may be determinant on how the lesson is being carried out by the teacher as such variables and the teachers' practices are interrelated.

4.4 Relationship of Teacher Educators' Beliefs with Factors that Affect Students' WTC

As it has been mentioned before in the study, we think that the best way to prove if the beliefs that teachers have regarding their practices inside the classroom match with what they actually do is throughout an observation.

In this first table (see table 7), the factors mentioned by the teachers in the interviews are included. Such factors, are divided into observables and non-

observables, since we only observed one class of each teacher. These factors exemplify the role of teachers that foster WTC in their students.

Table 7: Teachers' Influence (observation)

Observable	Non-observable
Encouraging oral communication	Adaptability
Using updated strategies	
Considering students' interests	
Creating friendly atmosphere in the classroom	
Building a teacher-student relationship	

In table 8, it will be possible to see the external factors that teacher educators consider as the ones that influence the students' WTC. It is necessary to classify them because they were mentioned in the interviews by the teachers as factors that are determinant for students' WTC and also because they can be observed in a regular class. So, the purpose is to see if they match (or not) with what teachers did during their lesson.

Table 8: Factors (observation)

Observable	Non-observable
Linguistic tools	Motivation
Environment	Exposure
Stimulation	Maturity
Students' Relationship	Social pressure
Personality Traits	Previous Experiences

In this third table (see table 9), the information regarding the practices that teachers consider effective to encourage their students' willingness to communicate is presented. For us, it is unfair to judge if the strategy mentioned

by a teacher was not developed due to the fact that we only observed one lesson of each teacher. However, we decided to include all the strategies mentioned by them since in more than one opportunity, a non-mentioned strategy was developed during the lesson.

Table 9: Practices and strategies (observation)

Practice/strategy	Gonzalo	Horacio	Mario	Diana
Microteachings			X	
Debate Questions	X			
Empathetic activities	X			
Collaborative approach		X	X	
Communicative approach	X	X	X	X
Group/individual work	X	X	X	X
Imposed participation		X		X
Scaffolding				X

b. Microteachings

In the case of microteachings, despite the fact that it was a strategy mentioned by Gonzalo during his interview, it was not developed in his class. As mentioned before, we do not believe that this is not developed in none of his classes, since we observed only one, however, Mario did not mention it as one of his strategies but it was developed in his observed lesson. Two students developed a microteaching regarding motivation during the first minutes of the lesson.

b. Debate Questions

Debate questions is a strategy that Gonzalo developed during his lesson. These could be used in any stage of the class since they are a good tool to make students participate actively. Such questions were part of key activities considering that it was a speaking-practice-class, he included questions such as “To what extent do you believe that young people today are

equally interested in getting married and have children in the future as previous generations have been?” or “Have the conditions to have a large family today changed in comparison to our parents and grandparents’ situation?”, these questions were used to wrap up the lesson since they have been talking about the concept of “family” throughout all the class.

c. Empathetic Activities

This strategy was mentioned in Gonzalo’s Interview, also, Mario and Diana referred to this concept by saying that it is important to connect with students’ reality in order to develop good relationships between students and teachers. Gonzalo, tried to add questions in his speaking class so his students could imagine themselves in more than one position.

d. Collaborative Approach

Collaborative approach was a strategy obtained from Horacio’s interview, moreover, Mario also applied this approach in their lessons. On one hand, Horacio who developed the correction of a test during his lesson. He first made his students correct their test in pairs, in order to share their answers and correct their mistakes. On the other hand, Mario provided questions to their students in the speaking class so they all could share their opinions regarding many topics; they were not debating about any topic but showing what they knew about that.

e. Communicative Approach

In this case, all the participants agreed on this strategy. They all mentioned (referring to this in different perspectives), and applied it during the class. First, Gonzalo mentioned that he considers essential for teachers to be able to communicate and not only in one area but in many. In his class, communication was the center since it was a speaking lesson. Regarding Horacio, he thinks that communication and collaboration are the basis to learn a new language not only in the stage in which his students are but in all stages

of life. During his class, he tried to make all his students speak equally, even by forcing them. Mario agreed on the fact that by diminishing the filters, students can speak openly regarding their experiences and this fact was also observed during his lesson, in which they talked about what reality shows they have seen. For some of them it was embarrassing and awkward to talk about it but for some of them it was funny. And lastly, Diana mentioned in her interview that what really matter is the relationship that a student may have with his/her teachers and partners, in that way, he/she could feel comfortable enough to talk about all the areas. This was seen in her lesson in which her students felt comfortable to write a dialogue about a topic that could have been awkward to talk if they were with another teacher.

f. Group/Individual Work

Adding activities to be developed individually, in pairs or groups is required to have a meaningful lesson. For that reason, all our participants mentioned which are the most effective for them in order to encourage WTC. During the lessons, all the participants tried to vary the activities to also diversify the interaction that students have with their peers. In the cases of Gonzalo, Horacio and Mario, they included group interaction mostly since their classes were speaking lessons or required most group interaction rather than individual. In the case of Diana, despite the fact that students worked in groups at the end of the lesson, individual work was also needed for them to understand the content.

g. Imposed Participation

This strategy was mentioned by Diana during her interview, moreover, this was developed for her and Horacio during their lessons. In the case of Diana, she encouraged her students to complete exercises related to reported speech from the board by saying their names, trying to make all students participate equally. When it was the time for the “weak ones” (the shy students) to answer, the “strong ones” (students who talked more) tried to

answer too, however, she encouraged the shy students to talk without considering what the others were saying. Also, in order to make all students participate, she included a role play activity in which the students had to create a dialogue and perform it in front of the whole class. In the case of Horacio, women tended to talk less during his class. When women were asked to say something, they only produced short phrases or words to complement what others were saying.

h. Scaffolding

Scaffolding was a strategy mentioned by Diana during her interview and it was only seen during her lesson in the observation. She included activities in which her students were learning progressively due to the fact that she included some questions at the beginning to give background. Later, she explained the content related to reported speech, then she provided some exercises but helping the students when answering, next, she gave them more exercises (more difficult than the previous ones) but she did not help at all, she only said if it was correct or not (if it was not correct she gave the opportunity to other student to answer it right), and at the end of the class she made her students creating a dialogue to perform it in front of the class. By following these steps, students could learn the content little by little.

In order to answer the fourth research question which is related to how teachers' beliefs are put into practice, it is possible to say that most of the beliefs provided regarding influences, factors and strategies were observed, therefore, matched with what they mentioned during the interviews since most of the strategies they mentioned may affect, whether positively or negatively, the students' WTC. In the pyramid model proposed by MacIntyre et al. (1998) there are several factors included that affect WTC.

CHAPTER 5: CONCLUSIONS

In the following chapter, our conclusion, the pedagogical implications, and the limitations and further research of our study will be presented.

The aim of our study was to explore four teachers' beliefs, to investigate their beliefs about the factors that affect students' WTC, and what they believe are the best practices to foster WTC; and we think they were met. After an extensive period of researching, creating instruments, gathering and interpreting the data, we came to these conclusions.

Firstly, teachers are aware of the impact they have upon their students' WTC and the influence that affect the former mentioned; nevertheless, it can be concluded that even though they try to foster WTC in the best possible ways, it is not always possible since the desire or will to communicate is up to the students.

Secondly, there exist several factors, which can be internal or external, that influence students' WTC. Some of these factors can be controlled and managed by the teachers, yet some others, such as motivation, depends on the students only.

Thirdly, teachers try to improve or manage practices they implement in their lessons in order to be able to reach each student equally; notwithstanding, it can be concluded that the practice, methodology or approach to be used by the teacher will be determined by the context of the students and the environment inside the classroom.

Fourthly and last, as to what extent teachers matching their beliefs with their practices, it can be concluded that most of their beliefs do match with what they do while teaching a lesson. In spite of the fact that we might have not been able to witness all the strategies they mentioned during the interviews, we, being students from the program, know for a fact that these approaches are put into practice.

To sum up, the most interesting part of this study was to discover that most of the beliefs that teachers have are consistent with what they do inside of the classroom. For us, it would be even more rewarding that teachers really consider these beliefs when preparing their lessons since it is essential that students feel comfortable when producing the L2.

5.1 Pedagogical Implications

As to what exactly are the pedagogical implications of this study, it is possible to state that there is more than one. Such implications are future reflections, a possible modification of the syllabus, and the possibility of understanding better what the Teacher Training program is about.

When we talk about future reflections, we mean that the results of this study can help the teachers who participated in the study to reflect upon what they believe as teacher educators. Since it is possible to share the results with the participants, then they can check what they believe or not and how to act upon those beliefs. Teachers would have the chance to become aware of what their beliefs are, and also if they are really letting those beliefs guide their behavior when teaching a lesson. In other words, teachers will be able to know whether they are being consistent with their beliefs or not.

Apart from helping the teachers who participated in the study, this can lead to an improvement in teachers' practices when it comes to their students' WTC by raising awareness about the students' learning process. Overall, this study can help the current and future trainees of the program.

Despite the fact that this research only includes teachers from one university that share beliefs regarding some topics, it is important to point out that this could also help teachers from other universities to reflect on their practices and the possible improvements that might be implemented in their syllabuses.

As it was previously mentioned, the WTC of each person varies according to the situation. We, as English teacher, must know how to manage the variables and adapt to the students in order to promote communication.

5.2 Limitations and Further Research

During this research, we faced a few issues; however, they did not affect the final product of our investigation. Firstly, one of the most noticeable issue we encountered was the fact that two of the four teachers selected for the study are not in fact language teachers, they are linguists who got a master degree which allowed them to teach in the program. Taken this into consideration, the common worry among us, researchers, was that this might be a problem since the teachers have not received formal pedagogical training. However, it did not cause major problems since anyhow they managed the information on pedagogical practices, methodologies and approaches.

Secondly, the second important issue is that due to the nature of this investigation (qualitative) only a few teachers from the program were selected as part of the sample. By taking only a few participants, our research cannot be generalized inside the program to come to the conclusion that teachers from the program have similar beliefs on their influences over students.

Thirdly, the last limitation that we faced was the participants' classes to be observed. Due to the fact that the Language course is composed by different components, such as, Grammar, Phonetics, Writing, Listening, etc., resulting from the schedule, the participants and we had, some of the observations took place during a Writing or Phonetics class instead of Speaking. Meaning this, the nature of the class might have been a factor that determine whether the students had to participate and use the L2 in active speaking.

To conclude, the limitations we encountered when conducting the study did not present any major challenge for us. In spite the fact that limitations were present, they were not detrimental factors for our study.

As a suggestion for further research, we believe that it would be interesting to conduct this research to all teachers who belong to the English Teaching Training Program so we would have a better understanding about their beliefs. Even so, if we are ambitious about this research, it will be interesting to apply it to all teachers of the program in the different campuses. Furthermore, if we want to have a more holistic version of this study, it would be useful to conduct a different study considering students' beliefs. From the very beginning of our study, it was stated that our main concern were the beliefs of the teachers and their influence on students' WTC. Yet, if one wants to understand better why some students communicate more than others, it would be a good idea to conduct more this study but this time focusing on students' beliefs. All in all, in order to have a faithful evidence of a problem, both teachers and students implicated need to be studied.

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Appendix 1: Participant Information Sheet

Santiago, _____ de _____ de 2018

Documento Informativo para Participantes

Estimado/a:

TÍTULO DEL PROYECTO DE INVESTIGACIÓN:

Teacher Educators' Beliefs on EFL Pre-service Teachers' Willingness to Communicate in the L2

Usted ha sido invitado/a a participar del estudio de investigación conducente al grado de Licenciado en Educación, de la carrera de Pedagogía en Inglés de la Facultad de Educación de la Universidad Andrés Bello. La investigación es dirigida por la profesora Carol Gómez Merino, de la mencionada Facultad, y realizada por los estudiantes Francisca Alvear, Denisse Cáceres, Simone Marín, Javiera Morales y Christian Pinto.

Tema del estudio:

El estudio propuesto se centra en conocer las percepciones de los profesores sobre la disposición de sus estudiantes para comunicarse en una segunda lengua. Posee los siguientes objetivos:

Objetivo General

1. Investigar sobre las creencias de los educadores de docentes sobre la predisposición de sus estudiantes para comunicarse en una segunda lengua.

Objetivos específicos

1. Explorar las creencias de los educadores de docentes acerca de su influencia en el desarrollo de la disposición de los futuros profesores de inglés como lengua extranjera para comunicarse.
2. Investigar las creencias de los educadores de docentes sobre las prácticas que pueden ayudar a los futuros docentes de inglés como lengua extranjera a desarrollar disposición para comunicarse.
3. Explorar hasta qué punto las creencias de los formadores de docentes se reflejan en sus prácticas en el aula.

Se espera que el estudio propuesto contribuya al conocimiento en el área de la Educación de la siguiente manera:

- Indagar hasta qué punto las creencias de los profesores influyen la predisposición de los estudiantes a comunicarse en una segunda lengua.
- Explorar cuales son las creencias de los profesores sobre cuáles son las mejores prácticas para instar a los estudiantes para comunicarse en una segunda lengua.

- Explorar hasta qué punto los profesores ponen en práctica lo que consideran es mejor para instar a los estudiantes a comunicarse en una segunda lengua

Su participación es voluntaria: Formar parte del estudio es completamente voluntario. Si Usted decide no formar parte, omitir alguna de las preguntas, o retirar cualquier tipo de información que haya suministrado, es libre de hacerlo sin ningún perjuicio. Usted también es libre de retirarse del estudio en cualquier momento.

Lo que le pediremos hacer: La investigación requerirá su participación en una entrevista con el/la investigador/a. Las entrevistas serán realizadas en (señalar lugar: sala de clases/sala de reuniones, etc). También, se requiere su permiso para llevar a cabo la observación de una de sus clases (asignatura a definir) la cual será realizada el día

Riesgos y beneficios: La recolección de datos se realizará en un ambiente seguro, por lo que Usted no estará expuesto a ningún riesgo predecible. Los resultados del estudio, sin embargo, proveerán información que puede ser usada para planificar y desarrollar estrategias que contribuyan a mejorar el área de la educación.

Sus respuestas serán confidenciales: La información recolectada mediante la entrevista, será mantenida en estricto secreto. En cualquier documento a publicar *no incluiremos* ningún tipo de información que haga posible su identificación como participante o la de la institución donde trabaja o estudia, por lo que durante todo el estudio se recurrirá al uso de seudónimos. Los registros de la investigación serán archivados bajo llave y solo los investigadores tendrán acceso al material. Si desea destruir los registros de la entrevista, lo haremos una vez transcritos. Si usted así lo desea, luego de concluida la investigación, le enviaremos una copia de los resultados y conclusiones. También es posible que los resultados sean publicados con fines académicos.

Para más información. Si tiene cualquier preocupación o duda sobre el estudio, puede comunicarse con Carol Gómez Merino, profesor guía de esta investigación, al teléfono +56 226618966, por correo electrónico a carol.gomez@unab.cl o en la Facultad de Educación, Fernández Concha 700, Edificio C-2 Piso 3, Las Condes, Santiago. Asimismo, puede comunicarse directamente con la Presidenta del Comité de Ética de Facultad de Educación, Dra. Carmen Gloria Zúñiga G., al teléfono (2) 2661-3943, o por correo electrónico a carmen.zuniga@unab.cl

A todos los participantes se les hará entrega de una copia del documento informativo para participantes y del formulario de consentimiento o asentimiento informado para su registro personal.

Saludos cordiales,

Carol Gómez Merino.

Appendix 2: Consent Form



Comité de Ética
Facultad de Educación y Ciencias Sociales

Martes , 02, de Octubre de 2018

Teacher Educators' Beliefs on EFL Pre-service Teachers' Willingness to Communicate in the L2

Consentimiento Informado

Yo, Daniela Paz Bascuñan Quezada, he leído la información provista y cualquier pregunta que he realizado ha sido respondida satisfactoriamente. Acepto participar en esta actividad, siendo consciente de mi derecho a retirarme en cualquier momento y por cualquier motivo, sin ningún tipo de perjuicio. También acepto que las entrevistas/observaciones en las que participe sean registradas con una grabadora de audio/video.

Comprendo que toda la información provista será tratada en estricta confidencialidad y no será difundida por el/la investigador/a. La única excepción del principio de confidencialidad se presentará en caso de que una Corte solicite los documentos. Me ha sido señalado el tipo de material que será recolectado, el propósito de la investigación, y el uso que se hará del material recolectado una vez finalizada la investigación.

Autorizo que el material de investigación recolectado para este estudio sea publicado, siempre y cuando mi nombre y/o cualquier otro tipo de información que pueda identificarme no sea utilizado.

Firma

A handwritten signature in blue ink, appearing to read "Daniela Paz Bascuñan Quezada", written over a horizontal line.

Fecha : 15, Agosto, 2018



Comité de Ética
Facultad de Educación y Ciencias Sociales

Santiago, 07 de sep de 2018

Teachers Educators' Beliefs on EFL Pre-service Teachers' Willingness to Communicate in the L2

Consentimiento Informado

Yo, Héctor Magaña, he leído la información provista y cualquier pregunta que he realizado ha sido respondida satisfactoriamente. Acepto participar en esta actividad, siendo consciente de mi derecho a retirarme en cualquier momento y por cualquier motivo, sin ningún tipo de perjuicio. También acepto que las entrevistas/observaciones en las que participe sean registradas con una grabadora de audio/video.

Comprendo que toda la información provista será tratada en estricta confidencialidad y no será difundida por el/la investigador/a. La única excepción del principio de confidencialidad se presentará en caso de que una Corte solicite los documentos. Me ha sido señalado el tipo de material que será recolectado, el propósito de la investigación, y el uso que se hará del material recolectado una vez finalizada la investigación.

Autorizo que el material de investigación recolectado para este estudio sea publicado, siempre y cuando mi nombre y/o cualquier otro tipo de información que pueda identificarme no sea utilizado.

Firma _____

Fecha Sept 7, 2018



Comité de Ética
Facultad de Educación y Ciencias Sociales

Santiago, ____ de ____ de 2018

Teachers Educators' Beliefs on EFL Pre-service Teachers' Willingness to Communicate in the L2

Consentimiento Informado

Yo, Gabriel Romero, he leído la información provista y cualquier pregunta que he realizado ha sido respondida satisfactoriamente. Acepto participar en esta actividad, siendo consciente de mi derecho a retirarme en cualquier momento y por cualquier motivo, sin ningún tipo de perjuicio. También acepto que las entrevistas/observaciones en las que participe sean registradas con una grabadora de audio/video.

Comprendo que toda la información provista será tratada en estricta confidencialidad y no será difundida por el/la investigador/a. La única excepción del principio de confidencialidad se presentará en caso de que una Corte solicite los documentos. Me ha sido señalado el tipo de material que será recolectado, el propósito de la investigación, y el uso que se hará del material recolectado una vez finalizada la investigación.

Autorizo que el material de investigación recolectado para este estudio sea publicado, siempre y cuando mi nombre y/o cualquier otro tipo de información que pueda identificarme no sea utilizado.

Firma

Gabriel Romero

Fecha

7/9-2018



Comité de Ética
Facultad de Educación y Ciencias Sociales

Santiago, 06 de Nov de 2018

Teachers Educators' Beliefs on EFL Pre-service Teachers' Willingness to Communicate in the L2

Consentimiento Informado

Yo, Mauricio Arcaya, he leído la información provista y cualquier pregunta que he realizado ha sido respondida satisfactoriamente. Acepto participar en esta actividad, siendo consciente de mi derecho a retirarme en cualquier momento y por cualquier motivo, sin ningún tipo de perjuicio. También acepto que las entrevistas/observaciones en las que participe sean registradas con una grabadora de audio/video.

Comprendo que toda la información provista será tratada en estricta confidencialidad y no será difundida por el/la investigador/a. La única excepción del principio de confidencialidad se presentará en caso de que una Corte solicite los documentos. Me ha sido señalado el tipo de material que será recolectado, el propósito de la investigación, y el uso que se hará del material recolectado una vez finalizada la investigación.

Autorizo que el material de investigación recolectado para este estudio sea publicado, siempre y cuando mi nombre y/o cualquier otro tipo de información que pueda identificarme no sea utilizado.

Firma

Fecha

06/11/18

Appendix 3: Interview Guide

Interview Guide

The interview will only take one session of around 30 minutes. This interview aims to get:

- Information about teachers' influence in EFL pre-service teachers' willingness to communicate.
- Information about the factors that teachers believe affect pre-service teachers' willingness to communicate
- Information about teacher educators' beliefs regarding the best practices to foster WTC in pre service-service teachers.

1) Do you believe students' predisposition to communicate is innate or something that can be fostered, or both? Why?

2) When you see students who do not want to communicate in the L2, what is your explanation?

3) When you see students who are eager to communicate in the L2, what is your explanation?

4) Do you believe you can encourage students to communicate in the L2? If you do, how so?

Every teacher has their own beliefs on what works best in the classroom. These beliefs about teaching influence our pedagogical decision-making. Now, let's focus on what you believe as a teacher.

5) Are you aware of what you believe is best for encouraging students to communicate in the L2? Throughout the course of this questionnaire try to

focus on what you believe as a teacher, not on what you are sometimes told to do.

6) What is the approach you believe to be most effective for encouraging more reluctant students to communicate in the L2? Why do you believe so?

7) When do you think students are less likely to communicate voluntarily: pair, group, t-led discussion, etc. what do you believe works best in these cases

8) Can you name any techniques you believe would work for fostering more reluctant students' communication in the L2? Has any of these techniques worked for you in the past? How?

9) Do you believe your techniques meet their purpose in fostering students WTC?

10) Where do you think all the beliefs that influence your pedagogical decision-making come from?

Appendix 4: Transcription Conventions

Du Bois: Representing Discourse

Basic Symbols for Discourse Transcription

Level 3+ by Topic

MEANING	SYMBOL	COMMENTS
Unit		
word	<i>SPACE</i>	space before and after marks word
intonation unit	<i>LINE</i>	one new line for each intonation unit
Participation		
speaker attribution	JILL;	semicolon follows name in CAPS
Pause		
pause, timed	(1.2)	pause duration in seconds and tenths of seconds
hold/micropause	..	< 150 milliseconds; brief silence, break in phonation
pause, untimed	...	0.2 seconds or more (timed pause is preferred)
lag/prosodic lengthening	:	colon marks slowing of local tempo, segment lengthening
Sequence		
overlap (first pair)	[]	align left square brackets vertically
overlap (2nd pair)	[₂]	align left brackets, co-indexed with subscript numeral
Boundary Tone/Closure		
terminative	.	intonation morpheme signaling finality (period)
continuative	,	intonation morpheme signaling continuation (comma)
truncated intonation unit	—	aborting projected IU (em dash; OR: two hyphens)
appeal	?	combines with final/continuing: ? . ? ,
Dysfluency		
truncated/cut-off word	wor-	aborting projected word (en dash)
Vocalisms		
breath (in)	(H)	audible inhalation
exhale	(Hx)	audible exhalation
laugh	@	one per pulse or particle of laughter
laughing word	@you're @kidding	laugh symbol marks laughter during word
vocalism	(COUGH)	various notations: (SNIFF), (AHEM), etc.
click	(TSK)	alveolar click
glottal stop, creak	(%)	separate vocalism = separate "word"

Du Bois: Representing Discourse

MEANING	SYMBOL	COMMENTS
Manner		
manner/quality	<MISC> </MISC>	various notations for manner of speaking
vox	<VOX> </VOX>	voice of another
Metatranscription		
unintelligible	###	one symbol per syllable
uncertain	#you're #kidding	transcribed words are uncertain
comment	((WORDS))	analyst comment on any topic
pseudograph	~Jill	name change to preserve anonymity (tilde)
Grammar		
sentence start	<i>Capital initial</i>	Capitalize for beginning of new discourse "sentence"
Time		
index/line numbers	1	number each line for referencing
timestamp	<T=154.762>	time in seconds from start of recording

[rev. 23-Jun-2006]

Appendix 5: Transcriptions

As all the members of the group in charge of this research participated interviewing the participants, we will identify the speakers in the following order:

J: Javiera

S: Simone

De: Denisse

F: Francisca

C: Christian

And the participants:

H: Horacio

G: Gonzalo

M: Mario

Di: Diana

Interview N° 1: Gonzalo

J: Good afternoon Sir

G: Good after noon

S: Good after noon

J: Ok, Simone Marín and I are going to ask you some questions about willingness to communicate which is the main focus

G: ok

J: The interview will only take one session of around thirty minutes but it can take less

G: ok

J: emm, this interview aims to get... information about teachers' influence in EFL pre service teachers' willingness to communicate

G: yeah

J: And information about teacher educators' beliefs regarding the best practices to foster willingness to communicate in pre service teachers, ok?

G: mmm.

J: So the first question is... do you believe students' predisposition to communicate is innate or something that can be foster?... or both? why?

G: oh I would say is a combination of intrinsic and extrinsic motivation, right? Basically... eeh we are all born with certain... I don't know... that's a complex question if we born with it or not... but we can say that at least are tendencies that there are an early stage. Children who are very willing to communicate... much because there like to be ##in the spotlight.. they like to take a lot of place space and they like to take this leader position.. they think it's fun to express ideas... openly, in a social context... on the other hand you have aah... children, well a grow up to be teenagers is continuous children, teenagers, adults and they have these tendencies to feel more... uncomfortable to speak eeh in groups mmm... it may have to do with... things that are innate, that's difficult to say, it may also have to do with stimulation they have received from very early years, right? it is difficult but something I guess... scholars who study more # topics related to general linguistics would have to find out but what can I do as a teacher and that's the real question, right? since we start here with adults ((yeah, pre service teachers)) yes, I teach adults, right? here everyone whose ages are eighteen or around, right? and my job is to prepare them to work professionally as teachers and they... that means they would have to be good communicators because if you're going to teach.. your students to communicate, you must be a person who are always prepared and willing to express opinions in different.. different areas, different type of discussions, right? ((mmh)) so what we can do is just to aah stimulate.. well.. foster students to talk expansively about..ex..press their ideas in in different topics and also with a level of complexity, right? It's all of aah.. first of all.. it's a combination of student needs, they need to find out what they think about things that they haven't explore yet, right?... you have to then expose them to many different ideas ((yes)) maybe they come from an environment where they haven't been...asked questions or where nobody really have taken into account, right? what they think, so there may be a new scenario for them, right? we have to practice then ## this is something important that..you're going to..to work with, ok? you have to express opinions # may take a long while students who are not used to this, right? ((mmh)) you have to give them the linguistic tools to express their

ideas, that's two things that are happening at the same time, maybe they have ideas but they don't find the structures, the vocabulary to express the ideas, right? so, so we need to give them input here both on, on everything that is formal, that builds language, and also put them in context, where they are going to be challenged or stimulated to use the structures and to talk about different topics.

J: ok ((yeah)) thank you eem the second question is when you see students who do not want to communicate in the second language, what is your explanation?

G: right, my explanation... ((yess)) or what I do in the class?

J: I would say your your explanation first ((the reasons why, ok)), yes, because then we are going to talk about emm more in detail ((right)) about that topic.

G: ###, it may be that the student is not interested and all and one of the ## questions is why they aren't interested in a topic because, let's say, a person who is a person of the world ### interested in everything that happens should be able to talk about anything, ((yes)) so, you can't be selective and say: no I, especially as a teacher, I only want to talk about this and I don't care about that, that's like a very immature attitude to have, you should be prepared to talk about anything, basically, because English nowadays is like a broad subject, is.. everything... that happens on the news in.. on cultural contexts and it's... a massive subject, you can't be selective, you have to embrace everything, so I think that students comes from an environment where he or she ha.. let's say... the privilege to choose to do what he or she wanted to do or that the student hasn't been exposed to only # the very few ideas in the first place only used to ## about one thing, and then hasn't been really been taught about the importance of talking about anything... just, again... it's about experience and previous values, right?

J:ok ((mmm)) ok, the next question... do you want to read it?

S: no, you

J: when you see students who are eager to communicate in the L2 ((mmm)) I think it's kind # the same.

G: the opposite, you say...

J: ok, yes, when you see students who are eager to communicate in the L2

G: what are the reasons

J: Yes, the same thing... what is your explanation, at least in your class

G: Well, the students who speak much o a little so?

J: When they want to

G: ooh, when they want to

J: yes, they are eager to communicate in the L2

G: aah, when students speak a lot, its usually when a topic that they feel very passionate about, or when they feel that they have... a lot of tools and then say: alright... they have a set of ideas that they can express about this topic... it may mean previous exposure to the topic before hand... that they feel comfortable, let's say...

J: and what do you do in that case?

G: when they talk too much?

J: Yes

G: if a student dominates the class.. yeah... first of all ## it's aah... I was thin..you should also let students who are very motivated to get the space you shouldn't just to reduce them, sometime if they dominate too much you should to try to kind of... ask the ones who are in silent or also take a position about that you can do that by asking direct questions, address that student whose is being silent, why do you think? right? can you also contribute with an idea here? ((yeah)) in relation to this? and... of course a class when only one or two students speak the whole class, to the teacher basically, and just looking at the teacher, which is very common, right?, they tend to look at the teacher there is no... there is no much, let's say aah... culture in the chilean classroom to have debates between students, it tends, they feel.. students feel it is more natural to talk to the teacher that to their peers or just speak aloud to the whole... but you know... ((yes)) it's like you have to convince the teacher that you have something important to say, that's the culture in our classrooms

nowadays ((yes)) and also # if someone speaks very much you need to include the ones who are silent and say: then alright? it is dialogical, this is a discussion, where we're # to change ideas...

J: Yes, now that you talked about that topic...do you believe that you can encourage students to communicate in the L2? If you do, how is so? and this is more specific about what you do to encourage...

S: ...in order to encourage their participation in classes

G: You can.. prepare debate questions that anyone could relate to. You can.. ask them to put themselves in certain scenarios that they haven't experienced.. in order to experience the world from someone else's point of view. You can ask them to play role games and...you can make them previously discuss the questions in pairs then they will have to speak right? and then do it as a classroom activity..well you can ...mm well try to... also if someone is.. very silent is... again just make sure that that person speaks every class and by.. addressing the questions to that person and more or less implicitly let that student know that you are going to be asked to speak every class.. so they get used to it.. usually with time when they reach the higher level that they get used to speak it # notice they get more comfortable... ((ok))

S: So, we already know that every teacher has their own beliefs on what works best for them in the... inside the classroom ((yes)) so, these beliefs about teaching influence on pedagogical decision-making ((aha)) so in the following questions we'll try to..I mean you will try to focus on what you believe as teacher, okay? So the next question is: are you aware of what you believe is best for encouraging students to communicate in the L2, in the second language?

G: It's a..continuous process as a teacher to find out about more strategies and methodologies and update them because...communication is changing a bit and we notice that students.. are sometimes less and less eager to speak.. in certain generations ## or less accustomed to talk face to face ## generations so we have to find constantly and find out new strategies that work for new generations so...always include..continuous research and so on, right?

S: Yeah, it's important that we update them((yes, true)) ### as teachers. So, what is the.. approach that you believe is the most effective for encouraging the more reluctant students to communicate in the L2?

G: Well, It's again.. making them..accustomed to talk by giving them scenarios.. which they can relate to and..make the conversations relevant for their own reality..and just make sure they get a lot of instances to..to express their own ideas ((okay))

S: So you think that the main..approach is to give them spaces to ((yes)) to talk.

G: Because the individual nowadays is...today we give a lot of..importance..they can try the individual growth, right? it's different from previous methodologies where basically the most important thing, the most.. the academic subject itself, right? Where the ones who feel motivated will learn and those who don't..well that's their own problem, right? And the teacher will only focus on the materials, the teaching itself, right? and just move on, preferably in a very high pace, so the most competitive students who feel always very stimulated and challenged, which means that less motivated students be followed behind and that's not relevant for the class itself, right? Nowadays, we tend to more do the focus on the individual growth of each student.

S: So, when do you think students are less likely to communicate voluntarily? When they are working in pairs, in groups, during t-led discussions, or any other?

G: The last one was..was kind of..?

S: T-led discussions, that the teacher is the focus

G: oh, yeah, those are the ones.. when the teacher leads the discussion with the whole class especially if it's a question that requires previous studies, for example reading a text as a homework, when the students feel if there is a right or wrong answer and then they are being tested from, for example, from literature where... perhaps if I ask them something if there is something wrong, then they'll be ridiculized and so on...those are the most difficult situations for students to talk ((okay))

J: Can you name any techniques you believe would work for fostering more reluctant students' communication in the L2?

G: Yeah...mm..Again here maybe..many things, they could even be asked to prepare their own discussion questions to the classmates..so they can decide what they think it's important to talk about ((okay)) you can..put them in a

situation where they have to conduct the class. We do this with # they have to do microsessions teaching a lot...that's a good thing, right?

J: So they have worked for you in the past

G: Yeah..

J: Okay.. and how?

G: By basically giving the students a lot of responsibility to part-take actively in the class, in the construction of the class. So, when they know that now I expect to make this part of the class work, then I have to prepare myself and make sure this work and then they would feel more encouraged also to # they know they are playing an active role in the class, they would produce..most of the cases, right?

J: And the last question..do you believe your techniques meet their purpose in fostering students' willingness to communicate?

G: Well, yes, sometimes yes, and sometimes I need to find new ways and do more research to find out new strategies. It depends a little bit on the course, some courses are more challenging than others but I'm continuously trying to find new methodologies..I'm working on that now. The study habits have changed among the students, there's a new reality now that we have to face in comparison to our older colleagues who didn't have to work in the same way as we do now..so there's a new terrene also to be explored, right?

J: Here is the next question..where do you think all the beliefs that influence your pedagogical decision-making come from?

G: From the classroom itself, from proper experience, not so much from books. So when you do research on this it's advisable to action research in order to..explore..and investigate what goes on in your own classroom and try to build on that your conclusions from that. You can of course read secondary sources and share other teachers' point of view to see if their techniques also work in the classroom.. I think it's important to keep it as close as possible to your own reality and context. ((okay))

J: Thank you for your participation

END OF THE INTERVIEW

Interview N°2: Horacio

F: Good afternoon

H: Good afternoon

F: My name is Francisca Alvear and this is my fellow thesis partner Denisse, and we are going to interview [you] since you agreed to be part of our thesis investigation

H: Sure.

F: So this interview will only take one session of maximum 25 to 30 minutes. And this interview aims to get information about teachers' influence in EFL pre-service teachers' willingness to communicate, information about teacher educators' beliefs regarding the best practices to foster willingness to communicate in pre-service and service teachers.

H: Uh-hu

F: Okay, so. Question number one: do you believe students' predisposition to communicate is innate or is something that can be fostered? Or both?

H: I think it's both. In my experience, and I have been teaching here for fifteen years but I have also taught in other countries, and I would say that is general, you always get both. There were some people who from the get-go are willing to communicate and are willing to share experiences and they want to practice English and some of them may be show-offs and they just have the intention of, you know, proving to the rest how much they know and how much they are capable of doing. Others, you need to, actually, encourage them a little bit more. Uh, sometimes the material is there, sometimes it is not there, but you need to work, you know, in both fields at the same time. Encouraging those that are willing to communicate and those that need a little bit of a push to get out of their comfort zone and, you know, start producing the level that they should.

F: Thank you. Question number two: when you see students who do not want to communicate in the second language, what is your explanation?

H: My explanation as to why they do not want to communicate?

F: Uh-hu.

H: Uh. Again there are several factors, uh. On many occasions I have encountered people that, let's be honest, I think that in general you need to have some kind of material to become a linguist. It is not just English teaching, or it's not just about learning English. Just to learn any language you need to have, you know, that kind of intelligence, you know, Gardner has taught about the linguistic intelligence. And let's face it, some people do not have those and I'm not saying that they're stupid or anything, they're just stronger in other intelligences. So we have people that unfortunately come here with false expectations and they believe that somehow they are going to start speaking English and they are going to become fluent and that they are going to become English teachers, and the reality is that's not always the case. In general, we get students who are interested so there is always some material to work with but sometimes the material is not there. Another factor is false expectations. I think maybe with you guys, with your class, maybe we talked about this but it has happened with many classes that actually students are here because of, you know, expectations created by parents. You know, you need to learn English, and then you are going to have a much better future and it's going to open up the doors for you and you can do pretty much everything, and that's not the case. Just, you know, think about how many people speak English in this country these days is not, you know, probably the same situation that the parents let through. Am, and there is also, uh, I guess is a combination of emotional-psychological-developmental issues. There are many people that get here to the program and they do not have, I don't know, the self-confidence, the disposition, the willingness, they're too shy, they're too immature, and [some] of them are just, you know, still adolescents when they get here and it takes them a little bit longer. Actually, [I] have experienced that, we have discussed with some of my colleagues, you know, some students who, you know, last year were very, uh, vulnerable, very weak, very unwilling to talk and this year, you know... Probably, there is also the maturity factor, you know, when they're one year older and they are willing to say a lot more, the attitude has changed.

F: Another question. What do you think of those students who do not want to speak in class, who are not willing to communicate? How do you see their future as service teachers?

H: Well, as service teachers actually that is a quiet of challenge. I have had the experiences of some students who, you know, somehow manage to graduate here and in other institutions, students who manage to graduate somehow, you know, with the very minimum and then they had it really tough when they have to be in classrooms with students. And that's why I always try to remain everyone that that's the job they are going to be facing. They are going to be facing 45 students in a packed classroom and all the eyes are going to be on them, and they struggle. I have had a lot of students who are, you know, now considering or have already changed careers or some of them are considering another career because they realize that, you know, ((it's not for them)) it's not what they thought it was going to be like.

F: And do you think you can encourage students to communicate in a second language? And if you do so, how?

H: Definitely you can encourage them, I mean, you can always provide the stimulation. Is it going to be taken in on every occasion? Is it going to be taken in the way that should be taken in? well, that's a different matter. As a teacher, you can only provide, you know, as many stimuli as you can with all the resources that you have available. Are they going to be taken in by the students? Again, that decision is going to be affected by the factors that I mentioned before, some students are way too shy, they are way too weak, linguistically they are way too immature, so they might be bombarded with stimuli and that's not necessarily going to make a change.

F: Yes, okay. So the second part of this interview. So every teacher has their own beliefs on what works best in the classroom. These beliefs about teaching influence our pedagogical decision-making? Now let's focus on what you believe as a teacher. So, are you aware of what you believe is the best encouraging students to communicate in the second language? Throughout the course of this questionnaire try to focus on what you believe as a teacher, not on what you sometimes are told to do.

H: Hum. Probably is that, I don't think that there is one believe that I have. I have an ## of beliefs which give me the tools to face the needs of the different groups. Uh-

F: Do you think that your beliefs are suitable to teach or to encourage willingness to communicate in your students?

H: They're adaptable. That's what I'm trying to say. You don't hav- I don't have one set of beliefs, I have multiple beliefs and some of them would work in certain circumstances and when they don't work what you'll need to resort to other tools that you have available. So, sometimes you don't- I believe that this is one, for example, I believe that the more you talk, regardless of the number of mistakes you make, the more you talk the better you are going to, eventually, become a proficiency. Sometimes you can pass that message on over and over and over and it's not going to be taken in because, you know, again there might be factors like shyness that are not going to make a difference. However, there is always something that you can do because we are talking about encouraging students. I have the learned over the years, and I guess that's something that is a kind of a trait that you develop, you get an instinct that you realize that, you know, passing on the message that speaking is important is not going to do it because there are students that are actually are not willing to be teachers, are not willing, actually, you know, continue or, well, they might continue the studies here, they might graduate, but they are not actually going to be working as teachers in a classroom, they want to go translation. And sometimes you need to stimulate, you know, written production, and when you encourage, and actually I had had students who are not working, you know, students from five, six, seven years ago who already graduated, and they went onto a different career using English and these were people who were very unwilling to communicate in the classroom, no matter how much I insisted on the importance of speaking regardless of the errors, and yet today 're becoming in good translators and these are people that work alone behind a computer without much interaction and they're doing a good job. So, I mean, when you identify a certain need you cannot be just married to the one believe that you have, sometimes you need to go with something else and say: "alright, this is something that I also believe, let's work with this".

F: Thank you. What is the approach you believe to be the most effective for encouraging more reluctant students to communicate in the second language? And why do you believe so?

H: Again, I'm not married to one, I believe in eclecticism. There are things that work wondrous with one group and then you try to do the same thing with the following group and it's a disaster. You cannot be, you kno- I do believe in behaviorism, for example, with children. With young children, you know, they like these stimuli, the stimulus and response, you know. They like rewards, you might say: "well, behaviorism is outdated in term of education". Sure, it might be outdated in term of, you know, the theory behind it, but it still works and it's demonstrable that actually you can do wonders with little children. Can you do

behaviorism with 14-year-olds? Of course not. You need to work more on a communicative approach, on a collaborative approach. There is something that is ... ### the collaborative approach a few years ago and it's called actually collaborative approach where, you know, that's what we are doing in the Culture courses, where students need to work on projects and they need to do so in term of is going to develop their own skills and everybody is going to have some kind of contribution and it's not just, you know, one project that is worked on by five team members and everybody puts their name on it but everybody has specific tasks. Well, that's one way to actually work to empower those people that might be too shy, but are willing to do research, for example.

F: And when do you think students are less likely to communicate voluntarily: pair group, group work, teacher-led discussion, or others? When do you believe these cases works best?

H: I'm not sure if, uh, I guess it's a combination of all of those. I guess their problem is, and I can see that in all the language levels that I have taught. Well, I have taught in all of them, all seven, and ## Culture courses, you can see that every time that someone needs to # out, you know, anything related to personal experiences, those who are less willing to communicate definitely shut off. You know, they will not be exposed. They will be willing to discuss celebrities, they will be willing to discuss, I don't know, members of the royal family, but when it comes to exposing their beliefs, their background, their family, their problems, they shut off. So, it's kind of a rough water to maneuver. It's a combination of factors, you see? It's not the one thing but it has to do with the emotional aspect.

F: But for example, a class you have now, maybe Culture. When do you think that students are less likely to communicate: pair group or group, teacher discussion?

H: Individual, actually. Individual discussion. Once they're working in groups even the shy would talk more.

F: It's like they feel that they can identify [themselves] with other.

H: I guess they feel more, I don't know, there's a sense of safety in the group. Whereas when, you know, they need to speak in front of the group for the need to respond to the teacher's question they feel exposed.

F: Okay. And can you name any techniques you believe would work for fostering more reluctant students' communication in the L2?

H: I don't know about the name of techniques, I, again, taste water every time in one of those situations. Today I did something I thought was not going to work, and I was just testing it, in language II, now that I'm teaching this semester. There's one boy that is very shy, very shy, you know. Very weak voice, evidently he gets nervous when he needs to answer a question or he needs to provide a point of view. And yet today I made him the teacher of the class. So he was responsible for actually just writing down on the board, you know, the comments by his pairs, and I did focus on him, I didn't have my eyes on him. I was actually focused on the class, and little by little I notices his body language, you know, changed, you know. [at] the beginning he had his hands in his pockets, then his hands came out. He would turn around and he would look at the students and at the end actually he was asking questions like, "can you say that again?" or "how do you spell that word?". And I noticed that he started feeling more comfortable, but that's something that you try. It's not, you know, ## it's not ## ## sometimes it works, sometimes it doesn't. I believe, you know, let's-do-it-in-the-moment kind of approach.

F: And do you believe your techniques meet their purpose on fostering willingness to communicate?

H: ... I want to believe so. I'm not always successful. You know, again, this is also associated with internal motivation. And sometimes students would not have the motivation no matter what you do, I mean, you might dress up as a clown, you can teach in Russian, you can get naked and nothing's gonna happen if they don't have the internal motivation, nothing's gonna do the trick.

F: And where do you think all the beliefs that influence your pedagogical decision-making come from?

H: Well, definitely I have, I had, a mentor, one of my teachers. Pilar was my first boss. I was her assistant in academic writing at the university. And then she became a friend, and uh, Pilar in many ways was a mother figure. So, over the years we became friends. She died a few years ago, uh ... and Pilar- it's not just what she taught me as a teacher, you know, what she taught me as a human being, you know. Empowering people, you know, making them stronger, you know # # ## someone who is weak pushing them to be stronger to come out of their holes, you know, that's kind of the thing I believe. It's not

associated with approaches, or theories, or techniques, or procedures. It's more the whole something. Pilar was an influence, definitely.

F: And do you think you can pass your beliefs to your students?

H: You may try. I don't know if you can. You may try that's; you know...

F: The point of it

H: That's what you need to rescue, because we cannot be so ambitious, you know, you might think they're going to change the world. Sure, but that's a belief. Are you going to change it? Well, try.

F: Okay. Thank you very much that was out last question.

H: Sure.

F: Thank you for participating in our research.

H: No problem, girls. I'm really glad.

END OF INTERVIEW

Interview N°3: Mario

J: Ok good afternoon, sir this interview will only take one session of around 20 minutes maximum and this interview aims to get information about teachers' influence in EFL pre-service teachers willingness to communicate and information about teacher educators beliefs regarding the best practices to foster willingness to communicate in pre-service teachers so we have two sections in these questions and the first question says "do you believe students' predisposition to communicate is innate or something that can be fostered, or both?"

M: For me, obviously, both.

J: Ok. And why?

M: ehh well ehh we know that genes are real I really believe that they ... that one is actually predisposed to behave in a certain way but in ((ahh)) if I think of both elements, the environment and the predisposition, the environment carries

more weight because you can actually stimulate a kid that is shy to be more communicative, you can do that, but the sooner you do it, the better. That's always like that. I don't know if you disagree.

J: yes, I agree and well the second question says "when you see students who do not want to participate in the L2, what is your explanation?" when you see those students who are reluctant to participate in your class.

M: Well (ah) at least in the context I teach, which is very often at teacher training I immediately assume, and that's important to understand, that many of these students are not sure about where they are they you know they don't have to know what they are gonna do sometimes they just take a scholarship that they got at the beginning of the course because that's normally what happens is that then in time they should and at least most of them improve in that area and they would be able to express something else and well of course the approach matters, the methodology matters but in general at the beginning is very frequent that you find those cases.

J: In different lessons... When you see students who are eager to communicate in the L2 what is the explanation or what do you do or what you notice?

M: Well, I've noticed that when that happens well we know that and and I can actually recall the name because I know that there is research that will tell you that when acquiring a second language or a foreign language extroverts do better it is like that but it's important to connect with them, with their interests which is by the way very difficult to do in the context I teach that's very easy to do in a private lesson that you do ok you look for what they want even at school that's probably a little bit more manageable in some cases but at university because there is a curriculum that is very strict and all that you have got to have a certain context and it is a problem in many cases especially when you use textbooks and because most of the context is boring it doesn't apply to what they do or where they are so well you have got to try different ways in the end but personalization in the end talking about your own experience in connection to something usually works at the beginning the problem is that it works at the very beginning where they have to learn basic language and then when they have to learn something more sophisticated then how do you push them to and that becomes more difficult. Even for me, that's a problem, I am still struggling.

J: Do you believe you can encourage students to communicate in the L2? and if you do, how so?

M: Well, I think you have to (ehh) in the end you have to diminish the filters as much as you can (ehh) one of them is well the emotional filter in the end , as I said, you have to ask about your opinion, I wanna know what you think, not only about what you read although that's important. We struggle with those two things, with accuracy too. You know , how can I correct this student that is shy and sensitive to correction because nobody likes to be corrected so how can I do that without in the end affecting his or her feelings (emm) and I think you can do it of course you need to what I do at least is to provide the explanation to tell you in the end that it has to be done that it's something that everybody you know has to go through that and I think speaking about it makes it better in a way it reduces it buffers the impact but you have to say that from the very beginning and so at least I worry about doing that. Especially when I don't know students I try to communicate that from the very beginning.

J: Ok. This is the second part. Every teacher has his own beliefs about what works best in the classroom. These beliefs about teaching influence our pedagogical decision-making. Now let's focus on what you believe as a teacher. Now, the next question says "are you aware of what you believe is best for encouraging students to communicate in the L2?" Throughout the course of this questionnaire try to focus on what you believe as a teacher and not on what you are sometimes told to.

M: The thing is that not only as a teacher but as a person , my life I am very I try to be adaptable I don't I never ever get stuck with something I don't believe in that "this is the new thing" Ok I don't believe that. For example, my attitude towards technology. I know that technology is catchy and at least at the beginning students are going to get hooked up but I am sure that through time it's just like any other thing it you know decreases and you have to come up with something new because that's the way human beings are so I don't think (ehh) I think that just focusing cognitive approach try to look for different ways in which students can learn and keep communication going. It sounds obvious, right? but you have to worry about that because when you do that you can understand the student better and the student. Sometimes to be honest even more important in classes where you are a teacher and you have many students doing the same thing students also have to get like the idea of the way the teacher works it's true as a teacher you have to propose but students also have to find a way at least I did with the teacher so its a mutual in the end relationship that's most of them are I don't know I can't tell you one recipe I don't have a recipe that's my point. I am having this moment a class that is in a lot of trouble, English IV, and I am still trying to find a way to get to them because it seems hard and they are disconnected among themselves also. So

having these conversations with the rest of the teachers providing ideas as teamwork is very important. So, that's one way, but in the end it's all flexible I am not rigid as person or as a teacher.

J: In this field of education, I mean we must be adaptable. And what is the approach you believe to be more effective for encouraging a more reluctant student to communicate in the L2?

M: Emm I think you have to...

J: Or probably the most used when you see those students.

M: It's always.. If I had to tell you a label like the communicative approach (emm) sure, it's about really caring about it. I remember a teacher that came here many years ago, James Scribener, writes books, british guy and he was asked a question like that and what he said really I thought about it and it was right. There is no recipe it's just interest, you have to be real you know that's all you have to do. There is no nothing that you are gonna get from a book that will tell you how to get to that person It has to be in a way personal, always, to a great extent. Now, in certain contexts is important to keep a certain amount of distance too, particularly in this one. I for example struggle with this because you have here results where people don't do well they fail it's a problem so you have to sort of connect with them but at the same time you have to keep your distances and to be honest that's hard for me I will never find a way to do it correctly like to find the right balance between those two things because as far as I know that's the only way. It's to show real interest for students in a way ok like ok how can I help you? So what I do now for example today a girl from the same class asked "how can I improve my writing?" cause is so bad and there is a problem with her english in general. Just ask me as many questions as possible when you are writing. Just raise your hand and I'll be there to help you out and you learn that way. Just don't stay not doing anything or making mistakes. Just raise your hand and I'll teach you. In a way we will teach and correct at the same time and that's what we can do in a way...

J: Maybe other students have the same question.

M: Exactly. And what I do is I told the same, everybody, like in front of the class. I needed to do that because they are a very weak class in general. I am very concerned about that class. But anyway, that's a way I think. You have to get involved and know the real problem. This is not about an approach or a particular methodology, I think there is more. You can try different things that's

my point but in the end if you do those things thinking that it is going to be like magic like this is this the model we do this it's gonna work. I don't think it works that way. I think that being a teacher is a humor thing it's about making contact and it's harder in some contexts than in some others because of the same thing. Ok I don't know if that answers your question.

J: (Ehh) Yes. Ok. When do you think students are less likely to communicate voluntarily for example pair working in pairs, in groups in discussions for example which is very usual (emm) what do you believe works best in these cases?

M: I think that definitely working with someone works better than being on their own because when you are on your own you get the idea that for example the teacher is observing you so you have this anxiety of course. So working in groups is always a good idea. The problem is that when you are teaching a language (emm) you are not asking me about that but that's what backfires sometimes it's that if you are not monitoring they speak spanish, for example. So they get so excited speaking that they start speaking their own language instead of speaking English. So it always.. you always have these problems that you need to solve right there but I think working in groups is always a good idea. But there is you know in the end always a time for everything I mean you can work individually too at some point. But beginning, as you get to know them and all that, to work in groups I think is a good thing because it releases anxiety. There is not that constraint and they feel more comfortable if you do that. And you have to build this community in a way that's what you have to do the sense of community in a classroom which is not always easy again but that's what we aim at I think trying to communicate this idea that we all feel comfortable talking to each other it's not always successful but that's what we try.

J: Can you name any techniques you believe would work for fostering more reluctant students' communication in the L2? Has any of these techniques worked for you in the past?

M: Yes and the only one that I can again tell you is telling your personal experience in connection to them. At least I have lots to say about that and I try to probably avoid that to be honest because as a teacher, as an academic, you try to protect yourself from doing that you are exposing yourself there have been many cases I don't know why probably because I am older I do that more and more often that's probably because you get better that I see myself doing it again and again in the end telling again " when I was... it's like the story of the grandpa, right? It sounds like you are gonna bore people but when it's in

the end pertinent it may work you may connect with them you know I had the same problem or I knew someone that had the same problem in the end again is showing interest it's about that as much as you can do when things are not working when no topic is working you have to go in that direction I think the direction of personalizing it.

J: And that technique met the purpose in a class?

M: Very often it does some students I've seen students that change after a conversation they thought and it happened to me that's my problem as a teacher sometimes I guess I portrait this image of someone being too serious according to some people even arrogant they told me that and (ahh) but then after a conversation normally by the way using your mother tongue it's a good idea they see you are just a regular guy a regular person and the attitude seems to change after that. Now, it depends. Sometimes there are more problems you can't actually solve you notice because they change sometimes for a while okay the first month is alright but then motivation decreases again (ehh) you have to talk to them again they need to be pushed okay again and again and honestly in this business sometimes there is no time because you teach so much you know that's the other thing I don't have for example office hours here okay now I am here because I have to stay but I should be you know this is my free time I should go home but that's the situation that teachers in the end go through in this country in general okay the hours that they call permanencia are not many in many places and most teachers they just teach in the classroom and there is little time to do that to have this conversations these meetings with the students.

J: Ok. The last question, where do you think all those beliefs that influence your pedagogical decision making may come from?

M: Mainly from experience. Not only mine, though. Experiences that you share things that you conversations at sometimes in which things emerge. It's mainly that, to be honest. It's mostly ... Sometimes you read things in books and that's funny because you talk about some things and teachers are okay that's true yeah that works there there is an author that writes about that okay it's about this thing. It's about sometimes it's about common sense that you don't realize that It's about in the end knowing how humans behave I think it's better sometimes to read some psychology than reading things that are purely pedagogical in many cases. I think that they are always connected ok so ((ahh)) ((ehh)) yeah it's mainly to be honest because of the time thing I am not reading that every day because I need to read about linguistics and really that's

what I teach normally most of the times so I don't read that much I have conversations with colleagues and you have your own experience because it needs to in the end if you are not learning yourself then you have a big problem okay that's the something something you can guarantee in the career of a teacher that you have to get better okay you should.

J: Okay. Thank you very much for your participation and ...

END OF THE INTERVIEW

Interview N°4: Diana

De: So, good afternoon, my name is Denisse Cáceres and I'm going to interview xxxxxx ((mmh)) so, the interview will take one session that it's around thirty minutes, it could be less and the information that we want to gather it the teachers' influence in EFL pre-service teachers willingness to communicate and about the teachers' educators beliefs regarding the best practices to foster willingness to communicate in pre service teachers, so first, Do you believe that students' predisposition to communicate is innate, or something that can be fostered, or both?

Di: I think it could be both ((ok)) because... on the one hand there are some students who are more willing to participate because they are like that I mean they are not shy, they really like to talk ok?, but on the other hand I think that teachers have the.. like, the responsibility to.. to foster that behaviour in their students,ok, so... because sometimes teachers don't give the possibility to talk, sometimes and they think the best thing to do is to give the possibility to all your students, ok? at the same time... I mean, even if you see that you have a good student or a strong student, the strong students shouldn't talk all the time, because the good student would feel.. weaker if.. if that person listens to that classmate all the time, talking very well, so, it could be a responsibility of the teacher as well to foster that situation.

De: So,((cough)) when you see students who do not want to communicate in the language two, what is your explanation?

Di: ##### ((in the second language)) Oh, yeah, I think that... amm, ok, so you have the personal aspect, first of all, as I told you before, shy people.. people that .. I I know that many people or some students feel quite ashamed sometimes to talk because they feel they pronounce badly or because they.. they think their english is not that good and maybe they are afraid of showing their level of English, that could be one factor... and... another thing is that...

well, since I teach English grammar, research and linguistics, in the case of research and linguistics, I think that could be because they do not know the content very well so they don't want to.. to talk about things that they don't know very well, but in general about in the English language I think it is because they could feel ashamed of their level of English ((mmh)) or maybe being judged by their teachers or classmates.

De: So it could be like social pressure? maybe?

Di: Yeah, it could be social pressure but that's a general opinion that I have but in this class in particular in this class ### English two, I think they are not shy at all, they are quite willing to talk, they really like like to participate, and maybe I have one or two people who don't like to participate bec.. but I know it's because they are shy, I know that, it is obvious, that they have an introvert personality, ok?

De: so, three, When you see students who are eager to communicate in the L2, what is your explanation?

Di: amm, Here in this class I think they're very eager to learn, they really like learning in general terms of course, because you know. there are some cases in which you have students that are lazy and.. yeah.. but in general terms they are quite...eager to learn new things... and also I see a very nice atmosphere in that class, I feel that all of them get along, ok? with each other, emm I don't think there are like two different groups, I think they are all friends, or maybe not friends but they get along.. so, I think that's a very important factor, like the atmosphere you create in the classroom, ok?

De: so, four, do you believe you can encourage students to communicate in the language two, in the second language? If you do so, how so?

Di: of course I can, actually I always try to amm, to make them participate equally, ok? not only the strongest ones as I said before but also the weakest ones because they must learn that they are also able to communicate and learn English, because if the teacher takes the easiest path, that is talking only with the strongest ones, the weakest ones will be always weak and that's not the idea, so I think that one very effective way of doing it is giving the same possibility to all of them to talk and another think that I've been doing so far is.. creating activities in which all the course is like forced to participate, ok? so that's a good thing to foster communication in the classroom.

De: mmh, so the second part every teacher has their own beliefs on what works best in the classroom. These beliefs about teaching influence our pedagogical decision-making. Now, let's focus on what you believe as a teacher, are you aware of what you believe is best for encouraging students to communicate in the second language? Throughout the course of this questionnaire try to focus on what you believe as a teacher, not on what you are sometimes told to do.

Di: let's see.### I think that the most important thing is the relationship they have with the teacher, because in my case, personally, I really, I really believe that giving them the confidence to talk, because you are feeling close to them, but you are not a friend, but a close person to them that they can talk to you, that they can come to you and and tell you anything they want to tell, ok? that's a good thing because they would feel like more free or more relaxed to talk. So if you don't create that confidence, that atmosphere with your students I don't think that everything that you can do afterwards is going to be bad or it's going to # sorry to work, ok? so I think it's the most important thing, to give the confidence... and the space as well to talk, and also to control the teacher-talking time, ok? because when talking-teacher time or teacher-talking time I don't remember # what goes first but teacher-talking time, yeah that's it amm, when the teacher talks a lot and it's only a lecture; I mean, when you talk the whole class and you don't give the space for the students to give their opinions or to ask questions or to participate or etcetera, ok? so that's no sense, because for me at least lessons must be a dialogue, ok? something that you can..amm, I mean it's a dynamic conversation, it's not a monologue of the teacher, so that's an important thing.

De: amm what is the approach you believe to be most effective for encouraging more reluctant students to communicate in the second language? Why do you believe so?

Di: so do you have any idea of approaches or it's a general question?((general question)) ok, yeah because if you talk about approach maybe I'm like thinking of.. I don't know amm, the direct approach, the grammar-translation approach, ok? so...

De: but don't worry, Mr. Magaña ###

Di: ok, emm I think that's.. approach...maybe you mean attitude I don't know but in that case, I think a very good idea is to make peers with weak students and strong students, because if you allow strong students to work together and the weak ones work together, the weak ones are going to get better ok?, I

mean, ever.. because they need somebody who can help them, ok? and... that's a theory as well, I can't remember the name, I can't remember very well the name but it's like the expert.. the expert help, let's say.. in which you have an expert that helps you to fill gaps in your interlanguage, so if you have somebody who knows more than you, than you do, that person can help you to improve, ok? so that could be a good strategy or approach.

De: So, when do you think students are less likely to communicate voluntarily: pair, group, t-led discussion, etcetera. what do you believe works best in these cases.

Di: Well in my particular case of my class, I think they, they talk in every situation, they are quite participative, they talk when they are in pairs, in groups and when I I lead the discussion, but maybe I would say the teacher-leading discussion because not all of them have the same possibility to talk so maybe in groups or pairs they know that they must talk all the time but when I lead the conversation, the discussion, usually the ones who participate more are the ones who immediately talk, so the ones that maybe want to talk or have the desire to talk but they say maybe "no maybe i'm not going to talk because the ones who always talk are going to talk" ok? so maybe peer and group is the best thing and teacher led discussion is like the.. the.. not the worst but, the one in which they participate less, maybe.

De: Ok, can you name any techniques you believe would work for fostering more reluctant students' communication in the second language? Has any of these techniques worked for you in the past?

Di: Amm, no, as I said before, it's like the same thing, if you, if you make work like a strong one with a weak one that usually works quite well, because the weak student feels like that it's a classmate the one that's helping, not the teacher so it's like the same level let's say, it's like the same level, so when they, they are helped by the teacher, they feel that they have somebody superior, let's say? ok? and they could feel pressured or afraid, ok? but when they talk to a classmate, that has, who has a better level, they feel more confident, and that could help ## to talk more, with more confidence.. usually because they are also friends, so if they make a mistake nobody is going to laugh at them, ok?

De: Do you believe your techniques meet their purpose in fostering students willingness to communicate?

Di: Yes, I think so, because those who are weak, as I said before, tend to talk a little more, # if they talk that's a good thing because these ones never talk when I lead the discussion, never! And then when I try to see if they are talking or not, they are doing it, with a classmate, so, of course they are not very talkative, but still they are like producing something and that's a good thing, especially in the first year, ok?

De: So, it may be because they are with someone from the same level, as you said before, ((yeah)) but when they are talking and you approach them. they remain in silence or they keep talking?

Di: No, they keep talking...

De: Do they change the way they are speaking?

#####

Di: yeah, yeah, but the thing is that I try not to be like, with them, in the same place but I try to hear like, emm.. far away ((aah, ok)) I try, yes, because I know I could have an effect on their performance, so I just go around, and I try to look at the ceiling and that's it, ok? because I know that they could feel pressured, ok? But as I said, I think this group doesn't have many problems about that, I can think on two, maybe three people who are shy, shy, they have difficulties to talk, but in general, they are quite good and they participate a lot.

De: aah, the last one, where do you think all the beliefs that influence your pedagogical decision-making come from?

Di: mmm... ok, to be honest, well, I didn't study at the university like teaching, because I'm a linguist, ok? I studied linguistics, so I don't have that pedagogical training, of course I have a master in teaching, it was one year, and then I've got, I took the Celta course and also I learned some things about teaching, but I know it's not the same, it's not the same knowledge that a teacher has, because a teacher studies four or five years to become a teacher so, I think I apply some of the knowledge I've got in my master's degree but especially, with experience, I know my students very well, I think that's the most important thing, even if you have many masters in education and you had a.. you studied a degree in pedagogy or teaching, if you don't connect with your students, if you don't try to know them very well, and if you're not involved in the lesson, you're not going to do anything, ok? so for me the most important source of.. of information in this case is experience, I think, experience and connection

with my students, because of course you can't behave in the same way with the same group of students, I'm not the same with this group and the same with another group because, for instance, with this group is quite easy because I know they are... participate a lot and they are good but I have another course that..amm... gets distracted more often with the cell phones and they don't care much about the lesson, so I try to..to apply different techniques, not the same one, ok? so it depends on the connection...

De: So it depends on the group...

Di: in the group, yeah, with the students

De: It doesn't appear here, but the connection these students and the other ones is it different?

Di: Yeah, of course yeah

De: From them or from you?

Di: I mean, their their behaviour of course conditions mine ((ah, ok)) ok? because of course I try to be the same in all lessons, if I have a very motivated course or class and the other one is unmotivated and they don't care much about the lesson of course i'm going to do other things ((mmm)) ok? that's the only thing that.. changes ((ok)) ok?

De: Thank you miss for the interview

Di: You're welcome

END OF THE INTERVIEW.

Appendix 6: Observation Notes

Observation: "Diana".

* Use of English (Long II)

- Lesson regarding Reported Speech.
 - ASKS general questions (to all the class) about gossip.
 - There are 19 st. in the lessons. → "Stragg ones" (5).
 - (T) ASKS for examples to illustrate reported Verbs.
 - Exercises (T) provides sentences to be transformed by using R.S.
 - (T) encourages (SS) to talk → (SS) read from the board.
 - (T) encourages participation
 - ↳ 1 student complains about his opportunity to talk.
- Roleplay Activity → teacher provides clear instructions.
 - (T) provides 15' to write a script to be performed in front of the class.
- All the students participate without problems in front of all their classmates.

FECHA:

~~Speaking~~ Speaking "radio"

EL6.

1. Working on a ~~text~~ worksheet.
2. THE TEACHER ~~explains~~ asks what talking verbs are. THE STUDENTS GIVE EXAMPLES.
3. THE TEACHER ASKS A STUDENT TO LEAD THE DIRECTIONS.
4. THE STUDENTS WALK IN PAIRS.
5. THE TEACHER ASKS FOR A VOLUNTEER TO READ THE TEXT WITH THE ANSWERS.
6. THE STUDENTS ARE ASKED TO CONTINUE WORKING ON THE NEXT EXERCISE
7. THE TEACHER SETS THE TIME. 2 MINUTES TO WORK ON IT.
8. ONE STUDENT IS ASKED TO READ AN ANSWER. OUTLOUD.
9. " " " "
10. " " " "
11. (THE TEACHER CLARIFIES AN ANSWER. { GUESS-FILLING (TALKING VERBS) .
12. " " " "
13. " " " "
14. " " " "
15. THE TEACHER ASKS IF ANY STUDENT HAVE WATCHED A REALITY SHOW. → INTRODUCING THE TOPIC. (SOME STUDENTS GET A LITTLE TALKATIVE)
16. SOME STUDENTS SAY WHICH ONE THEY HAVE WATCHED.
17. A STUDENT EXPLAINS WHAT THE R. SHOW SHE WATCHED WAS ABOUT. (SOME STUDENTS GET A LITTLE TALKATIVE)
18. THE TEACHER GIVES HIS OPINION ABOUT SOME REALITY SHOWS.
19. ASKS TO COMPARE FOREIGN L.S. WITH CHILEAN ONES.
20. THE STUDENTS ARE ASKED TO DISCUSS AN EXERCISE. (THE TEACHER MOVES AROUND)
21. (THE STUDENTS SHOW ANSWERS.)
22. THE TOPIC IS DISCUSSED T-S ↓
23. THE STUDENTS ARE ASKED TO READ A SHORT TEXT. (THE TEACHER MOVES AROUND)
24. THE TEACHER ASKS THE STUDENTS TO SHOW OPINIONS. ^{2 TO EXPLAIN} RELATED TO THE TEXT (ABOUT. ~~THE TOPIC~~)
25. THE STUDENTS ARE ASKED TO DEFINE A TERM. → CHECKING VOCABULARY.
26. THE TEACHER EXPLAINS AND GIVES OPINIONS.
27. 18 PARTICIPANTS → 9 PARTICIPATE ACTIVELY. THE OTHER PARTICIPANTS.
28. THE STUDENTS ARE ASKED TO COMPLETE 2 OCT. AS A WORKBOOK BECAUSE OF TIME.

FECHA: 10/09 "Gonzalo"

Observation. → Practice for a Speaking Test. (PLACE: LAB 4 TO 9:30)

- THE TEACHER SHOWS CONCEPTS LIKE "FAMILY" WITH SOME QUESTIONS → PPT. "Controversial questions" → E.G. WHY DO SOME PEOPLE FIND IT STRANGE THAT SINGLE FATHERS HAVE CHILDREN?
- THIS CLASS IS TO PRACTICE FOR MID-TERM TESTS → SPEAKING.
- THE TEACHER ASKS THE STUDENTS TO DISCUSS THOSE QUESTIONS IN 5 MINUTES IN ~~PAIRS~~ PAIRS OR GROUPS OF THREE.
- THE STUDENTS ACTUALLY DISCUSS.
- THE TEACHER MADE SEVERAL ~~CLARIFYING~~ CLARIFYING QUESTIONS THAT ARE MAINLY ABOUT PRONUNCIATION AND VOCABULARY → E.G. "TOM WIFE" /aɪ/ or /eɪ/
- THE STUDENTS TOOK MORE THAN 5 min. NOT EVERYBODY DISCUSSED. ONE STUDENT USED THE COMPUTER AND ANOTHER STUDENT DIDN'T STOP USING THE PHONE.
- THE TEACHER MONITORED.
- NOT EVERYBODY WAS FOCUSED ON THE TASKS.
- THE TEACHER ASKS THE STUDENTS TO HAVE CLONES SO THEY CAN SHARE IDEAS.
- THE STUDENTS SHARE THEIR OPINIONS AND THE TEACHER WRITES ON THE BOARD THE MAIN CONCEPTS THE STUDENTS MENTION.
- 4 STUDENTS OUT OF 15 PARTICIPATED.
- THE TEACHER CHANGES THE SLIDE OF THE PPT AND THE NEXT QUESTION IS RELATED TO THE LITERATURE ~~AND~~ COURSE, WHICH HE ALSO TEACHES (DREAMING IN CUBAN) → QUESTION: "CAN POLITICAL IDEOLOGIES SPLIT FAMILIES APART? GIVE YOUR EXAMPLES AND REFER TO THE TEXTS THAT YOU HAVE READ DURING THE SEMESTER!"
* (THIS IS KIND OF WHAT IS DONE IN TESTS. A TOPIC IS GIVEN AND SPECIFIC QUESTIONS RELATED TO THAT TOPIC ARE ASKED.)
- THESE NEW STUDENTS PARTICIPATED

FECHA:

"Gonzalo"

- THE TEACHER ASKED THE STUDENTS TO WORK WITH A CLASSMATE THEY HAD NEVER WORKED WITH.
- CHANGE OF QUESTION: TO WHAT EXTENT DO YOU BELIEVE THAT YOUNG PEOPLE TODAY ARE EQUALLY INTERESTED IN GETTING MARRIED AND HAVING CHILDREN IN THE FUTURE AS PREVIOUS GENERATIONS HAVE BEEN? HAVE THE CONDITIONS TO HAVE A LARGE FAMILY TODAY CHANGED IN COMPARISON WITH OUR PARENTS AND GRANDPARENTS' SITUATION?
- EVERYONE PARTICIPATED. THEY ~~WERE~~ HAD A POSITIVE ATTITUDE WHEN THE TEACHER ASKED THEM TO GO DEEPER AGAIN.
- ONE LAST QUESTION TO ASK AFTER OPINIONS ARE SHARED.
How many of you will have children before 30?
FEW STUDENTS ANSWERED, WITH ENTHUSIASM.

Class observation

H's class

Time: 14:55

16:42.

<u>M</u>	<u>H</u>				<u>M</u>	<u>H</u>	<u>M</u>	<u>H</u>	<u>H</u>
	<u>M</u>	<u>H</u>	<u>M</u>			<u>H</u>	<u>M</u>	<u>M</u>	
<u>M</u>	<u>M</u>	<u>H</u>	<u>H</u>		<u>H</u>	<u>M</u>	<u>M</u>		
	<u>H</u>	<u>H</u>	<u>M</u>			<u>M</u>			
						<u>H</u>			

H: 12 (male)

M: 10 (female)

4,2 highest mark of the test.

Boys | Girls.

participate | unwilling to participate

class: (lesson) 1st part: ask male students mainly.

2nd part: (Quiz session) ask male and female students mainly.

* notes: WTC : mainly in male Ss rather than female
 • Spanish translation

• Boys speak more than girls and in large sentences
 • Girls speak just in few chunks or in specific words.