

TEACHERS' RESHAPED BELIEFS ON EFL DIDACTICS

A blended teacher workshop: Teachers' didactic beliefs reshaped while learning together

Gina Marcela Pérez Romero

Universidad Distrital Francisco José de Caldas

School of Science and Education

Master in Applied Linguistics to the Teaching of English

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Gina Marcela Pérez Romero

Thesis director:

Yeraldine Aldana Gutiérrez

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Note of Acceptance

Thesis Director: _____

Yeraldine Aldana Gutierrez

Juror: _____

Name:

Juror: _____

Name:

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Artículo 177: “La Universidad Distrital Francisco José de Caldas no será responsable por las ideas expuestas en esta tesis”.

Dedication**To Carlos Andrés Pérez:**

My beloved brother, the fountain of my inspiration for this work,
My life's warrior, who has had to fight
many battles and thanks to God has always come out victorious.

To Gustavo Adolfo Gómez:

My beloved husband for your patience and unconditional love,
For giving me your support, strength, and motivation throughout
this arduous process.

To Elisa Romero:

My adored mother, for being an example through life, for being my guide,
Adviser, and support, during all of those difficult moments.
For your infinite patience and understanding

To Maximiliano Pérez:

My adored father, who has always offered me his
unconditional support and always has a
breath of encouragement in those difficult moments.
Infinite thanks because your love and support will be
Present in each one of my projects.

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Abstract

This thesis explored teachers' beliefs regarding EFL didactics, based on their experiences and knowledge within a hybrid learning environment. The study was framed within the qualitative paradigm and applied semi-structured interviews and discussions to answer the research question: *What do English teachers' beliefs portray about EFL didactics when partaking in professional development sessions on hybrid learning?* Six EFL teachers from a private school in Bogotá participated in an eight-session course meant to prepare teachers in the digital technology use for EFL hybrid learning, while elaborating and reelaborating their beliefs. Theoretical constructs spring from the sociocultural macrotheory. This eight-session course was part of the pedagogical intervention performed for this thesis. Data were analyzed using an iterative approach, supported by color coding. Findings suggest that teachers' beliefs and roles were reshaped while attending the eight-session course. Although data collected showed a wide spectrum of answers from the teachers, they were connected in their desire to teach English in different or alternative manners to benefit students as an active learner in his or her own education.

Keywords: Teachers' beliefs, hybrid learning, EFL didactics, digital technology, social constructivism.

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Chapter I **Introduction**

The process of globalization and the upstart of the economy have generated a country full of new demands as a means to become competitive in an international market. One of these new requirements is to strengthen the communicative competence of its citizens in one or more foreign languages (MEN, 2014). Because of this, new educational policies have been established in foreign language learning which need to be applied as early as elementary school. In order to reach the Colombian Ministry of Education's objectives, different strategies have been suggested, one of which is the use of information and communication technologies (ICT). These technologies are meant to fortify learning English as a second language. Blake (2013) recognized the importance of ICTs in learning and highlights the fact that we should go beyond teaching the functionality of ICTs. In other words, learning through ICTs should encourage critical and rhetorical learning as well. Even though the use of technology is essential in effective learning (Littlejohn & Pegler, 2007), it continues to be a challenge for some teachers.

It is not unknown that many teachers, such as the participants in this study, are hesitant in including technology in their didactics in a critical or rhetorical way. This is given, as Ertmer (1999, as cited in Fives & Gill, 2015, p. 407) arguments, to first order or external limitations, such as the lack of training, insufficient time for planning, and a lack of support from school officials. In addition, second order or internal limitations also come into play, like teachers' beliefs on English as a second language didactics. Therefore, it is of vital importance to create spaces in which teachers can interact, share their experiences in

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the classroom, and create new knowledge and ideas in their teaching practices. By doing so, teachers can gradually face societal and technological challenges (Estudillo, 2001) and promote meaningful learning in digital natives (Littlejohn & Pegler, 2007) through language and technology.

The following presents a qualitative research study which contains five chapters detailing the theoretical and methodological components related to this research. Furthermore, the intervention process developed with a group of teachers from a private school in the city of Bogotá is discussed, as well as the achievements made in creating a space for discussion and collaborative learning among the teachers. In doing so, the teachers sought to guide their work in the classroom in order to develop practices oriented in holistic didactics from a socio-constructivist perspective. It is important to mention that this study ascribes to the research emphasis *process of teacher education and development* due to the fact that it fostered new insights of teachers' beliefs pertaining to EFL.

The first chapter provides an account of the research problem. In order to develop this chapter, a needs analysis was done based on three essential aspects: teachers' necessities, lacks, and wants. This needs analysis was guided by Nation and Macalister (2010, p. 27). Moreover, this chapter details the description of the research problem based on empirical and theoretical evidence and its connection with the research study. Finally, the research questions and objectives that oriented this study are discussed.

The second chapter summarizes the theory that backed up the intervention and data analysis. Some relevant authors in this summary include Fives and Gill (2015), Pajares (1992), Richards and Lockhart (2007), Richards and Rodgers (2001), Harmer (2007), Diaz, Alarcón, and Ortíz, (2015), Aliakbari and Heidarzadi (2015), Tudor (2001), Ochoa and

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Roberto (2011), and Vezub (2007). This chapter surrounds four fundamental aspects: teachers' beliefs, EFL didactics, hybrid learning in the English classroom, and teacher professional development through the growth and strengthening of beliefs.

The third chapter explains the methodology of the research study which was developed with a qualitative focus in mind. The study was also interpretive, and its objective was to understand the participants' behaviors, the meanings they gave to their own behaviors and that of others, and the context in which they lived and worked in. Additionally, the context, participants, data collection instruments, the role of the investigator, and ethical considerations are all discussed in detail in this chapter.

The fourth chapter introduces the pedagogical intervention. The curricular platform, teachers' visions on language and learning, and roles played by the researcher and participants are explained in this chapter. Also, the type of syllabus which was implemented is clarified in detail, as well as the lesson plans, materials, procedures, and technics that were taken into account during the intervention. A description of the eight-sessions of the intervention are provided.

The fifth and final chapter presents the analytical framework, its results, and the data analysis. The data analysis starts with the interpretation of the information obtained from the interviews and sessions with the teachers. The data were categorized depending on the teachers' answers as they related to the research question. Finally, this chapter includes the conclusions, which demonstrate the goals, achievements, and discoveries made during this investigation.

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Statement of the problem

The aim of this section is to present the research problem that inspired this study. A teacher needs analysis based on the Nation and Macalister (2010) model was implemented to explore English language teachers' needs regarding digital technology and professional development. Institutional demands were also addressed to identify this research problem. I found an issue that could be researched after I analyzed the results in the needs analysis. This led to the research problem; in a digital era where blended learning can be a didactic resource and methodology, English teachers can shape their beliefs about EFL didactics. To support this research problem, I will first contextualize it to explain its two problematic situations that later arise. I will state these underlying problematic situations as part of the problem by connecting theory and empirical evidence.

The issues that gave rise to this study took place at a private elementary school. The goal of the principals of this elementary school was to promote a national bilingual programme MEN (2004) using EFL (English as a Foreign Language). Strategies used to achieve this goal included: 50% of the curriculum to be developed in a foreign language, student exposure to English in other subjects (e.g. Science, Social Studies and Math), and English teachers in charge of teaching those multidisciplinary contents. Additionally, the school implemented blended learning as a methodology and didactic resource. By doing so, each classroom was equipped with a sound system, a computer, internet connection and a video beam. Furthermore, the subjects taught in English had a Learning Management System led by Cambridge, Greenwich, and The National Geographic.

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The first problematic situation established from the needs analysis was that blended learning as a methodology and digital resource appears to be an institutional need. To evidence this, emails were sent to teachers communicating the institutional demand to use blended learning as a methodology and a digital resource (Figure 1 and Figure 2). However, teachers were not offered training to develop these didactic strategies. Blake (2013) recognizes the importance of technology in assisting students to learn EFL. Nevertheless, this author explains that the technological tools used should be guided by theoretical perspectives, and experts in order that teachers pass from an instrumental to a critical technological-founded on didactics. Without this theoretical and practical knowledge, teachers might lack a critical stance on technology in the EFL class and teaching strategies applicable to the postindustrial era in L2 education (Estudillo Garcia, 2001; Litwin, 2005).

Buenos días profes

Estuve revisando y encontré que en la mayoría de casos no se han asignado actividades de la plataforma. Recuerden que hacerlo es indispensable para que los estudiantes refuercen lo que ven en clase en cuanto a vocabulario, gramática y lectura se refiere.

Por tanto, desbloquear toda la unidad no siempre es conveniente ya que las actividades están diseñadas para que se desarrollen a medida que se ve el tema y así podemos tener un reporte de progreso real.

Con preocupación también encuentro que siguen habiendo estudiantes que no han entrado nunca y que, sin importar los reportes enviados anteriormente, las docentes al parecer no han hecho nada al respecto para solucionarlo. Se tomarán medidas al respecto.

Gracias por su atención

Figure 2 Institutional e-mail on requirements for teachers

Good afternoon girls

Today I'm doing the second report and I found many things that really worry. Firstly, there are some students that continue appearing as last access two or more months ago. Secondly, I saw that you have assigned activities but there are many students that report last access in may or june. Thirdly, there are some students that haven't entered yet! The date that appears is when I enrolled them in the platform.

Figure 1. Institutional e-mail on requirements for teachers.

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Therefore, blended learning appears as an *institutional necessity* (Nation & Macalister, 2010) in a digital or technological era, according to the needs analysis carried out. As a matter of fact, I asked teachers what their viewpoint was regarding technology use in the classroom and they answered they were interested in using it as they considered it was an important tool. At the same time, teachers expressed the necessity to change their teaching procedures involved and required at the school (Excerpt 1 and 2, Interview). Bearing in mind Blake's perception (2013), teachers should embrace the new language learning technologies and integrate them as an alternative pedagogical resource to recognize students' aspirations, including more autonomy, agency, collaborative learning and distributed creativity. Nonetheless, recognizing students' and teachers' needs in the new digital era seems to be the key for obtaining significant learning (Blake, 2013).

Excerpt 1

Considero que la tecnología en el salón de clase puede contribuir bastante siempre y cuando no se imponga como metodología y el docente sea libre de usar esta como herramienta o incluso permitir que se convine con otras metodologías que el docente crea que sea pertinente para las necesidades de su población.

[I consider that technology can contribute greatly in the classroom, just as long as it is not imposed as a methodology, and the teacher is free to use (technology) as a tool or with other methodologies in which the teacher sees fit for the population.]

(Teacher 3, Interview, March 3rd, 2017)

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Excerpt 2

Me parece muy importante siempre y cuando no se convierta en una obligación. El docente debe tener su libertad de hacer uso de la tecnología como mejor parezca para orientar su clase.

[In my opinion, I think it is important as long as it does not become an obligation.

The teacher should have the liberty to use technology as he or she sees best in orienting his or her class.]

(Teacher 5, Interview, March 3rd, 2017)

Additionally, the needs analysis addressing teachers revealed that blended learning lacked as a didactic option (Nation and Macalister, 2010). Although teachers have adopted, adapted and designed materials to complement the platform (Figure 3), they seem unsure about the objective of blended learning. As figure 4 shows us, some of them are not familiar with the concept. An investigation by Mendieta (2012), stated that teachers would not work with technology or Computer-assisted language learning (CALL) didactics if they did not have sufficient information about it. Consequently, when technological aids are applied without didactic knowledge by teachers, there are fewer possibilities to achieve the expected results in the learning and teaching process and practice. Teachers need to be aware of current methodology, like that of hybrid learning, both conceptually and procedurally in order to empower themselves as members of their institutions.

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2) Have you ever adopted, adapted or designed learning materials for online environments?
(9 respuestas)

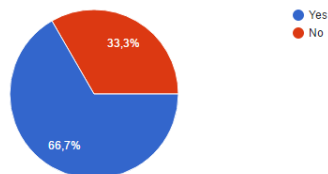


Figure 3. Teachers' needs analysis survey

3) Which of the following terms are familiar to you? (9 respuestas)

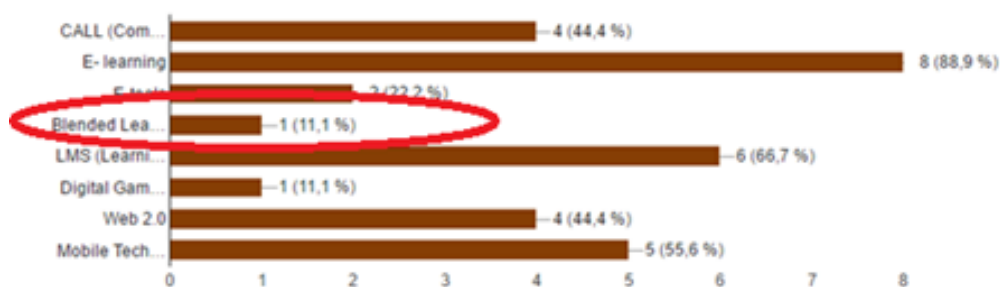


Figure 4. Teachers' need analysis survey.

Moreover, blended learning may appear in teachers' beliefs regarding their professional development needs. Freeman (1998) defines professional development as “a strategy of influence and indirect intervention that works on complex, integrated aspects of teaching; these aspects are idiosyncratic and individual. The purpose of development is for the teacher to generate change through increasing or shifting awareness” (p. 40). There is a necessity to create professional development programs that provide teachers with opportunities to improve their professional practice. The needs analysis revealed that teachers *want* (Nation and Macalister, 2010) constant training about methodologies and strategies to face students' needs (Excerpt 3, 4 and 5). Teachers expressed that they were interested in receiving constant feedback; they want to know and handle digital materials and they want to explore teacher management topics related to blended learning.

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Excerpt 3

Como primer recurso, necesito estar a la vanguardia de las estrategias que se implementan en el aula y de mis estudiantes. De esta forma poder implementar las más útiles y las que se adaptan a las necesidades de los estudiantes. Como segunda medida, es de vital importancia para mi preparación constante para así poder brindar a los estudiantes herramientas novedosas que cumplan con sus expectativas en el aula.

[First, I need to be at the forefront of the strategies that are implemented in the classroom and of my students. In this way, we can implement the most useful and those that adapt to the needs of students. Second, my constant preparation is of vital importance in order to be able to offer students new tools that meet their expectations in the classroom]

(Teacher 1, Interview, March 3rd, 2017)

Excerpt 4

Para mí desarrollo profesional requiero de retroalimentación sobre mi desempeño para saber que debo mejorar o que puedo seguir aportando al lugar en donde desempeño mi trabajo. Contar con conocimientos y habilidades para desempeñar el trabajo. Estar en constante capacitación ya que si se es docente es necesario estar en constante renovación.

[For my professional development, I need feedback about my performance so that I can know how I should improve or what I can continue providing in my

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workplace. Also, counting on my knowledge and skills so I can do my job. Being in consistent training since being a teacher require constant renovation.]

(Teacher 3, Interview, March 3rd, 2017)

Excerpt 5

Para mi desarrollo profesional desearía que hubiera capacitaciones constantes respecto al manejo de nuevas tecnológicas, idiomas y manejo de necesidades de los estudiantes.

[For my professional development, I would like that the training workshops be constant in terms of the use of new technologies, languages, and managing students' needs.]

(Teacher 3, Interview, March 3rd, 2017)

Richards and Farrell (2005) establish a difference between training and teacher development. They state that training implies the process of understanding simple concepts and principles as an essential requirement for applying them to teaching. In contrast, teacher development embraces reflective analysis of teaching practices and it should go beyond personal and individual reflection (Richards & Farrell, 2005, p. 4). In this manner, the teachers' needs analysis unveiled that principals did not generate means or professional discussion mechanisms for teachers to express their reflections and concerns about their development needs. However, they still demanded teachers to receive and reproduce information without going beyond.

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Along these lines, teachers' beliefs might be related to the instrumentality of the institution regarding the use of technology in EFL classes. I asked teachers if they knew about blended learning and what the function of technology in their classes was. Most teachers indicated that they did not know how to develop a didactic sequence and materials in a blended environment; as evidenced in the interview (Excerpt 6). Litwin (2005) also states that teachers use technology to motivate, model and illustrate contents but this employment is "located in the edge and not at the heart of knowledge". Technology offers other didactic uses for teachers when the educator reflects upon it. These uses include: presenting new materials, building bridges to foster understanding, and helping to recognize information in different contexts. In this sense it is necessary that teachers critically re-conceptualize technology in order to implement it didactically (Blake, 2013).

La verdad no sé cómo es la secuencia didáctica del blended learning, yo solo ajusto la tecnología a otras metodologías o estrategias de enseñanza y uso la tecnología como soporte para enseñar ya sea en las clases de inglés o en las otras áreas.

[In truth, I really don't know what the sequential didactics are of blended learning. I just adjust technology to other methods or learning strategies, and I use technology as a support to teach whether it in English class or in other areas.]

(Teacher 5, Interview, March 3rd, 2017)

In addition, there is an inconsistency in the manner teaching and learning take place at the school. One of the goals of this institution is for students to become bilingual through a combination of face-to-face learning and online learning. However, students are being taught by teachers who do not have training in blended learning. Teachers are expected to

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obey their principals' orders to use technological platforms and ensure that students use them. Principals are constantly checking whether teachers and students use the Learning management system (LMS). Teachers are sanctioned if they do not use the LMS without even being asked why (Figure 1). In this view, teachers' practices are obscured, and they are seen as "clerks in the sense that they are expected to just follow the orders of a remote authority without questioning, resisting, or contributing." (Guerrero, 2010 p. 35)

As a teacher and researcher, I found certain inconsistencies regarding the implementation of teachers' needs and didactic methodologies in a private elementary school. As a consequence, teachers appeared to reshape their beliefs based on institutional demands. Unfortunately, they did not consider their students' needs or themselves. Therefore, my role as a peer and agent of change led me to face this issue in order to contribute meaningful insights based on the information given by my colleagues. This study attempts to analyze English teachers' beliefs through the following research question and objectives:

Research Question

What do English teachers' beliefs portray about EFL didactics when partaking in professional development sessions on hybrid learning?

Research Subquestion

How do English Language teachers recycle, unlearn and relearn their didactic strategies during professional development sessions on hybrid learning?

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Objectives

- To analyze and understand English language teachers' beliefs on EFL didactics when participating in professional development sessions on hybrid learning.
- To describe English language teachers' didactic strategies discussed during professional development sessions on hybrid learning

Justification

It is truly amazing the value that digital technology and integration have acquired in our physical world. In fact, many people choose technology as their primary source of information. This phenomenon has impacted education in one way or another. Because of this, digital technologies used in teaching and learning a second language have become widely diverse due to the multiple advantages it offers. Nonetheless, for meaningful learning to take place, it is important to go beyond the perception of technology as a mere instrument (Blake, 2013). This implies that digital technology must be perceived as an important tool which can transform the learning environment, and not just as a replacement tool of other types of activities.

Thus, it is possible to imagine that a close connection between digital technology and the work of the teacher has been formed. However, the use of digital tools in the classroom has several challenges that are both external, like lack of training and time, and internal, such as knowledge, attitudes, and beliefs (Fives & Gill, 2015). Because of this, certain resistance towards the use of technology in English as a second language didactics

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has been created. In these cases, technology is used merely as a support to traditional didactics.

Quite justified, this resistance has become one of the greatest challenges in education. Therefore, the proposal for this research study is for teachers to reflect upon their teaching practices, and in doing so, can break the traditional mold. In order to achieve this, teachers must have a significant experience, which is why a comfortable space for teachers to discuss their points of view, provide opinions, and propose solutions was provided. In addition, this space took the teachers' voices into consideration, as well as allowing them to partake in the decision-making process. In this way, the sessions become more than just an object of study; they were a place where collaborative learning about EFL didactics, such as blended learning, could take place.

In this sense, the importance of this project lies in favoring the decision-making process through the reflection that was carried out by the teachers about their educational convictions. According to Richards and Lockhart. (2007, p.30) "Teachers' belief systems are founded on the goals, values, and beliefs teachers hold in relation to the content and process of teaching, and their understanding of the systems in which they work and their roles within it. These beliefs and values serve as the background to much of the teachers' decision making and action". As English teachers, we are responsible of the decisions we make when we teach. These decisions that are taken before, during, and after the class can affect the way students learn and achieve their objectives. In this way, it is pertinent to take into account the necessities of the students and teachers in order to transform teaching practices and improve second language learning.

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This entails proposing the role of the teacher who above all else should, “put into action a new way of viewing the world, mediated by a new language and a new technologically assisted learning environment” (Blake, 2013, p. XVII). This means that the teachers should not limit themselves on solely knowing how to use the tools in the classroom. On the contrary, the teacher should take into consideration the students' needs and understand how these tools can help transform the learning environment and contribute to a significant education.

Bearing this in mind, the proposal is ascribed to the line of investigation: Processes of teacher education and development in the master's program in applied linguistics due to the fact that it contributes with new understandings about the beliefs teachers have regarding EFL didactics and the important role they play in the construction of knowledge concerning bilingual education. Additionally, it provides support to elementary school teachers in the form of reflecting upon their convictions in order to improve the quality of teaching in a digital era.

Chapter II

Theoretical Framework

This chapter introduces the theoretical and research-based literary sources that support this study. The process utilized in teaching a second language can determine its success or failure. Behind these processes, there exists abstract and concrete components, for instance, teachers' beliefs, ICT tools (Information and Communication Technologies), and many others. The objective of the following discussion is to briefly outline the theoretical aspects concerning English teachers' beliefs on EFL (English as Foreign Language) didactics, while teachers partake in professional development sessions on hybrid learning. To fulfill this objective, a series of concepts are clarified as follows. In order to discuss the theory behind these ideas, teacher's belief construction in terms of EFL didactics will be addressed first. Next, ideas on the integration of digital technology in the classroom and its relationship to hybrid learning will be introduced. Finally, a series of reflections on teacher's professional development and the role beliefs play in EFL didactics will be constructed.

Teaching English as a foreign language has been in development for some time. It has become a necessary pillar for societal growth, contributing in this way to the globalization of our era from a linguistic approach. Various proposals in teaching processes have been developed to help native Spanish speakers better learn this lingua franca. Nowadays, socio-constructivism has been established as a way to promote acquired bilingualism that complies with economic and educational needs. Acquired bilingualism is the L2 obtained through language classes or immersion for a prolonged period in the target

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language. It is worth mentioning that current teaching processes are aimed at teaching successive bilingualism. (Riveros & Harold, 2015).

The pedagogical proposal of socio-constructivism comes from approaches proposed by the psychologist Lev Vygotsky, who suggested the important influence context and environment have on development and learning. This is the case for second language acquisition and immersion environments, in which learning the mother tongue is enriched during the first years of contact between mother-child. Vygotsky believed that "mediation instruments, including signs, are provided by culture and social environment" (Padrino, 2010, p. 9). According to Rios (2002), students need tools to promote linguistic development (linguistic learning, linguistic awareness, cultural awareness and cultural experience) internally by creating an ideal communicative context. This, in turn, has allowed L2 teachers to encourage new didactics and integrate different elements in the classroom in order to achieve goals.

English teaching has also gained importance in the new digital era (Blake, 2013), generating different methodologies depending on the educational level. Bilingual education is an imminent necessity, given the opportunities it provides economically and psychologically speaking. However, assimilating the changes and learning processes in younger generations, who are immersed in a world of technology and social networks, is challenging. The learning context, following Vygotsky's proposal, has mutated drastically in the past 10 years, provoking challenges and beliefs on how a second language should be taught. The above may take place due to the assumption that teachers are not familiar with multimodal methodologies, and that current teaching processes have been in place for more than 40 years, in which little or no drastic or innovative changes have been made.

Teachers' beliefs

The diversity of current didactics and teachers' beliefs when teaching a language play an important role. It is assumed, in many cases, that the students' academic failure is due to the teacher's beliefs that are closely related to practices that in one way or another affect the classroom (Berhanu & Joy, 2018). It is expected that in good teaching practices, there will also be good evaluation practices as well, which will lead to effective learning.

Beliefs, from this point of view, will be understood as those mental states or interpretations (experimental or affective) that affect in one way or another the opinion of an individual. According to Borg (2001, p.187), as cited in (Diaz, Alarcón, & Ortíz 2015, p. 172)

A belief is a mental state which has as its content a proposition that is accepted as true by the individual holding it, although the individual may recognize that alternative beliefs may be held by others. Beliefs may have two main characteristics: they can be conscious or unconscious, and they have an important impact on the way a teacher behaves.

In a similar manner, Eisenhart, Shrum, Harding, and Cuthbert (1988) suggest that "a belief is a way to describe a relationship between a task, an action, an event, or another person and an attitude of a person toward it" (p. 53). Pajares (1992) states that in psychology, the term is used to describe ideas that have something in common with values, judgments, views, opinions, ideologies, perspectives, conceptions, conceptual systems, preconceptions, dispositions, implicit and explicit theories, personal theories, internal-

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mental processes, action strategies, rules of practice, practical principles, repertoires of understanding, and social strategies.

Teachers' beliefs have become essential in understanding teachers' behaviors and their impact on teachers' decision making. According to Richards and Lockhart (2007), teacher's beliefs are based on the objectives, values and principles the teacher possesses concerning teaching material, teaching processes, and their role in the place work place. These beliefs are part of the teacher's background, and they affect decision making and actions taken by teachers. Thereby, these constructions correspond to what has been termed as the "culture of teaching" (Nesbit, 2000, p. 5).

Kindsvatter, Willen, and Ishler (1988), as cited in Richards and Lockhart (2007, p. 30-31) indicated that teachers' belief systems are derived from various sources:

1. Teachers own experience as language learners. All teachers have been students at some point of their life and much of their beliefs are an evident reflection of how they learnt. For instance, the way they evaluate or assess student processes or a strategy to teach vocabulary comes from their own experience as former language learners.

2. The experience of what works best. Many teachers confirm that experience is one of the main sources of beliefs about teaching. Teachers implement different strategies and determine what worked well and what is useful in the context that they are working.

3. Established practice in regard to teaching styles that schools, institutions or a school district have adapted.

4. Personality factors. Teachers carry out different activities and teaching pattern in their classes based on who they are and what personality traits they have.

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5. Educational or research-based principles that teachers possess. Teachers' behavior may be influenced by their knowledge of Second Language Acquisition principles, psychology, and education. Accordingly, they apply what they know and understand in their classrooms.

6. Understanding of approaches or methods of teaching. Teachers may also draw on their understanding according to certain approaches or methods of teaching. If they believe that they are appropriate, they will try to apply it in the classroom.

The classification of different sources that cause teachers' beliefs is a significant tool in analyzing teachers' views with teachers' backgrounds in mind. Beliefs play an important pedagogical role in the way a teacher behaves and teaches, in this case the L2. It is worth mentioning that both students and teachers make use of a variety of beliefs (religion, education, health, politics, etc.). In the case of both teacher and student, educational beliefs are present in the classroom.

According to Northcote (2009), educational beliefs are mental states that combine teaching beliefs and learning, and those are developed by both students and teachers. These beliefs play an important role in teaching practices, generating an intrinsic connection between belief and practice. This type of relationship has been studied in different populations and individuals. Examples of this studies include Archer (1999), together with Prosser and Trigwell (1997). Likewise, Diaz, Alarcon, and Ortiz (2015) mention that this field of research has also been carried out in teacher training and curricular design, such as that of Brownlee (2003).

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Beliefs and practices are related to each other, thus generating the creation and unification of new educational beliefs. Northcote (2009) states that teachers' practical experiences influence their actions, beliefs, and the quality of how students are taught and learn. The belief-practice relationship is linked to teaching conceptions teachers have developed. Educational beliefs students hold also directly affect their learning process. With this in mind, a complex network illustrated in Figure 5 is proposed.

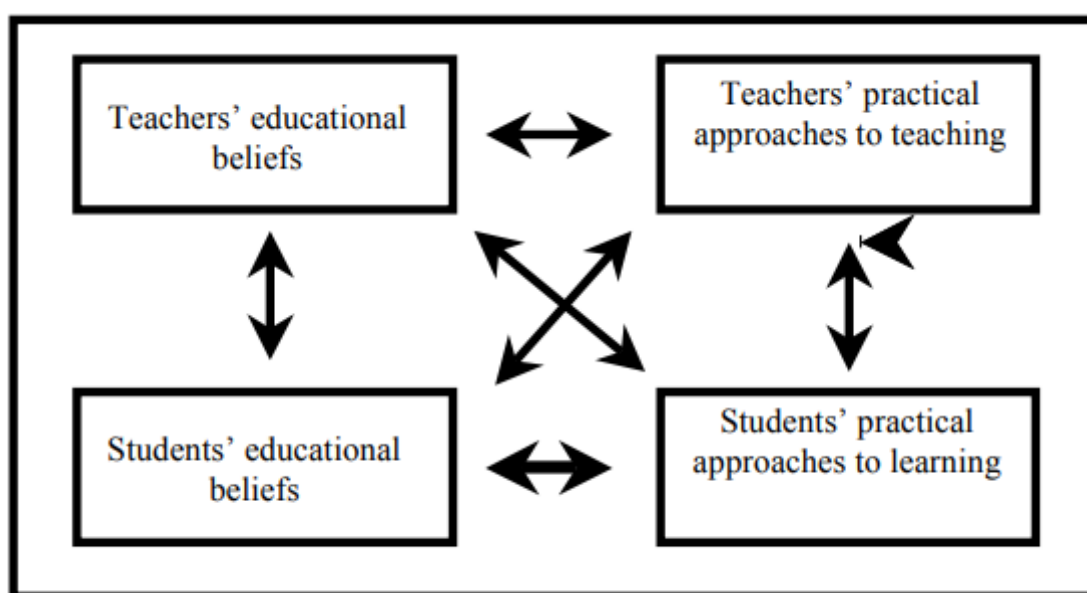


Figure 5. A network of teachers' and students' educational beliefs and practices. (Diaz, Alarcón, & Ortíz, 2015).

From this network, we can see that there is a constant interrelation between teachers' beliefs and students' beliefs. Therefore, it is necessary to understand how these networks affect the way teaching and learning occurs, and whether they are bilateral, as mentioned by Aliakbari and Adnan (2016, p. 216):

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Epistemological beliefs and students' learning strategies they use in processing knowledge are two factors that reciprocally affect each other. While individuals' epistemological beliefs affect their strategies of studying, the learning strategies they use in processing knowledge affects their formation of epistemological beliefs.

In other words, epistemological beliefs directly affect students' learning strategies, and these learning strategies simultaneously affect the construction of future epistemological beliefs. This suggests a relationship based on a cycle. This cycle is constantly changing and going through modification due to new knowledge being acquired and put into practice.

In addition, Richards, Gallo, and Renandya (2001) identified that teachers' beliefs are social interpretations based on experience, so that beliefs held by L2 teachers are the result of their learning, didactics, pedagogy and language. In other words, teachers' beliefs come from learned behaviors from their teachers, who in turn inherited their beliefs and behaviors from their teachers. By this way, the current complexity when developing teaching tools is evident in the generational gap and use of technological advancements. Crookes (2003, as cited in Díaz and Bastías 2012, p. 245) mentions that life experiences and the manner teachers were taught molds teachers' understanding of their own learning and teaching processes. Díaz and Bastías (2012) point out that teachers cannot always easily express their beliefs and attitudes when it comes to teaching. Because of this, it is important to understand these beliefs and determine what should stay and what should be changed (p. 245).

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For the context in this research study, the relationship between English didactics and teachers' beliefs is direct. Upon reflection, we can build on beliefs and didactics that can strengthen second language acquisition in an encouraging and locally relevant way. By understanding the setting in which students acquire a second language, more sociocultural relevant teaching and learning can occur.

EFL didactics and teachers' beliefs

Didactic strategies employed in the classroom are linked to the beliefs and environments in which classes are developed. Berhanu and Joy (2018) state that there is no relationship between belief and practices related to context factors, such as social environments along with institutional and physical elements where the teacher constructs the teaching practice. This means the implementation of new strategies may depend on whether the resources are available to do so, leading to the reformulation of didactic designs and hence, those beliefs teachers and students hold.

In re-elaborating the concept: *didactics*, I find that the current relationships attributed to this term deal with professional development and language teaching. According to Ligozat, Amade-Escot, and Östman (2015), didactic development has led to the progressive construction of a community interested in educational research. Consequently, learning, teaching and the curriculum have been discussed in dialogue among these communities, in relation to traditional, historic, and cultural aspects of didactics research. Here, we can highlight Caillot (2007) who presented a perspective on didactics in teaching French as a foreign language, based on relationships in the classroom. What this study showed was how new forms of acquiring knowledge could be constructed

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through these relationships. In recent decades, case studies and localized research, like those carried out in Germany, in language teaching have also highlighted the importance of utilizing emotional and affective elements in didactics (Königs, 2003).

Among teachers, dialogue in terms of educational strategies has allowed for the development of interdisciplinary processes with common objectives in sociology and psychology. This situation has influenced critical reflection on the knowledge construction, derived beliefs and appropriation. In turn, this has determined the construction of professional practices which have had repercussions at the academic level (Chevallard & Bosch, 2014). This is the case of some teachers who identify variables that affect the educational reality. In addition to seeing power, context, and conceptions from a holistic perspective, teachers can also conceive the classroom as a destination in which they can reflect and promote new educational ideas, plans plus ways to conduct their classes (Banegas, 2015). Such is the case when we consider diverse educational settings where new learning environments can be created according to students' characteristics, and particularly teachers' beliefs and understandings implied there (Rico & Álvarez, 2016).

Therefore, analyzing how the class and teacher's beliefs keep a dynamic relationship is necessary to consider which didactics to re-elaborate and re-contextualize. This is especially true for traditional didactics, since the focus of these didactics has been solely on the knowledge held by the teacher. It seems relevant to understand, reflect and re-elaborate upon which didactics we as language teachers are employing, given that each one has at times different models of beliefs based on fixed theories. As Wickman and Östman (2002) mentioned, there is a growing need for epistemological analysis of learning in which the teacher's role, new methods of teaching and purposes are evaluated and developed.

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Teaching strategies are designed to influence students' learning positively, thereby fulfilling achievements after modules and levels of learning. The socio-constructivist proposal plays an important role in this design. This is due to the fact that socio-constructivism allows teachers to manage and create a stimulating environment in the classroom given the resources they may have. Considering the approaches proposed by Aliakbari and Heidarzadi (2016), I found that it is the teacher's job to supervise activities, generate social interaction and maintain a stable physical and emotional environment that accomplishes goals, rules and procedures of learning L2. Additionally, Martin and Sass (2010) define classroom management in three general dimensions: instruction management, people management and behavior management. These dimensions are developed jointly through pedagogical processes that are internalized in the teacher, i.e. beliefs on how to transmit, develop and evaluate the acquisition of knowledge.

Aliakbari and Heidarzadi (2016) state that each dimension has a series of specific activities that result in a favorable didactic strategy. Within the dimension of instruction management, the authors refer to activities, such as the daily establishment of processes, the monitoring of work designed for inside and outside the classroom, monitoring and encouraging independent work done by the students, and many others. This also includes the use of different materials and tools used in the class depending on the subject and focus of each group. The other dimensions are focused on establishing and controlling behaviors related to EFL learning. This implies that the teacher rethinks methods and modifies his/her teaching processes given the students' reactions when it comes to understanding or developing a new topic. In addition, they add that:

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People management is centered on how the teacher perceives the students and how they view their relationship with the students (Martin et al., 1998). [...] In detail, this facet includes setting rules, providing a reward, establishing opportunities for student input, commenting on behavior, and giving directions (Martin & Sass, 2010).

In this way, the role of the teacher and student are completely covered, ensuring that educational beliefs are recreated and stabilized in a constant cycle. The teacher's knowledge of teaching processes and didactics has an impact on learning processes necessary for students' learning. This implies a direct recognition of the student population in order to work in conjunction with them, which leads to didactic dynamics (Tudor, 2001) in assessment and self-learning.

The didactics of second language teaching in the classroom varies according to the type of context and bilingualism that wants to be achieved. Didactics have been developed, mainly, from various perspectives. Initially, languages were acquired through systematic translation conceived from a classical method that followed behavioral approaches. Then, language teaching moved on to a structuralist approach and learning the use of grammar. This approach was revived in the 1960s through cognitivism and situational learning methods. When this ceased to be striking, a humanistic model that focused on experiences was developed, thus proposing the activation of knowledge given communicative contexts. From these perspectives, the study of culture became important in learning a language, thus creating the communicative method in which the cultural context is an important factor in understanding how language functions (Baker, 2001, p. 120). Currently, there is no pure

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didactic strategy, but rather a combination of ideas in order to develop a favorable learning context that meets the objectives of the population being taught.

So far, it has been mentioned that teaching strategies have a relationship with beliefs held by teachers and students, which create educational beliefs. These beliefs help evaluate and generate the appropriate model that should be used for each population and individual, thus achieving the complex task of changing tools and materials as proposed by L2 teachers. That is why Tudor (2001) explains the dynamics of a classroom, where diverse beliefs on how a language should be learned and taught are negotiated.

The TALIS tool (The Teaching and Learning International Survey) has been developed to identify beliefs and how they affect learning. TALIS also examines teachers' attitudes and practices, and it compares them between teachers, schools and countries from constructivist perspective. Through exploratory means, TALIS uses qualitative and quantitative tools to determine if teaching practices are appropriate (OECD, 2009).

The analysis framework used by TALIS evaluates the teaching context (knowledge and beliefs), the processes (teaching practice and cooperation activities among teachers), the school contexts (school environment and classroom environment) and the student's context (learning and results). This analysis has contributed to recognizing satisfactory teachers, and the creation of educational policies focused on mitigating deficiencies (Organization of American States, 2015). In addition, the results of TALIS provide relevant information for changing perspectives and educational model, where the most problematic aspects are improved depending on the case.

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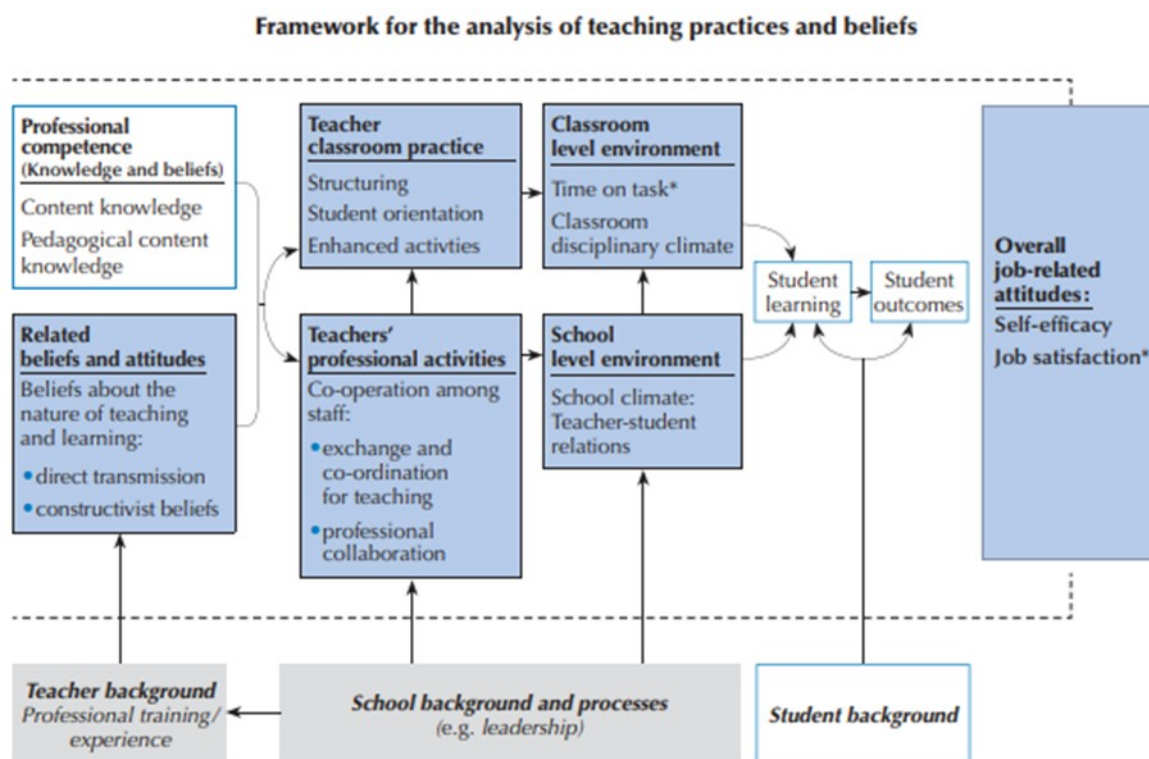


Figure 6 Reference framework for the analysis of teaching and belief practices (OECD, 2009, p. 91).

In Colombia, the TALIS study was carried out in conjunction with PISA tests in 2008, within this study some significant findings were found.

1. According to school leaders, the shortage of well-performing teachers impeded the ability to offer quality education in approximately one third of schools.
2. In addition, no universal availability of induction programs was found.
3. Teachers indicated that they needed more training in information and communication technologies (ICT), special educational needs, and teaching in diverse environments.
4. School leaders considered that resources, regulatory frameworks and school environments were critical factors for effective school administration.

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5. Experienced teachers, on average, were confident of their teaching ability, but had lower levels of job satisfaction than teachers in the early stages of their careers.
6. Teachers' self-efficacy and job satisfaction were associated with opportunities to participate in school decisions and collaborative learning, but to a lesser degree for those facing challenging classroom environments. (OCDE, 2017)

Findings 1 and 3 provide insight on EFL teaching practices in the context of this study, mainly because of the various didactics being used at present. These didactics deal with the use of technological elements available in institutions or by the students themselves. Additionally, the didactics used also take into account communicative approaches in the classroom based on objectives and tasks that have been implemented (Beltrán, 2017). Therefore, "modern" didactics used and created by teachers for learning L2 through audio, images, audiovisual or multimodal elements should be evaluated. This implies that the teacher's function is redefined, leaving aside the traditional model of teaching and turning his or her work into experience-based mentoring. This approximates the modern school approaches proposed by the philosopher John Dewey.

The "modern" school proposed by Dewey suggests that experience-based learning plays a fundamental role in the development of learning. These experiences must be connected to cultural issues. Nowadays, the integration of technology in the English language teaching promotes a different way of seeing education, and it has given significant contributions toward the idea of the modern school. Díaz and Jansson (2011, p. 7) stated that the role played by teachers are no longer that of the only source of knowledge acquisition. In turn, the student has achieved symmetry in the hierarchical order of teaching and learning given the responsibility that he or she shares in the communication of

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knowledge. In many occasions, students work as collaborators with the teacher, sharing skills and responsibility for operational problems. This can be seen in cases where the teacher does not have the operational or logistical skills when it comes to current technological tools. It should be noted that this form of integration between teacher and student provides a closeness when learning a second language.

Similarly, there exists an interrelation between knowledge and teaching possibilities, which can be limited by teachers' beliefs and teaching resources. That is to say, there are unlimited possibilities to designing didactics when teacher's knowledge and students' beliefs are taken into account. Nonetheless, the resources provided by institutional establishments where EFL classes are carried out can also limit the didactics used. This is the case when technological resources are limited.

This is unfortunate because English teachers can incorporate technology to develop new ways of learning through auditory, visual, graphic, multimodal and interactive materials. In doing so, learning an L2 in an L1 context can be achieved holistically. Additionally, students can become teachers of their own processes, which is a fundamental element in learning.

It is important to highlight the software available to learn English, and how social networks are used to establish communication with different speakers. According to Díaz and Jansson (2011), establishing communication with different speakers allows students to improve speaking, reading, and listening skills (p. 10). Referring to Harmer (2007) Computer language teaching programs offer to students a number of opportunities to study grammar, vocabulary, record their voices, listening activities, practice speaking and so forth. Thus, student integrates unconventional elements in class and their own learning.

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This can be of great use later on, especially when students are allowed to manage their learning. Furthermore, students are motivated, which can lead to the development and use of hybrid learning in the classroom. This in turn can change beliefs about learning English as a foreign language.

Towards hybrid learning in English classrooms

When hybrid learning is mentioned, multiple interpretations and points of view arise. Many definitions favor a combination of electronic media and teaching done by a tutor. This type of system is called blended learning and it has to do with a XXI century initiative where student and teacher share the responsibility of learning in a more enjoyable and balanced way. It implies a complete system composed of several constituents; one of its purposes is to improve the teaching and learning of a second language.

Hybrid learning, or blended learning, brings together both electronic and physical environments, giving way to new didactics and challenges for teachers (Vale, 2010). This interaction is crucial since teachers must believe in the use of technology in order to provide L2 learners with interactive activities regardless of the technological resources available. Additionally, these activities should be provided in order to develop students' language skills, and teachers should provide constant feedback (Ochoa & Roberto, 2011). Therefore, teachers develop as educators in a physical environment, the classroom, as well as the electronic environment as virtual teachers. This implies, in one way or another, the challenges teachers may face, especially those who practice traditional teaching models or do not have the adequate training to fulfill this task (Soler, 2008).

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This type of learning has brought about many elements and benefits in favor of EFL teaching, as well as the teaching of other languages. The integration between the virtual and face-to-face methodology has changed the way the educational system establishes classes, thus, embracing new pedagogical methods. Among the benefits of hybrid learning are those highlighted by Ochoa and Roberto (2011):

Blended Learning has become one of the most common ways to teach EFL (English as a Foreign Language) due to its double component, which integrates Face-to-Face classes with virtual learning in order to offer students a wide range of materials and resources organized in a methodological way. Over the years, teachers and students have changed the way this educational process is seen because new technologies have been implemented and teachers have to propose new ways of working to display materials that complement EFL Face-to-Face classes. However, the implementation of a Blended Course must have a pedagogical foundation for each setting where it is planned in order to be developed (p.154).

In other words, conditions and beliefs in the educational process have changed. In part, this is due to the employment of technologies in a digital era (Litwin, 2005), and the incorporation of these technologies in education. Similarly, Ochoa and Roberto (2011) emphasize that teachers must make use of new tools and materials, which means that teacher training should be available consistently, one which is focused on understanding the new and varied ways of teaching L2 depending on sociocultural variables.

Among the electronic tools used in hybrid learning, there exists interactive platforms where students can learn about the socio-pragmatic aspects of the language. Therefore, they can experience learning new knowledge and change their beliefs and

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attitudes about learning a new language. These platforms are not as tedious as the traditional mode of teaching the use of grammar, nor do they promote a contextually detached example of the real communicative environment. In addition to the platforms, there are supporting materials from different sources. This seems to facilitate the immediacy of teaching new information, as well as assessing students in real time.

The electronic tool that stands out the most in hybrid learning is online platforms, or courses where students autonomously complement the knowledge they acquired in the classroom. In many cases, students do not have to travel to a specific campus to make use of the platform. Also, the teacher takes on a virtual role, and can use electronic means to chat, verify information and set tasks. In this way, the students and teacher have a change of scenery and educational beliefs, as well as changing the processes used to learn and teach.

Tosun (2015) mentioned that the hybrid learning approach in foreign language teaching has interested teachers given that it combines blended learning and the reinforcement of acquired material through e-learning with everyday life. This approach aids in developing knowledge and vocabulary, while the students have the possibility of exploring different ways of acquiring that knowledge. In this way, it is understood that hybrid, mixed or combined, learning is one of the alternatives that frame the pedagogy of the new digital era, in which different methodologies and strengths are involved.

Teacher professional development through the advancement and strengthening of beliefs

The pedagogy of the new digital era involves enormous challenges for both the educational system and teachers. The first step is to establish and recognize the change from traditional-conventional pedagogy to alternative processes, according to the technological transformations that are being developed. Thinking about these pedagogical changes generates a first instance of analysis in this chapter: teacher's beliefs. These beliefs, as mentioned at the beginning of the section, imply that teachers hold lived experiences, both *priori* and *posteriori*. These experiences and beliefs play a key role in teaching to the extent that they can influence the success of bilingualism and EFL education.

Beliefs, such as educational beliefs, go beyond the possible "correct way" of teaching L2 or any other knowledge. Rather, educational beliefs involve internal processes, and they are focused on the ideal or expected forms of how teachers and students feel, how teachers express didactic strategies, and the pedagogical processes involved in management. At this point, a direct relationship between beliefs, feelings, and epistemological elements is made evident.

In relation to the above, Ertmer (n.d.) pointed out that, "All teachers hold beliefs, however defined and labeled, about their work, their students, their subject matter, and their roles and responsibilities" (p. 314). This is because, as mentioned by the same author, all humans have beliefs about something, and these beliefs help structure our knowledge and way of learning and teaching. This occurs regardless of whether are "wrong" or not.

Additionally, Ertmer states that:

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Pajares (1992) recommended that researchers make a distinction between teachers' broader, general belief systems and their educational beliefs. In addition, he recommended that educational beliefs be narrowed further to specify what those beliefs are about, for example, educational beliefs about: the nature of knowledge, perceptions of self and feelings of self-worth, confidence to perform certain tasks, and so on.

Thus, general and educational beliefs fulfill fundamental roles in education. It is from the teacher's knowledge that significant changes can be established to benefit students' learning. In this sense, L2 teachers have the desire to educate students through the use of new methods, which shows how changes between didactics can be dynamic.

Another factor that affects teachers' development and the use of hybrid teaching models is educational policies and resources. Sometimes, schools do not have the necessary elements (human factor, infrastructure and technological resources) for the fulfillment or development of these models. This is a key element surrounding educational beliefs, since they are dependent on the context in which the teacher and the student find themselves. If the context is not optimal, poor pedagogical practices that do not meet the objectives of bilingual learning could occur. In a majority of cases, teacher's beliefs help modify situations in which infrastructure or technological resources are obsolete and precarious.

In addition, Vezub (2007, p. 2) mentioned that innovations in educational policies and pedagogical processes have to do, to a large extent, with the quality of teacher training and current school systems. Regarding training, it is visible that many graduate teachers do not have training or partake in updating processes. They follow outdated educational beliefs which have been considered obsolete. In this case, it is necessary for entities of higher education to help teachers reevaluate the curriculum taking into account globalization and

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changes in pedagogy that have taken place in the last decade. In relation to school systems, Vezub stated that "they preserve a trace of their origin: the centrality of the teacher, the teacher as technology and irreplaceable educational resource" (p.2). This clashes with the advancement of new technologies and hybrid learning discussed previously.

In teacher training, the main objective is to train teachers in the necessary skills and tools needed to face educational realities. This could mean a clash between traditional beliefs, where grammar books are commonly used as the curriculum, and modern beliefs, which have been considered as a distraction when it comes to learning. For this reason, teachers should provide and be provided with developmental learning opportunities, where they can work together with institution to integrate new activities and processes in the curriculum. Vezub (2007, p. 20), mentioned the following:

Tampoco puede quedar fuera del currículum el manejo de las Nuevas Tecnologías de la Información y la Comunicación. Más aún cuando estas forman parte de la mayoría de los programas de enseñanza básica y media de la región y cada vez permean en mayor medida la vida cotidiana de las personas. La creciente importancia de las TIC en las sociedades actuales y el potencial pedagógico que presentan tanto para el desarrollo profesional de los docentes, como para potenciar el aprendizaje de los alumnos, plantea nuevos desafíos a la formación docente.

[New information and communication technologies cannot be out of the curriculum. Even more, when they are included in most of the basic and secondary education programs of the region, and permeate people's everyday life to a greater extent. The growing importance of the ICTs in the current society, and the pedagogical potential

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that represent for both the professional development of teachers and to enhance the learning of the students, poses new challenges for the teacher training]

Dialogue and training processes for professional development have a unique purpose, which is to improve teaching processes based on educational beliefs. These educational beliefs have been developed around new teaching processes, such as hybrid learning. Thus, teachers find the need to complement his or her teaching and training with technology-related knowledge. In doing so critically, Blake (2013) mentioned that teachers can transform their beliefs and approach the realities of different teacher student, who in his or her individual realities lives individual teaching processes, which generates the modification of beliefs from specific sociocultural practices.

Within the training processes, the recognition of research as an intermediary can provide great contributions, inasmuch as new beliefs are evaluated and new ways of teaching are put into practice. This provides the support needed in order for training processes to tackle different approaches and new proposals in didactics. In such a way, the classroom, which was once conceived as something static, has become an element of study where educational beliefs, teaching practices, and assumptions are evaluated and questioned.

Ermet (n.d., p.12) stated that the instructional change to which teachers are "subjected" to will help transform beliefs. By doing so, teachers will not abandon their beliefs, but rather take on new ones. This allows for coupling between ways of thinking in order to utilize hybrid learning and the necessary elements needed for EFL. Ermet sets a series of suggestions within training processes. These include questioning one's own

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practice and that of others, generating assumptions based on these questions, and establishing students as researchers of their own educational beliefs.

Finally, in the text the approach on constructs is developed, which is focused on identifying what beliefs are and how they are the basis in didactic processes (traditional, mixed, hybrid, among others). Because of this, it is understood that teachers have beliefs that are constantly changing depending on contextual factors and the constant learning process teachers undergo as life-long educators. Therefore, it is emphasized that beliefs are developed and can be collected from symbolic interactionism, such as the social interaction that the individual has with society and how it is interpreted. Symbolic interactionism, according to Blumer (1989), is based on three basic premises that are: 1) Human beings act according to the meanings they attribute to things, 2) The meaning of things is derived from the social interaction that they have with each other within a communicative context called society, 3) The meanings are controlled, modified and reinterpreted by people integrating the experiences and realities that surround them. In this way, EFL teachers possess a series of beliefs that need to be identified. This is because teachers have gone from being instructors to guides, and thus, live with a series of variables that affect the way they conceive education, English, dynamics, students, and even, themselves.

Chapter III

Research design

The following chapter depicts the research framework and design meant to answer the following research question: What do English teachers' beliefs portray about EFL didactics when partaking in professional development sessions on hybrid learning? It also comprises detailed information on the type of study, context, participants, data collection instruments and procedures. Finally, the ethical considerations taken into account when conducting this study and the role I assumed as a researcher are discussed below.

Type of research

This study was framed under the qualitative paradigm in the sense that English language teachers' beliefs about EFL didactics were analyzed to better understand "how they construct their worlds and what meaning they attribute to their experiences" (Merriam, 2002, p.5). This interpretation of the world initiates the construction of knowledge (Cohen, Manion & Morrison, 2007). Therefore, the research study took place in a real-world, natural setting where the participants and the researcher have face-to-face interaction (Creswell, 2007).

Additionally, Yin (2011, p.7) mentions five features of qualitative research:

- 1) studying the meaning of people's lives, under real-world conditions;
- 2) representing the views and perspectives of the people;
- 3) covering the contextual conditions within which people live;
- 4) contributing insights into existing or emerging concepts that may help to explain human social behavior;
- 5) striving to use multiple sources of evidence.

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These characteristics were taken into account when developing my research study. First, teachers had the opportunity to talk about their experiences in a real setting, which did not limit their ability to respond questions. Second, I interpreted the beliefs of the participants based on what they expressed. Third, participants' social, institutional and environmental conditions were kept in mind. Fourth, English language teachers' beliefs on EFL didactics were analyzed and explained utilizing existing or emerging concepts in order to offer new insights. Finally, data were collected from interviews and recordings of teachers' discussions during the hybrid learning' sessions.

Another characteristic of this research study is the use of an inductive research strategy. What this means is that I began my study with a research question without any preconceived ideas on what I wanted to find. Holloway (1997) states that when using an inductive research approach, data are used to generate new insights or theory, instead of verifying or disproving an idea. The previous statement was considered for this research study, as an open mind was kept in exploring this phenomenon. Additionally, the aim of my study was not to test theory, but to analyze the data multiple times in order to identify English teachers' beliefs about EFL didactics and position these new ideas within the discipline.

For these reasons, I decided to assume an interpretative approach in order to "gain new insights about a particular phenomenon and develop new concepts or theoretical background about the research issue" (Peshkin, 1993). Merriam (2002) points out that the main feature of an interpretative qualitative study is comprehending the meaning people create about the world through their experiences. In my particular case as a teacher-researcher, I wanted to make sense of the meanings others have about EFL didactics.

Context

This study was carried out in a private school located in the northwest sector of Bogotá, the capital city of Colombia. Specifically, the study took place in a school located in the neighborhood of Normandia. This school follows CLIL, or Content and Language Integrated Learning, methodology principles. It is focused on the 4Cs (Content, Culture, Cognition, Communication). One of the goals of the principal at this private school in Bogotá was to provide students with a bilingual education concurring with national standards. According to the Ministry of National Education (MEN), a national bilingual school must include a curriculum which expose its student to the target language more than 50% of the time (MEN, 2004). Additionally, the principals in this school must be Colombian, and most of the teachers should also be Colombian and bilingual too. As a requirement, students must pass international foreign language tests in addition to completing all subject material within the national Colombian curriculum, which is socio-cultural orientated.

Along with orientation from the British Council, a structured program was designed so that preschool and elementary school receive partial immersion in a foreign language. This consists of carrying out 50% of the curriculum in this foreign language, which in this case is English. Thus, students are exposed to the use of the language in English class (7 hours a week), as well as their other core classes, such as Science (4 hours a week), Social Studies (4 hours a week), and Mathematics (7 hours a week).

Tests have been developed since 2013, that asses the progress of bilingualism and can certify a school as a bilingual institution. These tests are developed using an international

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model, the Common European Framework, which measures the level of English proficiency, as seen in the school's PEI (Institutional educational project). Additionally, principals of the school decided to implement blended learning as a methodology and didactic resource in order to support students' face-to-face learning and to assist students in taking international language tests.

Participants

This research study was carried out with six female teachers who work at a private primary school in Bogotá. The teachers' average age was between 23 and 30 years old. All the participants have a professional degree as EFL teachers. Their experience ranges from fourth to twelve years. In order to preserve their identity and maintain confidentiality they were asked to invent a nickname and their real names were changed.

The criteria to select these participants was based on purposeful sampling. Patton (1990 p.176) states that this criterion is based on "review and study all cases that meet some predetermined criterion of importance". The first criteria for selection was, they had to be English language teachers. Second, they had to be working in a blended learning scenario due to the fact that I wanted to explore their beliefs before and after my hybrid learning pedagogical intervention. Finally, they had to be primary school teachers since the bilingualism program implemented at the school is mainly elementary focused.

Since the needs analysis and informal talking, teachers put forward their necessity to discuss EFL didactics and their desires to learn more about the use of digital technology in the classroom. For this reason, I suggested that they meet in order to discuss, learn, and reflect upon didactic strategies. Therefore, they volunteered to be part of the group, where

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the topics to be discussed, the materials, and time were negotiated. The teachers who had the participant's profile and decided to participate were:

Teacher number 1. She is 29 years old, from Colombia, and a language teacher graduated from a private university. She has worked in the school for eight years; during the data collection she taught English and multidisciplinary contents in second grade.

Teacher number 2. She is 27 years old, from Venezuela, and has a bachelor's in English from a state university. At the time the study was conducted, she was the head teacher of one of the second-grade classrooms. She has worked in the school for two years, with seven years of experience as an English teacher. She was about to start a master's degree program in education.

Teacher number 3. She is 25 years old, from Colombia, and a modern languages teacher graduated from a private university. She has been working as an English teacher in the school for four years. During the study, she taught English and multidisciplinary contents in fourth grade.

Teacher number 4. She is 28 years old and from Colombia. She has a bachelor's degree in elementary school teaching with an emphasis in languages. She graduated from a private university and has been working in the school for two years. While the data was collected and analyzed, she was the head teacher in third grade. She taught English, science and math.

Teacher number 5. She is 27 years old, from Colombia, and a modern languages teacher graduated from a private school. She has worked in the school for five years. During the data collection she taught fifth grade.

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Teacher number 6. She is 29 years old, from Venezuela, and she has a bachelor's degree in teaching English as a foreign language. She has been working as an English teacher for 7 years, and while the data was collected, she was teaching English, science, and math, in fifth grade.

Ethical considerations were taken into account to develop this research study. Thus, a consent form (Appendix B) was provided to participants in which they were given the option to participate or not in this research study, as well as to inform them of the purpose, methods and uses of the information collected in the study. Confidentiality and anonymity was guaranteed. Additionally, I designed a consent form (Appendix C) for the principals of the school, who authorized to hold the workshop at the school.

Data Collection Instruments

The aim of this study is to analyze English teacher's beliefs on EFL didactics when participating in professional development sessions on hybrid learning. Information was collected before, during, and after the pedagogical intervention. The data collection instruments implemented in this study were semi-structured interviews and audio recorded discussions.

Before selecting the participants, a survey was administered (Appendix A), of which several English teachers participated in answering the questions. Afterwards, I analyzed the answers and collected information on real life issues pertinent to the school. Furthermore, teachers expressed their interest in sharing their beliefs about blended learning.

Ten teachers were invited to participate. Six of them participated throughout the first interview, discussions, and final interview. The interviews and the audio recorded

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discussions were piloted by myself with an experienced researcher in this field. She reviewed the instruments, and she provided me with significant insights. After that, three teachers with similar profiles were selected to conduct the piloting process of the instruments. The participants provided me with a considerable amount of information. Upon reflection of the results (Appendix D), I made the necessary changes and created the final interview protocol.

Interview. For the purpose of this interpretative qualitative study, I implemented semi-structured interviews to better comprehend English teachers' beliefs. Cohen, Manion and Morrison (2005, p.267) state that "Interviews enable participants—be they interviewers or interviewees— to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view." In the design of the instruments, I considered the research objectives that guided my study. I was concerned with listening to the interviewees and what they had to say beyond the questions. The interviews were organized more like conversations in which the participants felt comfortable sharing their experiences.

The interviews were implemented at the beginning and end of the research study. The interviews were semi-structured, but each teacher had the opportunity to talk freely. The interviews were focused on the teachers' experiences and their beliefs about EFL didactics. Even though I used an interview format, there was flexibility to change the questions. As explained by Ary, Jacobs and Razavieh (2009, p. 438) "the interviewer may modify the format or question during the interview process."

The first interview (Appendix E) was applied individually with each teacher. This first interview provided meaningful perspectives about teachers' beliefs in relation to EFL

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didactics. Also, I discovered different interest and needs that helped me develop the pedagogical intervention. The first pedagogical unit was designed with their answers and motivations in mind.

The second interview was at the end of the intervention. Teachers reflected upon their didactics and talked about their experience in the sessions. Also, they talked about how they have applied blended learning strategies, as well as other didactics in their classrooms. The teachers analyzed their context, the problems that have emerged, and possible solutions for these issues. Additionally, they highlighted the changes they made with the help of the workshops and how the discussion inspired them to continue learning and training.

Audio recorded discussions. During the workshop teachers had the opportunity to share their perspectives, points of view, experiences, knowledge, and beliefs. They also discussed about the issues that emerged during the sessions. Discussions are defined by Freeman (1998, p.204) as “opportunities for students (and teachers) to engage in an exchange of ideas.” The discussions were conducted face-to-face and as a whole group. The parameters of the discussion were established in the first session.

I used audio recordings in order to gain reliable and complete information regarding the English teachers' beliefs that arose from the discussions. This instrument helped me corroborate, contrast, and complement the interviews. Freeman (1998, p.207) states that “An audio recording captures spoken interactions in the activity or lesson.” During each session, I placed three tape recorders near the participants to capture parts of their conversations. After conducting the sessions, I transcribed and analyzed the information, bearing in mind the research question.

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The Researcher's Role and Ethical Issues

During this research study, my role as a researcher was to be a facilitator. Placing myself in this role was significant for this study, as it allowed me to listen to my colleagues' voices. Additionally, I had the opportunity to reflect upon the English teachers' beliefs. I kept in mind all the ethical considerations in order to protect participants' privacy, and I informed the principals and coordinators (Appendix C) about the purpose of my research study. Also, I expressed how the results of the study might benefit the learning and teaching process at the school. In doing so, the study was accepted and supported by the school. In addition, I maintained a professional and friendly relationship with the participants throughout the study, and they understood they were allowed to leave the research study at any time. Since honesty is an important part of research, I was transparent with the aim of this study, its objectives, and the participant's roles. I was also responsible with the data gathered, and the information was handled confidentially.

In this chapter, I described in detail my interpretative qualitative study. This included the context, participants, and instruments. The instruments that I needed to gather the data were interviews and audio recorded discussions. In the following chapter, I will describe the pedagogical intervention in detail.

Chapter IV Instructional Design

This chapter discusses the methodological decisions done in a pedagogical intervention with in-service teachers. A curricular platform (Figure 7) combined different pedagogical and didactic theories, and it was followed in this intervention. In this section, the invisible components of the iceberg curricular platform are defined first, followed by the visible ones. Needless to say, this pedagogical intervention was planned as a model of blended learning (Littlejohn & Pegler, 2007), and in this particular context (Kumaravadivelu, 2005). Consequently, blended strategies were applied in the eight sessions of the intervention carried out.

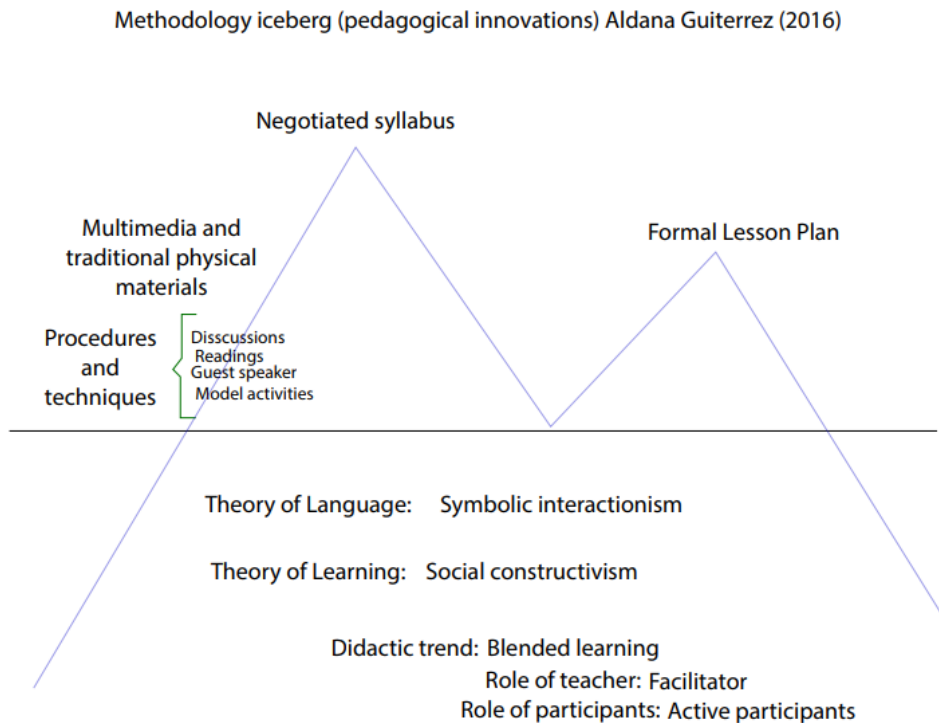


Figure 7 Methodology Iceberg – Pedagogical Innovations (Aldana, 2016).

The curricular platform

In the pedagogical intervention, it is expected that bridges will be built to gradually transform or reform the curriculum platform in teaching a second language, in this case EFL. Cuellar (2006) states that new and diverse objectives come from educational changes and the way they have been registered historically, mainly those aimed at learning and evaluating the contexts and agents involved. Within the author's proposal, the need to reflect on multiple learning and role transformations is explored. These transformations are framed within a flexible curricular process created for students of the new technological era.

In this study, the intervention was aimed at redefining in-service teachers' beliefs about EFL didactics, while unlearning and relearning these didactics in a hybrid learning course. The intervention was developed in 5 phases with 6 EFL primary school teachers based on the components of the iceberg curricular platform (Aldana, 2016) as displayed in Figure 1. The phases of the intervention took into account the teachers' beliefs about learning, teaching, language, and the feedback they received from the intervention. During the sessions, conceptual resources and hybrid learning tools were utilized. Additionally, the teacher's beliefs were explored using a questions model (Richards and Lockhart, 2007).

Theory of language: Symbolic interactionism

The pedagogical intervention is framed under the language theory of symbolic interactionism proposed by Blumer (1989). The author mentions that society is understood through communication, and this communication depends on motivations, traditions, and transformations. Within symbolic interactionism, it is understood that human beings generate relationships between things based on the meanings they attribute to them. In the

case of teaching a L2, it is necessary to understand the way teachers develop the relationship between belief and practice. Additionally, it is understood that social interaction also attributes to the establishment of meaning. Therefore, the pedagogical intervention included phases in which the teachers could learn from one another and reevaluate their teaching processes as a collective. Thus, this helped build new beliefs and ways to teach a L2.

By doing so, the role of the language in achieving pragmatic objectives and the construction of personal relationships is represented by the functional perspective of the language. From this perspective, students become active actors in the teaching process demonstrated by personal communication and emotional expressions. Thus, the objectives of the EFL class are redesigned keeping students in mind, which promotes critical and reflect thinking far beyond the classroom.

Theory of learning: Social constructivism

How we teach is related to how we learn, which implies a constant cycle in education beliefs mediated by interpretive and learning theories. This pedagogical intervention formulated thinking about learning from a social constructivism perspective. In this sense, Vygotsky's thoughts on the influence of context and environment in terms of development and learning, mainly those related to L2 teaching and the restructuring of new beliefs, were considered in the pedagogical intervention. Related to this, Rios (2002) established apprentices should be given tools in which to promote linguistic development (linguistic learning, linguistic awareness, cultural awareness and cultural experience) internally through the creation of an ideal communicative context. Consequently, the

formulation of beliefs around constructivism implies the implementation and strengthening of new beliefs. Thus, social constructivism postulates the need to provide these tools to build knowledge, as well as procedures that serve for training and learning.

Didactic trend: Blended learning

The tools which Rios (2002) mentioned must involve a combination of electronic media and teaching by a tutor; in other words, a blended learning system. In this way, blended learning is created when the students and teacher share the responsibility of learning in a more enjoyable and balanced manner. Language theories, such as symbolic interactionism, and learning theories, like constructivism, can take place in a blended learning setting. One of the purposes of the pedagogical intervention was to raise awareness and encourage the use of electronic media in the classroom. As mentioned by Ochoa and Roberto (2011), blended learning has become one of the most common and useful ways to teach EFL in new technological era. Blended learning offers students a wide range of digital materials and resources, which in turn, creates novel ways of learning a second language.

Changing the notion and role of the teacher in the classroom is another intention of the pedagogical intervention. By doing so, resemantization promotes the idea that students are active agents and teachers are agents of change. In this sense, keeping in mind the approaches proposed by Crookes (2003), teachers' understanding of themselves is modeled, therefore, implying changes in teaching and beliefs. This modeling procedure is implemented in a teacher training process where experiences in teaching and research come together. According to Aliakbari and Heidarzadi (2015), the teacher will supervise the activities, generate social interaction, and maintain a stable, physical, virtual and emotional

environment. Having an appropriate context allows the transformation of students' beliefs about education, which promotes objectives and aims of L2 learning. In other words, as remarked by Castillo and Polanco (2005), the teacher becomes a mediator and makes use of a hybrid learning, thus leaving the responsibilities of being exclusively the person in charge of transmitting knowledge.

Negotiated Syllabus

The needs analysis and informal conversations with teachers showed a desire from the teachers' perspectives to participate in a course that could allow them to discuss EFL didactics and hybrid learning. Given their interest, I invited them to create a group, and they agreed to create a negotiated syllabus for the intervention. Nation and Macalister (2010, p. 149) state that "a negotiated syllabus involves the teacher and the learners working together to make decisions at many of the parts of the curriculum design process." The first interview helped me design the draft of the first pedagogical unit, bearing in mind teachers' needs and desires. Teacher took an active role in the first session, and we decided what we would do the next sessions. Together, we wrote a list of activities on the board and negotiated the time, goals, content and how we would work in the course and towards completing the proposed tasks. Breen and Littlejohn (2000) claim that the negotiated cycle can be developed from a particular task to a wider educational curriculum (as cited in Nation and Macalister, 2010).

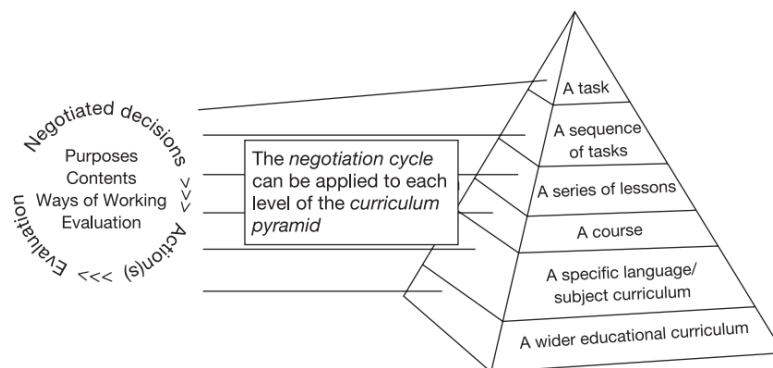


Figure 8. A process syllabus. Taken from Breen & Littlejohn (as cited in Nation & Macalister, 2010, p. 150).

Keeping in mind the negotiated syllabus developed between the teachers and myself, we designed an in-service course. Nation and Macalister (2010, p. 183) state that “In-service courses involve teacher development after initial teacher training and after the teachers have had some teaching experience.” They may be long-term or short-term courses that last a couple of hours or days. We decided to do a short-term course or “workshop” (p. 183). To create an effective workshop, we had to have clear aims, guarantee new content, and make sure that it motivates its participants. In agreement with this, the pedagogical units were based on the following goals:

- Discussing about English foreign language didactics during a hybrid learning in-service course.
- Interacting in order to learn, unlearn and relearn strategies about EFL didactics during professional development sessions on hybrid learning.

During the course teachers, had the possibility to discuss and reflect upon their visions of language, teaching, and learning. Additionally, the course provided a space for teachers to inform themselves about hybrid learning. Nation and Macalister (2010, p. 184) argue that

“workshops need to involve the input of new information, otherwise there is a danger that they will result in unproductive discussion.” That is why providing teachers with new information and a space for them to discuss was a crucial component of the pedagogical intervention.

In accordance with the established goals and principles of the in-service course, the pedagogical implementation comprised five pedagogical units. Some units had one session and others had two sessions depending on the type and number of tasks for each one. Also, each session was designed with a formal lesson plan (Harmer, 2007).

Formal Lesson Plan

Each session was designed with a formal lesson plan (Harmer, 2007) bearing in mind the negotiated contents of the course. Therefore, the sessions had an objective, and we wrote the outcome that we wanted to achieve at the end of each lesson. One of the participants suggested that we use the model of SMART objectives (Yemm, 2013). Aims were written in the lesson plan, as well as the time and materials needed for each session. Additionally, we listed the activities and procedures with the amount of time we believed it would take to complete them. The different interactions that took place in the classroom were included in the lesson.

The lessons were divided into four stages (Appendix F). The stage in which teachers had the opportunity to use what they had learnt in previous session was called *activate*. After that, teachers and researchers shared new information using different materials in a stage called *learn*. The *re-learn* stage provided the opportunity to discuss, practice, apply, and become involved with the new information given through different activities. At the

end of the lesson, teachers had the opportunity to reflect upon their educational beliefs.

They completed a formative assessment during the *unlearn* stage.

Implementation

The following figure displays a general view of the pedagogical intervention. Then, a concise account of the intervention is given.

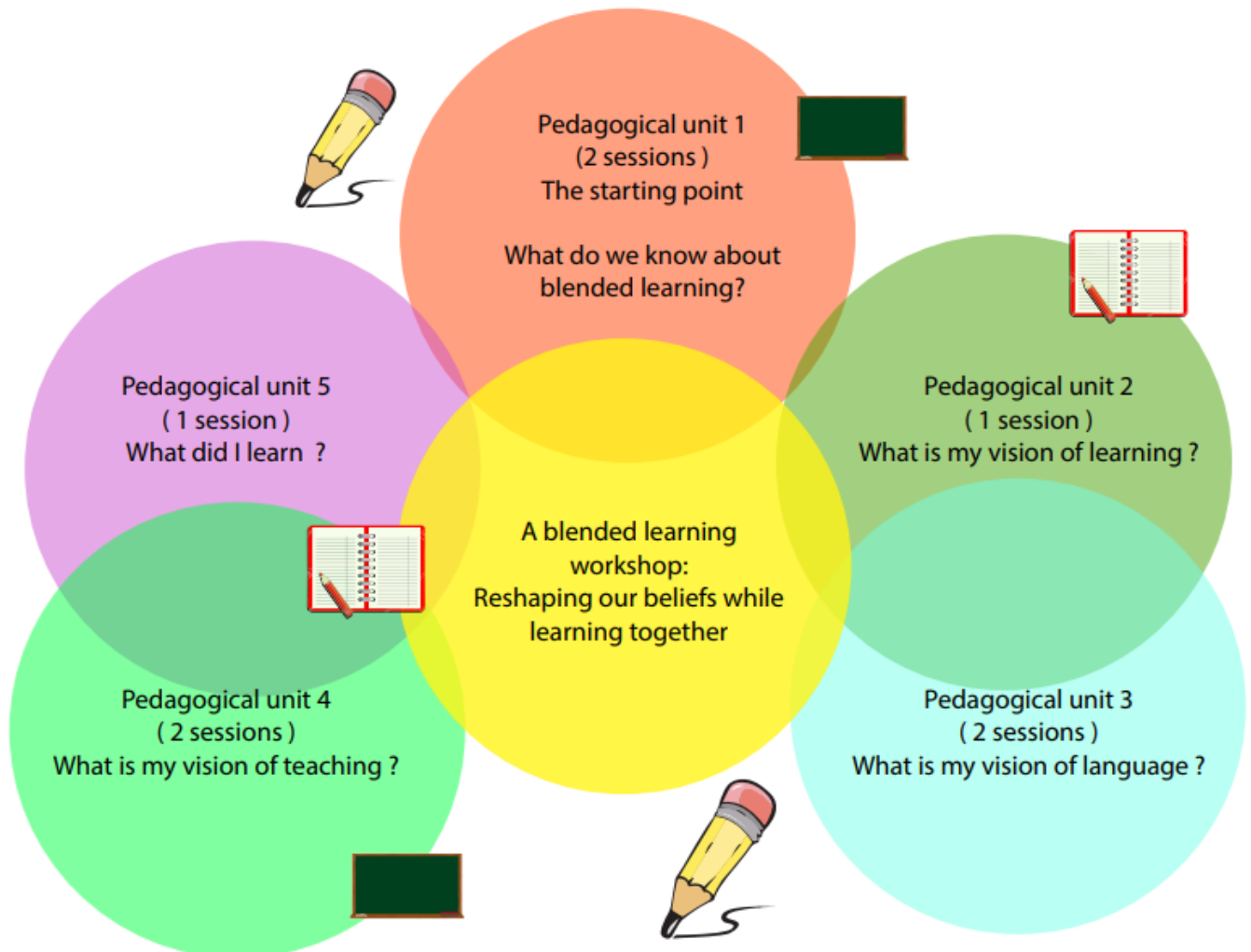


Figure 9 Pedagogical Intervention units.

The starting point: What do we know about blended learning?

The first pedagogical unit *What do we know about blended learning?* had two sessions. In the first session, I welcomed the group and began by announcing my role as an equal member who would work alongside them to organize the sessions and discuss the different topics. Then, the objectives of the intervention were discussed. One of the teachers suggested the use of Prezi, a cloud-based presentation software, to share ideas and explain the importance of a reflective teachers' group in a dynamic way. Teachers worked collaboratively in groups and created a presentation. After that, they shared their viewpoints with the group and expressed their concerns regarding blended learning. They talked about their previous teaching experiences and how it connected them to current issues. We listened to each group of teachers and discussed their concerns. This helped build a connection and find possible solutions to the problems. We then negotiated the topics and the activities for the following session.

In the second session, we used the KWL chart. By the end of the intervention the teachers had written what they knew about blended learning in the "K" column, what they wanted to know and the blended learning gaps in the "W" column, and what they wanted to learn in the "L" column. I then used quizzlet (an educational web application) to explain blended learning strategies. Teachers created flash cards with quizzlet and presented the advantages and disadvantages of face- to-face versus on-line learning.

Afterwards, I invited a hybrid learning expert to discuss the features and strategies of this didactic methodological resource. The guest speaker spoke of her personal experiences using blended learning and conducted an activity. She handed out pieces of colored paper with a number and a question. She then rolled a dice and the teacher with the

corresponding number had to answer the question in their colored paper. The teacher also had to give their standpoint on whether they agreed or disagreed. Simultaneously, the guest speaker was presenting digital tools that we could later utilize in the classroom and future sessions. Finally, the guest speaker talked about her research studies related to blended learning. The teachers were able to ask her some questions and shared some of their experiences. The session finished with some helpful advice and suggestions from the speaker and she gave each teacher a digital book as a present.

What is my vision of learning?

During this pedagogical unit, a space was created to discuss the vision of learning. First, we discussed the blended learning strategies that had been covered in the last sessions. After that, we wrote a list of questions related to learning on the board (Appendix G). Next, I presented and explained a website called Edpuzzle which permits the user to select videos, record audio, add questions, and construct an engaging lesson. Teachers worked in pairs to create a lesson with a video and questionnaire about EFL didactics bearing in mind the questions that were written on the board. Once the groups had completed the activity a competition was created in which all the groups carried out each other's work. The winner was chosen based on their performance in each task on the platform.

After the competition, teachers answered the questions that we had initially written on the board and reflected individually. Then, they gathered in groups of three in order to share their viewpoints. Finally, we did a round table in which teachers discussed their learning vision, and we listened to their reflections. Concurrently, I listened carefully in order to identify their convictions about learning.

What is my vision of language?

During this pedagogical unit, teachers discussed their convictions about language. In the first session of this stage we played an online guessing word game called Pictionary while using the strategies and characteristics of blended learning. In groups, the teachers had to guess a strategy or concept within a minute to get a point. At the end, the group with the most points won. Then, the teachers watched a video from the BBC called “Why do we Talk?” After that, some statements about learning were given to each teacher to which they wrote down their insights and opinions. The teachers were then organized in pairs and they discussed and compared their answers. Later, the teachers discussed in groups of three and came up with a common answer. Finally, a person from each group shared what they had discussed and the class agreed on a position.

In the second session of this stage, we did a contest using kahoot, an educational virtual tool. Teachers worked in pairs and chose a name for their respective teams. On this platform, the teams had to discuss and answer questions based on the video previously seen as quickly as possible. The team with the most answers correct won. After that we wrote questions on the board related to the vision of language (Appendix G). Each teacher answered the questions individually. Then, the classroom was organized in a roundtable in order to support whole-class interaction. I gave a soft ball to one of the participants and she had to answer and share her insights about one of the questions listed on the board. Then she had to throw the ball to another teacher, whoever caught the ball had to respond a question and so forth. At the end a whole-class discussions was developed and justified.

What is my vision of teaching?

Through this fourth learning stage, teachers reflected upon their beliefs about teaching. In the first session of this stage, teachers worked in pairs and they created an online puzzle. Each group oversaw one of the blended learning models. After finishing, the teachers exchanged puzzles and had three minutes to solve it. Then, the teachers socialized the model. After that, I handed out three different situations that are common in the classroom. Teachers made three teams and chose one of these situations. They analyzed and discussed for ten minutes what they would do in that situation and they agreed upon a solution. The class was re-divided and one member from each team was put in a new group. Each teacher in the group shared the classroom case and the way they solved it. Teachers discussed about the possible solutions and shared their viewpoints with the whole class.

In the second session of this phase, teachers had to think about their roles in the classroom and they wrote nine roles on the board. Then they individually ranked these in order using the diamond template. They placed the most important role at the top and the role that had the lowest priority at the bottom. Subsequently, teachers worked in pairs where they shared their diamonds and created a consensus diamond after justifying their decisions. Next, the classroom was organized in a horseshoe and each group shared their rankings. The whole class discussed their arrangements creating a third consensus diamond.

After that, teacher read the account of two classes performed by two different teachers (Teacher A and Teacher B). By simultaneously using blended learning as a methodology and didactic resource I carried out an activity. I placed the words agree and disagree on different sides of the classroom. When the teachers finished reading they went

to the center of the classroom and had to move to either side as I read statements related to the readings. Therefore, they indicated whether they agreed or disagreed by standing in front of the word. Then I asked them to express their viewpoints on why they had chosen that position.

In the second task of the session, we used the fishbowl strategy in order to listen to teachers' convictions about teaching. Teachers wrote their views about a list of questions on a piece of paper (Appendix G). Then, teachers got into groups of three and shared their thoughts. Next, the whole class made a circle "fish bowl" and we placed a seat in the middle of the circle "the fish". One person from each group took a turn being the "fish" and shared what was discussed in their group. The fish was the only person who could talk and the others listened carefully. If they wanted to disagree or add something they had to go up and be the fish. Finally, the teachers reflected upon their teaching practices.

What did I learn?

In this final stage, teachers created an interactive presentation about their insights on blended learning by using Emaze, a platform that creates presentations using templates, animation, and 3D videos. The teachers shared their presentations with the whole class and reflected upon their actions. They mentioned how they had reshaped their beliefs and modified their practices. After that, the think-pair-share square strategy was used. First, teachers individually answered the questions listed in the curricular unit (Appendix G). Then teachers turned to the person next to them to discuss their insights. Next, new groups were made in pairs of three and they agreed on a response. They decided who the person in charge of sharing the consensual ideas was. Teachers returned to their grids and filled the L column of the KWL chart. They wrote what they learned during the intervention and they

compared that with their initial ideas in the K grid. Finally, teachers socialized their charts with the whole class.

The following chart summarizes the pedagogical intervention:

WHO participated in the sessions?	WHY the sessions?	WHAT was discussed in the sessions?	HOW were the sessions?
<p>Six English language teachers who:</p> <ul style="list-style-type: none"> -Taught in primary school -Worked in a blended learning scenario - Taught multidisciplinary contents 	<ul style="list-style-type: none"> -Teachers' desire to learn from others and make their voices heard in order to overcome EFL issues -To discuss about EFL didactics -Through peers' interaction, learn, re learn and unlearn strategies about EFL didactics, among them blended learning. 	<ul style="list-style-type: none"> -Blended Learning -EFL didactics -Vision of learning -Vision of language -Vision of teaching 	<ul style="list-style-type: none"> -Negotiated syllabus -Formal lesson plan in each session -Use of multimedia and traditional materials -Discussions, readings, model activities, guest speaker. -Spanish and English -Sharing a snack

Table 1. Summary pedagogical intervention

After describing the pedagogical intervention, the following chapter gives an account of the data analysis collected through interviews and audio recorded discussions as well as the categories that answered the research question.

Chapter V

Data Analysis

The following chapter introduces an explanation of the procedures used for data organization. This is followed by the stages carried out in analyzing the data from the teachers' interviews and discussions. The purpose of this chapter is to provide an explanation of the strategies and procedures utilized in the study, management of the data, triangulation techniques, and the construction of the categories.

Data management strategies

Miles and Huberman (1994) state that analyzing data in qualitative studies provides ways of discerning, examining, comparing, contrasting, and interpreting meaningful patterns or themes. They divide qualitative data analysis into three processes. The first phase involves reducing the data and selecting, focusing, simplifying and abstracting data. The second phase, *displaying data*, refers to the use of a diagram to arrange and think about the text embedded within data. The last phase, *conclusion, drawing and verification*, consist of the researchers' interpretation based on a range of strategies, such as comparison and contrast. Thus, the researchers notice patterns and themes, clustering, and the use of metaphors.

Framework of analysis

The data analysis was guided by the iterative approach proposed by Miles and Huberman (1994), in which the researcher examines a set of cases. Afterwards, this information is modified or redefined through a set of procedures which consist of reducing data, displaying the data, and drawing conclusions, and verifying them.

The first procedure carried out in the collection of the data was a semi-structured interview of the teachers. These teachers were interviewed in order to identify their beliefs about EFL didactics before partaking in a hybrid learning in-service course. The interview was piloted several times with students from the Master's in Applied Linguistics in Language Teaching at the Universidad Distrital in Bogota, Colombia. Additionally, the interview questions were also piloted with three teachers who had similar profiles as the ones interviewed for this study. All the interviews were audio recorded. Moreover, the teachers attended an eight-session course where they had the opportunity to discuss their convictions on language, learning, and teaching.

Teachers' interviews were transcribed and saved in a digital folder. Afterwards, I assigned a name to each excerpt corresponding to the date the interview was done. As for the discussions during the course sessions, I transcribed teachers' interventions and saved them in a digital folder with the name and number of the session and activities.

Based on the previous information, I began to analyze the data as soon as I collected it. By doing so, I became familiarized with the information, as well as organizing it. I also took preliminary notes about the EFL teachers' beliefs. After that, I applied a color coding data management technique (Stottok, 2010), which allowed to visualize common themes. Gradually, I identified and wrote down repeated topics. Next, I created a matrix to organize topics, find relationships, and group the data into categories. Once categories were created, I interpreted the data and compared the information between the English teachers, their beliefs, and my personal understanding based on my theoretical framework.

Validation process

To evaluate the quality, credibility and accuracy of the instruments, two validation strategies were implemented: triangulation and member checking. Creswell (2007, p. 206) considers the validation process as “an attempt to assess the ‘accuracy’ of the findings, as best described by the researcher and the participants”. Triangulation allowed me to corroborate data from two instruments: interviews and audio recorded sessions. According to Burns (2001, p. 163), triangulation is “the process of comparing different data and techniques to see whether they corroborate one another.” In order to collect different data, an initial interview was conducted which explored the English teachers’ belief about EFL didactics. Next, the participants’ discussions during the pedagogical intervention were audio recorded. After that, another interview at the end of the sessions was conducted in order to expand on what was known about the participants’ beliefs.

In addition to triangulation, member checking was utilized in order to validate the information collected. “In member checking, the researcher solicits participants’ views of the credibility of the findings and interpretations” (Creswell, 2007, p. 208). In using this strategy, I shared the preliminary analysis and interpretation of the data with the participants. I was interested in their opinion about the interpretation, and whether they agreed with it or wanted to add more information.

Findings

Throughout this section, the categories emerging from the data analysis procedure will be presented and analyzed. Additionally, I will connect the data to the theoretical foundations in order to develop final categories. These categories will be divided into

interconnected subcategories, which will be illustrated in a graphic below. Different semiotic resources, such as pictures, alphabetical written text, and colors, are also utilized to display the categories, their content, and possible connections.

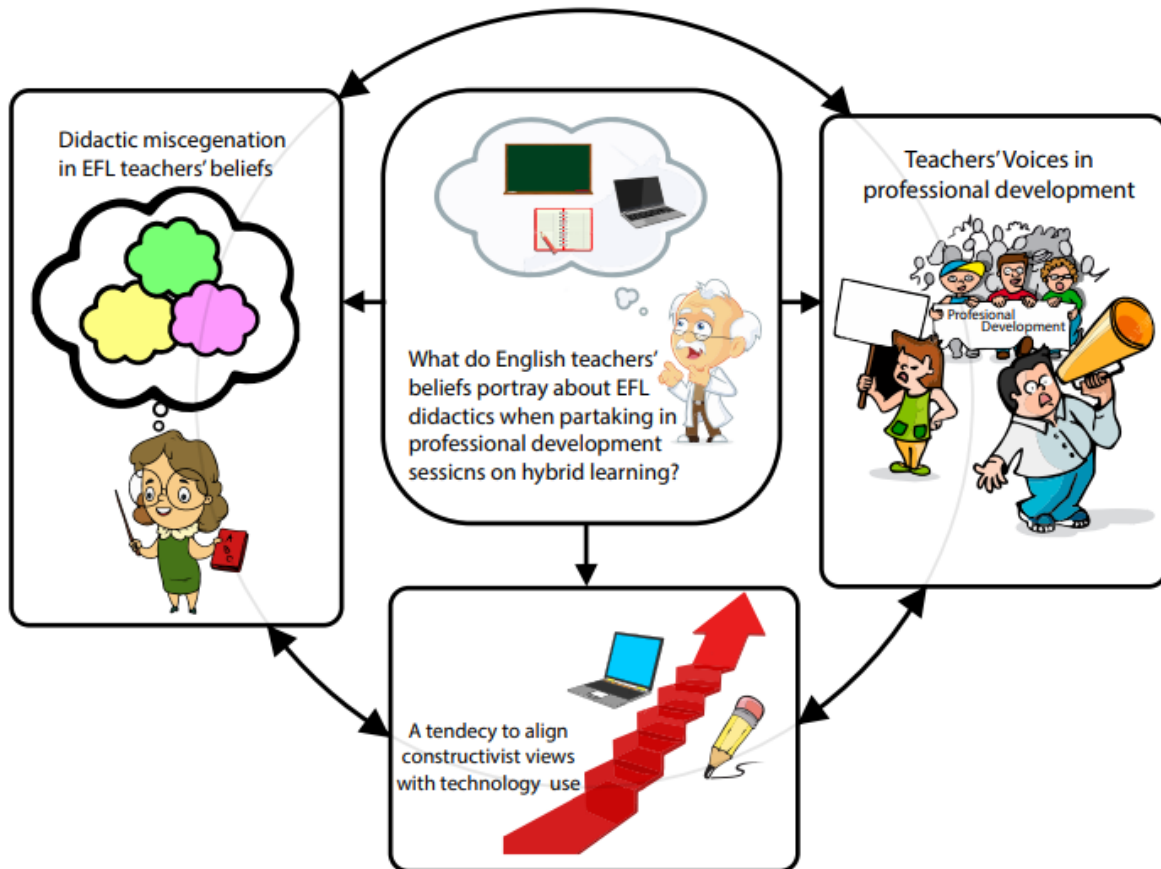


Figure 10. Initial categories of the study.

At the same time, restating the research questions and objectives remains relevant in this section.

Research question	Research objective
What do English teachers' beliefs portray about EFL didactics when partaking in professional development sessions on hybrid learning?	To analyze English language teachers' beliefs on EFL didactics when participating in professional development sessions on hybrid learning
Research subquestion	Specific objectives
How do English Language teachers recycle, unlearn and relearn their didactic strategies during professional development sessions on hybrid learning?	To describe English language teachers' didactic strategies discussed during professional development sessions on hybrid learning

Table 2 Research question and objectives

Didactic miscegenation in EFL teachers' beliefs

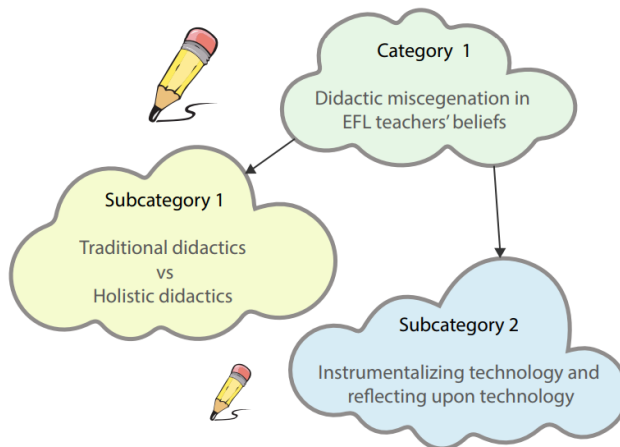


Figure 11. Category 1 and subcategories

This category refers to the condition in which teachers hold a mixture of conceptualizations on how to virtually teach English and other multidisciplinary subjects without being aware on how to organize their ideas. As a consequence, they fell into a position of entanglement in which they talked about traditional didactics, instrumentalizing digital technology, ideas about holistic didactics, and their reflections on digital technology. Two features that characterized this category are discussed here as subcategories. The first one is *traditional didactics vs holistic didactics* and the second one is *instrumentalizing technology and reflecting upon technology*.

Traditional didactics vs alternate didactics.

The first feature that characterized didactic miscegenation in EFL teachers' beliefs was the occurrence of traditional didactics versus holistic didactics. For example, during the first sessions and the interviews, one of the important aspects remarked by teachers was the necessity to know how to teach through blended learning (Excerpt 1). The reasons the participants provided included being able to achieve meaningful learning in their students (Cruz, 2018). They felt as replicating didactics used in a traditional face to face session. In contrast, teachers also displayed ideas and didactic strategies related to holistic perspectives (Gluyas, Esparza, Romero & Rubio, 2015). They simultaneously wanted to know about strategies and the appropriate use of blended learning (Littlejohn & Pegler, 2014) as a didactic resource and methodology.

For the teachers, it was fundamental to consider students' needs and interests in their teaching (Excerpt 1). The teachers mentioned that when they are planning a class, one of the first things they do is to analyze students' necessities and interests in order to motivate them to learn English and other multidisciplinary subjects. Nunan (1999) claims

that decisions taken in teaching should take into consideration students, even though it is not an easy task. This is the case of Teacher 1 (Excerpt 3), who believes in the importance of getting to know students' interests and getting involved in their learning process. Additionally, Teacher 1 mentioned that digital technology was significant and essential in the life of new generations. This characteristic is also underlined by Rueda and Quintana (2013).

Excerpt 1

Cuando enseño inglés primero tengo que mirar las necesidades que tiene esa persona y que gustos tienen por ejemplo ellos aman la tecnología y por ejemplo a mí me gustaría aprender más sobre el aprendizaje híbrido porque sé que sería un plus grandísimo.

[When I teach English, first I look at the necessity that each person has and his or her likes. For example, they love technology and for example, I would like to learn more about hybrid learning because I know that it would be a big plus.]

(Teacher 2, Interview 1, July 24, 2017)

Excerpt 2

Yo creo que para que un estudiante pueda aprender y no se vuelva algo monótono es importante conocerlo, saber cuales son sus necesidades y sus gustos.

[I believe that in order for a student to be able to learn and for things to not turn monotonous, it is important to know and understand the student's needs and likes.]

(Teacher 6, Interview 1, July 24, 2017)

Excerpt 3

Yo considero que es muy importante tener en cuenta lo que a los estudiantes les gusta por ejemplo estas generaciones o por lo menos con las que yo trabajo son generaciones en las que la tecnología es su diario vivir es como un dedo es decir, es como un miembro de su cuerpo, la tecnología es parte de ellos, entonces es necesario involucrarnos en esa parte porque es una parte esencial de su generación, diferentes a otras generaciones en las que la tecnología pues era un cero a la izquierda, pero por eso es tan importante tener ese tipo de accesos.

[I consider that it is important to keep in mind what students like. For example, these generations, or at least the ones I work with, are generations in which technology is part of their daily lives. In other words, technology is like a finger, like another part of their body, technology is part of them. Thus, it is necessary to become involved in this part which is essential to this generation, different generations, or other generations in which technology was not important. That is why it is so important to have these types of access.]

(Teacher 1, Session 4, September 22nd)

On the other hand, most of the teachers recognize the importance of learning through social interaction (Excerpt 4). When students have the opportunity to share meaningful learning experiences with their peers and teachers, they internalize those concepts and reconstruct their knowledge. Learning happens through constructive interaction with others. For this reason, students' involvement in constant and consequential social activities seems meaningful (Lantolf, 2000). In Excerpt 4, Teacher 1

remarks the importance of interaction among students in order to achieve a goal, i.e. the appropriate use of technological tools. She pointed out that learning occurs when they are interacting and collaborating with each other to complete a task. Thus, interaction may allow students to obtain a new understanding and transform it into action (Wells, 2000).

Excerpt 4

Yo considero que es importante que trabajen en grupos y que compartan porque digamos que les da una enseñanza mucho más fácil, porque ellos tienen muchas cosas que decir por ejemplo en el tema de la tecnología ellos saben usar unas herramientas mejor que uno, ellos son mucho más rápido entonces dicen no mira profe esto así se hace estos es súper fácil, a mira tienes que hacer esto, y entre ellos también se ayudan, y entre ellos mismos si por ejemplo un niño no sabe cómo hacer algo el otro va y le dice mira esto es súper fácil le das aquí y no sé qué ... y ellos manejan eso de pe a pa, entonces por eso es importante que interactúen.

[I believe that it is important that they work in groups and share because, let's say, that this gives them the ability to learn easier. This is because they have a lot to say, for example, in terms of technology, they know how to use tools better than us. They are faster, they say: no look teacher, this is how you do it, its super easy. And between them they also help each other, and between them if for example a child doesn't know how to do something, the other goes and says: look, this is super easy. You click here and so on....And they handle it from A to Z, that is why it is so important that they interact.]

(Teacher 1, Semi-structured interview, July 24th ,2017)

Likewise, Teacher 5 (Excerpt 5) has the conception that interaction is the most effective alternative to learn. This idea overlaps with the socio-constructivist principle, which deals with social scaffolding and the role of the other and culture to learn (Gutierrez, Buriticá & Rodríguez, 2011). However, this constructivist philosophy of teaching appears to blend with traditional perspectives in didactics. In fact, Teacher 5 also refers to students as sponges that absorb knowledge transmitted (Alarcon, Díaz, Tagle, Ramos & Quintana, 2014), which at the same time, are perceived as teaching one another from their position as active subjects. In any case, interaction is remarked as an activity present between traditional and alternative EFL didactics.

Excerpt 5

Yo considero que el estudiante es una esponjita que va “absorbiendo” el conocimiento que le brindan los otros por ejemplo los docentes, sus compañeros pero también transmite y también enseña a los demás yo creo que esta es la manera adecuada de aprender.

[I consider that the student is like a sponge that “absorbs” all knowledge that is provided by others, for example teachers, their classmates, but also transmit and teach others. I believe this is the adequate way to learn.]

(Teacher 5, Semi-structured interview, July 24th, 2017)

Additionally, Teacher 6 (Excerpt 6) thinks that the student's role is to be a social actor. She mentions that students are beings that need to interact with others in order to construct meaningful learning experiences. She refers to her own teaching experience as an EFL teacher in order to make this claim. Moreover, she has the conviction that students learn more when they are sharing and mediating with their peers.

Excerpt 6

Si me preguntas por el rol del estudiante yo diría que es un actor social, yo he trabajado durante 10 años en este ámbito y me he dado cuenta que ellos aprenden más cuando tiene la oportunidad de compartir con sus compañeros, cuando tienen la oportunidad de compartir lo que ellos saben construyen un aprendizaje significativo, yo creo que ellos son los mejores mediadores, nadie los conoce mejor que ellos mismos, yo considero que el docente juega un rol importante es también mediador pero también ellos son los mediadores de ese conocimiento.

[If you ask me about the role of the student, I would say that it is that of a social actor. I have worked in this environment for 10 years, I have noticed that they learn when they have the opportunity to share with their classmates, and what they know helps construct meaningful learning. I believe that they are the best mediators, nobody knows them better than they do. I also consider that the teacher plays an important role and is also a mediator, but they (the students) are also mediators of this knowledge.]

(Teacher 6, Semi-structured interview, July 24th, 2017)

Teachers also believe that it is useful to develop students' critical thinking (Gutierrez, 2015) and autonomy skills (Posada, 2006). These skills are part of holistic didactics in which students learn through the connections they make with the community, natural world and humanitarian values (Ron, 1999). In Excerpt 7, Teacher 6 expressed that the development of critical thinking skills was important in students, and she applied strategies in the classroom in which students were involved in activities that allowed them

to become aware, share life experiences, explore, and reflect about their communities. Paul and Elder (2005, p. 1) consider critical thinking as “the art of analyzing and evaluating thinking with a view to improving it.” Subsequently, students need to interpret, discover, recognize the implications and propose solutions for different situations in their daily lives. It is not an easy task, but teachers should help students gradually develop autonomous and critical thinking skills in local contexts.

Excerpt 7

Yo sé que a veces nosotros como docentes tenemos que hacer muchas cosas y nos dedicamos a completar el libro y el currículo pero sé que las necesidades de mis estudiantes van más allá, yo por ejemplo en las clases trato de asociar todo con sus realidades, entonces en cada temas que vemos les digo que piensen mas allá por ejemplo estamos viendo los animales y no solo me quedo con el perro es dog y ya si no que les ayudo a crear conciencia en este caso por ejemplo con los animales que son maltratados o que están en vía de extinción, además les digo que exploren lo que está a su alrededor que compartan sus experiencias vividas y finalmente hacemos una reflexión, ellos proponen una solución.

[I know that at times we, as teachers, have to do many things and we dedicate ourselves to finishing the book and curriculum, but I believe my students necessities go beyond that. And I, for example in classes, try to associate everything with their realities. Thus, for each topic that we see, I tell them to think beyond. For example, if we are seeing a topic on animals, I don't just stay on *perro* is dog. I try to help them create consciousness, in this case, with mistreated animals or those who are

endangered, Additionally, I tell them to explore what is around them and to share their lived experiences. Finally, we reflect, and they propose a solution.]

(Teacher 6, Session 2, September 8th 2017)

In addition, the teachers manifested that autonomous learning is necessary, particularly, when students are working in a blended learning scenario (Excerpt 8). However, most of them consider autonomy as a challenge, and they are concerned about it. They referred to their teaching experiences, and they remarked on their interest in learning how to develop autonomous learning in addition to meaningful and hybrid learning. Harmer (2008) pointed out the significance of the autonomous language learner who learns not only during the class, but when interacting with outside scenarios. As seen in Excerpt 8, the relevance and tensions, in terms of González, Vargas, Gómez and Méndez (2017), in developing autonomous learners appears in the distinctions between passive and self-directed students within didactics.

Excerpt 8

El estudiante siempre debe descubrir, el docente no es quien debe darle todas las herramientas, el necesita desarrollar sus propias estrategias de aprendizaje por ejemplo la tecnología de la información hacen que los estudiantes tengan un rol de autonomía.

[The student should always discover, and the teacher isn't the one who should give the student all of the tools. The student needs to develop his or her own learning strategies. For example, information technology allows the students to have an autonomous role.]

(Teacher 3, Semi-structured interview, July 24th, 2017)

The examples below discuss some EFL teachers' beliefs related to holistic didactics and further tensions. For example, teachers considered students' interests and needs as the point of departure in their teaching procedures. Besides, they were aware of the necessity to go beyond and transform their language teaching practice in order to respond to the students' social needs rather than just their linguistic ones (Excerpt 9). Contrastively, they also held beliefs related to traditional and instrumental didactics which were focused on transmitting knowledge and language skills as the ultimate objective.

Excerpt 9

En todas las áreas trato de enseñarles primero que todo el vocabulario para que ellos entiendan un poco mejor el tema que se va a enseñar, uso los cuadernos para que escriban los conceptos o el tema, su significado y a veces que dibujen o que completen los libros con las diferentes actividades, luego les enseño la temática los tiempos verbales, o la temática que deba enseñar, y hacemos oraciones ellos las escriben en español y deben pasarla a inglés, a veces intento cambiar el rol de la clase con actividades y hacerla un poco más lúdica y hago juegos como tingo tango, concéntrese, ahorcado, uso de cosas diferentes.

[In all of the areas, I try to teach vocabulary first so that they can better understand the topic that is going to be taught. I use notebooks so that they can write the concept or topic, its meaning, and at times, draw o complete the books with different activities. Then, I teach them the topic and verb tenses, or the topic I have to teach. We make sentences; they write them in Spanish and have to translate them

to English. At times, I try to change my role in the class with the activities, and I make them fun. I use games like *tingo tango*, memory, hang man, or I use different things.]

(Teacher 3, Semi-structured interview, July 24th, 2017)

Teacher 3 (Excerpt 9) uses grammar strategies, like the translation method. She believes children learn through the explanation of grammar rules. She also mentioned that when she is teaching English or other subjects in the second language, the first thing that she does is to teach them vocabulary. Usually, students have to write the L1 meaning in their notebooks with a drawing. After that, they complete activities in which they have to translate from the L1 to the L2 and vice versa, or they complete activities in their books. She is aware that students are not fond of developing these activities, and she tries to motivate them through the use of total physical response strategies. In the case of using grammar strategies and work book activities, students do not have the opportunity to practice speaking the L2.

Teacher 2 (Excerpt 10) also asserted that she used total physical response (Harmer, 2008) strategies in her classes. She seems to adhere to theories in SLA related to this method to support her didactic theory construction. According to Harmer (2008), students learn a language through physical action, and they respond to commands physically. Indeed, Teacher 2 in Excerpt 10 acknowledged the usefulness and effectiveness of total physical response strategies with young children. Nevertheless, there is resistance met when the teacher expresses her beliefs and desire to include further methodologies, such as TBL and CLIL.

The resistance comes out nevertheless in this teacher's beliefs when she included further methodologies such as TBL and CLIL. Interestingly, this teacher selects specific principles or strategies of each method. In relation to TBL, this teacher finds it relevant for her particular context (Kumaravadivelu, 2001), such as when learners need to ask and answer questions in problem solution activities.

Harmer (2007) considers that total physical response can be teacher-centered, but it also has a humanistic approach. If combined with other approaches, such as community language learning, the silent way, and suggestopedia, students can reflect upon their learning experience.

Excerpt 10

La metodología que uso es TPR siempre he trabajado con los niños entonces siempre busco que ellos estén en movimiento, aprendan palabras que se puedan asociar con movimientos también uso task based learning y en algunas ocasiones si la asignatura me lo permite uso el CLIL. Mis rutinas siempre son cantar siempre una canción y luego un baile y luego un video acerca de lo que vamos a tratar y luego si tomamos el libro practicamos, les pregunto ellos responden y allí se da un aprendizaje natural, siempre busco que el aprendizaje se dé naturalmente.

[The methodology that I use is TPR, I have always worked with children, so I always try to get them moving, learning words that they can associate with movement. I also use task based learning and in some occasions, if the subject or topic allows me to do so, I use CLIL. Always, my routines are singing a song and dancing. Then, a video about what we are going to deal with, and then, if we look at

the book, we practice. I ask them to answer, and this gives way to natural learning. I always try to look for learning that is done naturally.

(Teacher 2, Semi-structured interview, July 24th, 2017)

Teacher 4 (Excerpt 11) uses presentation, practice and production (PPP) didactics. She introduces the topic through music, arts or technology. After that, she contextualizes the language, and students practice through repetition. Then, she asks students to use what they learnt as the final step in PPP didactics, of which she also assesses students' production. Harmer (2007) claims that antiquated PPP procedures are teacher-centered, and they break the language learning process into small pieces, rather than seeing language as a whole. It is important that teachers move from being knowledge transmitters to guides, therefore, using education as a social practice and the language as a means of communication. Additionally, Teacher 5 (Excerpt 12) also uses grammar translation strategies. She considers that students learn a language when they know the vocabulary and grammar and can practice it through different materials.

Excerpt 11

En cuanto a la metodología me gusta motivar a mis estudiantes, hago diferentes actividades para motivarlos, entonces miro cuáles son sus intereses y los motivo a través de música, artes, la tecnología, luego hago la explicación del tema y hacemos ejercicios para que los niños practiquen lo que aprendieron, luego miro que aprendieron y los asesoro.

[In terms of methodology, I like to motivate my students. I do different activities to motivate them, so I look at what their interests are, and I motivate them through

music, art, technology. Then, I explain the topic and we do exercises so that the children can practice what they learned. Later, I look at what they learned and I advise them.]

(Teacher 4, Semi-structured interview, July 24th, 2017)

Excerpt 12

Primero que todo actividades con vocabulario, entonces hago diversas actividades para que aprendan el vocabulario, luego explico lo gramatical y luego hago actividades para que practiquen lo aprendido por ejemplo guías, un taller, un rol play, etc., así los alumnos van aprendiendo.

[First of all, activities with vocabulary. Then, I do diverse activities so that they learn the vocabulary. Then, I explain the grammatical component, and then I do activities so that they practice what they learned. For examples, guides, workshops, role play, etc., in this way, the students can learn.]

(Teacher 5, Semi-structured interview, July 24th, 2017)

To sum up, there is a mixture of EFL teachers' beliefs after the implementation of blended learning as a methodology and didactic resource. They highlighted that in spite of their lack of awareness about hybrid learning, they still cope with institutional demands. On the one hand, teachers recognize the relevance of holistic didactics, which play an important role in education in this digital era. On the other hand, teachers replicate traditional didactics in their hybrid classes without considering that their environment might require another type of adaptation.

Instrumentalizing technology and reflecting upon technology.

The second feature that characterized didactic miscegenation in EFL teachers' beliefs was Instrumentalizing technology and reflecting upon technology. By doing as the title suggests, teachers had the opportunity to share their beliefs about the implementation of digital technology in the curriculum and discuss topics that concern them related to this area. Although, the teachers possess a critical view about technology, they tend to replicate traditional didactics in technology.

As I have mentioned before, information and communication technologies (ICT) are being used in English language teaching to support the learning process in this digital age. However, it is not surprising that teachers have not been taught strategies that go beyond instructional use. Blake (2013) states that "The language profession must move beyond a simple computer functional competence (knowing how to use the tools) toward both a critical competence (realizing what the tools are good for) and then, finally, to a rhetorical competence (understanding how these tools will help transform the learning environment)" (p. 17). This statement is accurate in the sense that teachers have to reshape their beliefs and develop new learning strategies mediated by digital technology in order to respond to the needs of "digital natives".

Teacher 1 (Excerpt 13) uses digital platforms to support students' learning and language development skills. She expressed that by using this didactic resource, students develop listening skills, learn vocabulary, grammar, and have the possibility of learning through games. Although Teacher 1 integrated digital technologies in her practice, she is only presenting the information in a different way. Thus, the instructional use of technology

possesses irrelevant pedagogical impact over traditional didactics in that way it is important to assist teachers to understand the real objective and clarify misconceptions about digital technology.

Excerpt 13

De las que conozco la más adecuada sería la de Cambridge que ese libro es el de kids box, yo tengo el dos, pero me parece que es una muy buena plataforma por que los ponen a escuchar, tiene juegos, empiezan con vocabulario, luego con gramática sin que ellos se den cuenta que la están aprendiendo luego los juegos, bueno los juegos si son como medio regulimbis pero me parece que tienen una muy buena estructura en cuanto al aprendizaje de un tema o de una unidad específicamente entonces por eso me llama mucho la atención esa plataforma porque tú le ves un orden lógico a lo que están mostrando, al tema que están viendo adicionalmente tiene actividades diferentes, no es lo mismo todo el tiempo, creo que esa es una muy buena forma para que los estudiantes estén pilas y como que vean que lo que están aprendiendo en clase lo puedan aplicar ahí también, que si están entendiendo lo que están aprendiendo en la clase.

[Of the ones I know, the most adequate would be that of Cambridge of which book is that of kid box. I have the second one, but I think it is a very good platform because it makes them listen, it has games, they start with vocabulary and then games. Well, the games are so-so, but I believe that they have a very good structure in terms of learning a new topic or specific unit. Thus, that is why this platform caught my attention because you can see a logical order to what it is showing and

the topic they are seeing. It is not the same all the time. I think that it is a very good way for students to pay attention and for them to see that what they learned in class can be applied there as well. And if they are understanding what they learned in class.]

(Teacher 1, Semi-structured interview, July 24th, 2017)

On the other hand, Teacher 1 (Excerpt 14) recognizes that we are living in a time in which teachers have to embrace students' interest and create learning opportunities through the use of digital technology. However, she reflects upon their experience, and she has the conviction that technology is not the solution. She considers that technological integration has to be partial because it is important to take into account affectivity and social interaction. In addition, she has a desire to learn how to integrate affectivity in virtual environments. Reeves and Nass (1996) as cited in Blake (2013) affirms that the way people interact with computers and other devices should be considered as real-life interactions. They found that technological interactions with computers contributed significantly to the students' learning process due to the fact that they share information in a real-life, social way.

Excerpt 14

Interviewer: *¿Sobre qué te gustaría aprender o profundizar respecto al aprendizaje híbrido?*

[What would you like to learn or further expand in terms of hybrid learning?]

Eso sí me causa mucho interés digamos que me gustaría aprender de cómo dar una clase virtual y que sea efectiva, y cómo hacer que mi estudiante confíe en mi al otro lado de la pantalla, como le puedo brindar esa confianza porque de una manera

virtual no se puede percibir si el estudiantes equivoca si tiene miedo, sus sentimiento porque virtualmente se puede decir uy si tiene todo bien pero internamente que le está pasando a mi estudiante, si uno lo tiene al lado es mucho más fácil pero en la parte virtual creo que se deja mucho la parte humana, me gustaría aprender a dar una clase más humanizada a través de estas plataformas y a través de estos ambientes virtuales no quiero que se vuelva tan robótica la cosa sino que haya mitad de tecnología y mitad de la parte humana me gustaría encontrar ese equilibrio.

[This does cause me a lot of interest, let's say, I would like to learn how to give a virtual class and having it be effective, and how to make y students trust me on the other side of the screen. How to provide that trust because in a virtual way, one cannot perceive if the students make mistakes because they are scared, their feelings because virtually one can say *uy* everything appears fine. Yet, internally, what is happening to my student. If the student is next to me, it is much easier, but in virtual case, I think that a lot of the human part is left behind. I would like to learn how to give a more humanized class through these platforms and through these virtual environments. I don't want things to become so robotic, rather that there be half technology and half human. I would like to find that equilibrium.]

(Teacher 1, Semi-structured interview, July 24th, 2017)

Another interesting finding has to do with the view that technology use in the classroom is related to teachers' beliefs about teaching and learning. Richards and Lockhart (2007) claim that "what teachers do is a reflection of what they know and believe, and that teacher knowledge and 'teacher thinking' provide the underlying framework or

schema which guides the teacher's classroom actions" (p. 29). For instance, Teacher 6 (Excerpt 15) believes in the importance technology plays in the development of intercultural understanding, and thus, puts those beliefs into practice using digital technology as a means of cultural exchange and transformation of the learning environment.

Excerpt 15

Yo creo que las plataformas son muy chéveres e interactivas pero a mí me gusta algo que los acerque más a la realidad, por ejemplo este año con mis estudiantes hicimos un proyecto en el cual ellos tenían que compartir aspectos importantes de nuestra cultura con otras personas de otros países a través de un blog, entonces ellos publicaban fotos, comentaban y daban su punto de vista, discutían sobre temas que les concernían, eso fue súper chévere y yo no tenía que forzar a los estudiantes ellos lo hacían porque les gustaba.

[I believe that the platforms are great and interactive, but I like something that brings them closer to reality. For example, this year with my students, we made a project in which they had to share important aspects of their culture with other people from other countries through a blog. Therefore, they published photographs, commented, provided their point of view, and discussed topics that concerned them. That was really great, and I didn't have to force the students, they did I because they liked it.]

(Teacher 6, Session 2, September 8th 2017)

On the other hand, Teacher 2 (Excerpt 16) has the conviction that digital technology facilitates students' learning. However, she limits its use in the classroom since she has had

technical problems before. She believes that digital technology should be used at home and mediated by parents. The way in which digital technology is or is not integrated in the classroom has to do with first or second order barriers. First order barriers are associated with external factors such as internet access and lack of training and support. Second order barriers are intrinsic factors, such as teachers' beliefs (Ertmer, 1999).

Excerpt 16

Yo considero que la tecnología es importante en esta nueva era sin embargo no he tenido buenas experiencias porque la plataforma la he usado como método de apoyo en casa más que usarla en el salón, porque hay mucho factores que inciden a veces no me sirve el proyector, a veces no tengo internet rápido, a veces ni siquiera puedo descargar documentos porque la tecnología no me lo permite entonces yo les pido a ellos que utilicen la plataforma en casa a manera de repaso, de apoyo de su clase y de esa manera los padres también se involucran más en el aprendizaje de sus hijos.

[I consider that technology is important in this new era, nonetheless, I do not have good experiences because I use the platform as a method of support at home more than using it in the classroom. This is because there are many factors that occur at times, the projector doesn't work, at time I don't have fast internet, at times I can't even download documents because the technology won't allow it. So, I ask them (students) to use the platform at home as a way to review, as a support for the class, and in this way, parents also get involved in their children's learning.]

(Teacher 2, Session 2, September 8th 2017)

Apparently, Teacher 2 has not had an effective technological integration. First all, she has had first order barriers in her classroom, caused by beliefs regarding her own experiences. Although first order barriers can be reduced by increasing teachers' support and access to resources, second order barriers require reshaping teachers' beliefs about their practices, even if it means redefining what it means "to teach" (Fullan and Stiegelbauer, 1991).

Also, the teachers' voices manifested a desire to improve their teaching practices and incorporate productive and meaningful technology into their classrooms in order to support students' outcomes. Nevertheless, the teachers mentioned that is important to develop spaces in which students have the opportunity to learn and better understand digital technology. Therefore, they can pass from the instrumental to critical use of technology. To provide an example, Teacher 2 (Excerpt 17) considered that blended learning must go beyond institutional demands in which teachers have to adapt their use of didactics to cope with the institution's requirements. They expressed that teacher training should be provided, and also, teachers' voices should be heard in order to promote technological integration that can encourage students' learning. Blake (2013) states that "All language professionals need to become acquainted with the potential advantages of using technology in their programs. Without this knowledge, chairs, deans, and other decision-making bodies might fail to support new ways of teaching L2s with technology" (p. 4).

Excerpt 17

Considero que las capacitaciones no deben ser superficiales, muchas veces yo busco materiales dentro de la plataforma que sirvan para cada tema pero a veces no me sirve me toca investigar algo nuevo, igual pasa con los exámenes que dicha

plataforma ofrece, a veces las plataformas no son muy adaptables para todos entonces como decía antes en el colegio tiene que capacitar a los docentes para ese manejo porque no es llenar un formato de plataforma a ver si tú lo hiciste o si no lo hiciste tienes un llamado de atención tal vez hay que preguntarle al docente si se siente con la capacidad de usar esta plataforma al 100 % , creo que las cosas no deben tomarse por sentado porque unos dicen si ya sabe que es el aprendizaje significativo pero muchas veces el docente no sabe que es el aprendizaje significativo o las inteligencias múltiples o esta nueva metodología que nos están exigiendo.

[I consider that the workshops shouldn't be superficial. Many times, I try to find material within the platform that works for each topic, but at times, it doesn't work, and I have to research something new. The same happens with the tests that this platform offers. At times, the platforms are not very adaptable for everyone. So, as I was saying before, the school needs to train its teachers on this type of use because its not just a matter of filling out a format on the platform to see if you did it. And if you didn't do it, it calls the teacher's attention. You have to ask the teacher if they feel 100% able to use the platform. I believe that things shouldn't be taken lightly because some say that they know what meaningful teaching is, but many times, the teacher doesn't know what meaningful teaching is or multiple intelligences or this new methodology which is being demanded of us.]

(Teacher 2, Semi-structured interview, July 24th , 2017)

In short, EFL teachers hold beliefs that are related to traditional technology. These beliefs seem to play a supporting role in their selection of didactics. In contrast, they also

have beliefs about holistic didactics, in which technology plays an important part in students' meaningful learning. Consequently, teachers' beliefs play a crucial role in the effective incorporation of technology in the classroom. Because of this, school principals should generate spaces in which teachers are given the opportunity to share and discuss the topics that concern them. Additionally, they should be provided with professional development programs that help them adopt new, transforming practices in order to achieve adequate, technological integration.

A tendency to align constructivist views with technology use

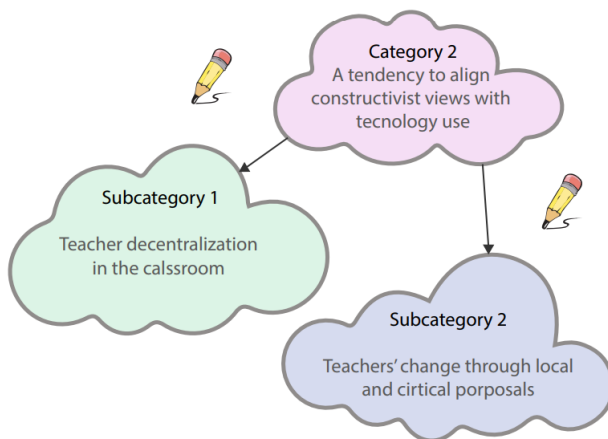


Figure 12 Category 2 and subcategories

This category focused on establishing how teachers make use of constructivism in developing their classes. In other words, how students' learning is promoted in order to build new knowledge is explored. I identified beliefs and roles developed within the classroom to promote the use of other didactics in which teachers' roles have been modified from passive to active guides and tutors. In addition, there is a gradual transformation within the classroom from generating knowledge to forming social individuals who reflect and learn within a dynamic, educational environment (Tudor, 2001). Two characteristics

that were relevant in this category are treated as subcategories. The first is *Teacher decentralization in the classroom*, and the second is expressed as *Teachers' change through local and critical proposals*.

Teacher decentralization in the classroom.

The decentralization of education and teaching of EFL generates the possibilities of establishing new mechanisms of interaction depending on students' needs. Thus, it promotes collaboration and responsibility in learning. According to Northcote (2009), the mental states and beliefs related to teaching and learning are constantly being modified. This promotes a change in interactions and the way teachers themselves understand their work and role in the classroom. Students' educational beliefs, in turn, are modified, generating a reflection on their learning and the way they are responsible for it.

In Excerpt 18, Teacher 3 demonstrated a change in her role as a teacher. She reflected on how this role was conceived in the classroom, and thus, transformed her educational beliefs. She mentioned that for her, the processes within the classroom were focused on the results. Little by little, she modified her beliefs within the classroom through social constructivism, giving her students the opportunity to be active subjects. By doing so, she focused on the pedagogical issues in which students had the possibility of being actors in their educational process. In this manner, the communicative interaction and roles played by each social actor involved a change in pedagogy and the curriculum. Similarly, she stated that during the intervention process, value was given to the learning process in order to achieve a meaningful learning despite the educational reality.

Excerpt 18

Las sesiones que hicimos me hicieron pensar que la voz de mis estudiantes es lo más importante para que se dé un aprendizaje significativo.

[The session that we did made me think that my student's voices are the most important in order to achieve meaningful learning.]

(Teacher 3, Discussion, October 27th 2017, Session 7).

According to Martin & Sass (2010), classroom management enforced by the teacher is resemantized. This, in turn, generates three general dimensions: management instruction, people management and behavior management, which is the students' responsibility. This is achieved by establishing a communicative process closely related to symbolic interactionism (Blumer, 1969). Thus, the teacher motivates students to be part of the transformation, where the teacher is focused on the student, rather than just being an author or participant. Moreover, teachers reflected on using (Excerpt 19) new activities involving critical thinking and new forms of evaluation. In this manner, educational and curriculum processes can change significantly, since the quantitative and qualitative qualification of these processes will also depend on the students. In other words, the beliefs held within the classroom shifted from passive to active roles, as bilateral dialogues were developed. In addition, the possibility of having a flexible curriculum where students share their interests is highlighted in the following excerpt. By doing so, different activities related to the topic can be planned and developed in favor of meaningful learning.

Excerpt 19

Yo no solía negociar con mis estudiantes, yo era quien imponía las actividades y pues la verdad poco me fijaba en los que a ellos les interesaba, yo les decía que hicieran ciertas actividades, pero yo no tenía en cuenta si ellos deseaban hacerlas.

[I didn't used to negotiate with my students. I was the one who would impose the activities, and well, the truth is I rarely paid attention in what interested. I would tell to do certain activities, but I never noticed if they wanted to do them.]

(Teacher 4, Discussion, October 20th 2017, Session 6)

Bearing in mind the teachers' discussions, it is understood that there is a combination of didactics being used that include monitoring book work and units. In addition, didactics where knowledge and transformation rely on students are also utilized. Thus, both teachers and students understand the change between passive and active roles, generating a series of specific activities that result in a didactic strategy (Aliakbari & Heidarzadi, 2015). In using these didactics, it is possible to establish new tools that encourage students and teachers to achieve learning objectives. During the intervention process, Teacher 1 (Excerpt 20) mentioned the clash between hybrid and traditional learning, since the latter does not allow the possibility to work in a flexible environment without compromising time constraints and institutional requirements to finish the units in the book. At this point, teachers believe that the curriculum should be modified according to the needs of the population and the context in which they are developed. Additionally, they believe that core of the educational process should not be strictly tied to the objectives

of the units. On the contrary, it should focus on students as generators of knowledge, where what should matter most is the way they acquire and use knowledge.

Excerpt 20

Yo considero a mis estudiantes como el núcleo, ellos poseen grandiosas ideas y un conocimiento basto me parece genial aprender de ellos, ellos son muy independientes y por ellos nosotros no debemos transmitir el conocimiento si no siempre debemos ir más allá ayudarles y guiarlos para que puedan desarrollar todas esas habilidades.

[I consider my students as the nucleus. They possess wonderful ideas and knowledge, which I think makes it a pleasure to learn from them. They are very independent, and because of them, we shouldn't transmit knowledge, but rather, always go beyond to help and guide them so that they can develop all of those skills.]

(Teacher 1, Interview 2, November 29th 2017)

Additionally, Teacher 1 (Excerpt 20) indicated that she has the desire to learn from her students. This creates a constant circle of learning where students learn from teachers and vice versa, through which constant communication can be developed both inside and outside the classroom. This vision allows students to be conceived as pillars that create and construct knowledge. The teachers stated that this learning circle has been useful in the classroom due to the fact that at times, students know more about technological tools. They are also more connected to hybrid learning than teachers. Furthermore, the use of technological tools was important for the teachers who participated in the intervention

(Excerpt 21), since they used technological elements with specific objectives. Nonetheless, they took into account other possibilities of using technology beyond improving listening skills and comprehension.

Excerpt 21

Considero que una de los gustos de mis estudiantes es la tecnología, y yo antes no la usaba mucho porque me concentraba en otras cosas, [...] y por ellos trato siempre de hacer una actividad que requiera el uso de la tecnología, obviamente se debe tener un objetivo porque no es solo hacer estas actividades por hacerlas, esa es la motivación de mis estudiantes porque desde que nacieron han vivido en un mundo rodeado de tecnología.

[I think that one of the interests of my students is technology, and before, I didn't use it as much because I was focused on other things, [...] and for them I always try to do an activity that requires the use of technology. Obviously, one should have an objective because its not just doing the activities to do them. This (technology) is my students' motivation because since they were born, they have lived in a world surrounded by technology.]

(Teacher 4, Interview 2, November 29th, 2017)

Teachers' change through local and critical proposals.

In this subcategory, I will explain what is related to the social transformation and symbolic interactionism that came into perspective during the intervention. Additionally, teachers' beliefs related to the construction of knowledge in favor of educational and social improvement are explored. More specifically teachers' remarks about how students can be

encouraged to solve problems while re-elaborating ideas for continuous learning will be analyzed.

Within the intervention, teachers reflected upon their educational practices and the development of their students' critical thinking. Therefore, generating educational and social transformation that aimed to create new didactics and behaviors in the classroom. For example, Teacher 2 (Excerpt 22) mentioned the importance to change from a traditional paradigm to a more flexible one, where students can learn grammar and vocabulary through new tools. This is clearly aimed at changing the curriculum, the pedagogical views, and the educational beliefs related to the didactic assumptions of how a second language should be taught, in this case EFL. Additionally, teachers believed that it was important to transform the school from a simple entity that provides knowledge to an element where citizens and reflection partake. That is to say, create individuals with conversational practices in favor of the development of discussions about their acting and learning. In this sense, both teachers and students develop critical thinking to transform education.

Excerpt 22

Después de analizar un poco y mirar que eso la verdad no estaba generando resultados diferentes si no solo eran prácticas repetitivas y [...] estoy planeando mi clase y pienso que pueden hacer mis estudiantes con esto que les estoy enseñando y empiezo a cambiar mi rol de ser alguien pasiva a alguien más activa.

[After analyzing a bit and seeing that it truthfully was not generating different results but were just repetitive practices and [...] I am planning my class and think what my students can do with what I am teaching them, and I begin to change my role from someone passive to someone more active.]

(Teacher 2, Session 8, November 3rd 2017)

According to Aliakbari & Heidarzadi (2015), teachers who supervise the activities generate social interaction and the fulfillment of objectives. In this sense, EFL teachers have transformed teaching from being grammar based to the use of contextual environments where the student has the possibility to put the knowledge acquired into practice through interaction and reflective-critical roles. By doing so, it is fundamental that strategies and activities do not deviate from the fulfillment of the established objectives. These objectives can sometimes represent simple application of facts or repetitive routines, where students just follow a traditional educational scheme. Teacher 3 (Excerpt 23) believed that students answering her questions and their own understanding was enough. Unfortunately, it is common to find these practices in EFL focused education. Thus, the true objective is lost: the management of a second language in a specific context. In other words, objectives do not arise within a pedagogical social constructivism. These objectives are regulated by archaic educational beliefs that exemplify a large part of the population of teachers who teach a second language. Learning implies going beyond knowing patterns of answers or reiterative elements, but rather to use knowledge in a real spontaneous environment.

Excerpt 23

Yo recuerdo que yo le hacía preguntas a mis estudiantes por ejemplo what's your name? Y ellos my name is Pepito y yo me ponía muy feliz por eso yo decía están respondiendo correctamente y luego de hablar aquí con todas ustedes y compartir me doy cuenta que solo había una transmisión, yo no iba más allá.

[I remember asking my students questions like, what is your name? Any they would respond, my name is Pepito. And I would feel very happy for that because they were responding correctly and after speaking here with all of you and sharing, I realize that there was only one transmission, I was not going further.]

(Teacher 3, Session 7, October 27th 2017)

Following this idea, I found that the intervention helped teachers to change as individuals in favor of a critical pedagogy. This positive development helped advance specific and necessary elements for the progress of student thinking. This is stated by teachers 4 and 5 (Excerpt 24 and 25) whose voices emphasized that what they teach should be for the student's lives and not just to complete objectives in the classroom. These statements were developed following fundamental considerations that encompassed learning in a holistic way.

Excerpt 24

Yo creo que nosotros debemos dejarles a nuestros estudiantes un aprendizaje para siempre, algo que les sirva para toda la vida. No solamente para la evaluación. Yo no creo que lo importante sea pasar una evaluación, sacar un buen puntaje en martes de prueba incluso en el ICFES para mí lo importante es que el estudiante sea capaz de aplicar lo aprendido en clase en su contexto.

[I believe that we should leave our students with knowledge forever, something that will help them all their life. Not just for the test. I do not think that the important thing should be to pass a test, or get a good score on the Tuesday test, or even on the

ICFES. For me what is important is that the student is capable of applying what they learned in class in their own context.]

(Teacher 4, Interview 2, November 20th 2017)

In relation to symbolic interactionism, teachers promote educational environments based on reflection and communication using technology to create a meaningful learning experience in the classroom. Teacher number 5 (Excerpt 25) stated that the curriculum focused on current issues and students' interests permit the accomplishment of objectives by means of different activities outside the traditional scheme, with new ways of engaging and designing interactions in the classroom.

Excerpt 25

Me gusta hacer proyectos de problemáticas actuales y que ellos propongan los temas [...] siempre pienso en que les puede servir ese tema, incluso yo les pregunto a ellos que para que les sirve ese tema y ellos asocian todo con su vida, con sus experiencias, no paran de asombrarme.

[I like to do projects about current problems and have them propose topics [...] I always think about how that topic can help them, I even ask them why that topic can help them, and they associate everything with their lives, with their experiences, they never cease to amaze me.]

(Teacher 5, Interview 2, November 29th 2017)

In this subcategory it was possible to identify that the pedagogical intervention manifested changes and strengthening of beliefs in favor of students' learning. This was

demonstrated by the teaching interventions related to their beliefs about EFL didactics and the novel way of discussing different topics outside of a traditional pedagogical axis.

Teachers' voices in professional development

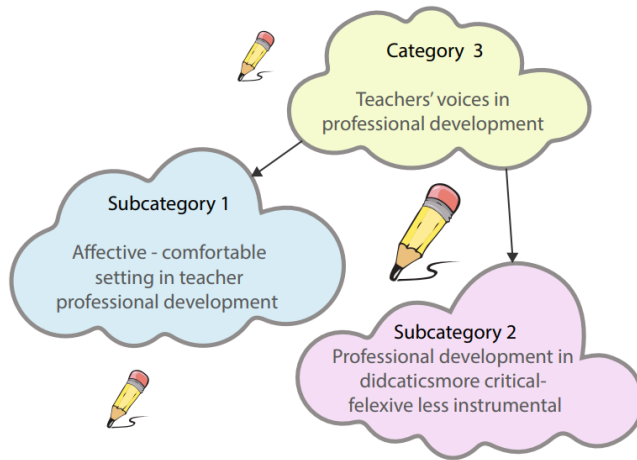


Figure 13. Category 3 and subcategories

This category focused on presenting the development of a new and appealing professional teacher. The pedagogical intervention took into account aspects such as the teaching opinion, beliefs about EFL didactics, and the ways in which teachers could transform the educational reality. For this reason, activities centered on self-reflection and learning of training concepts were carried out as opposed to the learning of techniques and tools that complemented their work. Two subcategories were developed from this category. The first is *Affective - comfortable setting in teacher professional development courses* and the second *Professional development in didactics more critical- reflexive less instrumental*.

Affective – comfortable setting in teacher professional development courses.

In this subcategory, the elements of reflection were developed in such a way that there was no worry for the teachers to improve or learn how to do it. On the contrary, a comfortable environment was established where beyond the training process the teachers saw the

intervention as a way to share their knowledge, hear their voice, and get to know others. In other words, a relationship between knowledge and teaching possibilities was created where educational beliefs and experiences in the EFL classroom were shared.

During the intervention, educational beliefs were constructed where the role of the teacher became an active role focused on students' needs and interests. Teachers reflected upon teaching and learning methodologies. In addition, they had an introspection about their undergraduate learning (Excerpt 26), recognizing that the pedagogical constructivism where they learned directly intervenes with their ways of teaching and designing EFL didactics.

Excerpt 26

A mí me gustaría aprender de una manera que no fuera tradicional, que solo libro y fotocopias pues entiendo que es importante pero que no solo se quedara en eso, que fuera algo más aplicado al contexto, que lo hagan a uno reflexionar, que le planteen a uno problemáticas y que uno sea capaz de resolverlas porque yo miro lo que sucedió con el pregrado y me doy cuenta que nos dedicamos a leer bastante y no niego que sea importante pero cuando llegamos las primeras veces al aula se presentaban situaciones que uno no sabe cómo resolverlas inclusive después de los años de experiencia que ya tengo se presentan esas situaciones entonces me gustaría algo más real que se acerque más a la realidad, y eso es lo que yo hago con mis estudiantes actividades más reales.

[I would like to learn in a non-traditional way. Well, only books and photocopies, I understand they are important, but let it not stay that way. It should be more applicable to the context, which makes us reflect and think about issues and how to

resolve them because I see what happened with the undergraduate program and how we dedicate ourselves to reading a lot. I don't disagree that this is important, but when we first arrived to the classroom, problems presented themselves of which we don't know how to resolve them. In fact, after the many years of experience that I already have, these situations still present themselves. Therefore, I would like something more real that is closer to reality, and this is what I do with students, more real activities.]

(Teacher 3, Interview 2, November 29th)

During the sessions teachers reflected upon the advantages of hybrid learning and teaching in an educational context. At that point new beliefs emerged and others were reshaped. In accordance with Pajares (1992), those beliefs will benefit learning and the transformation of roles in the classroom. Teachers reported that the use of this type of learning helps increase students' motivation, which indicates pedagogical constructivism. Teachers revealed their inclination towards blended learning, specifying that it is a methodology in which 50% of the learning responsibility is shared. This gives rise to processes of symbolic interaction and learning methodologies in favor of knowledge construction. Teacher 1 (Excerpt 27) claimed that the development of hybrid learning environments provided a special motivation for the actors involved, as it allowed interaction both virtual and face to face interaction.

Excerpt 27

Me gustó mucho aprender sobre esa mediación que se puede hacer con la tecnología y uno como docente, me gusta del blended learning que uno puede

generar un 50 % de conocimientos a través del uso de estas herramientas y pues sin dejar de lado la interacción.

[I really liked learning about the mediation that can be done with technology and as a teacher. From blended learning, I like that one can generate 50% of knowledge through the use of these tools, and well, without leaving interaction behind.]

(Teacher 1, Discussion, Session 7, October 27th, 2017)

The use of technology also allows teachers to reflect about the environment in which they teach and develop, since its didactic success depends on computer knowledge. In this sense, teachers believe that technology, in addition to being a useful tool, provides an environment where the teacher modifies his/her traditional role to an active role. Furthermore, when teachers use hybrid learning as a methodology and didactic resource, students have greater motivation and concentration on the issues to be addressed. This is due to the fact that it combines traditional elements with components that encourage thinking and analyzing from different points of view. Thus, the environment that develops both for the teacher and student is framed in sharing and constructing knowledge. Therefore, this generates a special dynamic, which implies a more pleasant bond with the students and establishes communicative ties that benefit meaningful learning.

Professional development in didactics more critical- reflexive less instrumental.

This subcategory establishes the innovation of the pedagogical intervention and the interest of teachers to continue with similar processes. In this subdivision it was proposed that the professional development be focused on elements of reflection to be put into practice in the classroom not just as sessions for learning new tools or didactic processes. That is to say,

the goal to learn, unlearn and re learn strategies about EFL didactics was fulfilled.

Additionally, teachers modified and reshaped their educational beliefs.

According to Vezub (2007) Innovations around pedagogical processes have to do, to a large extent, with the quality of teacher training and current school systems. Thus, in the intervention process, an attempt was made to show empathy and affability with the teachers so that instead of being passive subjects they would become active teachers focused on criticism, reflection, and self-evaluation. Teachers expressed that this training process was novel. It provided them with the opportunity to talk about their reality and environment more than learning concepts that often remain forgotten. Teacher 1 (Excerpt 28) claimed that establishing a communication with their peers generated the opportunity to develop paths focused on new didactics and the construction of knowledge.

Excerpt 28

En las capacitaciones las personas son como muy serias como que uno a veces teme en participar, o uno no pone atención cuando se hacen unas capacitaciones como las que tu hiciste donde uno se sienta cómodo de hablar, de compartir, de reír uno aprende y veo que lo mismo sucede con mis estudiantes.

[In the workshops, the people are really serious, like, at times we feel scared to participate, or we don't pay attention when workshops are done. Like the one you did, where we felt comfortable in talking, sharing, laughing, one can learn. I see that the same happens with my students.]

(Teacher 1, Discussion, Session 8, November 3rd 2017)

In the same way, EFL teachers identified motivation as something fundamental when it comes to learning or teaching a language (Excerpt 29). Teachers' morale plays an

important role in teachers' training because it gives them the opportunity to make their voice known, reflect on their teaching, and discover how their students would learn.

Excerpt 29

A mí me gustaría que las capacitaciones sean motivadoras y que le llamen a uno la atención porque a veces son muy aburridas y solo se basan en conceptos y no tienen en cuenta como lo que uno de docente quiere y le gusta como que no toca la motivación de uno, y terminan convirtiéndose en todo lo que criticamos de transmitir el conocimiento.

[I would like that the workshops be more motivating and that they catch our attention because at times, they are boring and based on concepts. And they don't take into account what we, as teachers, want and like. Its like it doesn't motivate us, and they end up turning into everything we criticize about transmitting knowledge.]

(Teacher 4, Discussion, Session 8, November 3rd)

The way the training was established allowed the teachers to reflect upon another way of conceiving and creating their classes. Students did not learn by following parameters, instead symbolic interactionism took place. Beyond learning in a structured way, they internalized the topic through pleasant and enjoyable mechanisms, which motivated and encouraged the students to learn. Teacher 5 (Excerpt 30) stated that in the teachers' training processes, the context in which the EFL teacher develops must be a priority since it is not easy to establish changes without taking into account the elements they face in their educational reality. By doing so, establishing an intervention based on

reflection as opposed to systematic and traditional learning, in one way or another, achieves more significant changes in teaching.

Excerpt 30

Yo considero que deben ser capacitaciones que nos pongan en contexto, porque son importantes todas las teorías pero el problema es que cuando uno se enfrenta a lo que es, son cosas totalmente diferentes y pues no se aplica en nuestro contexto.

[I consider that they should be workshops that put us in the context because they all of the theories are important, but the problem is that when we face what it is, they are totally different things. And, well, it doesn't apply to our context.]

(Teacher 5, Interview 2, November 29th 2017)

According to Ermet, (n.d.) instructional change will help to transform and reshape beliefs, not abandon them and take new ones. In addition, as teachers expressed in the interventions and interviews, there will be a coupling between the ways of thinking about hybrid learning, self-evaluation, reflections, and necessary elements for teaching EFL. Thus, the intervention modified beliefs, propitiated the environment for self-evaluation, and started the reflection about EFL didactics. Some teachers commented that all this was directly related to their learning experience, where interaction and pedagogies were not designed for the current needs and tools for new generations, nor do they account for recent technological advancements have changed due to the generational gap. Teacher 2 (Excerpt 31) showed her agreement with the transformation of teaching, where there was more thinking about the fulfillment of objectives through epistemological and ontological needs.

Excerpt 31

De la misma forma en la que yo enseño, [...] no me gustaría tener clases en las cuales los profesores solo transmiten no tienen esa pasión por enseñar [...], me gusta una clase donde uno pueda hacer variedad de cosas.

[In the same way in which I teach, [...] I wouldn't like to have class in which the teachers only transmit, not having that passion to teach [...]. I like a class where one can do various things.]

(Teacher 2, Interview 2, November 29th 2017)

Teachers found that through the in-service course, new elements were raised and a new pedagogical construction could be replicated. They learned new ways of teaching through their own experience in learning and training. This is valuable when it comes to thinking about new ways of posing the curriculum and teachers' roles.

Chapter VI

Conclusions

Beliefs, as mental states, play a fundamental role in the educational process (Borg, 2003) and establish educative beliefs in teachers and students. Because of this, the school becomes an initiator of new ways of thought, allowing its individuals to see themselves as creators and originators of new educative ideas. Of course, this is primarily done keeping the curriculum in mind and the learning objectives above all.

In the case of EFL beliefs, we found that they can vary depending on the communicative context. By looking at the context, it was possible for teachers to reflect on their teaching process, while students reflected on how they learnt. Even though the teachers expressed new pedagogical practices in their EFL beliefs, these beliefs have not been reinforced adequately since many of the teachers still hold ideas on traditional ways of teaching.

Traditional didactics have established an infinite number of beliefs in terms of how to teach a foreign language. Traditionalism has been present for decades in the EFL teaching, which implies that today's teachers were probably taught through traditional didactics. As mentioned before, hybrid learning is being chosen over traditional didactics. Clearly, this new way of seeing learning means breaking down outlines established in the curricular process.

Within this qualitative research study, the data suggests that through the pedagogical intervention some beliefs were identified and transformed. Additionally, this was caused by changing the educator's role from teacher to student in the intervention. By doing so, teachers were forced to change their role from an active to a passive one.

Although the data suggests that teachers' beliefs, attitudes, and reflections provide a wide spectrum of answers, there exists a sense of unity when it comes to thinking about teaching English in a different way. This also includes thinking about the student as an active individual who can become involved in his or her learning.

In this way, hybrid learning, that combines full and partial in-class exposure, is a necessary option in establishing new roles and proposing innovative learning alternatives. Beliefs in terms of hybrid learning were varied, which allowed the teachers to understand that through hybrid learning there can be better topic comprehension and motivation in acquiring new information through the use of technology. The previous implies that in some way or another, it is important to create and establish teachers' and students' beliefs in order to conceive hybrid learning as a revolutionary new alternative.

Although hybrid learning may seem ideal, we find that implementing it can cause some inconveniences. This is due in part to educational beliefs and contextual factors that need to be taken into account. Within the study population, the teachers clearly understood that students should be motivated to utilize hybrid learning and be more dynamic. In doing so, students' critical thinking skills could be stimulated. Unfortunately, hybrid learning is still an ideal. The online platform, which the school uses, is meant to promote hybrid learning, but this platform has its inconveniences related to teachers' beliefs. What this means is that the platform should be reevaluated in order to determine if it really endorses hybrid learning or not.

The main inconvenience in using the platform, in terms of teachers' beliefs, came from the school's directors. This is primarily because extracurricular activities are understood as hybrid learning, but this is erroneous because this type learning goes beyond

that. Therefore, other types of activities should be proposed that encourage students' critical and reflexive thinking, as long as these activities are not imposed upon the students.

In addition to this, teachers have not yet developed the belief that they should apply these types of methodologies to complement what was taught in class. This was confirmed through e-mails and comments provided by the teachers. The previous is a result of multiple factors, such as the lack of interest, knowledge, and support in using the platforms. What this implies is that the teacher must double his or her work without a possibility of being compensated monetarily for doing this extra work. All of this plays an important role in influencing how teachers judge, and therefore, construct their beliefs around hybrid learning.

An important element in this investigation and during the discussions were the teachers and their desire to not have hybrid learning imposed upon them as the school has done so far. On the contrary, the teachers feel that they should be able to make the decision whether or not to use hybrid learning. That is why there is a strong educational belief to continue using traditional and conformist methods in education. At the same time, students also foment their educational beliefs, which in a way, continues the same traditional patterns criticized by the teachers themselves. Although, it should be noted that there exists a lack of sequential didactics and materials for teaching EFL in a hybrid learning environment. What this means is that even though hybrid learning is new and "current", we can see that a curricular design towards the use of this type of learning is not being implemented by the teachers. This obviously makes its application difficult.

Finally, this study completed its objectives, which were to identify teachers' beliefs and how they could affect the use and creation of hybrid learning environments. To fulfill

this objective, a pedagogical intervention was proposed, which collected information on the teachers' doubts and questions, as well as creating a training session for the teachers. This allowed the teachers to acquire new information and learning tools to reflect on the ways of teaching and the challenges in tackling hybrid learning in a globalized world. We also used pedagogical theories in constructivism that helped form environments of immersion in order to create critical subjects motivated by their own learning. This, in turn, achieved a transformation of roles within the school. The observations of this study suggest the following:

- a) The participants recognize the necessity to modify their ways of teaching and learning. They also realize that they should not focus as much on traditional methods. Unfortunately, this contradicts the reality lived by the teachers, in which it is a challenge to solve these problems given the fortified beliefs possessed by the teachers.
- b) The teacher's role within the classroom has not changed at all, which implies that the school is not promoting hybrid learning. This is due to the lack of possibilities teachers are given, as well as the other factors mentioned before.
- c) Educational beliefs have been transformed through the intervention process, and I hope that this inspires a change in the future in the way teaching is done and the curricular process is designed.

These reflections assert that research, as it relates to teaching beliefs in EFL, should continue to be modified so that it is reflected in teachers' practice and students results in learning.

Limitations and Further Research

The limitations of this research study are primarily pedagogical since the school has the necessary electronic materials and finds itself working towards implementing hybrid learning. They were categorized as such since the main inconvenience were the beliefs held by the teachers on hybrid learning. Even though the participants come from Spanish-speaking countries (Colombia and Venezuela), they possess established traditional beliefs. This implies that breaking or transforming these beliefs can be quite difficult, especially in cases where teachers spend a large amount of time lecturing and following curricular outlines that fulfill learning “objectives”.

Another possible limitation in evaluating hybrid learning is the population chosen for this study. The teachers taught elementary school, and they held beliefs pertaining to the characteristics and behaviors of their student population. In one way or another they had the conviction that blended learning was a challenge for children and they were not aware that hybrid learning could promote greater results, higher critical thinking, and roles that empower and create responsibility among students.

Through the study, two questions for further research arise from the exploration of different research studies, theoretical foundations, and the pedagogical intervention, listening to teachers' voices, the findings, the conclusions and the limitation that emerged through the study. With these inquiries I invite other researchers and those interested in explore the constructs presented in this study and construct knowledge about Teachers' beliefs, EFL didactics, hybrid learning in English Classrooms, teacher professional development.

- 1) What do EFL teachers' practices portray about their identity as agents of change?

- 2) How do the educational community experience the implementation of hybrid learning as a methodology and didactic resource?

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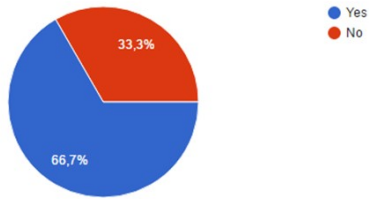
Appendix

- Appendix A. Teachers' survey

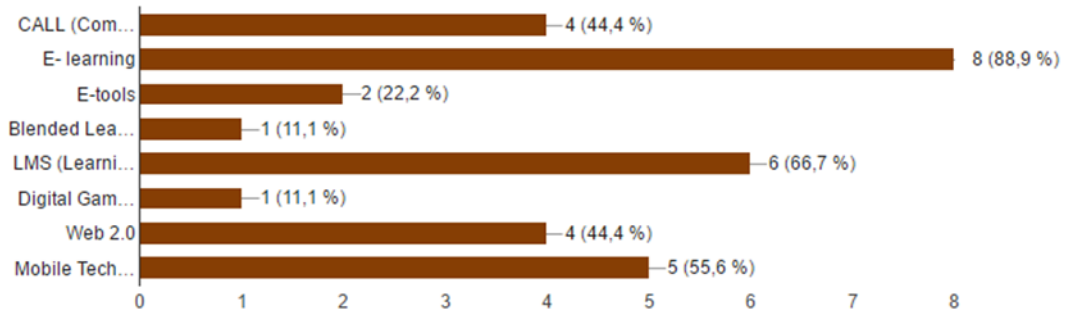
1) Have you ever planned your classes in a way that the integration of ICT (Information and Communication Technologies) is evident?
(9 respuestas)



2) Have you ever adopted, adapted or designed learning materials for online environments?
(9 respuestas)

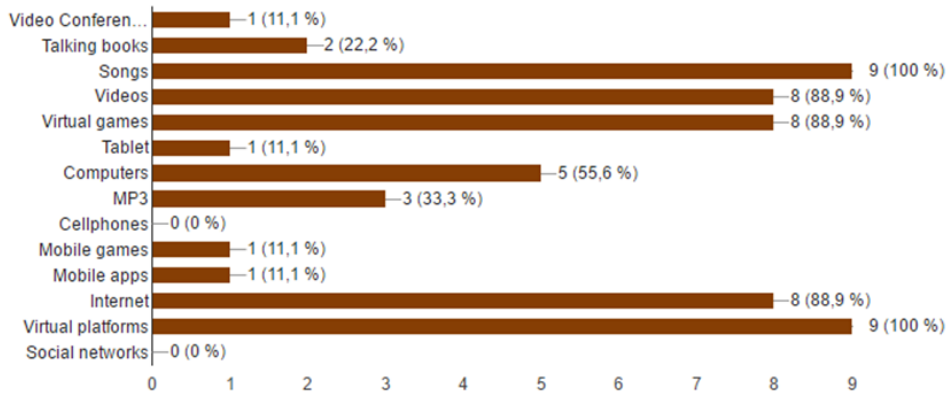


3) Which of the following terms are familiar to you? (9 respuestas)



4) Have you ever used the following tools in your teaching experience?

(9 respuestas)



5) In your opinion, what are the advantages and disadvantages of virtual education?

(9 respuestas)

I think one of the most important advantage is taking into account that nowadays the internet has become important part of children life, which make easier to interest them in any topic using the platforms and resources found online.

It is an useful tool for students engaging in the learning ; it is a good strategie for learning in other places besides the classroom. The disadvantages are that u need intereating online activities and u need a good internet conection and also a good computer to develop the online activites. It is important to take into to account the learning styles because some students find difficult to learn throught this plataforms.

Avantages: Students have de opportunity to learn autonomosly increasing the self motivation, and self discipline. It's flexible.

Disadvantages: Social relation or exchange are nil (Teacher- students or students students), The feedback from the teacher can take some time, organizational difficulties, technical problems and high maintenance costs.

Advantages: access to a lot of information and resources. Disadvantages: technology will never replace the human contact, the proximity to the other is important in the learning process.

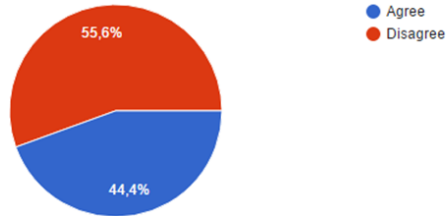
One of the advantages of virtual education is that the students can learn through all ICTs. Those tools help them to develop in a different way all their skills. On the other hand One of the disadvantages is that students couldn't have personal learning and feedback.

there are a lot of advantages so its important to take into account the uses of them, preparing the activities like a schedule.

II part

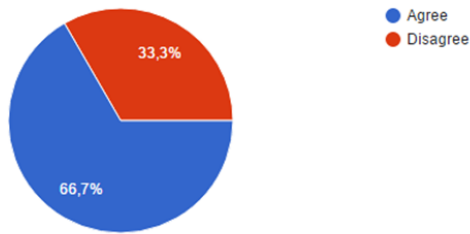
1) The number of LMS (Learning Management Systems) that are used in your school is sufficient to supply learning needs.

(9 respuestas)

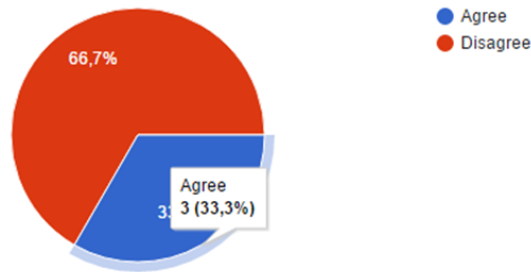


2) Children's engagement in LMS take up much of their playing time or time for social interaction

(9 respuestas)



3) Platforms support face to face learning (9 respuestas)



- Appendix B. Teachers' consent form

NOTA DE COSENTIMIENTO

Bogotá, D.C. 6 de mayo de 2017

Apreciada Docente

Actualmente estoy cursando cuarto semestre de la maestría en Lingüística aplicada a la enseñanza del inglés en la universidad Distrital. En este momento estoy realizando la tesis de grado. Como tema principal se encuentra la conformación de un grupo de docentes de inglés que reflexionan sobre sus didácticas en la enseñanza mixta (Blended Learning) compartiendo sus creencias, experiencias y opiniones.

El objetivo del siguiente proyecto es analizar y explorar las creencias de los docentes de inglés sobre las didácticas del inglés como lengua extranjera cuando se enseñan contenidos multidisciplinares en un ambiente de aprendizaje mixto (Blended Learning). Su participación en la siguiente investigación le permitirá desarrollar estrategias para trabajar en un ambiente de aprendizaje mixto (Blended Learning) como también reflexionar sobre su creencias como docente.

En nuestra institución tendremos la oportunidad de crear este espacio de reflexión y aprendizaje. Es por ello, esta invitación a hacer parte de este grupo docente. Durante las reuniones se realizarán debates, entrevistas, diarios docentes y se grabarán las sesiones.

Para su tranquilidad como participante es importante mencionar que se mantendrá el anonimato de su nombre, no recogeré ni conservaré ninguna información sobre su identidad, tampoco incluiré ninguna información que permita identificarlo. Si usted desea puede elegir un nombre ficticio o apodo. La información suministrada será utilizada única y exclusivamente para propósitos académicos y de investigación, en ningún caso la participación en este proyecto pondrá en juego su integridad.

La decisión de participar en este estudio es totalmente voluntaria. Usted puede negarse a participar en el estudio en cualquier momento sin afectar su relación con la investigadora. Su decisión no producirá ninguna pérdida o beneficios a los que tenga derecho. Usted tiene el derecho de no contestar las preguntas, así como de retirarse completamente del estudio en cualquier momento durante el proceso.

Si tiene alguna duda sobre el estudio, no dude en ponerse en contacto conmigo, en cualquier momento. Puede escribirme al correo marcexxxxxx o llamarme al 321xxxxxx.

Apreciada docente, si está de acuerdo en hacer parte activa y en que la información suministrada durante las sesiones del grupo de profesores se utilice únicamente con fines investigativos favor firmar en señal de aprobación.

De antemano agradezco su colaboración y contribución al enriquecimiento del saber pedagógico en nuestro entorno.

Atentamente

Gina Marcela Pérez Romero

Teacher- researcher

AUTORIZACIÓN

Name: _____

Signature: _____

Fictitious name: _____

- Appendix C. Principals' consent form

Bogotá mayo 2 de 2017

Señores
Directores del Colegio XXXXXXXXXXXX

Respetados directores

La presente tiene como fin contar con su consentimiento para desarrollar la fase de aplicación de mi proyecto de grado de la Maestría Lingüística Aplicada a la Enseñanza del Inglés de la Universidad Distrital Francisco José de Caldas que lleva como título: English Language teachers' beliefs about Blended Learning. Para ello se hace necesario que un grupo de docentes de esta institución, participe en diversas actividades, con el fin de analizar sus creencias y establecer estrategias que puedan mejorar el uso de las plataformas en la institución y de acuerdo con los resultados arrojados poder dar respuesta a la pregunta de investigación.

La información obtenida de las actividades aplicadas será confidencial y de carácter académico exclusivamente.

Agradezco la colaboración y apoyo que le pueda brindar a la presente.

Atentamente;

Gina Marcela Pérez Romero
Docente

- Appendix D. Reflection about the piloting of the instruments

Piloting and reflection

As I mentioned before I will do an interview before the implementation of the pedagogical unit. My research tutor revised it and she gave me feedback. I did the changes and I piloted on May 15th. The participants were three teachers that have a similar profile. They are English Language teachers, they teach multidisciplinary contents, work on primary school and in a blended learning environment. I also piloted the first lesson of my instructional design with those three participants on May 16th.

The interview I applied provided the information I expected. The participants provided me a considerable amount of information that helped me knowing their beliefs about EFL didactics when they are working in a blended learning scenario. However, when I implemented the first lesson the objective was not achieved, below I explain the reasons why this occurred.

GENERAL ASPECTS:

Interview: The interview was not done in the time that I planned due to the fact that there was a neuro-linguistic training and teachers had to assist, I was very worried because I could not do the interview one week before for the same reason. I talked with the area coordinator and she told me that I had to do the interview before the training, I did not see any problem but when I was doing the interview there were a number of students and they constantly interrupt. Therefore, when I was listening the recording there were a lot of noise.

Lesson: I organized the classroom in half circle, I did not realize my role when I was guiding the lesson, It was after the meeting when I was writing my insights I was controlling all the time the lesson. My purpose was that teachers discover about blended learning, I just wanted to be a guide but it was the opposite I was telling them all the time what they have to do. I can compare this first lesson with a traditional class. I wanted to use student centered approach but almost all the time was teacher centered. In the other hand, I was very concentrated in the lesson and I did not check the audio recorder and it was not recording; I felt very sad because I have missed a lot information.

TIME

Interview: The time that I had to do the interviews was one hour. I had to interview three people. I considered that the interview with the first participant was useful based on the fact that I did not check the time in any moment. I spent with the first participant 30 minutes after that I was very worried because I had to interview two more participants in 30 minutes in that way my anxiety in the second and third interview influenced significantly their answers.

Lesson: I planned many activities, I was not checking the time. In one of the activities teachers discuss and share their experiences, it took more time and at the end of the lesson I missed the most important part the reflections because teachers had to go and they could not complete the task. Thus, I could not obtain enough data.

METHODOLOGY

Interview: With the first participant, I started to ask demographic information, I forgot to socialize the purpose of the interview and I did not explain her the format of the interview. I have not experience interviewing people but I consider that I was a good listener and I was neutral as possible, I tried to avoid to nod my head, also I had a good attitude because the participants were involved in the interview and they were able to talk comfortably.

Lesson: When the lesson started I was very anxious and nervous due to the lack of experience working with adults and teachers. Teachers developed each task proposed but I have to develop more dynamic hands-on activities in order to motivate teachers. I have to confess I was a little afraid to propose activities that were not interesting to them, however the game I planned really engaged teachers.

MATERIALS

Interview: I designed a semi- structured interview, I created a number of questions to gather data about English Language teachers' beliefs. When I was revising the interview with my tutor we did not evidence that we have some similar question that will provide me the same information I realize it during the piloting.

Lesson: In the first part of the lesson "activation", teachers' participate and gave ideas to construct the brainstorm, then, the video that I choose was very long, and it was very difficult for teacher to follow the video, they expressed that they do not understand because the quality of the sound was bad so, I have to put subtitles. Then, when we were doing the activity of the article, it was difficult to complete the task because although the article was divided, one page for person was very long. Referring the online game it was a success, teacher were very motivated, they were very competitive and they enjoyed it a lot. I design a reflection format for the lesson but due to the management time problems, teachers could not complete it.

Insights:

- The interview should be done in a quiet place and after students go home because in the piloting students interrupt many time and we have to stop the interview and then was difficult to involve the participant in the interview.
- Participants should discover the knowledge, in that way I have to analyze my role as a teacher- researcher and I have to avoid to be the center of the class.

- I will use more than one video recorder because I missed a lot information due to technical problems.
- I consider that planning three sequence didactics or activities per lesson is enough, I prepared many activities and I could not achieved all the tasks.
- Videos should be from 2 to 5 minutes. The video in the piloting lasted ten minutes, teachers became deconcentrated
- Lessons should be more dynamics, teachers like to play, make roles, competition tasks.

- Appendix E. Teachers' interview

Información que deseo obtener	Preguntas
<p>1. Información Demográfica</p>	<ul style="list-style-type: none"> - Nombre - Edad - Nivel académico - Nombre de la carrera que estudio - Nombre de la institución donde estudio - Curso en el que enseña - Asignaturas que enseña en lengua extranjera - Número de plataformas que utiliza - ¿Durante cuánto tiempo has enseñado inglés?
<p>2. Creencias de los docentes sobre la didáctica del inglés como lengua extranjera</p>	<ul style="list-style-type: none"> - Podrías describir que secuencias utilizas cuando estas enseñando inglés o cuál es la metodología que sigues en tus clases de inglés. - Desde tu perspectiva cómo podrías describir la clase de inglés perfecta o ideal - Qué les recomendarías a las docentes de inglés no usar en una clase de inglés. - En una palabra describa el rol del profesor en un aula de inglés como lengua extranjera ¿por qué? - En una palabra describa el rol del estudiante en un aula de inglés como lengua extranjera ¿por qué?

	<ul style="list-style-type: none"> - En una palabra describa el rol de los materiales en un aula de inglés como lengua extranjera ¿por qué?
<p>3. Creencias de las docentes sobre la implementación del aprendizaje híbrido en la institución para enseñar Inglés y otros contenidos</p>	<ul style="list-style-type: none"> - Que estrategias de enseñanza utilizas para impartir otros contenidos en inglés como science, math. - Qué tipo de inquietudes o preocupaciones te genera cuando estas enseñando inglés u otros contenidos a través del aprendizaje híbrido. - Si te preguntaran por las plataformas ¿cual sugerirías por ser la más adecuada? ¿Por qué? - ¿Qué diferencias encuentras entre el aprendizaje únicamente presencial y la integración de diferentes espacios tanto virtuales como presenciales? - Cuéntame la mejor y la más desagradable experiencia que hayas tenido en tus clases combinado las plataformas con tus clases presenciales - Que crítica harías al aprendizaje híbrido respecto a la enseñanza del inglés como lengua extranjera.
<p>4. Creencias de las docentes sobre las exigencias de la institución frente a la didáctica del inglés como lengua extranjera</p>	<ul style="list-style-type: none"> - ¿Qué sucedería si se dejaran de usar las plataformas en la institución una vez implementadas? - ¿Qué sucedería si usted no usa las plataformas en el aula de clase y/o no asigna actividades en estas?

	<ul style="list-style-type: none"> - Dirías que la experiencia que has tenido usando plataformas es diferente a lo que te esperabas o ha cumplido tus expectativas. - En caso de que usted ejerciera el cargo de rector en la institución como justificaría la integración de los espacios virtuales en los espacios presenciales.
<p>5. Necesidades pedagógicas y didácticas de las docentes que surgen con la implementación del aprendizaje híbrido</p>	<ul style="list-style-type: none"> - Algunas personas consideran que se debe hacer capacitaciones respecto a la metodología del aprendizaje híbrido y el manejo didáctico de las plataformas ¿Qué piensa usted al respecto? - ¿Qué le sugerirías a otros profesores en formación respecto al manejo de espacios virtuales y presenciales en el aula? - ¿Sobre qué te gustaría aprender o profundizar respecto al aprendizaje híbrido?

- Appendix F. Lesson Plan

Session # 2	Phase #1 Learning vision	• 60 minutes
TOPIC: Teachers' beliefs about Learning		LESSON NAME: What do we know about Blended learning?
MATERIALS: Reading - Computer – video beam – On-line game		
GOAL/AIMS: <ul style="list-style-type: none"> To know blended learning objectives and characteristics 		

TIME	INTERACTION	ACTIVITY
5	Whole Group	ACTIVATE Teacher- researcher will write face to face learning and online leaning on the board, teachers will do a brainstorm, they will share their ideas about those key aspects
15	Individual	LEARN: Teachers will watch a video related with blended learning. Teacher researcher will share the characteristics the objectives of blended learning
20	Work group	RELEARN Teachers will work in three groups, each group are going to read a page of an article (167-170) "Blended learning and the language teacher: a literature review" written by Jenny Alexandra Mendieta Aguilar, then they will share their insights.
10	Work group	We are going to play a virtual game related with the topic covered in class
10	Individual	UNLEARN: Teachers are going to write their reflections about learning

Appendix G. Curricular unit

Session	Stage	Activities	Objectives	Topics
1 August 25 th 2017	The starting point	Welcome the group. I Explained my role as an equal member who helped them. We did a brainstorm about the importance to create a reflective teacher group using Prezi www.prezi.com Teachers shared their concerns regarding teaching multidisciplinary contents through blended learning The topics for the following meeting were decided	Taking time to socialize, revise and re organized the pedagogical intervention.	To identify teachers concerns regarding teaching multidisciplinary contents through blended learning To establish an useful environment for the teachers To explain and exemplify how to do a reflection
2 September 8 th 2017	What do we know about Blended Learning?	Teachers filled the first and the second grid of the KWL chart Researcher presented blended learning strategies using quizzlet https://quizlet.com/login Teachers used quizzlet to describe the advantages and disadvantages of face-to- face and on-line learning. Researcher invited an expert to explain about Blended Learning and its characteristics. Teachers discussed about their experiences	Beliefs about blended learning	To know blended learning objective and characteristics

TEACHERS' RESHAPED BELIEFS ON EFL DIDACTICS

3 September 15 th 2017	What is my vision of learning	<p>Teachers discussed about Blended learning strategies covered in the previous session.</p> <p>The following questions were written on the board: Can you use one word to describe on-line learning? Why? What are the best ways to learn in an online environment? What kinds of students do best in your classes? What kinds of learning styles and strategies do you encourage in learners? What kinds of learning styles and strategies do you discourage in learners? What roles are students expected to assume in your classroom?</p> <p><i>Based on Reflective Teaching in Second Language Classroom, Richard & Lockhart (2007)</i></p> <p>Teachers created a video in Edpuzzle bearing in mind the questions written on the board</p> <p>Teachers played in the platform and discussed about their vision of learning</p> <p>Teachers answered the question on the board and reflected individually and then they shared their insights with their peers.</p>	<p>Teachers beliefs about learning</p> <p>Reflection upon my own experiences.</p>	<p>To explore teachers' beliefs about learning</p> <p>To identify assumptions about learning do teachers working in a blended learning environment hold.</p>
4 September 22 th 2017	What is my vision of Language?	<ul style="list-style-type: none"> - Teachers watched the video why do we talk? - Discussion about the video and statements about language learning. - Some statements about learning were given to each teacher to which they wrote down their insights and opinions. - The teachers were then organized in pairs and they discussed and compared their answers. Later, the teachers discussed in groups of three and came up with a common answer. Finally, a person from each group shared what they had discussed and the class agreed on a position 	Teachers beliefs about language	To explore the underlying beliefs teachers hold about language and how these influence attitudes toward teaching it.
5 October 6 th 2017		<p>We did a contest using kahoot https://kahoot.com/</p> <p>The following questions were written on the board: -Why do you think English is an important language? Do you think English is more difficult to learn than other languages?</p>	Teachers beliefs about English	To explore the underlying beliefs teachers hold about language

		<p>-What do you think the most difficult aspects of learning English are (e.g., grammar, vocabulary, pronunciation)?</p> <p>- Do you think it is important to speak English with native-like pronunciation?</p> <p>-What attitudes do you think your learners associate with English?</p> <p>- Do you think English has any qualities that make it different from other languages?</p> <p>- Do you think Blended Learning supports students to learn English?</p> <p><i>Based on Reflective Teaching in Second Language Classroom, Richard & Lockhart (2007)</i></p> <p>Teachers answered the questions above individually Then, the classroom was organized in a roundtable. I gave a soft ball to one of the participants and she had to answer and share her insights about one of the questions listed on the board. Then she had to throw the ball to another teacher, whoever caught the ball had to respond a question and so forth. At the end a whole–class discussions was developed and justified.</p>		
6	What is my vision of Teaching?	<p>Teachers created an online puzzle bearing in mind one of the blended learning models. After finishing, the teachers exchanged puzzles and had three minutes to solve it. Then, the teachers socialized the model.</p> <p>I handed out three different situations that are common in the classroom. Teachers made three teams and chose one of these situations. They analyzed and discussed for ten minutes what they would do in that situation and they agreed upon a solution. The class was re-divided and one member from each team was put in a new group. Each teacher in the group shared the classroom case and the way they solved it. Teachers discussed about the possible solutions and shared their viewpoints with the whole class.</p>	Beliefs about teaching Attending to differences	To reflect upon their beliefs regarding teaching and how it seems to influence or affect their practices.
October 20 th 2017				
7		<p>Teachers had to think about their roles in the classroom and they wrote nine roles on the board. Then they individually ranked these in order using the diamond template . Subsequently, teachers worked in pairs where they shared their diamonds and created a consensus diamond after justifying their decisions. Next, the classroom was organized in a horseshoe and each group shared their rankings. The whole class discussed their arrangements creating a third consensus diamond.</p>		To identify different beliefs about what constitutes effective teaching. To exchange beliefs about teaching in a blended environment.
October 27 th 2017				

		<p>After that, teacher read the account of two different classes performed by two different teachers (Teacher A and Teacher B) using blended learning as a methodology and didactic resource. By simultaneously I carried out an activity. I placed the words agree and disagree on different sides of the classroom. When the teachers finished reading they went to the center of the classroom and had to move to either side as I read statements related to the readings. Therefore, they indicated whether they agreed or disagreed by standing in front of the word. Then I asked them to express their viewpoints on why they had chosen that position.</p> <p>Teacher answered the questions listed below and we used the fish bowl strategy to discuss.</p> <p>Are your classes similar to either of these? What did work well in each class? Why? What did not work well in each class? Why? What were the teachers' roles? What strengths and weakness did you find in each class? What were the students' roles? What would you do the same and differently in your classes? How do your beliefs about teacher student interaction influence what goes on in the classroom?</p> <p><i>Based on Reflective Teaching in Second Language Classroom Richard & Lockhart (2007)</i></p>		
8 November 3 rd 2017	Evaluation	<p>Teachers created an interactive presentation about their insights on blended learning by using Emaze https://www.emaze.com/es/ .</p> <p>Teachers shared their presentations with the whole class and reflected upon their actions. They mentioned how they had reshaped their beliefs and modified their practices.</p> <p>Think-pair-share square strategy was used. First, teachers individually answered the questions listed below</p> <ul style="list-style-type: none"> - What do you think are the most important elements in an effective language teaching program? - What do you think the role of platforms in a language program should be? - How do you decide what kind of materials are you going to use in your English classes? - To what extent is your teaching based on your students' needs? - What changes would you like to see in your program? 		To reflect upon the process during the intervention

		<p><i>Based on Reflective Teaching in Second Language Classroom, Richard & Lockhart (2007)</i></p> <p>Then teachers turned to the person next to them to discuss their insights. Next, new groups were made in pairs of three and they agreed on a response. They decided who the person in charge of sharing the consensual ideas was. Teachers returned to their grids and filled the L column of the KWL chart. They wrote what they learned during the intervention and they compared that with their initial ideas in the K grid. Teachers socialized their charts with the whole class.</p>		
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