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Programa de Magíster en la Enseñanza del Inglés como Lengua Extranjera

THE INFLUENCE OF NOVICE TEACHERS' PREVIOUS LANGUAGE LEARNING
EXPERIENCES ON THEIR BELIEFS REGARDING TEACHING STRATEGIES

**Tesina de postgrado para optar al grado de Magíster en Enseñanza del Inglés como
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MACARENA DE JESÚS DURÁN CASTRO

PROFESOR GUÍA: MARITZA ROSAS MALDONADO

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ABSTRACT

The present thesis project aimed to explore how novice English teachers' previous language learning experiences influence their teaching beliefs' regarding teaching strategies. To fulfill this objective, a qualitative multiple-case study was conducted. The participants were five novice teachers of English working in the three different types of Chilean schools (Public, subsidized, and private) in Santiago, Metropolitan region. The data was collected by means of narrative frames and semi-structured interviews and then analysed following theme analysis. The findings of this study revealed that the beliefs on teaching strategies of these novice teachers were related to the CLT approach. Furthermore, it was also possible to observe that teachers' apprenticeship of observation influenced their stated beliefs on teaching strategies. Hence, the study concludes that teachers require spaces for the analysis of their previous experiences in order to understand the impact they have on their beliefs which, in consequence, might result in higher professional expertise.

Keywords: Apprenticeship of observation, teachers' beliefs, teaching strategies, communicative language teaching

RESUMEN

El presente proyecto de tesis tuvo como objetivo explorar cómo las experiencias previas de aprendizaje de idiomas de los profesores noveles de inglés influyen en sus creencias respecto a estrategias de enseñanza. Para cumplir con este objetivo, se siguió un diseño de estudio cualitativo de casos múltiples. Los participantes fueron cinco profesores noveles de inglés quienes trabajaban en los tres diferentes tipos de escuelas chilenas (Públicas, subvencionadas y privadas) en Santiago, Región Metropolitana. Los datos fueron recolectados mediante la administración de cuadros de estructura narrativa y entrevistas semiestructuradas y posteriormente analizados mediante análisis temático. Los hallazgos de este estudio revelaron que las creencias de los profesores noveles respecto a las estrategias de enseñanza guardaban relación con el enfoque comunicativo (CLT). Además, también fue posible descubrir que el aprendizaje a través de la observación (AoO) por parte de los profesores influye en las creencias expresadas por los participantes sobre estrategias de enseñanza. De ahí que el estudio concluye que los docentes requieren de espacios para el análisis de sus experiencias previas con el fin de comprender el impacto que tienen en sus creencias lo que, en consecuencia, puede resultar en una mayor experticia profesional.

Palabras clave: Aprendizaje a través de la observación, creencias de los profesores, estrategias de enseñanza, enseñanza comunicativa del lenguaje

CHAPTER 1: INTRODUCTION

1.1 Background of the study

In Chile, the Ministry of Education (MoE) has implemented some important curricular changes regarding English language teaching (ELT) in the last decades. One of the most important modifications was the compulsory implementation of ELT from 5th grade of elementary school onwards as an effort to cope with the fast-technological development and globalization. As a consequence of this, Chilean ELT shifted its methodologies from a more grammatical to a communicative approach based on the development of the four main skills of language learning (reading, writing, speaking, and listening). This change was intended to foster communication and interaction among students' classmates and English teachers (MINEDUC, 2009).

Despite the different curricular adjustments and programmes to engage and provide students with opportunities to learn the language such as 'Becas al exterior' and 'Inglés Abre Puertas', students still demonstrate important difficulties and low levels of achievement when learning EFL (Agencia de Calidad de la Educación, 2015). This phenomenon might be the consequence of several factors. First of all, Chilean teachers face very challenging working conditions which relate to the great number of students per class, long working hours, lack of time to perform teaching-related activities such as planning, evaluating, having meetings, and attending to each student's needs. Additionally, Chilean teachers do not feel socially recognized for their job, nor represented by the different reform policies (Ávalos, 2013). These struggles are closely related to motivational issues since English teachers experience even greater demands than their colleagues of other subjects (Glas, 2013). This might be caused due to the linguistic

deficiencies in students' mother tongue and contextual constraints which in the end make it even harder to comply with MoE requirements. As a consequence of this, teachers tend to implement and stick to more traditional teaching practices (Yilorm & Acosta in Yilorm, 2016).

All these contextual elements could explain some of the reasons why English teachers face such a complex challenge when teaching their subject in the Chilean context. However, one of the factors that could shed some light in this matter is the influence of Apprenticeship of Observation on novice English teachers' beliefs about teaching strategies.

1.2 Statement of the problem

Due to the complex contextual factors already mentioned, English teachers end up facing an enormous challenge when trying to follow MoE requirements inside a classroom with forty-five-students while trying to foster communication in a foreign language. Consequently, when teachers find themselves in difficult settings, they tend to resort to their previous learning experiences as students instead of applying theories and strategies learnt at teaching training programs. In fact, it has been evidenced that, overall, teachers rely on previous learning experiences rather than on pedagogical principles (Furlong, 2013; Gray, 2019; Lortie, 1975) resulting in imitative rather than analytical teaching (Gray, 2019). Furthermore, Lortie (1975) coined the term apprenticeship of observation which refers to all teachers' previous learning experiences that function as models and guidelines influencing teachers' beliefs on what teaching means and how teachers should teach. This theory may explain why the knowledge and theories acquired in teaching training programs still seem to have little impact on teachers' beliefs regarding teaching strategies and practices (Borg, 2004; Johnson, 1994; Zeichner & Tabachnick, 1981). Thus, it appears to be of utmost importance to explore ESL/EFL teachers' apprenticeship of observation since these previous learning experiences make it more difficult for teachers to

modify their beliefs on what teaching and learning entail (Kagan, 1992; Pajares, 1992; Vélez-Rendón, 2006).

The phenomenon stated above is relevant since neither the phenomenon of apprenticeship of observation nor its impact on teachers' beliefs about teaching strategies have been widely explored in EFL contexts. As Furlong (2013) stated, apprenticeship of observation deeply influences teachers' beliefs and even their identities as teachers. Therefore, a tension emerges between the theoretical basis that teachers are provided at teaching training programs and what their apprenticeship of observation tells them to do. For this reason, Furlong (2013) also suggested that this issue may be overcome when engaging student teachers in reflection and self-inquiry. However, the instances of reflection and self-inquiry provided by different teaching training programs seem to lack effectiveness since novice teachers continue to base their teaching strategies and methodologies on previous experiences and the emotions that those experiences unfold (Korthagen, 2010). Hence, this study aims to analyse and understand the still widely unexplored construct of apprenticeship of observation in the Chilean context and its influence on novice English teachers' beliefs about teaching strategies.

1.3 Purpose of the study

In line with what has been previously presented, the purpose of this study is to comprehend the influence that previous language learning experiences have on novice teachers' beliefs regarding teaching strategies. More specifically, this study aims to provide an answer to the following research questions:

1. What beliefs do novice English teachers hold on teaching strategies?
2. What previous language learning experiences have influenced novice English teachers' beliefs on teaching strategies?

3. In what ways do novice English teachers' beliefs regarding teaching strategies have been influenced by their prior language learning experiences?

In order to provide a thorough answer to all these research questions, this research study takes a socio-cultural stance (Vygotsky, 1978) when discussing the data gathered in this particular research study. The participants were five novice teachers, whose working experience ranges from three months to two years, teaching in the three types of schools in Chile (public, subsidized, and private) in Santiago, Metropolitan area. The study was based on a multiple-case study design which included two different data collection instruments: An online survey and semi-structured interviews. The data gathered by the administration of both instruments was analyzed by means of theme analysis (Braun & Clarke, 2006).

1.4 Organization of the study

The present research study will be organized as follows: Firstly, as already seen, chapter 1 introduced the main relevant aspects to take into consideration before further elaborating in this research study. The aspects explained in chapter 1 were related to the background on the study, the statement of the problem, and purpose of the study. Then, chapter 2 explains the theoretical foundations in which the study is based on. Later, chapter 3 includes a revision of the literature done regarding the influence of AoO on teachers' beliefs. Chapter 4 provides a detailed description of the research methodology followed. Chapter 5 includes the presentation and discussion of the findings obtained from the analysis of narrative frames and semi-structured interviews. Lastly, chapter 6 presents the conclusion of the study, its limitations, the pedagogical implications, and recommendations for further research.

CHAPTER 2: THEORETICAL FRAMEWORK

2.1 Introduction

Exploring the influence that novice English teachers' previous language learning experiences have on their beliefs towards teaching strategies is only possible when understanding the theoretical foundations behind these constructs. Hence, it is necessary to define the concept of teacher cognition when trying to comprehend the mental processes in which teachers engage during the entire process of teaching. Additionally, the fundamental concept of Apprenticeship of Observation is presented in order to explain its possible effects on teachers' beliefs. In this latter line, the chapter continues with a brief description of what learning to teach and teaching beliefs entail. Furthermore, the chapter finishes with the conceptualization of teaching strategies in which the present research study is grounded.

The effects of previous language learning experiences on teachers' beliefs regarding teaching strategies is a phenomenon which requires a complete interpretation of all the already mentioned concepts. Furthermore, as this phenomenon is remarkably complex since it cannot be explained without considering teachers' past and present contexts, this chapter also includes a detailed description of the socio-cultural theory and its relationship with teachers' beliefs and teaching choices.

2.2 Teacher Cognition

Teacher cognition is an umbrella term which has been widely used in research areas such as education, psychological education, ELT, and applied linguistics (Kubanyiova, 2014). As can be seen in Figure 1, teacher cognition refers to "the unobservable dimension of language teaching" since it deals with the unseen elements of teachers' chosen practices. These elements are related to cognitive aspects of teaching which involve "what teachers know, believe, and

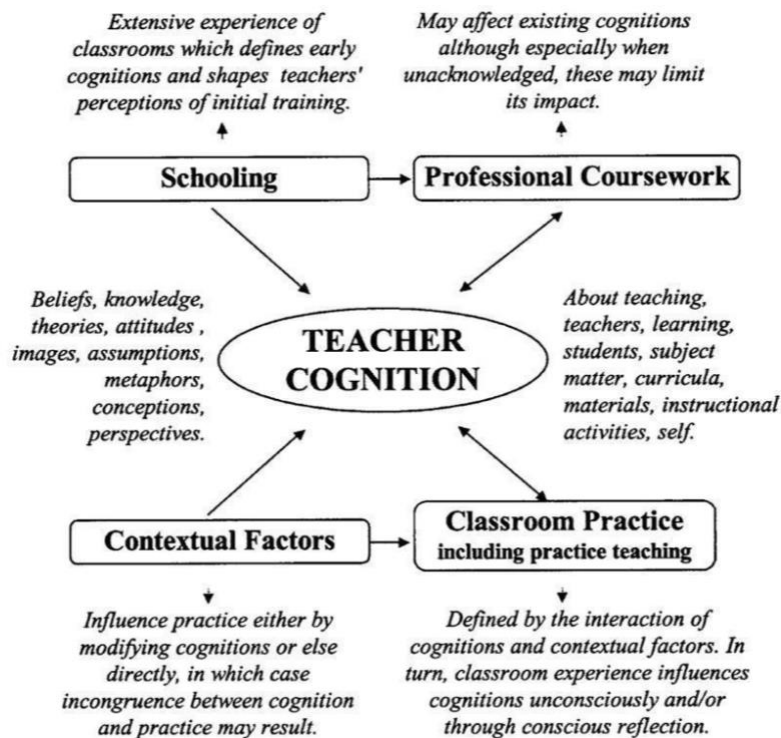
think” (Borg, 2003, p. 81). This is the reason why teacher cognition addresses teachers’ beliefs, thoughts, attitudes, knowledge, conceptions, and theories that teachers hold regarding students, teaching, learning, instructional activities, amongst other aspects (Borg, 2003). Borg further explains that teachers’ cognition is influenced by previous learning experiences since they inform teachers’ perception and understanding of what teaching entails. This idea closely relates to what Lortie coined as Apprenticeship of Observation which can be described as the thousands

of hours that teachers have spent inside the classroom as students during school years (Lortie, 1975). Borg (2003) refers to Apprenticeship of Observation when noting that teaching training programmes fail when modifying teacher students' cognition because they seem not to pay attention to student' prior beliefs partially shaped by those prior learning experiences.

Furthermore, contextual elements also influence and modify teachers' knowledge development since these factors determine "the extent to which teachers are able to implement instruction congruent with their cognitions" (Borg, 2003, p. 81). This means that depending on what context teachers are immersed on, they are able to put their cognition into actual practice.

Figure 1

Teacher Cognition (Borg, 2003).



Despite the important body of research that has been done in relation to teachers' cognition theory, there is still a gap when understanding how cognitions relate to students'

language learning experience inside the classrooms (Kubanyiova & Feryok, 2015). As a matter of fact, it has been evidenced that few teaching training programmes around the world do consider teacher cognition theory in their curricula (Wright, 2010). Therefore, Kubanyiova (2012) posits the inquiry “of what constitutes a meaningful and worthwhile impact of teacher education’ towards teacher cognition” (Kubanyiova, 2015, p. 436). Consequently, it is possible to comprehend that there is a complex relationship between students’ learning, teaching practices, and teaching programmes. This relationship fails to be properly addressed by teacher cognition since it offers a “limited epistemological landscape...” (Kubanyiova, 2015, p. 436). Kubanyiova (2015) states that the focus of teacher cognition is mostly on isolated constructs which in the end, results in incomplete and partial comprehension of teachers’ sense-making. This issue occurs due to the fact that teacher cognition does not consider “who the teachers are, what they are striving to accomplish in their interactions with their students, colleagues, and parents, and why” (Kubanyiova, 2012, p.23). In fact, researchers have failed to understand “what teachers actually think, believe, and know, their passions when teaching, their emotional journeys, their interactions with students, and their expectations” about teaching and learning immersed on a cultural, social, and macro-structural context (Kubanyiova, 2012, p. 23). Because of the previously mentioned arguments, this research study considers teacher cognition as an umbrella term, and thus, as an important element when understanding the relationship between Apprenticeship of Observation and teacher beliefs. However, a sociocultural stance will be followed to better understand this relationship.

2.3 Sociocultural Theory

In 1978, Vygotsky developed his most recognized piece of work, the Sociocultural Theory. In this theory, Vygotsky proposed that children’s cognitive development occurs through

social interaction (Vygotsky, 1978). He claimed that human cognitive development is considered to be socially mediated resulting from different social interactions in context (Johnson & Golombek, 2016). As explained by Johnson and Golombek (2016), this theory emphasized the social origins of cognition, arguing that higher or complex mental functions initially come from the interpsychological plane, or personal thinking, when being part of social activities and interactions. According to Vygotsky (1978), individuals' mental functions take place in two different opportunities: a) During the interaction with more knowledgeable others, and b) During the interaction within the individuals' personal mental plane (Vygotsky, 1978). The knowledge acquired from social interactions is gradually modified onto the intrapsychological plane via the process of internalization. Internalization can be understood as the transformative process in which the cognitive structures that an individual previously possesses are gradually transformed once interaction takes place (Ngo, 2018). In order to internalize and modify cognitive structures, individuals need to go through the process of mediation. Golombek and Johnson (2019) explain mediation as the cultural interactions that shape higher mental functions. These interactions emerge by engaging in social activity shaping an individual's mental functions when cognitive development takes place. However, it is crucial to clarify that the process of mediation does not occur in any kind of social situation. Mediation requires social situations of development. In Vygotsky's perspective, social situations of development are understood as all the past and present conditions in which an individual is immersed. This means, social situations of development are the relationship between an individual and his social surroundings. The scholar also proposed that these situations of development define people's life, their social existence, and their cognitive development. Furthermore, the already mentioned situations are required for the individual to have a safe place to be able to mediate his social interactions within his

intrapyschological plane when reflecting about previous lived experiences (Johnson & Golombek, 2016).

Regarding people's lived experiences, Vygotsky (1978) stated that formal schooling is one of the most important places where an individual starts interacting with others outside his or her family circle. Later in life, formal schooling is one of the most remembered lived experiences throughout an individual's life. Additionally, Vygotsky (1978) argued that formal schooling is the fundamental setting where teachers or more knowledgeable others intentionally aim to develop conceptual thinking of other individuals. Conceptual thinking enables humans to consciously take control of their minds, worlds, and actions since it is supported by academic concepts that are taught in formal school settings. Thus, they are based on the systematic study of entities and phenomena (Golombek & Johnson, 2019). Conversely, individuals also acquire everyday concepts, which are conceptualized as the observations of concrete lived experiences of daily life. These observations are, most of the time, generalizations which are not accurate but superficial and poorly analysed, or not analysed at all (Golombek & Johnson, 2019). Academic and everyday concepts constantly interact with one another as the former may challenge the latter if the academic concept is materialized as a tool and externalized when using language in a social setting while self-regulating an individual's thinking and activity (Golombek & Johnson, 2019).

Although Vygotsky's sociocultural theory (1978) aimed to explain children's cognitive development, this theory can be applied to all the different types of human cognitive development (Johnson & Golombek, 2016). As argued by Golombek and Johnson (2019), language teaching education programmes are a crucial setting where students go through a complex period of emotional and cognitive dissonance between their beliefs, apprenticeship of

observation, and academic concepts. To achieve teaching expertise student teachers require to be exposed to structured mediational spaces in which they are supported and encouraged to express themselves. In addition, such mediation is required for them to analyse their everyday concepts, and to critically reflect on the impact that these concepts have on their own beliefs about teaching and learning and practices. These instances and spaces allow teachers to achieve higher mental functions which result in higher professional expertise (Golombek & Johnson, 2019). Hence, understanding the sociocultural theory as it is particularly developed by Golombek and Johnson (2019) provides a thorough understanding of the influence of previous experiences on teachers' beliefs.

2.4 Apprenticeship of Observation

As students, teachers are the only professionals who have the unique opportunity to witness their profession being performed before actually getting to teach themselves. Throughout their school years, teachers spend thousands of hours observing, and experiencing how other educators teach. These prior learning experiences as students is what Lortie (1975) coined as Apprenticeship of Observation (onwards AoO). AoO refers to the “frontstage” perspective of what teaching involves (i.e., correcting, giving feedback, lecturing, etc.), but it does not take into account the “backstage” implications of teaching; for instance, the personal reflection behind pedagogical decisions in which teachers engage before, during, and after teaching. This means, students observe teachers' actions but do not understand the implications of those actions and the decision-making process behind the observable behaviours. As these previous experiences correspond to observations which are not critically analysed, they are models and preconceptions difficult to modify (Korthagen, 2010). As Korthagen (2010) explains, preconceptions and beliefs that result from those previous experiences play an enormous role in the teachers' learning-to-

teach process since they are the models in which student teachers and novice teachers base their teaching beliefs. Therefore, teachers' struggle when challenging their preconceptions can be explained by the "firm roots" that these previous experiences have. Such experiences are so deeply rooted that most of them remain unmodified even after teachers undergo teaching training programmes. All those years and experiences result in preconceived understandings of teaching and learning, and a sense of "expertise" regarding teaching (Miller & Shifflet, 2016). This false sense of expertise operates as a filter when processing new information acquired in teaching training programmes, which mislead teachers into assuming that they know more about teaching than they actually do and make it harder to create new ideas and new habits of thought and action (Feiman-Nemser & Buchamn, 1983). Consequently, young student-teachers and novice teachers lack the analytical framework to critique their schoolteachers' actions and end up relying on past experiences rather than on pedagogical principles (Gray, 2019). Thus, as Gray (2019) suggests, teaching becomes an imitation of previous experiences and not a critical analysis of methodologies, activities, or approaches to teaching presented in teaching training programmes.

Consequently, some teachers are prone to imitate some practices that they were exposed to as students while others aim to step away from those previous experiences. This is explained by the type of experience lived which may be perceived and remembered as positive and/or negative (Lortie, 1975). When referring to the latter type of experience, Moodie (2016) suggests that teachers' willingness to step away from the examples given by their school teachers are considered to be based on their negative school experiences, coining the term Anti-Apprenticeship of observation (onwards Anti-AoO). According to Miller and Shifflet (2016), teachers' attempts to either replicate or reject previous models or anti-models are closely related

to the emotions that those previous experiences generate. In fact, Miller and Shifflet (2016) were able to propose that students may recognize different emotions related to individual schoolteachers and their strategies. The most imitated teaching strategies were related to the creation of environments in which teachers felt loved and respected as students. This means that teachers' AoO or Anti-AoO depends on the emotions that were significant for them (Miller & Shifflet, 2016). If emotions towards a specific teaching practice and memories were negative, Anti-AoO would be present, and vice versa. These models or anti-models forged by teachers' previous learning experiences and their emotions may turn into "default options" to which teachers resort when facing critical moments in their teaching practice. Particularly, these default options appear when they feel that there are no more alternatives left and/or are not sure about what pedagogical decision is needed. Therefore, teachers end up perpetuating the same teaching strategies and traditional methods to which they were exposed to during their own school years (Borg, 2004; Gray, 2019; Tomlinson, 1999).

As it has been described throughout the previous subsection, AoO is a complex phenomenon that impacts teachers' choices and beliefs during teachers' training programmes and professional lives. Hence, it is crucial to proceed with an explanation of what learning to teach and teachers' beliefs entail since, and as proposed by Kubanyiova (2012), language teacher training programmes struggle when engaging student-teachers in critical analysis of their beliefs based on their previous experiences in order to modify them.

2.5 Learning to Teach and Teachers' Beliefs

Learning to teach has been defined as a 'social, contextualised, dynamic, and cognitive' process (Gebhard, 2009, p. 255) which is in constant reconstruction and transformation (Canh, 2014). Hence, teachers' cognitions and ways of thinking are present in all of their pedagogical

decisions and this represents a crucial aspect that needs to be considered when educational reforms are created and introduced. In this respect, learning to teach is seen as a mentally oriented activity which undergoes constant change, and as such, it has been of interest in the field of teachers' beliefs. According to Freeman and Richards (2002), the focus in the field of learning to teach should be on comprehending teacher learning as a phenomenon on its own and characterising the way in which student teachers learn to teach and know what to do inside the classroom. In the same regard, Feiman-Nemser (1983) suggested that the learning to teach process occurs in formal and informal settings. The scholar also claims that educators learn to teach in four different stages during their lives. Firstly, teachers go through the pre-training phase or early influences on learning to teach. Throughout this first phase, teachers are exposed to teaching and are able to observe teaching from the student's perspective. Moreover, the author proposes that this first phase of learning is extremely relevant since teachers have the tendency to maintain the beliefs and preconceptions that were formed during school years. Secondly, educators experience the preservice phase of learning to teach in which they enter teaching training programmes in order to receive formal training. Afterwards, teachers enter the induction phase of learning to teach. This phase involves the first five to seven years of teaching in which teachers build their identities as professionals. Lastly, more experienced teachers continue their learning process during the on-the-job learning phase. Feiman-Nemser (1983) concludes her study by suggesting that learning to teach in fact starts many years before teachers enter training programmes. This means that the roots of learning to teach also come from personal experiences with teachers' family, teachers, and contextual factors that are shaped by culture. In this scholar's perspective, the great majority of preservice programs fail when challenging teachers' early experiences and influences that provide unexamined models of practice. Consequently,

learning to teach is mostly influenced by informal sources of knowledge and experience which influence teachers' perceptions and beliefs about teaching (Feiman-Nemser, 1983; Gray, 2019).

In a similar manner, Korthagen (2017) claims that learning to teach processes are complex and dynamic since they are multi-dimensional in nature and often unconscious. As a result, he formulates his recognized theory *Professional development 3.0*. The author states that teachers' professional development cannot always be predicted since each individual teacher owns his/her own personal concerns, beliefs, and goals that influence the learning to teach process. Additionally, he explains that the focus in this process is not only on the relation between theory and practice, but most of all the connection with the person of the teacher and his/her *gestalts*, which are understood as all the needs, concerns, values, preferences, and behaviours that are part of each teacher's routine patterns (Korthagen et al., 2001). This means, learning to teach should not only consider theoretical aspects of teaching, but it should also take into account teachers' personal histories, beliefs, feelings, and context. Furthermore, *Professional development 3.0* copes with the challenge that teaching training programmes face when trying to modify teachers' preconceptions when claiming that "the need is to address the whole person efforts to bring about the professional learning and also that this can lead to the reframing of deeply ingrained limiting beliefs and to new and effective behaviour in the classroom" (Korthagen, 2017. P. 400). Concluding, once again, that the process of learning to teach is influenced by diverse aspects of teachers' personal histories that impact on their beliefs about teaching.

Regarding teachers' beliefs, a variety of terms have been used when referring to this construct. Pajares (1992) identified different concepts, including "beliefs", "principles", "intuitive or implicit knowledge", amongst others. Similarly, Freeman and Richards (2002)

referred to “conceptions of practice”, defined as “teachers’ mental orientation toward their actions” (p.255). Similarly, Borg (2011) suggests that beliefs correspond to tacit propositions which individuals consider as legitimate. These propositions have powerful evaluative and affective components which provide the basis for teachers’ actions, and are resistant to change (Borg, 2011). Additionally, Golombek (2009) claimed that teachers’ beliefs could be understood as personal practical knowledge (PPK) and defined it as:

Conceptions which must embody that dynamic holistic complexity resulting from teachers’ interactions between making sense of their particular teaching context and students at a particular time, the images that anchor their teaching, and the pedagogical choices they make. (p.159)

As it can be seen, teachers’ beliefs include different mental processes that reflect the complexity of teaching, and, as such, are being constantly influenced by various internal as well as external elements and social interactions as stated by the sociocultural theory (Golombek & Johnson, 2019; Vygotsky, 1978). These elements in turn will affect teachers’ thinking and are represented in the implementation of their teaching practice and their chosen teaching strategies. This latter concept will be briefly explained below.

2.6 Teaching Strategies

Since one of the main objectives of this thesis project is to identify novice teachers’ beliefs on teaching strategies, it is necessary to comprehend the theoretical foundation behind this concept. As described by Lawton and Wanska (1977), teaching strategies include all the methods that teachers use to facilitate students’ learning process while teaching established course contents with specific learning goals. Therefore, teaching strategies can be understood as a general plan in which a lesson is based on. However, this definition appears to be too broad and

it could be applied to all the fields in which teaching is involved, making the boundaries of what teaching strategies entail diffuse.

As the nature of teaching strategies is so vast and broad, this research study only considers English language teaching (ELT) strategies, more specifically, Kumaravadivelu's (1994; 2003; 2006) categorization of teaching strategies. On the one hand, the scholar addresses the concept of macrostrategies by defining them as general plans which are grounded on the empirical, pedagogical, and theoretical knowledge that teachers have towards second language teaching and learning. Thus, macrostrategies could be understood as the general guidelines in which teachers base their lessons considering students' specific context and needs. On the other hand, the author refers to microstrategies as the situation-specific classroom procedures which are designed to fulfil the goals of specific macrostrategies. This means, microstrategies are the actions and activities that teachers implement in specific situations so as to facilitate students' language learning. Furthermore, microstrategies are contextualized depending on the specific local situations of teachers and students which are influenced by the national language teaching policies, curricular objectives, resources, students' language levels, and students' needs (Birjandi & Hashamdar, 2014). Hence, this research study considers the two types of teaching strategies stated by Kumaravadilu (1994; 2003; 2006) when analysing and discussing novice teachers' beliefs on teaching strategies.

CHAPTER 3: REFERENTIAL FRAMEWORK

3.1 Introduction

As in the previous chapter the theoretical foundations in which this research study is based on were thoroughly explained, this chapter includes a brief revision of the most relevant research studies that have explored the impact of AoO on teachers' beliefs. Thus, the present chapter includes one main section that examines what other research studies have concluded when studying the connection between AoO and teachers' beliefs.

3.2 Empirical Studies on the Influence AoO on Teachers' Beliefs

As previously stated, teachers' apprenticeship of observation (AoO) corresponds to all the previous learning experiences that teachers go through as students during schooling years (Lortie, 1975). These previous experiences are based on the observations of former teachers' behaviour which are not critically analysed (Korthagen 2010). Therefore, these observations tend to become models or anti-models (Moodie, 2016) and preconceptions difficult to change (Korthagen, 2010). These preconceptions and beliefs that emerge from teachers' AoO influence their beliefs regarding teaching (Gray, 2019; Korthagen, 2010; Lortie, 1975; Moodie, 2016). In this regard, Miller (2017) examined the school memories held by 37 pre-service teachers in order to understand the impact that those memories had on their teaching. Since the scholar was also the instructor of the participants, she was also able to provide the participants spaces for sharing memories during lessons. From the data gathered throughout the development of one semester, Miller was able to conclude that pre-service teachers must identify and recognize the influence of their personal histories and also the way in which these histories shape their own beliefs about their future roles as teachers. Moreover, the author claimed that spaces for reflection and for

sharing experiences were needed for trainees to analyse their own memories from an updated perspective of their beliefs about the kind of teacher they aspired to become.

In a similar tone, Furlong (2013) aimed to comprehend the influence that life histories and AoO have on the construction of students-teachers' idealized identities. To fulfil her research objective, the scholar analysed 15 pre-service teachers' life histories and previous experiences through the use of semi-structured interviews and questionnaires. Furlong was able to discover that trainees seemed to suffer from a "push and pull" syndrome (p.79). According to the scholar, this syndrome represents the conflict between novice teachers' beliefs regarding their idealized identities and "...the traditional more modern teacher archetypes who were rigid, didactic and very evidently in control" (p.79). Furthermore, Furlong (2013) stated that this syndrome seemed to be grounded on participants' atypical previous experiences and their AoO. To sum up, Furlong (2013) concluded that AoO is a problematic phenomenon due to the tenacity and pervasive effects that it has on student-teachers' lay theories and beliefs. Hence, teachers' desired identities were formed without a proper understanding of educational theories or pedagogical principles.

Similarly, Miller and Shifflet (2016) sought to understand the influence of pre-service teachers' recollection of school memories, and how those memories may guide their future professional identities. The researchers studied 69 pre-service teachers at an American teacher training program by analysing their writing activities. These writing activities contained a short writing prompt about a school memory at the beginning of the semester, and written posts on a blog which consisted of revisiting their initial memories at the end of the semester. Miller and Shifflet were able to discover that pre-service teachers' ideal selves and identity were in fact influenced by their previous experiences as learners. Furthermore, it was found that trainees held different beliefs on how teaching should be, and those beliefs were claimed to be extremely

strong due to the emotional and experiential factors in which they were based on. Moreover, the scholars stated that most pre-service teachers remembered a schoolteacher as a model to replicate while teaching their lessons. However, other participants also identified teachers who were considered as anti-models and examples of what not to do because of their negative attitudes towards students, humiliating behaviour, poor classroom management techniques, amongst other negative aspects. Moreover, it was argued that both types of teachers (models and anti-models) influenced how pre-service teachers visualized themselves as future teachers. Additionally, Miller and Shifflet remarked that their participants were reluctant to use proven effective teaching techniques if an anti-model used it with them. Conversely, they were willing to replicate activities, techniques, and methodologies that might not be adequate since their model teachers used them when teaching. Hence, the scholars concluded that both cases were extremely relevant since pre-service teachers seemed to leave aside the theories and content taught during teaching training programs, and to replicate what was effective and emotionally relevant for them.

Another relevant research study that referred to model and anti-models was conducted by Moodie (2016). The scholar aimed to study the previous experiences that pre-service teachers went through as students on the Korean public educational system. The participants of the study were 2 pre-service teachers and 2 in-service teachers. In order to gather data, the scholar used narrative frames and semi-structured interviews. From the data analysis, Moodie was able to comprehend that the participants mostly held negative memories from their schooling years. These negative memories motivated pre-service and in-service teachers not to replicate their previous schooling experiences since their previous experiences were related to more traditional approaches while teachers' goal was to teach student-centered and communicative lessons. This phenomenon was coined by the author as "Anti-apprenticeship of observation". Anti-

apprenticeship of observation was defined as the teachers' desire to step away from their schoolteachers' model and to teach their lessons in a different way. The researcher was able to conclude that Anti-Apprenticeship of observation forced both pre-service and in-service teachers to draw knowledge from other sources that facilitate communicative lessons as the medium of instruction.

When considering both AoO (Lortie, 1975) and Anti-Aoo (Moodie, 2016), it was possible to find one Chilean research study that aimed to explore the influence of previous learning experiences on teachers' beliefs. Cancino, Durán, and Solorza (2020) examined the AoO of eight EFL pre-service teachers and its influence on their beliefs regarding teaching. To gather data, the authors also used narrative frames and semi-structured interviews. The scholars were able to discover that participants were influenced by both their positive and negative previous language learning experiences. These previous experiences led pre-service teachers to replicate and/or avoid these schoolteachers' practices. Moreover, pre-service teachers appeared to be also influenced by their contexts and personal opinions regarding teaching. Due to the participants' both positive and negative experiences, they could not be regarded as displaying strong AoO or Anti-AoO. Hence, the authors coined the term "Blended Apprenticeship of Observation". This term was defined as the influence of both AoO and Anti-Aoo, and the influence of contextual factors and personal opinions that also influence their beliefs regarding teaching. Cancino, Durán, and Solorza (2020) were not only able to conclude that previous experiences indeed influence pre-service teachers' beliefs, but also, they were influenced by contextual factors and subjective opinions which were not based on updated theories taught in language teaching programs. Thus, the authors claimed that teaching training programs could

benefit from raising student-teachers' awareness by reflecting on the connection between their previous learning experiences and updated perspectives regarding teaching and learning.

As can be noticed, most research studies that explore the influence of AoO on teachers' beliefs have analysed pre-service teachers who are in the process of learning how to become a teacher (Koellner & Greenblatt, 2018). However, a few empirical studies have aimed to investigate this same phenomenon on novice teachers who have received a certification and are already teaching inside a classroom (Koellner & Greenblatt, 2018). For instance, when aiming to investigate the impact of past schooling experiences and initial teacher education on the work of novice teachers, Ruohotie-Lythy and Kaikkonen (2009) analysed the past schooling experiences of 6 beginning teachers. In order to gather data, the scholars administered semi-structured interviews and narrative frames. From the analysis of the data gathered, Ruohotie-Lythy and Kaikkonen were able to confirm that novice teachers' school experiences have a relevant role when constructing practical knowledge during the first years of teaching experience. In fact, these previous experiences influence teachers' teaching practice since novice teachers tended not to apply the updated theories taught in teaching training programs. This tendency was claimed to be based on teachers' first years of teaching and their previous learning experiences as students. Furthermore, the authors stated that part of novice teachers' previous experiences were unconsciously held and difficult to express using words. Even though these experiences were unconsciously held, they still impacted on beginning language teachers' teaching practices. Therefore, Ruohotie-Lythy and Kaikkonen (2009) were able to conclude that teachers' objectives were not congruent with their actual teaching practice. Furthermore, it was claimed that the ability of novice teachers to properly use the knowledge learnt during teaching training programs depended on teachers' ability to self-reflect. According to the

authors, that is reason why reflection exercises appeared to be crucial when analysing teachers' previous experiences and beliefs.

In a similar manner, Gray (2019) sought to explore the different factors that influence first-year teachers' decisions regarding classroom management systems and how closely novice teachers' classroom management systems align with their previous experiences. In order to fulfil this objective, the researcher administered semi-scripted interviews and carried out classroom observations with 10 novice teachers. Gray (2019) was able to find out that all novice teachers were able to remember some elements of classroom management that they were exposed to during their elementary school years. The researcher was surprised that participants' memories were mostly negative experiences. However, the results of Gray's study indicated that despite participants desire to differ from their negative models and negative memories, many novice teachers still imitate the same classroom management systems to which they were exposed to. Furthermore, Gray (2019) concluded that the classroom management systems implemented by the participants were a combination of both previous schooling experiences, and the contents taught in their teaching training programs.

From the revision of the presented research studies, it is safe to conclude that previous research on the field of AoO has mostly focused on the study of pre-service teachers' and not on novice teachers' beliefs. Moreover, it can be noted that various research studies have been conducted regarding teachers' beliefs about teaching and learning, teachers' identity, teachers' cognition, however literature on the influence of AoO on teachers' beliefs regarding teaching strategies is scarce. Hence, this research study also aims to fulfil these research gaps.

CHAPTER 4: METHODOLOGY

4.1 Introduction

To begin with, it has to be noted that this research was conducted as part of a larger research project which aimed to explore the phenomenon of AoO and its influence on novice English teachers' beliefs and practices concerning language teaching and learning. In order to comprehend the impact that AoO has on novice English teachers' beliefs regarding teaching strategies, this research study takes a socio-cultural stance (Johnson & Golombek, 2016; Vygotsky, 1978). This research study followed a qualitative research design by means of a multiple-case study approach (Stake, 2005) and it aimed to provide answers to the following research questions:

1. What beliefs do novice English teachers hold on teaching strategies?
2. What previous language learning experiences have influenced novice English teachers' beliefs on teaching strategies?
3. In what ways do novice English teachers' beliefs regarding teaching strategies have been influenced by their prior language learning experiences?

Throughout this chapter, the methodology of this study is divided into six sections. First of all, the selection of the research design is explained. Then, a detailed description of the participants involved in the study and their context is presented. Next, the instruments administered are described. After presenting the research instruments, the procedures of data gathering followed in this study and the subsequent process of data analysis are described. Lastly, the ethical considerations of the study are addressed.

4.2 Research design

Apprenticeship of observation has been described as the thousands of hours that teachers spent inside the classroom as students (Lortie, 1975). Since the nature of this phenomenon is grounded on what teachers think, know, do, feel, believe, and have previously experienced, a qualitative research design by means of a multiple case-study was implemented (Moodie, 2016). According to Dörnyei (2007), when following a qualitative research design, the researcher is able to comprehend the experiences, personal beliefs, and opinions of participants. Therefore, by following this research design, it was possible to analyse and understand the complex relation between the participants' personal previous experiences and their teaching beliefs about teaching strategies. As Stake (2005) claimed, multiple-case studies provide a holistic understanding of a phenomenon while taking into account real-life contexts in which the participants are involved. Furthermore, it has been stated that multiple-case studies are capable of illustrating the complexity of a certain phenomenon (Stake, 2005). Following such design, an initial instrument (questionnaire) was used to elicit preliminary data to then implement a second instrument (interview) which allowed the researchers to deepen into the data already collected.

4.3 Context of the study and Participants

In order to understand how AoO influences novice English teachers' beliefs regarding teaching strategies, a non-random sample technique by means of a purposive sampling was followed. As stated by Bernard (2017), purposive sampling allows the researchers to select the participants who possess the availability, willingness to participate, and the ability to effectively communicate experiences and thoughts in a reflective and expressive manner. This sampling technique enables the researchers to set the parameters of what they determined to be relevant for the objectives of the study and, therefore, to select the population that can provide the most

suitable data by virtue of their knowledge and experience (Bernard, 2017; Etikan, Musa, & Alkassim, 2016). With the purpose of identifying the population of this study, an online survey was sent to different novice teachers of English while following a snowball sampling technique (Goodman, 1961). Nevertheless, some of them partially completed the instrument. As a result, a total of 34 teachers, who provided complete responses to the survey, were selected to participate in the study. From these 34 novice English teachers, a total of 18 were selected due to their willingness to continue participating in the study, and their abilities to effectively communicate their previous language learning experiences and thoughts (Bernard, 2017). However, from the total population of the larger study, only 5 novice teachers were considered for this thesis project. The rationale behind this decision has to do with the fact that, as stated by Baxter and Jack (2008), a multiple case study allows researchers to explore differences between cases since comparisons can be made. Additionally, by carefully selecting the most representative participants, it is possible to draw more significant conclusions and to anticipate similar results in other cases (Yin, 2003). These 5 novice teachers at the time of data collection were working in schools from different contexts: Public, subsidized, and private. Thus, as table 1 demonstrates the final population sample consisted of 5 novice English teachers, 4 female and 1 male whose age ranged between 23 and 35 years old. The time they had been teaching ranged from three months to two years of working experience.

Table 1*Participants' information.*

<i>Pseudonym</i>	<i>Working experience</i>	<i>Type of school</i>
Vanessa	2 years	Private
Emilia	2 years	Private
Francisca	4 months	Subsidized
Andrés	3 months	Private
Ignacia	3 months	Public

4.4 Data collection instruments

In view of the exploratory-descriptive nature of the larger study, qualitative methods of inquiry needed to be followed in order to investigate teachers' mental processes as they are reflected in their beliefs and own practices (Borg, 2009). However, in its initial phase, the study included a quantitative component within the first instrument administration which consisted of an online survey. According to Dörnyei (2016), when applying an initial questionnaire in the study design researchers can systematically select participants with specific traits for a qualitative phase. A second instrument was used, semi-structured interviews, which aimed to obtain further details, information, and descriptions of participants' previous experiences. In the following sub-sections, each instrument will be described.

4.4.1 Online survey

Firstly, English teachers working in the Metropolitan Region were sent and asked to complete an online survey on the SurveyGizmo platform. As previously mentioned, this instrument served as an initial data collection instrument which included two different sections, the first one being a close-ended agreement scale that aimed to identify the beliefs about teaching and learning that novice teachers held. This first section of the survey was adapted from Brown's (2009) questionnaire about beliefs about teaching and learning English. Brown (2009) claimed

that the administration of a close-ended questionnaire facilitates the interpretation of the data obtained and the comparison between larger-scale projects. Despite the fact that Brown (2009) suggests applying this type of instrument mostly in quantitative research studies, the questionnaire, in this case, aimed to provide a general idea of the most common beliefs held by the participants regarding teaching strategies. Additionally, the survey included an open-ended section composed of seven narrative frames (See Appendix 3) which were taken from Moodie (2016). This last section of the initial research stage aimed to elicit the novice English teachers' most relevant previous learning experiences they could recall in a narrative format. It has been stated that this type of research instrument captures teachers' personal perspectives about teaching and learning since it facilitates the understanding and documentation of "teachers' ways of knowing" (Johnson, 2006. p.242). As claimed by Johnson (2006), narrative frames allow researchers to uncover teachers' interpretations of their previous experiences and the teaching activities in which they engage. Thus, the online survey served as an initial step to identify the beliefs held by novice English teachers towards teaching strategies and their previous language learning experiences as learners. The data gathered by the administration of this instrument was then used to design the semi-structured interviews which were administered to the total population. Nevertheless, for this particular research study, only participants' responses to the narrative frames were considered for the analysis.

4.4.2 Semi-structured interviews

Once preliminary data of these teachers' AoO and beliefs regarding teaching strategies had been elicited through the initial instrument, semi-structured interviews were designed (See Appendix 4). The purpose of this instrument was to confirm preliminary connections between participants' AoO and their beliefs. Additionally, semi-structured interviews aimed to clarify

apparent contradictions presented in teachers' responses and to give participants an instance to recall, reflect, and further analyze their AoO. Hence, the data obtained from the first instrument served as the basis for designing each semi-structured interview individually. Therefore, each semi-structured interview uniquely matched each participant's previous language learning experiences as reflected in their school and/or university memories. According to McDonough and McDonough (1997), semi-structured interviews allow participants to give different and flexible answers, while at the same time it provides the researchers a certain amount of control of the focus of the questions and answers given by the participants. Furthermore, it has been suggested that this type of instrument works best for cases where the researcher has a good understanding of the phenomenon and is able to develop broad questions that will not involve control over the questions (Dörnyei, 2016). Hence, these 60-minute semi-structured interviews enabled the researchers to confirm the beliefs preliminary identified through online surveys. Finally, this instrument provided the opportunity for participants to further develop the previous experiences mentioned in the online survey and to add relevant details to them.

4.5 Data collection procedures

In order to collect data, the online survey was piloted before its administration to the population of the study. A number of peer researchers and English teachers completed the online survey and provided comments and feedback. Based on the feedback received, the instrument was improved. A minimum of words was included to restrict the length of the answers since some teachers in the pilot provided very short answers in the narrative frames which did not provide enough information for the subsequent design of the interviews. After making these modifications, various teaching training programs within the Metropolitan region were contacted to promote the project and to share the survey's link with their former students.

As previously mentioned, the data gathered from this initial instrument served to identify preliminary connections, to clarify contradictions, and to further analyse participants' AoO. Then, with that information, it was possible to design each teacher's 60-minute interview. Each semi-structured interview was audio-recorded and then transcribed for later analysis.

4.6 Data analysis

For the purpose of analysing the data gathered through the administration of both instruments, theme analysis appeared as the most suitable method. According to Braun and Clarke (2006), theme analysis is a method of data analysis which helps the researcher to identify and report themes and patterns embedded within data. Moreover, these authors claim that the analysis provided by the implementation of this method is purely qualitative, detailed, and thorough. Hence, this method provides a deep understanding of the phenomenon under study. Taking this into consideration, a meticulous process of revising and revisiting data was carried out during the first stage of the analysis, allowing the researcher to get familiarized with the data and to draw preliminary conclusions, ideas, and thoughts. Thus, it was possible to classify data into main themes and codes (Creswell & Poth, 2018). Next, themes were revised and labelled (Braun & Clarke, 2006). It has to be noted that theme analysis also takes into consideration the participants' context which leads the researcher to a better understanding of participants' answers within their specific context (Joffe & Yardley, 2004; Vaismoradi, Turunen, & Bondas, 2013). This particular quality of theme analysis closely coincides with the socio-cultural stance in which this research study is based on. As proposed by Johnson and Golombek (2016), humans could be understood as actors in and on social interactions which are embedded in specific contexts within larger socio-cultural histories and culture. Thereby, by adopting this method of analysis, it was

possible to meet the objectives of the research study while maintaining a socio-cultural stance of data discussion.

4.7 Ethical Considerations and trustworthiness

All the participants involved in this research study were previously and properly informed about the purpose and objectives of each of the research instruments that were administered. Also, all participants were informed about the conditions and implications of their involvement in the study through a consent form. Participants were asked to sign it, if agreeing to participate in the study (See Appendices 1 and 2) (Guba & Lincoln, 1994). The names and personal information of each participant will not be provided by any means and will remain unknown. Consequently, each participant was given a pseudonym when directly referring to them in any publication.

In order to ensure the trustworthiness of the study, Guba and Lincoln's (1994) suggestions regarding data triangulation and peer debriefing were followed. Data triangulation is understood as the process of using multiple research instruments to draw conclusions (Casey & Murphy, 2009). In this regard, data triangulation was accomplished by the administration of two different data-gathering instruments, providing varied sources that helped researchers to gain a comprehensive view of the research topic (Cope, 2014). To guarantee the credibility of the results obtained in the study, the results and general conclusions obtained from the data analysis were peer debriefed by other colleagues and researchers who checked and revised them (Morrow, 2005). Thus, the study's trustworthiness and credibility were ensured.

CHAPTER 5: FINDINGS AND DISCUSSION

5.1 Introduction

Through the analysis of the data gathered, the main goal of this research study, which was to understand how previous learning experiences influence novice English teachers' beliefs on teaching strategies, was met. through the analysis of the 5 cases considered for this thesis project, it was possible to confirm that teachers' stated beliefs related to teaching strategies were in fact influenced by their AoO.

This chapter aims to present the analysis of these results and to provide a discussion on the influence that teachers' previous learning experiences have on their stated beliefs. In order to fulfill this objective, the chapter includes one main section that addresses the most relevant themes obtained from the data analysed: Teachers' stated beliefs on teaching strategies as influenced by their previous learning experiences. To better illustrate this theme, extracts from particular participants are included and discussed considering both narrative frames and semi-structured interviews. Finally, due to the stance in which this study is based on, a specific sociocultural discussion section is included.

5.2 Teachers' stated beliefs on teaching strategies as influenced by their previous learning experiences

When analysing the data gathered, it was possible to remark that the participants expressed their desire to both imitate and reject previous teaching models. Participants' propensity to imitate or reject former teaching models were related to the positive and negative feelings associated with their previous experiences. In general, the five novice teachers claimed that Communicative Language Teaching (Richards, 2006; Savignon, 1991) strategies were the

most suitable ones when teaching English to their students. Hence, the following sub-section presents and discusses the three main CLT-related beliefs stated by the participants.

5.2.1 Preference for communicative language teaching

As mentioned above, the participants of this research study expressed their preference towards CLT since they consider it as the most appropriate teaching approach for teaching their lessons. This idea has firm roots on both their negative and positive previous learning experiences as learners during school and university years. Their communicative teaching orientation goes in line with the stance of the Ministry of Education (MoE) regarding the teaching of EFL. According to the MoE (2013), communication is key when being part of the globalized world, economic development, diplomacy, science, academia, and tourism. Since the focus of language teaching should be on the development of skills that master communication, teachers aspire to implement CLT teaching strategies inside the classroom. This inclination towards implementing CLT teaching strategies could also be found in participants' answers as their beliefs closely related to three main aspects of CLT: Teaching dynamic lessons, contextualizing teaching materials and resources, and building positive student-teacher relationships. These aspects were closely related with the six CLT principles proposed by Richards (2006, p.13) that guide teachers when taking CLT as their preferred teaching approach:

1. Make real communication the focus of language learning.
2. Provide opportunities for learners to experiment and try out what they know.
3. Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence.
4. Provide opportunities for learners to develop both accuracy and fluency.

5. Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.

6. Let students induce or discover grammar rules.

Thus, the present subsection is divided into three sub-themes. Firstly, teachers' beliefs on dynamic lessons are explored. Then, this subsection continues with participants' perceptions on the importance of contextualized teaching materials and resources. Lastly, teachers' emphasis on the construction of positive teacher-student relationships is presented.

5.2.1.1 Teaching Dynamic Lessons. The five participants of this research study roundly agreed on the importance of teaching dynamic English lessons. According to the participants, a dynamic lesson is a place in which students are allowed to use the language through varied productive tasks such as presentations, debates, discussions, projects, amongst others. Also, a dynamic lesson is an instance when students can use the language while being engaged in interaction and meaningful communication with their peers and teachers, facilitating language learning (Richards & Rogers, 2001; Richards, 2006). In their perspective, dynamic lessons are crucial when teaching EFL because they are able to engage students in the lesson and the contents studied. Therefore, when taking into account participants' definitions of dynamic lessons, it can be argued that they consider teaching dynamic lessons as a macrostrategy (Kumaravadivelu, 1994; 2006) which aims to foster students' language learning development.

Teachers demonstrated to hold this belief due to their own experiences as students during school or university years. For example, Vanessa, who at the moment of data gathering, was a novice teacher of English working in a private school in Santiago, she stated that during her school years she was exposed to rather traditional lessons which lacked production of the language. However, she was given the opportunity to take English lessons for a five-year period

at an English institute where she was able to learn the language by being exposed to communicative-based lessons. She recalled these five years of experience as her best memories of English lessons since she was not only able to use the language but also to feel challenged while learning it. She referred to this experience as:

“[...]I could understand the language and after four years, I was able to speak in English with a solid grammatical knowledge. I remember how dynamic lessons were in comparison to what I was exposed to at school.” (Narrative frames)

From the excerpt above it can be seen that Vanessa associated positive feelings to her experience as a student in the English institute. As Vanessa was exposed to more traditional methodologies at school, her experience at the English institute was significant for her due to the dynamic nature of those lessons. In this regard, she further elaborated on what dynamic lessons were in her perspective:

“What I remember from those lessons [...] It was fun because we did projects during the lesson [...] I don't know, they [teachers] gave us color cardboard and we had to do some research about a topic. Let's say, in half an hour and then we had to do a presentation about that topic. So, it was very active...” (Interview)

Then, she continued by adding:

“...Teachers were also very active, they always came out with something new, with videos, or something that motivated us”. (Interview)

These extracts from Vanessa's interview demonstrated that her lessons were meaningful for her since she remembered them as fun and even to that day, she remembered specific activities and microstrategies (Kumaravadivelu 1994; 2006). This might suggest, once again, that her previous experiences might be a factor which influenced her teaching beliefs on how lessons

and teachers should be and what teaching strategies were more engaging and fun while learning EFL. In fact, Vanessa was able to reflect on the impact that her AoO may have on her beliefs about teaching:

“I think that the institute helped me to reassure that I wanted to be a teacher. I always wanted to be a teacher [...] but I didn’t know what to teach. So, when I started to like the language because I was able to understand it [...] I understood the language at such a level that I was able to explain it to other people. So, I think that was the impact that it [the institute] had. Apart from those positive experiences that I had inside the classroom, and the materials and resources, which were completely different to what I was exposed to at school...” (Interview)

Vanessa was able to reflect on her previous learning experiences as a relevant source of positive memories and models on what and how English lessons should be taught. However, from what she later commented, Vanessa was not able to recognize the influence that her AoO had on her beliefs on teaching strategies. When asked whether she believed that those positive learning experiences at the English institute influenced her teaching beliefs, she stated that her beliefs on teaching strategies were mostly influenced by the content and theory provided in the teaching training program at the university, not by her learning experiences in the institute.

“No, I think that it was afterwards during university because I wasn’t conscious of how to teach [during school years]. But, I do remember that I enjoyed the lessons, but I didn’t know how teachers should teach [...]but what influenced my beliefs the most was university... It influenced me a lot the contents that we learnt at university [...]”
(Interview)

Even though she claimed that university and the content taught during those years influenced her the most, it is possible to suggest that her previous experiences in the institute appeared to be so positive and meaningful for her that they served as a model influencing her ideas of how dynamic and meaningful lessons should be. This can be proposed based on the frequent comments that Vanessa made on her narrative frames and semi-structured interview highlighting those previous experiences as her most positive and memorable learning experiences as a student.

In a similar tone, when asked about her most memorable learning experiences, Emilia, who was a novice EFL teacher also working in a private school in the Metropolitan area, recalled two different instances. First, she remembered her experiences during elementary school and then she recalled her memories of her experience at her teaching training program at the university. Emilia remembered her English elementary lessons as being dynamic and in which she was engaged in various playful activities when learning the language. Additionally, her most remembered lessons from the teaching training program were described as positive and meaningful since she commented:

“ ... I was lucky to have teachers who shared their knowledge and taught me through dynamic and different methodologies”. (Narrative frames)

Later on, she added that her best memories of English lessons were related to:

“ [...] the songs and games with which I learnt the language and [which] caught my attention. My best memories from higher education were related to learning how to debate about different topics in English. Even though it was hard, I found a greater sense of the language once I was able to use it when speaking about controversial topics.”
(Narrative frames)

In Emilia's perspective, dynamic lessons were instances in which she was exposed to different teaching strategies, materials, and resources, and moments in which she was able to put language into practice while engaging in communication at the moment of sharing her ideas about different topics. Throughout the interview, she further developed this belief when mentioning:

“A dynamic lesson, what I wanted to say is that [during elementary school] we used to make and build things with your hands a lot, for example. In the end, when you are in elementary school, at least in my experience, I felt like I was playing [...] By dynamic, I mean the teacher who taught [the lesson] was like an actress, she was a character who sang and made you move your head, shoulders, knees and toes. She didn't want you to remain seated, looking at the white board and writing. That's what I mean by dynamic.”

(Interview)

Emilia referred to dynamic lessons as instances in which the learning process is implicit since students do not realize that they are learning since they engage in different types of activities which foster body movement and students' participation. These dynamic lessons diverged from the more traditional aspects of lessons which include looking at the whiteboard, remaining seated, and taking notes. Furthermore, Emilia claimed that students inside a dynamic lesson are exposed to teachers who take on different characters in order to engage students with the content. In this regard, Emilia also reflected on what a dynamic teacher does in order to make lessons dynamic by saying:

“ [A dynamic teacher] uses different teaching strategies so that children move and play. I don't know, it's like in five minutes we play hot potato and we throw something and we say many things in English. I don't know, someone who shows you a video that makes you think. Not the one who bases his lesson on the book. The one who uses the book and

doesn't move from his desk. A dynamic teacher monitors, walks around the groups, observes, [and] makes jokes now and then, like a human being..." (Interview)

The way Emilia described the role of her former schooling teachers when being exposed to dynamic lessons closely relates to what Richards (2006) stated as the role of CLT teachers. According to the scholar, the CLT teacher is a facilitator of language and not the source of all knowledge. The CLT teacher monitors, walks around, and shares ideas with his students while they learn. When reading the extract above, it is possible to suggest that Emilia's CLT-related beliefs might be rooted in her positive previous experiences that were related to learning the language by playing games, using her body, watching engaging videos, amongst other dynamic activities and microstrategies.

Also, Emilia remembered specific micro teaching strategies and activities to what she was exposed to during the teacher training program. During her interview she further developed on an idea mentioned in the narrative frames. In this instrument, she wrote that her best memories of English lessons at the teacher training program were related to debates. She stated that debates and teachers' questions that fostered critical thinking were meaningful for her by explaining:

"It [debating] expands my vocabulary. [debates] make me think in another language. And thinking in English is something very hard to accomplish. I mean, one thing is to be able to think in Spanish or to translate [ideas] in your head and you end up saying things in an awful way. [...] So, these debate-related activities, [for example] when discussing different topics. I don't know. Discussing about slaves in the United States or whatever [topic], it expands your vocabulary and being able to express what you really feel [towards that topic] using the language, for me, it's priceless." (Interview)

As Emilia stated, debate-related activities and microstrategies made her expand her vocabulary when engaging in the oral expression of ideas about contingent topics with her teachers and classmates. For her, this experience was so meaningful that she finished her idea using the word “*priceless*”. Thus, it can be claimed that in her perspective debating can be used as an effective teaching strategy to foster meaningful communication and to expand students’ vocabulary while developing their speaking skills. Additionally, it can be argued that this belief towards this teaching strategy was influenced by her previous experiences at the teacher training program. As a matter of fact, throughout the development of the interview she further described her experience with debate-related micro teaching strategies during her years at superior education by stating:

“During university years, I think that many teachers, the great majority, told us that we were learning the language to communicate, to say whatever we want, not only to say where we live, or how to get to the chemists or how to complete a worksheet. They used pictures, I don’t know, a circus with animals [...] [teachers asked] “What do you think?” Like being able to discuss using another language I think is very difficult. [...] It’s being able to use the language, whenever I want, in the context that I want [...] The language made sense to me. I mean, this language helps me to communicate with whoever I want, whatever I want, with any person in any part of the world. [...] I can travel around the world and discuss different topics that are happening in the Middle East, or that are happening in Chile, I can say it in English. For me, that makes sense...” (Interview)

Emilia placed great emphasis on how meaningful debate-related teaching strategies were for her. She commented that debates not only helped her to expand her vocabulary, but also helped her to make sense of the language. Therefore, the use of these types of micro teaching

strategies during her previous learning experiences might have influenced her beliefs on the meaning and purpose of learning and teaching the language. This influence could be noticed when she described her previous teachers as models who influenced her beliefs about teaching strategies. Moreover, when she was asked if she replicated her teachers' teaching strategies with her own students, she answered:

“As a teacher, yes. I mean [...] I teach the little ones. I haven't taught high school students yet. [...] We have to read a short story about animals in the jungle. I also try to ask them “Where have you seen these animals?” “I saw them in the zoo” [students answer] “Do you think that they belong in the zoo?” [teacher continues asking] Or where are those animals from, I try to make them [critically] think [...].” (Interview)

Emilia's previous exposure to dynamic lessons and debate-related microstrategies was so meaningful for her that she tried to replicate debate-related strategies with her own students. Despite the age or course level of her students, she still aimed to develop students' critical thinking and speaking skills when asking critical questions about different contingent topics.

Throughout the development of the present sub-theme, the cases of two participants were discussed. Vanessa and Emilia demonstrated to be influenced by her previous experiences. In Vanessa's case, her most memorable previous language learning experiences were CLT-related, and her memories were so influential that she was able to form beliefs about how teachers should teach and how EFL teaching should be. However, it could be argued that Vanessa was not able to recognize how influential her previous experiences were since she did not effectively reflect on her previous experiences. In this regard, Ruohotie-Lythy and Kaikkonen (2009) proposed that the influence of previous experiences is unconscious since teachers do not engage in the process of reflection of their previous learning experiences during their teaching training programs. In

the same tone, Kettle and Sellars (1996) claimed that the process of reflection can be understood as the returning to the lived experiences and the analysis of them in a new context. Additionally, it has been stated that reflection is a crucial process for teachers to understand their practical knowledge and to critically analyze their learning process (Kettle & Sellars, 1996). The importance of engaging in the process of reflection is grounded on the fact that reflection allows teachers to become aware of their motives, feelings, knowledge, and previous experiences that affect their teaching choices (Golombek, 2016). Hence, it is necessary for teachers to reflect on their previous experiences in order to identify and recognize the importance of those unconsciously held previous experiences and their effects on their beliefs and teaching choices (Golombek & Doran, 2014; Gray, 2019; Ruohotie-Lythy & Kaikkonen, 2009). Despite Vanessa's possible unawareness regarding her AoO, it can be proposed that her previous experiences did influence her beliefs on teaching strategies. This can be noticed due to the constant references that Vanessa made in both data collection instruments regarding her most remarkable and positive learning experiences as a student.

Regarding Emilia's case, her previous learning experiences during elementary school were so dynamic and meaningful that she did not realize that she was learning because she engaged in different activities that fostered language learning implicitly (Dörnyei, 2013). Also, in the course of the teacher training program, her most memorable experiences were related to the exposure to debate-related micro teaching strategies that helped her to learn the language and provided a model in which her beliefs regarding teaching strategies might be rooted. These findings came to add an updated perspective of the influence of AoO and to confirm what has been stated in previous research studies regarding the importance of AoO. For instance, Gray (2019), who aimed to discover the influence of AoO on teachers' classroom management

systems, claimed that the influence of previous learning experiences results on imitative teaching. This means, teachers imitate their previous experiences without reflecting on them during their teaching training programs (Gray, 2019). In a similar tone, Miller and Shifflet (2016) attempted to analyze the future identities of preservice teachers and to investigate if those identities were affected by their previous experiences. In their study, the researchers were able to identify that students' ideal identities were in fact informed by their previous experiences. Therefore, literature supports the great influence that previous learning experiences have on varied areas such teachers' beliefs, teacher cognition, teacher identity, amongst others. Hence, it can be suggested that Emilia's case is another example of how influential previous experiences can be. In her case, her AoO was so relevant that influenced her beliefs on how English lessons should be and what teaching strategies would help her to achieve her teaching goals.

Considering the results previously presented, it can be argued that previous CLT-based lessons that aimed to engage students in meaningful communication with teachers and classmates ended up being so memorable and meaningful for the participants that these experiences influenced their beliefs on the macro and micro teaching strategies they favour in their practice. However, dynamic lessons were not the only aspect that influenced participants' beliefs on teaching strategies. The following sub-theme presents participants' perceptions on the importance of contextualized teaching materials and resources.

5.2.1.2 Contextualized Teaching Materials and Resources. Three of the five novice teachers who participated in this research project stated their beliefs towards the importance of using contextualized teaching materials and resources when teaching EFL to their students. Vanessa, Ignacia, and Andrés considered that coursebooks, materials, and any teaching resource used when teaching should be contextualized considering students' interests, age, language level,

context, amongst other personal aspects. Teachers' beliefs on contextualized teaching materials and resources go in line with what Richards (2006) proposed in his booklet *Communicative Language Today*. The scholar claims that "meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging" (p. 22). This means that for students to learn and produce the language, they need to be exposed to teaching materials that include contents which are meaningful, true, and engaging for them. Therefore, in the present research study, the contextualization of teaching materials is understood as a macro teaching strategy that aims to develop students' productive skills, language proficiency, and language knowledge. As the contextualization of teaching materials is a central aspect of CLT, the participants' beliefs towards this macro teaching strategy demonstrated their aim to implement it in their lessons. Moreover, when considering the participants' answers towards the influence of their previous experiences on their beliefs, it was possible, once again, to find a connection between these two aspects. In this regard, since the cases of Ignacia and Andrés were the most representative cases, excerpts from their online survey and semi-structured interviews are presented and discussed.

Ignacia is a novice English teacher who at the time of the data collection was working in a public school in Santiago. Throughout the analysis of Ignacia's narrative frames and semi-structured interview, it was possible to notice that she strongly believed in the importance of contextualized teaching materials and resources since she began stating that her most successful experiences inside the EFL classroom were related to:

"I believe that my success when teaching lessons is related to my disposition and patience with the students, to contextualize my teaching and relate it to their [students]"

daily lives and things that interest them such as games, movies, and music. It has been of great help to achieve learning goals...” (Narrative frames)

As it can be seen, Ignacia stated that her success when teaching English lessons was based on her patience with her students and the contextualization of her teaching. Moreover, she added that the contextualization is made based on students’ lives and personal interests, thus showing a CLT orientation. Ignacia was asked to further develop on this idea. To what she added

“For example, to my students [...], I give them context of interesting things that are interesting for me too. For example, [...] I make them think about a movie. For instance, to my eighth graders [...] I’m teaching them future tense. [Ignacia asks her students] “Have you watched Back to the Future?” [students answer to her] Yes. Ok, so in this part [...] I show them extracts of movies, things that are related with the future tense. I make them watch Black Mirror that is rather shocking, but they are old enough. [...] as to raise awareness too, I try not only to teach English but also to teach them that we need to do something as humanity, to take care of the planet. I don’t know...” (Interview)

According to what Ignacia reported, she contextualized the content by engaging students in the discussion of different movies’ extracts. As she mentioned when being interviewed, she was currently teaching future tense and in order to engage students with the topic, she related the grammatical content with the movie “Back to Future” and the TV show “Black Mirror”. Furthermore, Ignacia claimed that in her perspective, the contextualization of materials also helped her to teach her students not only the language, but also social values. Later, Ignacia explained why she believed that the contextualization of the content and materials is relevant in the process of teaching and learning EFL by saying:

“I mean, contextualizing [content] to interesting topics is purely about having them [students] engaged [in the lesson] and to make them interested [in learning]. Maybe they won’t learn the language, but they will acquire other things, that are related to being conscious as a person.” (Interview)

As previously stated, Ignacia considered the contextualization of content and materials as an important macro teaching strategy that helped students to not only engage with the content studied, but also to develop students’ social values. In this regard, Ignacia was requested to further reflect on what previous experience may have influenced this belief:

“I got this from the teacher who worked with my students before. [...] He went to England to study and he recommended me [to substitute him] because I was the best practicum student he had. [...] And I try to maintain the same [strategy] that he implemented...” (Interview)

Ignacia explained that this belief was shaped by her previous experiences as a student-teacher who was exposed to the model of a mentor teacher. Therefore, it can be suggested that such previous experience as a student-teacher during one of her practicums influenced her beliefs regarding the use of contextualized teaching materials and resources as a useful macro teaching strategy inside the EFL classroom. This can be suggested since Ignacia mostly observed what the teacher did with students and replicated his teaching strategies. In order to corroborate this information Ignacia was asked if the teacher contextualized his lessons to what she stated:

“Yes, he taught his lessons in that way.”

Hence, it can be argued that once again past learning experiences in fact influence teachers’ beliefs on teaching strategies. However, Ignacia previously stated that the theory she received in the teaching training program also influenced her beliefs on the contextualization of teaching

materials. In order to clarify this contradiction between theory and her experience during her practicum, she was asked once again whether the theory taught at the teacher training program influenced her or not. She answered:

“Oh, yes! During university, they [teacher educators] always emphasized that we [teachers] needed to contextualize content otherwise we teach useless things. We always need to consider the context and need to have a clear objective. Right? That your context is coherent with your [teaching] objective [...]” (Interview)

Due to the fact that Ignacia also recognized the influence that the theoretical basis of what she was exposed to as a pre-service teacher had on her beliefs on teaching strategies. It can be suggested that Ignacia’s learning experiences throughout the different stages of the teacher training program influenced her beliefs on the contextualization of materials and resources. Both, the theory learnt during the development of her teaching training programs and her experiences as a student-teacher when performing her practicum, might be considered as the roots of her belief regarding the importance of contextualized teaching materials and resources.

Opposite to Ignacia’s case, Andrés, who is an English teacher working in an international private school in Santiago, formed his beliefs towards the importance of contextualized teaching materials and resources mostly from negative previous schooling experiences. When talking about his worst memories, Andrés stated:

“My worst memories of English lessons are from elementary school and are related to the continuous use of textbooks which were completely decontextualized and didn’t respond to our interests as students. These teaching practices were repeated throughout elementary school making the learning of English guided by a limited textbook.”

(Narrative frame)

As it can be noticed, Andrés' worst memories of English lessons were related to decontextualized teaching materials during his elementary school. Due the negative connotation of these memories, he was asked to explain the reasons behind such negative memories, to what he responded:

"[...] It's the worst memory from everything I remember because [...] In my case from what I remember during elementary school everything was based on the textbook and the exposure to the language was only about reading the textbook and completing activities [that were in the textbook] [...] It was super boring. I don't remember having felt a greater motivation for [learning] English as it did, for example, through movies, and also music. And how this teacher helped me to get motivated during high school." (Interview)

Andrés explained that his worst memories were related to the use of decontextualized textbooks during elementary school because the lessons to which he was exposed to during those years were only based on this teaching material. Students read the textbook and completed the activities and drills that the textbook included. Furthermore, Andrés compared his negative experiences during elementary school with his positive experiences during high school.

According to what he stated, he was exposed to varied teaching materials during his high school English lessons which motivated and engaged him when learning the language. Andrés also mentioned that his high school teacher incorporated movies and music in his lessons which, from what he mentioned above, were more related to his personal interests during those years. When further elaborating on his memories about the use of textbook during his elementary school, he added:

"I remember that there were only examples about London, about the Big Ben, and when I was young, I didn't have a clue [about those examples]. I had never traveled before. I

mean, I traveled when I was 18 for the first time so... I had an uncle who lived there. He has lived in England since 2001, but it was the only thing that connected me to that, but it didn't make sense to me. I used to say "Well... Why don't we talk about the Mapocho river?" ... I don't know about anything... But no. They talked to me about China, about things that are obviously interesting and that I would've liked to learn but the exercises didn't make a lot of sense..." (Interview)

As it can be seen, Andrés stated that his worst memories during elementary school were related to not feeling engaged with neither the content nor the teaching materials that his teachers used when teaching. From what he mentioned above, it is clear that for him the use of examples that are not contextualized to students' real life and context seemed not to make sense. He made no connection between the content, the activities, and his personal life. He did not understand why he was required to learn about London or China or why he should complete activities that were not contextualized to his reality. Due to the great emphasis that Andrés put in this regard, he was asked if he believed that textbook activities should also be contextualized, he responded:

"Or give them a context, for example, if we study about the environment, we also talk about the environment in the world because in the school that I'm currently working, my students come from different parts of the world. So, I can't only focus on Chile [...] I need to talk about Bolivia, Palestine, of different parts of the world. So... In the end I need to give sense to the book because if we're going to just talk about the exact same questions that the textbook includes [...] It doesn't make much sense to me." (Interview)

From the extract above, it can be suggested that Andrés believed that contextualizing the materials and resources used during the lesson considering students' backgrounds was a relevant macro teaching strategy. Following Andrés' perspective, it can be argued that this teaching

strategy allows students to relate the language with their personal histories and cultural background while motivating and engaging them in the language learning process. Andrés' belief seemed to be strongly rooted in both his negative and positive previous schooling experiences during his elementary and high school levels, demonstrating once more, the influence that AoO has on teachers' beliefs on teaching strategies.

In light of the findings previously presented, it can be argued that they add to the existing literature by providing a contextualized perspective of Chilean novice teachers' beliefs regarding the importance of contextualized teaching materials and resources in EFL. As Garton and Graves (2014) stated, teaching materials have a crucial role in teaching and learning, but they cannot be examined independently from their users. Teaching materials are fundamental when teaching and learning English but they directly depend on their users. This means, teaching materials must be contextualized to teacher and students' contexts, interests, and needs (Díaz, Alarcón, & Ortiz, 2015; Garton & Graves, 2014; Larsen-Freeman, 2003). Otherwise, teachers lack essential support when attempting to engage students in language learning while achieving learning objectives (Díaz et al., 2015). In this regard, Garton and Graves (2014) stated that teachers should not base their lessons on teaching the materials, teachers should use and consider those teaching materials as a complementary tool that helps students to fulfill learning objectives. Therefore, teachers may feel the need to modify teaching materials and resources by contextualizing them according to their students' culture, contexts, needs, and goals (Allwright, 1981). Therefore, Ignacia and Andrés' stated beliefs support what has been found in the literature that claims that each language classroom represents a sub-system within a major system: Society. Therefore, teachers and students create a small-scale society with its own special characteristics

(Díaz, Alarcón, & Ortiz, 2015) that require special and specific teaching materials and resources.

As it has been previously stated, the findings presented and discussed in this sub-theme corroborate what other scholars have observed in relation to the most common beliefs held by teachers about EFL teaching. Additionally, such findings add further evidence in the field by also demonstrating that novice English teachers' beliefs about teaching strategies are in fact influenced by their prior learning experiences (Gray, 2019; Lortie, 1975; Moodie, 2016).

5.2.1.3 Building Positive Teacher-Student Relationships. As previously stated, another idea emphasized by the novice English teachers who participated in the study related to building a positive learning environment when teaching. From the comments provided by the four participants already mentioned, the construction of a positive learning environment is crucial when attempting to encourage students' oral production, meaningful communication, participation, and engagement in the language learning process. In this regard, Richards (2006) stated that CLT teachers aim to create "a classroom climate conducive to language learning and provide opportunities for students to use and practice the language..." (p.23). In other words, teachers who follow the CLT approach aim to create a classroom environment that fosters students' participation when using and practicing the language while interacting with peers and teachers. As stated by the participants, building a positive learning climate is based on the positive relationship that teachers and students form inside the classroom. Hence, in the present research study, positive teacher-student relationship (Onwards TSR) is considered as a macro teaching strategy for building a positive learning environment promoting students' language learning development. These teachers' beliefs on the construction of a positive learning

environment seem to be rooted on their previous learning experiences as students, as will be illustrated through Francisca and Andrés' narratives and interview excerpts.

Francisca is a novice English teacher who at the moment of the data gathering was teaching at a subsidized school in the Metropolitan region. In her online survey, Francisca referred to the reasons behind her success when teaching by writing:

“As a teacher, I have had successful and non-successful experiences inside the classroom. When considering successful experiences, I think that they are the result of all the work that I do together with students and the relationship that I build with them in order to engage them [in the lesson] and to make them feel important as people and as students. Therefore, students feel motivated to learn and to relate contents.” (Narrative frame)

In accordance with what Francisca wrote in the narrative frame above, it can be seen that she believed in the importance of constructing positive TSR. In her perspective, by having this bond with her students she helped them to feel motivated and engaged in the lesson because they feel respected as humans and as students. As she herself mentioned, her successful teaching experiences were based on the relationship she built with her students. When asked about the importance of this belief, she further explained:

“In my perspective, it's extremely important to make them [students] believe that they are important and capable [of learning]. Each of them is living in different contexts. [...] Different families, economic backgrounds, right? So, inside the classroom, to me, they are all the same. All of them are capable of achieving the same goal. So, for me, it's about making them feel secure, making them believe in themselves, and also strengthening their self-esteem [...] and making them feel that they're also in charge of

their own learning process [...]. So, I believe that creating a bond is the starting point and the basis for me to teach..."

Francisca demonstrated to hold a strong belief regarding the construction of positive TSR. According to what she mentioned, she considered that all her students, despite their different contexts, were capable of learning the language. Therefore, she aimed to make students feel confident about their abilities while fostering their self-esteem because Francisca considered that the basis of her teaching relied on the bond that she held with her students. Furthermore, she was asked to explain the importance of this teacher-student bond, to what she explained:

"It's [the bond] fundamental for me, before teaching, [how to develop] a skill, or to teach anything that's English-related [...] I need to consider that I'm educating people. So, the bond, in my perspective, goes first" (Interview)

From the extract above, it can be understood that Francisca considered the construction of TSR as the basis for teaching. She stated that before teaching content or to develop language skills she needed to create a bond with her students since they are human beings that are being educated. Francisca was then asked to explain the importance and effects of this teaching strategy, to what she responded:

"I think that this affects [students], well... Firstly it positively affects [students]. I think that it influences students because they feel engaged, they feel a connection with the teacher. So, they might say "I can't fail him", "I like his lessons", "I like being here", "I feel respected". Maybe, students don't like English [as a school subject] that much but they try. So, one way or another, there is motivation. Motivation that comes from being able to learn a little bit more, from thinking that the teacher believes in them. So, students will try to comply with what they are asked..." (Interview)

From the extract above it can be seen that Francisca considered bonding with her students as a relevant macro teaching strategy in order to engage students in the learning process. According to Francisca's perspective, when students build a bond with their teachers, it facilitates their achieving learning goals and complying with classroom activities as they feel emotionally committed to the teacher. In order to expand on this teachers' previous experiences, Francisca was asked to remember whether she was exposed to the same teaching strategy as a student. She answered:

“My high school teacher [...] She didn't just come to class, entered [the classroom], taught, and that was it. No, she came into the classroom and you felt that you were in a very relaxed environment where you could learn something new. In an environment where one day I was required to do a test, to pay attention, or to complete an activity in 15 to 20 minutes and I could do it while listening to music, using my cell phone because I was allowed to do so because of the trust, I trusted the teacher. She gave us that freedom, she didn't restrict us. The environment wasn't punitive or restrictive. Also, the closeness between the teacher [and students] that goes beyond... I emphasize the emotional aspects because she was always worried about all of us. She was worried if we were OK, or if something happened to us. “Did you have breakfast?” “Do you need to go to the toilet?” “Are you sleepy?” [the teacher asked]. I mean, [...] she helped us to feel better because she noticed when something happened to one student or another [...] She was always worried that all of us were fine before teaching the lesson.”

As it can be seen, Francisca's belief towards the importance of the TSR seems to be rooted in her previous experiences during high school. She commented that her English high school teacher created a positive learning environment in which she felt safe, relaxed, and free. She described

her teacher as a person who did not enter the classroom just to teach. Her teacher considered emotional and contextual aspects that might have influenced students before teaching her lessons. As Francisca recalled, her former teacher did not only care about teaching, but also about her students' feelings and well-being. Therefore, it can be suggested that Francisca's belief on the importance of relating with her students in order to create a positive learning environment might come from her desire to imitate her high school teacher strategies. This can be suggested since Francisca remembered them as positive memories, recalled them when being asked about her previous experiences, and she was able to provide detailed descriptions of her positive feelings as a student. Hence, the model of her high school English teacher seems to be influencing her beliefs on the types of teaching strategies she favors in her practice.

In a similar tone, Andrés described his most remembered English teacher by saying:

“The English teacher that I remember the most was my high school English teacher. He was an empathetic, understanding, motivating and capable teacher. He always made the effort to have the best class environment possible and to make it a safe place for all his students to participate during the lesson.” (Narrative frame)

As seen above, Andrés described his English teacher as an empathetic, caring, and professional teacher who aimed to build a positive learning environment in which his students felt safe when participating in the lesson. In the narrative frames, Andrés also commented on the importance of creating a positive classroom climate when prompted to write about his best memories of English lessons:

“My best memories are from high school. They are related to the nice group that the students and the teacher made. It was an environment based on trust and motivation in

which anyone could participate without being afraid of making mistakes because mutual respect was promoted.” (Narrative frame)

This novice teacher indicated that the English lessons he remembered the most were the ones taught by a specific high school English teacher. One more time, Andrés remarked on the positive learning environment to which he was exposed as a student. Those lessons based on a positive learning environment were so meaningful for him that he identified them as the best memories of English lessons. Consequently, he was asked to explain why those memories were so meaningful for him:

“Well, first of all, they are because my teacher was very close to us. He was someone you could trust. I could tell him about personal things about my life. I could talk to him, always maintaining a respectful teacher-student relationship, no more than that. That was very good, it was great having that kind of relationship with him. We used to talk about things that happened in our lives, in general, or things that happened at school. We used to talk about my academic results... So, that’s why [this experience] is more important for me.” (Interview)

Andrés explained that his positive high school memories were based on the relationship that he had with his English teacher. He commented that their relationship was so close that he was able to talk to his teacher about both academic and personal matters. As it can be seen, building a positive learning environment by means of a positive TSR might be so relevant that novice teachers, or students in general, might remember them as one of the most important experiences throughout their schooling years. Due to Andrés’ recollection of a positive learning environment, he was asked to provide more details of how his former teacher built such a positive learning climate.

“[...] Well, I think that this positive learning environment was created because of the same relationship that we [student] had with him [teacher] since the beginning... We could trust him because he always supported us. He used to give us pieces of advice when we needed them. [...] I mean, studying with your friends and with a teacher who actually cared about us and our learning is really meaningful [...] Also, for example, when we were completing an activity, he motivated all students to participate. He tried to choose different people [...] He always remarked that if we made mistakes it didn't matter because that was the moment to make mistakes. So, we trusted him and when we presented something in front of the class, which was something very frequent, we all tried to do our best because we knew we could do it [...] He used to tell us that we should speak without worrying about making pronunciation or content-related mistakes because he was going to understand us, that he was going to correct us afterwards, but that correction wasn't something negative. In the end, making mistakes was something normal and everyone could make them...” (Interview)

From Andrés' memories, it can be argued that this former English teacher aimed to create a positive learning environment by means of building and fostering a positive TSR. As in Andrés' case above, having this bond with students is considered as a macro teaching strategy that eventually will foster students' language learning. Andrés further detailed the positive aspects that this English teacher fostered such as encouraging students' participation by selecting different students or by telling them not to be afraid of making mistakes which made students feel less pressured. This kind of attitude motivated Andrés and his classmates to try using the language as best as possible since they felt safe and respected. Since Andrés put a great emphasis

on his high school English lessons which were based on the construction of a positive learning environment, he was asked what his beliefs were in relation to this topic.

“I think that teacher-student relationships are fundamental when teaching and learning the language because I try to imitate what he did with us. In the sense that I try to make students trust me since they can make mistakes. These [lessons] are the instances to make mistakes, and mistakes are natural. I want students to feel that they can ask anything without thinking that one is less intelligent than the other [student] for asking something...” (Interview)

By analyzing Andrés’ beliefs, it is safe to say that he considered TSR to be crucial when teaching the language. He explained that he aimed to make his students feel safe inside the classroom, especially when students use the language. Also, Andrés attempted to gain students’ trust in order to strengthen their self-esteem and participation during the lesson without being worried about making mistakes. It can be argued that Andrés’ beliefs towards the importance of building a positive learning environment might be influenced by his previous experiences with his high school English teacher. In fact, he explicitly indicated that he tried to imitate his teacher’s strategy to bond with students. Hence, Andrés’ desire to imitate his teacher may confirm that previous learning experiences indeed influence novice teachers’ beliefs. In order to confirm this assumption, Andrés was directly asked if he believed that his previous experiences influenced his beliefs in this matter, to what he responded:

“Yes, totally...” (Interview)

Therefore, it can be argued that the beliefs Andrés held regarding the relevance of creating a positive learning environment were influenced by his previous schooling experiences.

Regarding the effects of TSR on students' learning and the construction of positive classroom climates, the cases of Francisca and Andrés add up to the existing literature by supporting what has been previously claimed on this matter. According to Hughes (2011) supportive and close TSR may provide students with a sense of security which fosters students' active participation in different classroom learning activities. Furthermore, it has been suggested that students who are exposed to supportive, close, and positive TSR develop a positive sense of school membership and a positive academic self-concept, which in turn, motivates them to make greater efforts when learning, to be persistent, and committed to school rules and in-class activities (Connell & Well-born, 1991; Furrer & Skinner, 2003). In line with what Francisca and Andrés stated, Hughes (2011) also suggests that learners who perceive social support through trust, affection, admiration, and respect develop self-views that promote engagement in learning. As a consequence of positive teacher-student bonds, learners feel motivated to learn the language, and a positive learning environment is constructed. As claimed by Pickett and Fraser (2010), the classroom environment also includes all the different relationships between the teacher and students or among students. Hence, the findings of this research study suggest that the participants considered that building positive TSR might be an effective macro teaching strategy that promotes a positive learning environment in which students feel safe, motivated, and engaged when producing the language.

As it has been proposed, the findings regarding the creation of a positive learning environment through positive TSR support what other researchers have stated from a methodological, psychological, and educational perspective. However, literature on the influence of previous experiences on teachers' beliefs regarding teaching strategies seems to be non-existent. Thus, the findings included in the present subsection might represent a new perspective

of the influence of novice teachers' AoO on their beliefs towards the creation of TSR as a macro teaching strategy.

Throughout the development of the previous subsections, novice English teachers' CLT-related beliefs were presented and discussed. Additionally, participants' previous language learning experiences that might have influenced their beliefs about three CLT-related macro teaching strategies were presented and discussed. Due to the sociocultural stance followed in this research study, the following section includes a thorough discussion of the findings previously examined from a sociocultural perspective.

5.3 Discussion from a Sociocultural stance

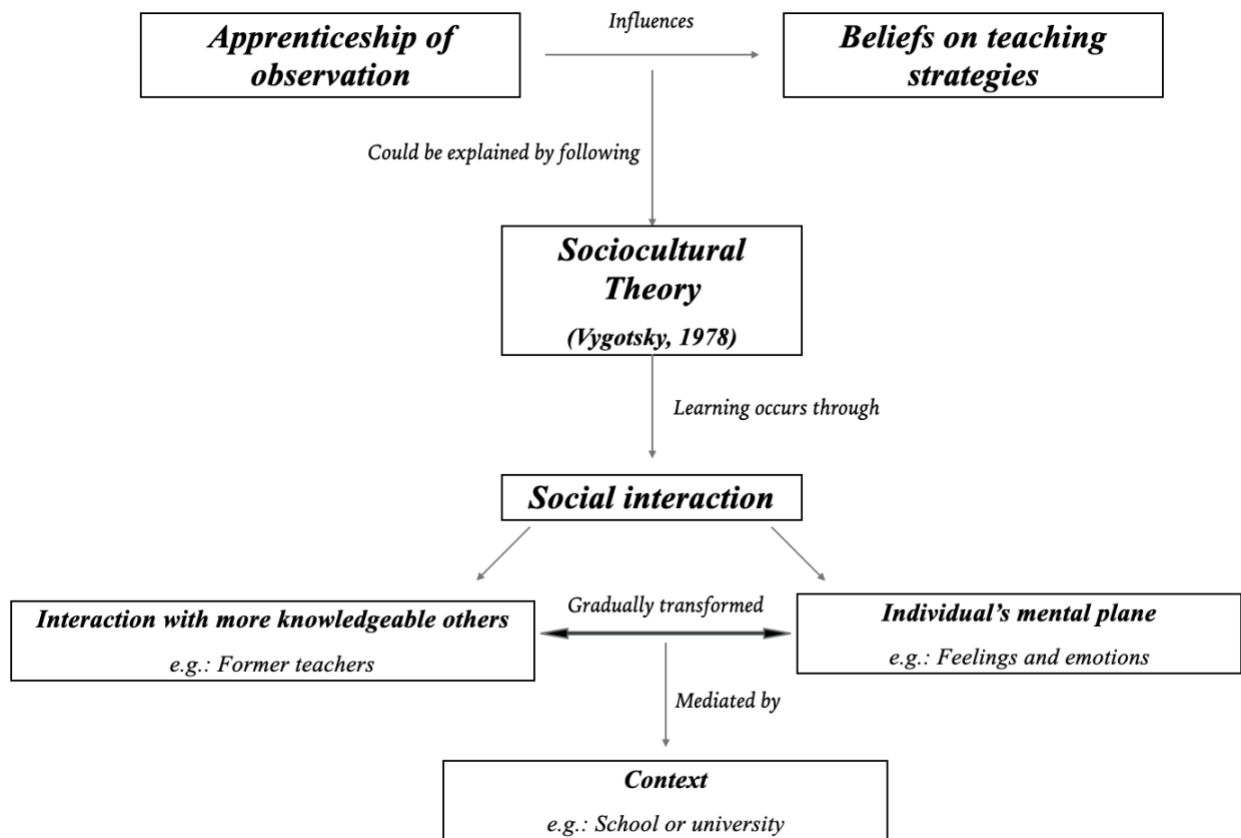
From the analysis presented above, it was possible to conclude that novice teachers' former language learning experiences seemed to have influenced their beliefs on teaching strategies. As already discussed, the participants of this research study demonstrated to hold beliefs related to CLT strategies as they favoured: Teaching dynamic lessons, contextualized teaching materials, and positive teacher-student relationships.

In order to understand how previous language learning experiences influence teachers' beliefs on teaching strategies, Vygotsky's sociocultural theory (1978) was considered when interpreting the results. Vygotsky claimed that human cognitive development emerges from individuals' engagement in social interaction with more knowledgeable others within a specific context and in relation with their intrapsychological plane, as illustrated in Figure 2. Although sociocultural theory aims to explain young children's cognitive development, it can also be applied to all varied types of cognitive development. Such a claim has been proposed due to the social nature of all learning processes, as suggested by Johnson and Golombek (2016). Therefore, it is safe to say that sociocultural theory could be applied to all processes in life that

involve learning. In this case, novice teachers’ significant previous learning experiences might be an example of implicit learning that emerged from their exposure to meaningful teaching models as students during school and/or university years. As these experiences involved the social interaction between participants’ former teachers in a specific context, those experiences affected novice teachers’ intrapsychological plane due to the feelings and emotions that they entail. Hence, the process that Vygotsky (1978) described for human cognitive development would be reproduced as presented in Figure 2.

Figure 2

Apprenticeship of observation from a sociocultural stance based on Vygotsky (1978) and Johnson and Golombek (2016).



According to Vygotsky (1978), cognitive development takes place in formal and informal contexts. However, formal school settings such as the ones that schools and universities offer might be considered as the most fundamental setting for cognitive development. This occurs since teachers or more knowledgeable others intentionally aim to develop students' conceptual thinking. As described by Golombek and Johnson (2019), conceptual thinking could be understood as the theoretical knowledge that enables humans to take conscious decisions of their actions, and it is based on academic concepts that are taught in formal school settings. Hence, academic concepts are grounded on the epistemological study and analysis of different phenomena (Golombek & Johnson, 2019). In this case, novice teachers' conceptual thinking regarding teaching might be developed throughout their experience at teaching training programs. Furthermore, cognitive development is also influenced by everyday concepts which consist of the observations of all the concrete lived experiences of daily life. In general, these observations are superficial and poorly analysed generalizations (Golombek & Johnson, 2019). Moreover, Vygotsky used the term *perezhivanie* to represent the "subjective significance of lived experiences that contribute to the development of one's personality, especially the emotional and visceral impact of lived experiences..." (Johnson & Golombek, 2016, p. 42). These emotions might arise from any lived experience or any element of the individual's environment that determines the type of influence those situations or environment will have on the individual. This means, individuals' *perezhivanie* might arise from any lived experience that is emotionally meaningful within the individual's context. Therefore, it can be proposed that novice teachers' meaningful previous learning experiences are based on their *perezhivanie*. This might explain why previous lived experiences were still recalled and meaningful for the participant novice teachers. Thus, the findings of this research study suggest that novice teachers' AoO closely

relates to everyday concepts since the participants seemed not to have analysed their previous schooling experiences and thus the influence of their *perezhivanie*. Additionally, AoO (Lortie, 1975) also referred to the observations that students made when being exposed to teaching. These observations, as well as everyday concepts, are generalizations that might not consider teachers' backstage behaviour, pedagogical implications, or reasons behind particular teaching choices and strategies. Thus, the results of this research project also suggest that novice teachers' beliefs on teaching strategies seem to be grounded on past and meaningful learning experiences.

The importance of the results of this research study relies on the fact that academic concepts should be challenged by everyday concepts (Johnson & Golombek, 2019). In this manner, novice teachers might base their teaching strategies on the critical reflection of theories and academic concepts taught in formal educational settings (e.g.: training programs), resulting on analytical teaching which in turns fosters teachers' professional development (Gray, 2019; Johnson & Golombek, 2019). However, from the analysis of the five participants' recollections of their past learning experiences, it seemed that their everyday concepts were supported by the academic concepts and theories learnt during the development of their teaching programs, but not challenged. These findings suggest that teacher training programs might be failing when challenging student-teachers' beliefs. Thus, novice teachers end up relying on previous experiences and not on pedagogical principles taught in teacher training programs (Lortie, 1975; Furlong, 2013; Gray, 2019). This reliance on previous learning experiences seem to result in imitative teaching (Gray, 2019) as seen in participants' responses included in the previous section. Hence, and as suggested by Johnson and Golombek (2019), teacher training programs should include more structural mediational spaces in which student-teachers feel safe and

motivated to critically analyse their previous experiences, *perezhivanie*, and their influence on their beliefs regarding teaching strategies.

The results analysed and discussed in this chapter seem to demonstrate that the phenomenon of AoO and its influence on teachers' beliefs regarding teaching strategies could be effectively understood by taking a sociocultural stance. The sociocultural theory (Vygotsky, 1978) provides a holistic perspective of how novice teachers' former experiences can also be considered as cognitive development. This means, novice teachers' previous experiences might not only be considered experiences, but also learning which might explain the great influence that AoO seems to possess on English teachers' beliefs regarding teaching strategies.

CHAPTER 6: CONCLUSIONS

6.1 General Conclusions

Firstly, the present research study aimed to identify the beliefs that novice English teachers held regarding teaching strategies. Secondly, it sought to discover what previous language learning experiences influenced these beliefs. Lastly, this thesis project intended to analyse how novice teachers' beliefs on teaching strategies were influenced by their previous language learning experiences. The results obtained demonstrated that novice teachers held CLT-related beliefs (Richards, 2006; Savignon, 1991) when referring to their teaching strategies. In this regard, and in accordance with what the participants stated, it was possible to identify three main beliefs regarding teaching strategies: Teaching dynamic lessons, contextualizing teaching materials, and building positive teacher-student relationships. The beliefs held by the participants seemed to be influenced by both their positive and negative previous language learning experiences lived as students during school and university years. Therefore, it was possible to conclude that novice teachers' beliefs on teaching strategies might be strongly influenced by their previous language learning experiences.

As mentioned above, the five participants of this research study claimed to hold beliefs regarding three CLT-related macro teaching strategies. The first most recurrent macro teaching strategy was related to the implementation of dynamic lessons. According to the participants, dynamic lessons could be understood as a place where students were allowed to use the foreign language through different productive tasks such as presentations, projects, debates, etc. Additionally, the focus of dynamic lessons was on using the language while being engaged in interaction and meaningful communication with their classmates and teachers. Therefore, teaching dynamic lessons was understood as a macro teaching strategy which fostered students'

language learning development (Kumaravadivelu 1994; 2006). In this regard, the participants demonstrated to hold this belief due to their positive previous experiences when being themselves exposed to dynamic lessons as students. These previous recollections were so meaningful for them that they were able to recall specific activities, feelings, and detailed memories related to those experiences. In fact, the participants expressed their desire to imitate the same activities (e.g.: Presenting, sharing ideas, singing song, etc.) and teaching strategies they were exposed to (e.g.: Debate-related). However, it can be argued that novice teachers might not be fully aware of the influence these previous experiences have on their beliefs since they seem to be unconsciously held (Ruohotie-Lythy & Kaikkonen, 2009). This unawareness might be explained by participants' lack of engagement in self-inquiry and reflection as they allow teachers to be conscious of their motives, feelings, knowledge, and previous language learning experiences that influence their teaching choices and beliefs (Golombek, 2016; Kettle & Sellars, 1996). Thus, it is claimed that novice teachers' previous schooling learning experiences unconsciously influenced their teaching beliefs on teaching strategies (Gray, 2019; Lortie, 1975; Moodie, 2016; Ruohotie-Lythy & Kaikkonen, 2009).

The second most recurrent CLT-based macro teaching strategy was related to contextualizing teaching materials and resources. Participants agreed on the importance of contextualizing materials and on the fact that these materials must be contextualized taking into account learners' age, language level, context, and their interests. According to the teachers, the contextualization of teaching materials greatly influences students' engagement in learning the language since they are exposed to materials that include contents that are meaningful, relatable, and true for them (Díaz, Alarcón, & Ortiz, 2015; Garton & Graves, 2014; Larsen-Freeman, 2003). Hence, contextualization of teaching materials was understood as a macro teaching

strategy that aimed to develop students' productive skills, language proficiency, and language knowledge (Kumaravadivelu 1994; 2006). As novice teachers were exposed to both decontextualized and contextualized teaching materials when learning the language, they held both positive and negative memories towards this strategy.

These positive and negative memories described by the participants seemed to be the reason why they considered this macro teaching strategy as relevant when teaching their own lessons. Thus, it was possible to confirm that their beliefs in this respect were also influenced by previous negative and positive language learning experiences as students (Gray, 2019; Lortie, 1975; Moodie, 2016).

Lastly, the participants also referred to the importance of building positive teacher-student relationships. They claimed that building a positive learning environment greatly influenced students' eagerness to produce the language and to participate while meaningfully communicating with their teachers and peers. Moreover, they mentioned that the most effective manner of building such a positive climate was through the creation of a positive teacher-student relationship. Thus, positive teacher-student relationships were understood as a macro teaching strategy for building a positive learning environment which in turn fosters students' language learning (Kumaravadivelu 1994; 2006). Once again, it was possible to suggest that participants' beliefs regarding teaching strategies were influenced by their previous learning experiences as they recalled having experienced as students positive and meaningful bonds with their former teachers. These constructive experiences based on positive teacher-student relationships seemed to strongly influence teachers' beliefs due to participants' desire to imitate their former teachers' strategies.

To sum up, the findings of this research study suggest that the phenomenon of AoO (Lortie, 1975) indeed influences novice teachers' beliefs regarding teaching strategies. Participants' responses demonstrated that they held clear and solid memories of their school and/or university years. Furthermore, novice teachers clearly remembered to what strategies and activities they were exposed to as students and the feelings those previous experiences evoked. Hence teachers' beliefs of teaching strategies might be also influenced by their *perezhivanie* and the everyday concepts constructed when observing their former school and university teachers (Johnson & Golombek, 2016; Vygotsky, 1978). Thus, it is concluded that teachers require mediational spaces for self-inquiry and analysis of their previous experiences in order to comprehend the impact they have on their beliefs which, in consequence, might result in higher professional expertise (Johnson & Golombek, 2019).

6.2 Pedagogical Implications

In light of the insights that this research study has provided, AoO seems to influence teachers' stated beliefs on teaching strategies. Therefore, engaging teachers in the exercise of critical analysis and reflection of their previous experiences and their beliefs about teaching is crucial. As suggested by Johnson and Golombek (2019), during teacher training programs, student-teachers should engage in self-inquiry regarding their AoO and the influence that it might have on the beliefs they hold regarding teaching. Thus, providing student-teachers with the necessary spaces of reflection is crucial for them to critically analyse and challenge their memories, knowledge, and beliefs they bring with them from their schooling years (Gray, 2019; Johnson & Golombek, 2016). Hence, the role of teaching training programs should be to provide pre-service teachers with these mediational spaces of reflection for student-teachers to reflect on

their previous experiences as they impact teachers' professional development (Johnson & Golombek, 2019).

6.3 Limitations of the Study

Due to Covid-19 and the sanitary situation in Chile, this thesis project could not include neither in-class observations nor follow-up interviews. Despite the fact that narrative frames and semi-structured interviews provided significant data to the study, it would have been of great help to observe novice teachers' lessons in order to confirm if their stated beliefs on teaching strategies were in fact reflected in their practice (Farrell & Lim, 2005; Kuzborsca, 2011). Furthermore, follow-up interviews would have provided the opportunity to not only deepen on the teaching strategies used by novice teachers in their lessons, but also to encounter possible contradictions between their stated beliefs and their actual teaching practice (Li Li & Walsh, 2011; Munby, 1983; Phipps & Borg, 2009). Thus, the administration of these two other research instruments would have provided more complete insights of the influence of AoO on teachers' beliefs regarding teaching strategies. Another limitation of this research study has to do with the reduced number of participants. Due to format and space constraints, this thesis project could not include data from a larger number of participants which would have provided more detailed insights on the phenomenon studied.

6.4 Recommendations for Further Research

The present research study was able to explore the influence that novice teachers' previous experiences have on their beliefs regarding three macro teaching strategies. However, future research could further examine the influence that AoO has on teachers' beliefs on other macro and micro teaching strategies, deepening the understanding of the effects of this phenomenon (Kumaravadivelu, 1994; 2006; Lortie, 1975; Moodie, 2016). Moreover, future

research studies should include a larger population sample in order to obtain more generalizable insights of the phenomenon (Creswell, 2012). Additionally, as the participants of this research study were novice teachers, it can be recommended that future studies analyse the influence of previous learning experiences on experienced teachers' beliefs in order to identify if the effects of AoO remain consistent despite the number of years of teaching experience (Gray, 2019).

Lastly, it is suggested that future research studies should explore whether there might be other specific contextual factors in teachers' working environment that also influence teachers' beliefs since these were not considered in this research study (Cancino et al., 2020; Gray, 2019; Korthagen, 2010).

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APPENDIX 1: ONLINE SURVEY CONSENT FORM**CONSENTIMIENTO INFORMADO****Proyecto Fondecyt iniciación N°11181138:****Exploring the impact of apprenticeship of observation in ELT:****Its effects on the teaching and learning beliefs as stated and implemented by novice English teachers**

En su calidad de profesor/a novel de inglés afiliado/a a alguno de los tres tipos de establecimientos educacionales que existen en el país (colegios públicos, privados, subvencionados) usted ha sido invitada/do a participar de la primera fase de la investigación titulada:

“El impacto de las experiencias previas de aprendizaje en la enseñanza del inglés: sus efectos en las creencias sobre enseñanza-aprendizaje enunciadas y puestas en práctica por profesores/ras nóveles de inglés”.

La investigación es coordinada por la profesora-investigadora del Núcleo de Investigación de la Facultad de Educación y Ciencias Sociales de la Universidad Andrés Bello, Dra. Maritza Rosas Maldonado, quien se desempeña en los Programas de Pedagogía en inglés y Magíster en la enseñanza del inglés como lengua extranjera.

El objetivo principal del estudio es explorar las experiencias de aprendizaje previas (‘apprenticeship of observation’) de profesoras/es nóveles de inglés y su efecto tanto en sus

creencias (enunciadas) sobre enseñanza-aprendizaje del idioma como en la forma en que estas creencias se implementan en sus prácticas docentes.

A partir de este estudio se espera generar conocimiento que aporte a la formación inicial docente con respecto a la importancia que tiene el aprendizaje previo que ha experimentado el/la profesora durante toda su etapa estudiantil. Se ha evidenciado que estas experiencias pasadas pueden influir en sus creencias sobre la forma que se enseña y aprende el idioma y, por consiguiente, en la implementación de sus prácticas pedagógicas.

Su participación en esta primera etapa de la investigación implica la realización de una encuesta vía online que le tomará un máximo de 15 minutos. Dicha encuesta indaga sobre sus creencias con respecto a la enseñanza y aprendizaje del inglés (preguntas cerradas) y sobre sus experiencias previas de aprendizaje (preguntas abiertas). Dependiendo de las respuestas que se obtengan en esta encuesta usted podría ser contactado nuevamente para participar de la 2ª fase del estudio. Si usted fuese contactado y aceptara continuar se le hará llegar nuevamente una carta de consentimiento informado que detalle lo que se requerirá de usted en esa etapa.

Su participación en este estudio es libre y voluntaria, por lo que se puede retirar cuando usted estime conveniente. Además, se velará por mantener un riguroso anonimato y confidencialidad de todos los datos producidos. Los datos serán encriptados en medios digitales y almacenados en un lugar seguro en la oficina de la investigadora principal y sólo serán usados con fines investigativos, accediendo a ellos sólo personas vinculadas con este estudio.

La investigadora responsable asegura la total cobertura de los costos del estudio, declarando por este medio que la participación no implica ningún gasto para la persona. Junto a esto, también se tomarán todas las medidas que sean necesarias para resguardar la integridad mental

y física de los que participen de este estudio. Asimismo, señalamos que su participación no implica ningún beneficio económico. Cabe agregar que los artículos y/o presentaciones que se realicen para comunicar los resultados quedarán disponibles para su lectura y revisión permanente.

Si requiere más información sobre el estudio puede comunicarse con la investigadora principal, en el teléfono (56 9) 6496 8577 o al correo electrónico: maritza.rosas@unab.cl o en caso de dudas sobre el respeto a sus derechos como persona participante se puede contactar con el Dr. Rodolfo Paredes, Presidente del Comité de Bioética de la Universidad Andrés Bello, rparedes@unab.cl; comite_bioetica@unab.cl Teléfono: +56226615628

Después de leer la información mencionada previamente puede hacer las preguntas que considere importantes, las que tienen que ser satisfactorias para usted. Al aceptar participar en este estudio se le entregará una copia del presente documento y por lo tanto acepta que este consentimiento ha sido voluntario sin que haya sido forzado u obligado a firmarlo.

_____	_____/...../.....
Nombre y RUT del/la participante	firma	Fecha

_____	_____/...../.....
Nombre y RUT Investigadora	firma	Fecha

APPENDIX 2: SEMI-STRUCTURED INTERVIEW CONSENT FORM**CONSENTIMIENTO INFORMADO****Proyecto Fondecyt iniciación N°11181138:****Exploring the impact of apprenticeship of observation in ELT:****Its effects on the teaching and learning beliefs as stated and implemented by novice****English teachers**

En su calidad de profesor/a novel de inglés afiliado/a a alguno de los tres tipos de establecimientos educacionales que existen en el país (colegios públicos, privados, subvencionados) usted ha sido invitada/do a participar de la segunda fase de la investigación titulada: *“El impacto de las experiencias previas de aprendizaje en la enseñanza del inglés: sus efectos en las creencias sobre enseñanza-aprendizaje enunciadas y puestas en práctica por profesores/ras nóveles de inglés”*.

La investigación es coordinada por la profesora-investigadora del Núcleo de Investigación de la Facultad de Educación y Ciencias Sociales de la Universidad Andrés Bello, Dra. Maritza Rosas Maldonado quien se desempeña en los Programas de Pedagogía en inglés y Magíster en la enseñanza del inglés como lengua extranjera.

El objetivo principal del estudio es explorar las experiencias de aprendizaje previas (‘Apprenticeship of Observation’) de profesoras/es nóveles de inglés y su efecto tanto en sus creencias sobre enseñanza y aprendizaje del idioma como en la forma en que estas creencias se implementan en sus prácticas docentes.

A partir de este estudio se espera generar conocimiento que aporte a la formación inicial docente con respecto a la importancia que tiene el aprendizaje previo que ha experimentado el/la profesora durante toda su etapa estudiantil. Se ha evidenciado que estas experiencias

pasadas pueden influir en sus creencias sobre la forma que se enseña y aprende el idioma y, por consiguiente, en la implementación de sus prácticas pedagógicas.

Su participación en esta **2ª etapa de la investigación** implica responder algunas preguntas mediante una entrevista cuyo objetivo será profundizar en sus respuestas que entregó en el cuestionario online (Fase 1). Esta entrevista tendrá una duración de 30-60 minutos y se realizará en dependencias a acordar con el participante y que respondan a las preferencias que el entrevistado indique. Dependiendo de las respuestas que se obtengan en esta entrevista usted podría ser contactado nuevamente para continuar participando del estudio. Si usted fuese contactado y aceptara continuar se le hará llegar nuevamente una carta de consentimiento informado que detalle lo que se requerirá de usted en esa parte del estudio.

Su participación en este estudio es libre y voluntaria, por lo que se puede retirar cuando usted estime conveniente. Se velará por mantener un riguroso anonimato y confidencialidad de todos los datos producidos. Éstos serán encriptados en medios digitales y almacenados en un lugar seguro en la oficina de la investigadora principal y sólo serán usados con fines investigativos, accediendo a ellos sólo personas vinculadas con este estudio. La investigadora responsable asegura la total cobertura de los costos del estudio, declarando por este medio que la participación no implica ningún gasto para la persona. Junto a esto, también se tomarán todas las medidas que sean necesarias para resguardar la integridad mental y física de los que participaren de este estudio. Asimismo, señalamos que su participación no implica ningún beneficio económico. Cabe agregar que los artículos y/o presentaciones que se realicen para comunicar los resultados quedarán disponibles para su lectura y revisión permanente.

Si requiere más información sobre el estudio puede comunicarse con la investigadora principal, en el teléfono (56 9) 6496 8577 o al correo electrónico: maritza.rosas@unab.cl o en caso de

dudas sobre el respeto a sus derechos como persona participante se puede contactar con el Dr. Rodolfo Paredes, Presidente del Comité de Bioética de la Universidad Andrés Bello, rparedes@unab.cl; comite_bioetica@unab.cl Teléfono: +56226615628.

Después de leer la información mencionada previamente puede hacer las preguntas que considere importantes, las que tienen que ser satisfactorias para usted. Al aceptar participar en este estudio se le entregará una copia del presente documento y por lo tanto acepta que este consentimiento ha sido voluntario sin que haya sido forzado u obligado a firmarlo.

_____	_____/...../.....
Nombre y RUT del/la participante	firma	Fecha

_____	_____/...../.....
Nombre y RUT Investigadora	firma	Fecha

APPENDIX 3: NARRATIVE FRAMES PROMPTS

1. Las clases de inglés que, en general, más recuerdo son las de la enseñanza (básica, media, superior)... Éstas se caracterizaban por ser...
2. Los/las profesores/as de inglés que más recuerdo son de la enseñanza (básica, media, superior)...Se caracterizaban por...
3. Mis mejores recuerdos de las clases de inglés de la enseñanza (básica, media, superior)...se relacionan con...
4. Mis peores recuerdos de las clases de inglés de la enseñanza (básica, media, superior)... se relacionan con...
5. Las experiencias como estudiante que han afectado positiva y negativamente la forma en que enseño hoy son...
6. Como profesor/a pienso que, en general, las clases de inglés en la enseñanza (básica, media, superior)... actualmente son...
7. Como profesor/a he tenido algunas experiencias exitosas en el aula. Pienso que las razones más importantes que explican este éxito se relacionan con...

APPENDIX 4: SEMI-STRUCTURED INTERVIEW PROTOCOL

Introducción

Fecha entrevista:

I.(Welcome) Gracias por...

II.(Study overview) como ya sabes nuestro estudio...

III.(Confidentiality issues) Presentar y firmar consent form, ambas firman y 1 copia para cada una.

Start recording

Información general que debe ser mencionada por participantes:

Nombre, años de experiencia, lugar donde trabaja, institución donde se formó.

Stage 1

1.Nos gustaría comenzar por saber un poco de tí y del contexto previo a tu trabajo actual: motivación para ser profesora de inglés, importancia que ha tenido tu vida estudiantil en general, clases de inglés y/o profesoras/res de inglés que más recuerdas (15 mins).	Notes
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Stage 2

2.Ahora nos moveremos a tu presente y lo que haces profesionalmente: lugar donde trabajas, tiempo que llevas ejerciendo docencia, brevemente referirte a tus responsabilidades y finalmente, cuéntanos si disfrutas lo que haces (15 mins).	Notes
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Stage 3

Focus on responses to survey: determine possible effects of AoO on her stated beliefs: <i>To analyse novice English teachers in-depth accounts of their (stated) beliefs regarding teaching and learning <u>as influenced by</u> their prior learning experiences (en esta etapa aún no nos referimos a `prácticas`)</i>	Notes
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